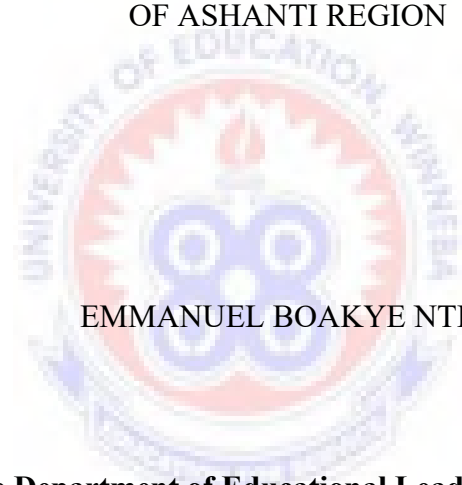UNIVERSITY OF EDUCATION, WINNEBA

INFLUENCE OF HEAD TEACHERS INSTRUCTIONAL SUPERVISION

STRATEGIES ON PUPIL PERFORMANCE IN BASIC SCHOOLS. A CASE STUDY

OF DEPRIVED BASIC SCHOOLS IN ATWIMA NWABIAGYA SOUTH DISTRICT

OF ASHANTI REGION

EMMANUEL BOAKYE NTIM

A Dissertation to the Department of Educational Leadership, Faculty of Education

and Communication Sciences, submitted to the School of Graduate Studies,

University of Education, Winneba, in partial fulfilment of the requirements for

award of the Master of Arts (Educational Leadership) degree

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, EMMANUEL BOAKYE NTIM, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

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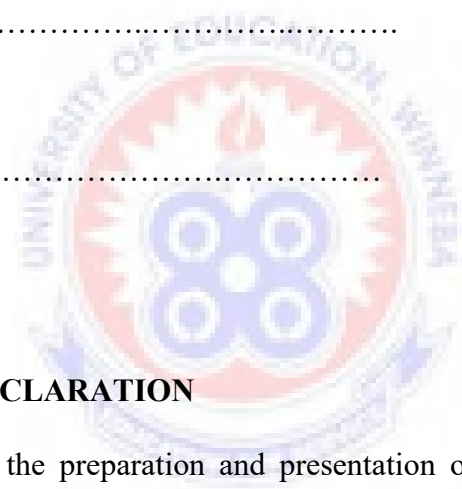
SUPERVISOR'S DECLARATION

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

NAME: DR. KOFI ASIAMAH YEBOAH

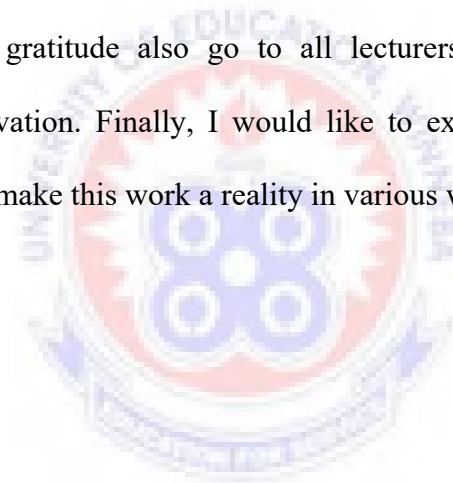SIGNATURE: ………………………………….

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ACKNOWLEDGEMENTS

DEDICATION

To my late mother; Grace Ntim, my father; Mr. Felix Clarkson Kwasi Ntim Gyakari, my sisters; Lucy Ntim, Angelina Serwaa Ntim and Vera Afrakomaa Ntim and my children.

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ABSTRACT

The study was conducted to explore head teachers' instructional strategies has on pupil's performance in the basic schools in Zone "B" area in Atwima Nwabiagya South District of Ashanti region in Ghana. The objectives of the study were to identify the type of supervision carried out in public Basic Schools, find out how often circuit supervisors, school heads and other external officers supervise school activities, determine the problems teachers and head teachers face during school supervision in public Basic Schools and to identify measures to mitigate the problems faced by instructional supervisors in public Basic in Zone "B" area of the Atwima Nwabiagya South District. A descriptive survey design was used for the study. The target population for this study consisted of teachers, head teachers and circuit supervisors. Census technique was used to select all the 30 head teachers, 318 teachers and 30 circuit supervisors in the Zone "B" area. The instruments used in the collection of data were questionnaire and guided interviews. The study found among others that both internal and external supervision was emphasized and that supervisors did not give notification before supervision. Also, supervisors termly and frequently undertook supervision in the schools. Again, lack of motivation and shift system are some of the hindrances to supervision and that supervisors should be detached from teaching to afford them enough time for effective supervision. It is recommended based on the findings that adequate number of qualified circuit supervisors must be appointed and given necessary intensive training workshops on professional knowledge and guidance for effective supervision.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Education is explained as a process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits by which the society influence its individuals to accumulate it. (Agyeman, 1993). Every nation depends on education for development and it is believed that the higher the literacy rate of the country, the more developed that country is likely to be. For instance, the United States of America and Japan which have high literacy rate are known to be the most technologically and electronically advanced countries in the world. Due to the importance of education to the socio-economic development of the country, the government of Ghana spends about 40% of its recurrent expenditure on this sector. Example, in fulfillment of the Free Compulsory Universal Basic Education [FCUBE], the government of Ghana released about 1.2 billion of Ghana Cedis for 2005-2008 academic year as Capitation Grants to all basic schools through the School Feeding Program. The aim of this is to ensure that, at least all children of school going age have access to Basic Education.

Apart from government, other bodies like the district assemblies, individuals, religious bodies, traditional rulers and Non-Government Agencies (NGO) are putting in a lot of money to improve the standard of education in Ghana. Despite the huge spending on education by government and other bodies, public perception is that the standard of education has fallen especially at the basic level. Most schools are not achieving the desire result. This is evidenced in the situation whereby the public schools in the Western Region, Bonsai Essukuma Basic Schools scored 0% at the BECE in 2017. The school as

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an institution serves as a vehicle through which the aims and objectives of education are carried out. So, much responsibility is therefore placed on the school that, its failure to deliver will not only be unacceptable but a total disaster for the society. The school curriculum represents man's most important experience, idea, attitude and aspirations. This implies that teaching procedure must be monitored and be reviewed so that the whole system of facilitating learning is kept abreast with modern change and development. In most developing countries, head teachers encounter many problems in managing school (Harber & Davies, 2002). The problems are attributed to many factors; among the most significant is lack of supervision and appropriate resource materials on school management (Commonwealth Secretariat 1993). The Commonwealth Secretariat (1993) argued that, 'such materials as were available tended to be outdated, in short supply, and in many cases written in language suited to (P1). Therefore, in 1991, it organized training and support programmes for those in English –speaking countries in Africa (Commonwealth Secretariat, 1993). The programme was attended by the representatives of seven Education Ministries in Africa, namely Ghana, Botswana, Kenya, Namibia, Nigeria, Uganda, and Zimbabwe (Oduro, 2003). The participants prepared resource materials covering the basic areas of managing and supervising schools in the continent. Effective supervision is considered as the most significant factors in improving performance in Basic schools (De Gravwe, 2001).

It was not until the introduction of the 'FCUBE' programme that, importance was attached to the improvement of efficiency of school management and supervision. The 'FCUBE' policy suggested that, head teachers should have training in school management (Ghana Education Service (GES), 2001) to enable them to perform their

tasks efficiently and effectively. It also recommends the formation of School Management Committee (SMCs) Governing Bodies, and Parent Teacher Associations (PTAs) by individual schools to work hand-in-hand with the head teachers, and guide them in school policy formulation. (GES, 2001). Also, the Ministry of Education (MOE) and the Ghana Education Service (GES) produced a head teacher's handbook in 1995(Oduro, 2003) to facilitate the performance of their role in quality education provision. It is against this background that, the researcher intends to research into the influence of head teachers' instructional supervision strategies on pupil's performance in basic schools in the Atwima Nwabiagya South District of Ashanti region in relation to deprived basic schools.

1.2 Statement of the Problem

The changes in the educational system in Ghana require highly developed leadership and management abilities. However, there is no provision of formal pre-service training (PRESET) to head teachers (Bush & Oduro, 2006, Oplatka, 2004). Although, all trainee teachers attend college of education, there are no specific courses for those aspiring for leadership position. Yet on completion of their programme, some of them receive direct appointment to leadership, supervision and management position, especially in rural areas (Oduro, 2003). In-Service Training (INSET) and Continuing Professional Development (CPD) courses are the only means for training head teachers. However, in most cases, only those in urban and semi-urban schools get access to such courses (Oduro, 2003).

In most recent times, many parents, guardians and other stakeholders expressed interest in what they called falling standard of education performance in public basic

schools. The general perception is that, the poor academic performance of public basic schools is mainly due to ineffective school supervision (Oduro, 2003). Some people go to the extent of comparing public basic schools to private schools. These people allege that, although more materials and financial resource coupled with proficiently trained teachers exist in public schools, the private schools seem to perform better academically due to more effective supervision strategies and monitoring than the public school heads.

The Atwima Nwabiagya South District Education Oversight Committee report (June, 2016) indicated that poor academic performance of pupils especially the J.S.S candidate on the 2003 B.E.C.E was due to the ineffective school monitoring and supervision by head teachers and circuit supervisors. However, the same report also accused parents of not supervising their wards at home to study. On the other hand, head teachers of basic schools have also laid the blame of poor academic performance of their pupils at the door step of the district education office as the properly supervisory role and not supplying the necessary materials to the schools.

It is in this light that, the researcher wants to research and find out the influence of the head teachers instructional supervision and its influence on poor performance in public Basic Schools in the Atwima Nwabiagya South District.

1.3 Purpose of the Study

The purpose of the study was to explore the influence the head teacher's instructional strategies has on pupil's performance in the basic schools in Zone "B" area in Atwima Nwabiagya South District of Ashanti region in Ghana.

1.4 Objectives of the Study

The study sought to:

1. identify the type of supervision carried out in public Basic Schools in Zone "B" area of the Atwima Nwabiagya South District.

2. find out how often circuit supervisors, school heads and other external officers supervise school activities in Zone "B" area of the Atwima Nwabiagya South District.

3. determine the problems teachers and head teachers face during school supervision in public Basic Schools in Zone "B" area of the Atwima Nwabiagya South District

4. identify measures to mitigate the problems faced by instructional supervisors in public Basic in Zone "B" area of the Atwima Nwabiagya South District
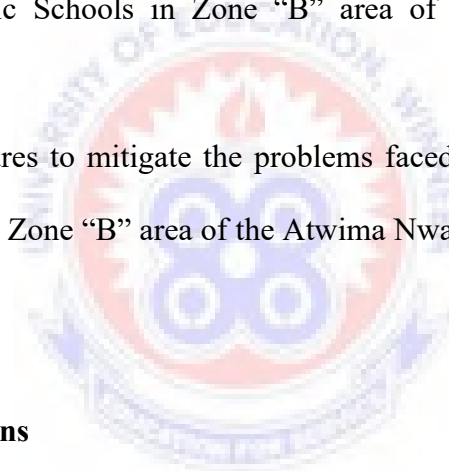
1.5 Research Questions

The following questions were set to guide the study:

1. What type of supervision is carried out in public Basic Schools in Zone "B" area of the Atwima Nwabiagya deprived basic schools?

2. How often do circuit supervisors, school heads and other external officers supervise school activities in Zone "B" area of the Atwima Nwabiagya South District?

3. What problems do teachers and head teachers face during school supervision in public Basic in Zone "B" area of the Atwima Nwabiagya South District?

4. What measures can be taken to mitigate the problems faced by instructional supervisors in public Basic in Zone "B" area of the Atwima Nwabiagya South District

1.6 Significant of the Study

The study will be very important because it is the hope of the researcher that, when completed the findings of the study will help clear the perception about head teachers' supervision strategies in deprived public basic schools in Atwima Nwabiagya South District.

It will also offer opportunity to know from participant at first hand, what actually goes on expose shortcoming of supervision so that appropriate check remedy and solution will be found to address issues arising out of head teacher supervision in basic schools.

1.7 Delimitation

The researcher has chosen Atwima Nwabiagya South District as a case study for the research work. The reason is that, the researcher resides in Atwima Nwabiagya and works within the district and therefore can have easy access to the head teachers who will be contributing to the achievement of the goals of the study.

1.8 Definition Of Terms

Basic schools: the eleven years of schooling in Ghana. This consists of two years of primary school and three years of junior high school.

Perception: the way people view an object, a situation, behavior or phenomenon

Supervision: all actions taken by school head teachers to ensure teaching and learning in the classroom.

G .E.S: Ghana Education Service

M.O.E: Ministry of Education

1.8 Organization of the Study

The study was organized in five chapters. Chapter one consists of the background to the study, problem statement, purpose or objectives of the study, research questions, significance of the study, delimitation and organization of the chapters.

Related literature was reviewed in chapter two. This focused on themes such as the concept of supervision, functions of supervision, types of supervision, factors that affect supervision, etc. The methodology used in the study will be in the third chapter. The research design, population, sample selection and sampling procedure, instruments for data collection, type of data, data collection methods will be covered in this chapter. Chapter four will involves presentation and analysis of data, while chapter five will look at the summary of findings, recommendations and conclusion of the study.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

This chapter tries to review the related literature as documented by some authorities and scholars. The review was therefore discuss such topic as, the concept of supervision, functions of supervision, types of supervision, factors of effective supervision and the personal characteristics of a good supervisor.

2.1 The Concept of Supervision

Supervision as a concept has been given many interpretations by various scholars and writers. While some people see it as an activity, others perceived it as an administrative function. However, they all seem to agree to the view, that it is a service provided with the aim of improving all factors that go into ensuring growth and development in the teaching and learning process. According to Rue & Bayer (1996), supervision is the level of management in an organization and is concerned with encouraging the members of a work unit to contribute positively towards accomplishing the organization goals and objectives. Eye & Netzer (1991:179) define supervision as a phase of school administration which focus primary upon the achievement of the appropriate instructional expectations of educational system.

2.2 Types of Supervision

Glickman et al (1998) declare that "behind every successful school is an effective supervision programme". There are a number of types of supervision and each type

reflect certain purposes, viewpoint concerning the nature of teaching and education and certain viewpoints of what democracy in education implies (Elsbee and McNally,1953).

Gwynn (1961) identify 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 teachers work and the people responsible were referred to as school inspectors.

Kochhar (1970) and Gwynn (1961) argue that school inspection was teacher focuses and school system-centered.

Laissez-Faire Supervision

According to Gwynn (1961) laissez faire type of supervision is where by each teacher is allowed to teach in a manner he chooses. He states that little effort is made to assist teachers to improve the instructional programme.

Coercive Supervision

This type of supervision is similar to inspection in the sense that it is imposed and authoritarian. In the view of Elsbee and McNally (1953), the philosophy was based on two assumptions. The first is "that of all the knowledge available, there is a certain well defined body which is desirable for all pupils to learn and the second is that it is possible to establish an annual timetable for the learning of it". This concept was said to be very autocratic.

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) describe this type of supervision as a "process whereby continuing education is given to the teacher to improve upon his teaching skills". This means that in this type of supervision teachers are more coerced to teach.

Supervision as Democratic

This is a modern approach to supervision which aims at improving the total teaching learning situation. Here teachers are given the needed leadership to develop their conception as teachers and as administrators.

Clinical Supervision

Glickman (1981) and Glatthorn (1984) are of the view that teachers are different and respond differently to various supervisory techniques. They suggest clinical supervision as one of the test option to meet various teachers' needs.

However, Neagley and Evans (1970), put supervision into two main categories, internal and external. According to them internal supervision include the various institution head whiles external supervision are those from the local authority, district, regional or national office.

Among the duties of head teachers at the basic level according to the GES (2001) include,

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- Managing people

- Managing teaching and learning resource

- Managing financial matters

- Managing co-curricular activities

- Managing instructional time

- Managing staff development

- Assessing teacher pupils' performance.

In the GES, supervision are perceived to be office-based such as headmaster and regional office inspectors, district directors, assistant directors (supervisor) and circuit supervisor. The districts are divided into circuit and each circuit is supervised by a circuit supervisor. (GES, 2002) the above are referred to as external supervision. Among the duties of the circuit supervisor are;

- Promoting teaching and learning in all basic schools

- Interpreting educational policies to teachers

- Promoting effective school management

- Liaising between the school and the district office

- Organizing in-service training course for teachers

- Monitoring the achievement and performance of the pupils and staff.

2.3 Functions of Supervision

Supervisory functions according to Spencer (2007) is the planning that is predicting the future and preparing for it, organizing human, fiscal, material resource and time, commanding; that is ensuring employees put up their best to achieve their organizational goal, coordination; that is harmonisation of the operations of the

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organization and controlling; that is the appraisal and examination of results to find the weakness and errors in the operation and how to address them effectively

Glickman et al. (2001) establishes the following function as expressed in the acronym "POSACORB" which represent planning, organizing, staffing, directing, coordinating, reporting and budgeting. Planning outline what ought to be done and procedures to do them to achieve organizational goals. For example, in the school situation, planning involves setting out the objectives establishing the procedures for implementation to achieve the goal of the school.

Organizing means establishing formal structure of authority through which work sub-divisions are arranged. In school, it involves appointing heads or leaders of the various sectors, and assigning staff those responsibilities (Sergiovanni & Starratt, 2002). Directing involves decision-making and implementation, instruction, leading and influencing. In the school, the master who is the chief executive officer leads his staff and student to arrive at decision and also influences or motivate them to implement such decision to achieve the desired objectives (Glickman et al., 2001; Spencer, 2007). Coordinating refers to the interrelation of the various component of the organization. For instance the headmaster has to promote harmony and understanding among various department of the school so that each department may complaint the effort of other departments towards the achievement of the objective in the school (Glickman et al., 2001).

Reporting has to do with accountability and implies keeping all interested parties of the organization informed about what is happening (Sullivan & Glanz, 2000). It involves preparing reports and keeping records for the information of the stakeholders

and sometimes the general public. Budgeting refers to the fiscal, planning, accounting and control and involves preparing annual estimates to the appropriate quarter, providing funds, administering and monitoring procurement and supplies (UNESCO, 2007). From the fore going, supervisory duties involve setting of goal and objectives, predicting and setting out procedures to achieve goal and objectives with available resources; decision-making and implementation of decision; communication, motivating and appraisal.

2.4 Roles of School-based Supervision

Supervision for successful schools attempts to remove the barriers in the school environment in order to improve relations, receive feedback from others, engage in professional dialogue, and have the opportunity to make decisions about collective instruction actions (Glickman, 2001). Jacklyn (2008) indicated that there are five essential tasks of supervision. These are professional development, curriculum development, direct assistance, group development and action research. These interrelated supervision tasks can be planned purposively to increase teacher efficacy. No one person can undertake all these supervisory tasks but with other supervisory functionaries such head teachers and their assistants, department heads, peer teachers, master/mentor teachers, central office personnel and consultants these tasks can be less burdensome (Glickman, 2001).

Jacklyn (2008), evinced that for supervisors to implement the five essential tasks in their schools for the improvement of instruction, they should be knowledgeable of each task and able to implement these effective concepts effectively by possessing positive interpersonal skills, group skills and technical skills.

2.4.1 Professional Development

Professional development is part of enhancing the instruction of teachers. According to Glickman (2001), any experience which enlarges teachers' skills, knowledge, appreciation and understanding of his/her work falls under the professional development category. Since, the skilful teachers and competent teachers are very crucial for successful school, professional development is the major function of school supervision. Harris (1998) saw professional development as enhancing effective pedagogical practices and enabling the continuous personal and professional growth of the teacher which changes the face of education in schools. In schools, there are professional development programmes and sessions organised for teachers. Every successful professional development programmes is often characterised by; the involvement of school administrators and supervisors in its planning and delivery; different training situations for different teachers; placing teachers in active roles like generating ideas, materials and behaviour; linking the programmes to daily practice; there is the opportunity for teacher self-initiated and self-directed training activities and much emphasis is placed on demonstrations, supervised trials and feedback, teacher experience sharing and mutual assistance (Lawerence, cited in Glickman *et al*., 2004)

Teachers are provided with these development programmes so that they would be well equipped to be efficient in their daily pedagogical activities. UNESCO (2006) noted that, teachers, like other skilled workers, benefit from on-the-job training, which is referred to as continuing professional development. Relevant activities in continuing professional development of teachers usually entail; improving teachers' general education background, as well as their knowledge and understanding of the subjects they teach;

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instruction on how children learn different subjects; developing practical skills and competencies; learning new teaching techniques and the use new technologies; improved professionalism and ethics and providing knowledge and skills linked to the needs of a progressive society.

According to Sergiovanni (1995), teacher development and supervision are intertwined. There should be varied avenues for the professional development of teachers. ADEA (1998) stated that, training is important for the professional growth of teachers. Not only should teachers be encouraged to attend workshops offered by outside organizations and through the school, but also, the supervisor must create a variety of professional development activities (Sullivan and Glanz, 2005). By supporting this idea, Glickman et al. (2004) indicated for the purposes of teachers' professional development schools should organise workshops, staff meetings, and visit other schools.

2.4.2 Curriculum Development

A curriculum is pivotal to school life. It embodies what students must be taught in the classroom by a teacher. There is the need for the development of curriculum for the improving in educational delivery. Glickman et al. (2004) stated that curriculum development involves the supervisor providing opportunities for changes in curriculum and materials to improve instruction and learning. There is the need for improving collective thinking on instruction and this is what curriculum development is about. Curriculum development is relative to instructional supervision in the school. Million (2010) opined that designing or redesigning what is to be taught, by whom, when, where and in what pattern developing curriculum guides, establishing standards, planning

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instructional units are the components of school-based supervision. The main duties of supervisors charged with curriculum development processes include; assisting individual teachers in determining more appropriate instructional objectives for the pupils in a specific classroom so as to improve the curriculum; planning and executing an established in-service training programme; providing help in global definitions and selections at local, regional and national level and working closely with administrators to establish roles that are expected of consultant who are outside the school.

2.4.3 Direct Assistance

This is a salient aspect school improvement. Supervision provides direct assistance to teachers which focuses on improvement of classroom instruction. Direct assistance occurs when the supervisor effectively provides feedback for individual teacher. Providing feedback to teachers. It ensures that they do not feel neglected or relegated but are integral part of the team oriented staff (Glickman et al., 2004). Direct assistance is effective for clinical supervision in a manner which is oriented towards a goal and provides commitment and gives support to improvement. Supervisors must be able to furnish teachers with pre-conference, observation and post-conference as well as study the effectiveness of this method (Jacklyn, 2008).

2.4.4 Group Development

Group development provides meetings where groups of teachers can work together to solve the problems. Jacklyn (2008) identified group development, as necessary for instructional improvement based on its ability to bring a group together and

deliberate on what works and needed improvements. By working together improves instruction and enhances students' academic performance. Successful schools involve teachers in school wide projects through meetings. According to Little's study (as cited in Glickman *et al.*, 2004):

> *"Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practices….By such talk, teachers build up a shared language adequate to the complexity of teaching, capable of distinguishing one practice and its virtues from another, and capable of integrating large bodies of practice into distinct and sensible perspective on the business of teaching".*

Group work increases the knowledge base and skills of teachers at different developmental levels by the collaboration of ideas irrespective of one's experiences and achievements and this promotes togetherness and creates an alliance among teachers. Pike *et al.* (cited in Jacklyn, 2008) stated that, group activity evokes different efforts from teachers at different levels. This allows for more successful teachers whose practices may not be aligned with national standards. Samuel (2006) pinpointed that currently, schools are finding ways of involving staff in problem solving and making decisions. As such, supervisors must be good if not better communicators, goal oriented, committed and responsible for the output of the staff members. Glickman et al. (2004) also posited that learning the skills of working with groups to solve instructional problems is a critical task of supervision. Therefore, it is the responsibility of the supervisor to provide for instructional problem-solving meetings among teachers to improve instruction.

2.4.5 Action Research

The school is the basic unit of change in an educational setting. Hopkins (cited in Zepeda, 2003) portrayed action research as "a self-reflective inquiry undertaken by participant in order to improve the rationality of (a) their own practices, (b) their own understanding of these practice and (c) the situations in which these practices are carried out. Similarly, Jacklyn (2008) shared that action research permits teachers to scrutinize their own thought and instructions for improved teaching. The thrust of action research is the improving instructional activities (ADEA, 1998). As Glickman (2001) suggested, action research is when teachers meet to recognize general teaching difficulties, establish recent proof on meeting the pedagogical needs of students, recommend effective changes for successful instruction and evaluate the success of their activities.

The Ministry of Education (MoE, 2010) identified the need for supervisors to expedite situation so as to improve assistance and respect among teachers in schools and offer support in solving teaching challenges. Furthermore, Ministry of Education (MoE, 2010) clearly put forward that teachers are expected to conduct action research in order to enhance teaching learning process. To this end, school-based supervision is crucial process which needs to be strengthened in the school and practiced continuously based on the prepared plan for school improvement program.

The Ministry of Education (MoE, 2010) identified that in the process of school-based supervision, the supervisors should find the solution for the teaching learning problems teachers encountered, should provide assistance and counselling services for teachers and also should oversee the execution of guidelines for school improvement programme and new teaching methodologies by teachers.

2.5 Challenges to supervision in schools.

There is a widespread notion that effective supervision in education is ineffective. Poor academic performance of students has been associated with poor supervision in schools especially public ones. Generally supervision in schools is crippled by lots of factors. They include;

Professional competency: In schools, the head teacher is charged with internal supervision and he is expected to discharge such functions (Mankoe, 2006). He is of the opinion that head teachers of schools are mostly inept or incompetent to discharge such duties as GES appoints "recalcitrant and non-performing teachers to head schools". A supervisor must be one who possesses professional competence, confidence, expertise and high academic qualification; which is normally higher than those he supervises. However, there are in stances where these head teachers have lower qualification than the teachers they are supposed to supervise (Mankoe, 2006). This breeds a feeling of incompetence and insufficiency on the part of head teacher to discharge such exemplary duty. To hide their incompetence, they sometimes forgo their supervisory work and this poses serious problems to school-based supervision.

Lack of Adequate Training and Orientation in Instructional Supervision: Closely related to professional competency is inadequate training and supervision. Many newly appointed heads and supervisory functionaries in schools are not given the necessary training and orientation to equip them with the skills they need to carry out their instructional supervisory functions. They manage through for years without understanding what instructional supervision entails and how to do it. This also challenges instructional quality and delivery and becomes problem of supervision. Merga

(2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision.

Excessive workload and time constraints: Head teachers double as administrators and supervisors of their schools. Ogunu (2005) reiterated that most at times, head teachers are saddled with administrative burden to the total negligence of supervisory duties. They become so much immerse in day-to day administration of the school and have little time to visit and observe classrooms to evaluate teaching practices, class management and discipline.

There exist evidence to support the assertion that head teachers spend most of their time on administration, house-keeping matters and discipline (Martin and Willower, 2006; Sarason, 2004). Other supervisory functionaries in secondary schools such as assistant head teachers, departmental heads and senior teachers who are also charged with supervision have their own classes they must teach and other administrative task which mitigate against their supervisory function as they might not have time to supervise. With their negligence of supervisory duties, some teachers may capitalize on it and work ineffectively (Ogunu, 2005). This is also a major challenge to instructional supervision in schools.

Inadequacy of instructional materials. Supervision is rendered ineffective if there are inadequate instructional materials for effective teaching and learning (Enaigbe, 2009). Supervision manuals and guides have impact on supervisory roles as they are beneficial to the teachers and the school (UNESCO, 2007). Also studies have shown that the lack or inadequacy of basic teaching and learning resources like textbooks, decent classrooms,

chalkboard. With such cases, mostly supervisors have nothing to supervise and this affects supervision.

Fiscal Inadequacy: the absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. This results in the inability of undertake supervisory activities effectively such as in-service training programs, workshops and conferences for teachers and visiting other schools for experience sharing (Merga, 2007; UNESCO, 2007).

Teachers' perception: Instructional supervision in schools aim at improving student performance by enhancing the efficacy of teachers. As Fraser (cited in Lilian, 2007) pointed, the improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Supervision will achieve its results if teachers perceive it in a positive light of enhancing professional development and academic performance of students. The teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007).

Numerous activities make teachers perceive supervision negatively. According to UNESCO (2007) such activities include irregular and bad planning of visits, insufficient time spent in the classrooms and irrelevant advice. Though teachers view supervision in a negative way, their opinion is mainly attitudinal. Teachers show greater resentment towards the traditional judgmental approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

2.6 Effective Supervision

It has been established through research that the environment of most schools and traditional supervision tend to hinder rather than promote teacher growth (Briggs, 2012). On the other hand, it shows that teachers are provided with an appropriate environment effective supervision, they can attain high levels of personal and professional development in view of the various letters are written on the effectiveness of supervisions. First, they wrote about conditions that can make supervision effectively and secondly, how effective supervision can promote teaching and learning.

Briggs (2012) contends that, supervision is effective in ensuring the achievement of school objective because it directs attention toward the fundamentals of education and orient learning and its improvement within the general aim of education. Briggs emphasized that supervision is effective in ensuring the aims of educational objectives because it aims at the improvement of the total setting for learning rather than the narrow and limited aims of improving service. Briggs (2012) concluded that, effective supervision ensures proper appraisal of the teaching and learning process in order to bring about the achievement of objectives.

Briggs (2012) stated that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of supervisory staff are able to function effectively as a team. De Grauwe (2001) on this part contend that supervision can be effectively carried out when materials and logistics are provided to support it. According to Glanz (2000), supervision can enable student perform better by ensuring better method of lesson delivery in the classroom.

Glanz (2000) is of the view that for supervision to ensure student attainment, the supervisor is expected to provide leadership and working environment that makes it possible for student to learn. Briggs (2012) see effective supervision as being able to help supervisors and teachers to have consensus on method that can promote learning in school. On the other aspect of supervision is how supervision achieves its goals and also how it influences students' academic achievements.

Briggs (2012) postulate that, for supervision to achieve its goal, it must institute an evaluation programme that is comprehensive enough to include the participation of pupil, teachers and administration and also to examine the effectiveness of learning in the light of instructional, supervisory and other administrative procedures.

The supervisor

The supervisor is a first level manager who is accountable for the performance of operative employees and performs managerial functions of planning organizing directing, coordinating and controlling (Mankoe, 2007).

Briggs (2012) on his part maintain that the supervisor is the mainly responsible for the achievement of production targets and increase in productivity. To be effective, Grey contends that supervisor should be concerned about the morals of his staff, which is considered to be a prerequisite for performance. Briggs maintains that a well motivated staff could give off their best provided that; (a) the task to be performed is properly designed (b) appropriate technology is available, (c) the staff has the ability to perform, (d) the group norm support productive behavior, (e) other organization units do not hinder task accomplishment.

Technical skills

Technical skills refers to the ability to apply knowledge, methods, techniques experience and equipment of perform specific task effectively (Briggs, 2012). Briggs admits that though supervisors need to have enough technical knowledge so as to pass sound judgment and offer technical assistance to other employees in his department.

Human skills

Human skills refer to interpersonal or interactive skills. Supervisor/managers should be capable of working with and through people by applying motivational and behaviorist techniques to get the best of them (Briggs, 2012).

Conceptual skills

This involves the ability to acquire, analyze and interpret information in a logical manner. The supervisor or manager should be capable or understanding the intricacies of the organization as a whole, and act in accordance with its objectives, rather than pursing a parochial or personal interest (Briggs, 2012).

Supervision of instruction

Glickman, Gordon and Ross – Gordon (2001), define supervision as the assistance for the improvement of instruction. Glickman et al. (2001), declare that, behind every successful school is an effective supervisor program. They consider supervision as glue or adhesive that pulls together organizational goals and teacher needs and provides

for improved learning. Glickman (2001) argue that supervision is related to instructing pupils through helping teacher with instruction.

Glanz (2000) define instruction as the actual flow of engagement, by persons being educated, with other persons and things within particular arrangement of time and space. Supervision of instruction is the process through which the principal or supervisor attempts to work with teachers in a positive way to achieve academic excellence. The principal or supervisor, according to Glanz is to offer leadership activities to bring teachers and other staff members together to improve teaching and learning in the school.

Glickman, et al (2001) observes that supervision is the function in the schools that draws together the discrete elements of instrumental effectiveness into whole-school action. Spencer (2007) also define supervision as the provision of support for the teachers so that they could attain excellence. In their opinion, supervision of instruction involves the refinement of knowledge and skills regarding effective teaching and learning. Spencer further argues that supervision is a formative process, which involves several dress rehearsals. Glickman et al (2001) maintain that supervision, as a function of enhancing quality should not be assigned solely to a functionary called a supervisor and therefore argue that supervision should not be associated with a person.

Instructional supervision

Instructional supervisors are responsible for the improvement of instructional service in the schools. Their task according to Glickman et al, (2001), involves

(a) ongoing personal contact with teachers observe and assist them in instructional, building

(b) gathering of teachers to make decisions on common instructional issue,

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(c) providing learning opportunities for the professional growth of teachers,

(d) revision of modification of content, plan and materials of classroom instruction and

(e) studying what is happening in the classroom and school with the aim of improving learning.

In the Ghana education service (GES), supervisors are perceived to be office – based such as headquarter and regional office inspectors, direct assistant director (supervision) and circuit supervisors. However, Glickman et al (2001) argue that supervision is a function and a process rather than a role and or position. A supervisor is therefore any person who is involved in supervision such as principals, headmaster/teachers, subject/department teachers heads and class/form master.

There are two types of supervisor's namely internal and external supervision in the school system. External supervisors in basic schools are district based. The districts are divided into circuit, which are the operation under circuit supervisors (Ghana education Service, 2002). Among the functions of circuit supervisors, according to the (Ghana Education Service, 2001).

2.3 Functions of Supervision

Supervisory functions according to Spencer (2007) is the planning that is predicting the future and preparing for it, organizing human, fiscal, material resource and time, commanding; that is ensuring employees put up their best to achieve their organizational goal, coordination; that is harmonisation of the operations of the

organization and controlling; that is the appraisal and examination of results to find the weakness and errors in the operation and how to address them effectively

Glickman et al. (2001) establishes the following function as expressed in the acronym "POSACORB" which represent planning, organizing, staffing, directing, coordinating, reporting and budgeting. Planning outline what ought to be done and procedures to do them to achieve organizational goals. For example, in the school situation, planning involves setting out the objectives establishing the procedures for implementation to achieve the goal of the school.

Organizing means establishing formal structure of authority through which work sub-divisions are arranged. In school, it involves appointing heads or leaders of the various sectors, and assigning staff those responsibilities (Sergiovanni & Starratt, 2002). Directing involves decision-making and implementation, instruction, leading and influencing. In the school, the master who is the chief executive officer leads his staff and student to arrive at decision and also influences or motivate them to implement such decision to achieve the desired objectives (Glickman et al., 2001; Spencer, 2007). Coordinating refers to the interrelation of the various component of the organization. For instance the headmaster has to promote harmony and understanding among various department of the school so that each department may complaint the effort of other departments towards the achievement of the objective in the school (Glickman et al., 2001).

Reporting has to do with accountability and implies keeping all interested parties of the organization informed about what is happening (Sullivan & Glanz, 2000). It involves preparing reports and keeping records for the information of the stakeholders

and sometimes the general public. Budgeting refers to the fiscal, planning, accounting and control and involves preparing annual estimates to the appropriate quarter, providing funds, administering and monitoring procurement and supplies (UNESCO, 2007). From the fore going, supervisory duties involve setting of goal and objectives, predicting and setting out procedures to achieve goal and objectives with available resources; decision-making and implementation of decision; communication, motivating and appraisal.

2.4 Roles of School-based Supervision

Supervision for successful schools attempts to remove the barriers in the school environment in order to improve relations, receive feedback from others, engage in professional dialogue, and have the opportunity to make decisions about collective instruction actions (Glickman, 2001). Jacklyn (2008) indicated that there are five essential tasks of supervision. These are professional development, curriculum development, direct assistance, group development and action research. These interrelated supervision tasks can be planned purposively to increase teacher efficacy. No one person can undertake all these supervisory tasks but with other supervisory functionaries such head teachers and their assistants, department heads, peer teachers, master/mentor teachers, central office personnel and consultants these tasks can be less burdensome (Glickman, 2001).

Jacklyn (2008), evinced that for supervisors to implement the five essential tasks in their schools for the improvement of instruction, they should be knowledgeable of each task and able to implement these effective concepts effectively by possessing positive interpersonal skills, group skills and technical skills.

2.4.1 Professional Development

Professional development is part of enhancing the instruction of teachers. According to Glickman (2001), any experience which enlarges teachers' skills, knowledge, appreciation and understanding of his/her work falls under the professional development category. Since, the skilful teachers and competent teachers are very crucial for successful school, professional development is the major function of school supervision. Harris (1998) saw professional development as enhancing effective pedagogical practices and enabling the continuous personal and professional growth of the teacher which changes the face of education in schools. In schools, there are professional development programmes and sessions organised for teachers.

Every successful professional development programmes is often characterised by; the involvement of school administrators and supervisors in its planning and delivery; different training situations for different teachers; placing teachers in active roles like generating ideas, materials and behaviour; linking the programmes to daily practice; there is the opportunity for teacher self-initiated and self-directed training activities and much emphasis is placed on demonstrations, supervised trials and feedback, teacher experience sharing and mutual assistance (Lawerence, cited in Glickman *et al*., 2004) Teachers are provided with these development programmes so that they would be well equipped to be efficient in their daily pedagogical activities. UNESCO (2006) noted that, teachers, like other skilled workers, benefit from on-the-job training, which is referred to as continuing professional development. Relevant activities in continuing professional development of teachers usually entail; improving teachers' general education background, as well as their knowledge and understanding of the subjects they teach;

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instruction on how children learn different subjects; developing practical skills and competencies; learning new teaching techniques and the use new technologies; improved professionalism and ethics and providing knowledge and skills linked to the needs of a progressive society.

According to Sergiovanni (1995), teacher development and supervision are intertwined. There should be varied avenues for the professional development of teachers. ADEA (1998) stated that, training is important for the professional growth of teachers. Not only should teachers be encouraged to attend workshops offered by outside organizations and through the school, but also, the supervisor must create a variety of professional development activities (Sullivan and Glanz, 2005). By supporting this idea, Glickman et al. (2004) indicated for the purposes of teachers' professional development schools should organise workshops, staff meetings, and visit other schools.

2.4.2 Curriculum Development

A curriculum is pivotal to school life. It embodies what students must be taught in the classroom by a teacher. There is the need for the development of curriculum for the improving in educational delivery. Glickman et al. (2004) stated that curriculum development involves the supervisor providing opportunities for changes in curriculum and materials to improve instruction and learning. There is the need for improving collective thinking on instruction and this is what curriculum development is about.

Curriculum development is relative to instructional supervision in the school. Million (2010) opined that designing or redesigning what is to be taught, by whom, when, where and in what pattern developing curriculum guides, establishing standards, planning

instructional units are the components of school-based supervision. The main duties of supervisors charged with curriculum development processes include; assisting individual teachers in determining more appropriate instructional objectives for the pupils in a specific classroom so as to improve the curriculum; planning and executing an established in-service training programme; providing help in global definitions and selections at local, regional and national level and working closely with administrators to establish roles that are expected of consultant who are outside the school.

2.4.3 Direct Assistance

This is a salient aspect school improvement. Supervision provides direct assistance to teachers which focuses on improvement of classroom instruction. Direct assistance occurs when the supervisor effectively provides feedback for individual teacher. Providing feedback to teachers. It ensures that they do not feel neglected or relegated but are integral part of the team oriented staff (Glickman et al., 2004). Direct assistance is effective for clinical supervision in a manner which is oriented towards a goal and provides commitment and gives support to improvement. Supervisors must be able to furnish teachers with pre-conference, observation and post-conference as well as study the effectiveness of this method (Jacklyn, 2008).

2.4.4 Group Development

Group development provides meetings where groups of teachers can work together to solve the problems. Jacklyn (2008) identified group development, as necessary for instructional improvement based on its ability to bring a group together and

deliberate on what works and needed improvements. By working together improves instruction and enhances students' academic performance. Successful schools involve teachers in school wide projects through meetings. According to Little's study (as cited in Glickman *et al.*, 2004):

> *"Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practices….By such talk, teachers build up a shared language adequate to the complexity of teaching, capable of distinguishing one practice and its virtues from another, and capable of integrating large bodies of practice into distinct and sensible perspective on the business of teaching".*

Group work increases the knowledge base and skills of teachers at different developmental levels by the collaboration of ideas irrespective of one's experiences and achievements and this promotes togetherness and creates an alliance among teachers. Pike *et al*. (cited in Jacklyn, 2008) stated that, group activity evokes different efforts from teachers at different levels. This allows for more successful teachers whose practices may not be aligned with national standards. Samuel (2006) pinpointed that currently, schools are finding ways of involving staff in problem solving and making decisions. As such, supervisors must be good if not better communicators, goal oriented, committed and responsible for the output of the staff members. Glickman et al. (2004) also posited that learning the skills of working with groups to solve instructional problems is a critical task of supervision. Therefore, it is the responsibility of the supervisor to provide for instructional problem-solving meetings among teachers to improve instruction.

2.4.5 Action Research

The school is the basic unit of change in an educational setting. Hopkins (cited in Zepeda, 2003) portrayed action research as "a self-reflective inquiry undertaken by participant in order to improve the rationality of (a) their own practices, (b) their own understanding of these practice and (c) the situations in which these practices are carried out. Similarly, Jacklyn (2008) shared that action research permits teachers to scrutinize their own thought and instructions for improved teaching. The thrust of action research is the improving instructional activities (ADEA, 1998). As Glickman (2001) suggested, action research is when teachers meet to recognize general teaching difficulties, establish recent proof on meeting the pedagogical needs of students, recommend effective changes for successful instruction and evaluate the success of their activities.

The Ministry of Education (MoE, 2010) identified the need for supervisors to expedite situation so as to improve assistance and respect among teachers in schools and offer support in solving teaching challenges. Furthermore, Ministry of Education (MoE, 2010) clearly put forward that teachers are expected to conduct action research in order to enhance teaching learning process. To this end, school-based supervision is crucial process which needs to be strengthened in the school and practiced continuously based on the prepared plan for school improvement program.

The Ministry of Education (MoE, 2010) identified that in the process of school-based supervision, the supervisors should find the solution for the teaching learning problems teachers encountered, should provide assistance and counselling services for teachers and also should oversee the execution of guidelines for school improvement programme and new teaching methodologies by teachers.

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2.5 Challenges to supervision in schools.

There is a widespread notion that effective supervision in education is ineffective. Poor academic performance of students has been associated with poor supervision in schools especially public ones. Generally supervision in schools is crippled by lots of factors. They include;

Professional competency: In schools, the head teacher is charged with internal supervision and he is expected to discharge such functions (Mankoe, 2006). He is of the opinion that head teachers of schools are mostly inept or incompetent to discharge such duties as GES appoints "recalcitrant and non-performing teachers to head schools". A supervisor must be one who possesses professional competence, confidence, expertise and high academic qualification; which is normally higher than those he supervises. However, there are in stances where these head teachers have lower qualification than the teachers they are supposed to supervise (Mankoe, 2006). This breeds a feeling of incompetence and insufficiency on the part of head teacher to discharge such exemplary duty. To hide their incompetence, they sometimes forgo their supervisory work and this poses serious problems to school-based supervision.

Lack of Adequate Training and Orientation in Instructional Supervision: Closely related to professional competency is inadequate training and supervision. Many newly appointed heads and supervisory functionaries in schools are not given the necessary training and orientation to equip them with the skills they need to carry out their instructional supervisory functions. They manage through for years without understanding what instructional supervision entails and how to do it. This also challenges instructional quality and delivery and becomes problem of supervision. Merga

(2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision.

Excessive workload and time constraints: Head teachers double as administrators and supervisors of their schools. Ogunu (2005) reiterated that most at times, head teachers are saddled with administrative burden to the total negligence of supervisory duties. They become so much immerse in day-to day administration of the school and have little time to visit and observe classrooms to evaluate teaching practices, class management and discipline.

There exist evidence to support the assertion that head teachers spend most of their time on administration, house-keeping matters and discipline (Martin and Willower, 2006; Sarason, 2004). Other supervisory functionaries in secondary schools such as assistant head teachers, departmental heads and senior teachers who are also charged with supervision have their own classes they must teach and other administrative task which mitigate against their supervisory function as they might not have time to supervise. With their negligence of supervisory duties, some teachers may capitalize on it and work ineffectively (Ogunu, 2005). This is also a major challenge to instructional supervision in schools.

Inadequacy of instructional materials. Supervision is rendered ineffective if there are inadequate instructional materials for effective teaching and learning (Enaigbe, 2009). Supervision manuals and guides have impact on supervisory roles as they are beneficial to the teachers and the school (UNESCO, 2007). Also studies have shown that the lack or inadequacy of basic teaching and learning resources like textbooks, decent classrooms,

chalkboard. With such cases, mostly supervisors have nothing to supervise and this affects supervision.

Fiscal Inadequacy: the absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. This results in the inability of undertake supervisory activities effectively such as in-service training programs, workshops and conferences for teachers and visiting other schools for experience sharing (Merga, 2007; UNESCO, 2007).

Teachers' perception: Instructional supervision in schools aim at improving student performance by enhancing the efficacy of teachers. As Fraser (cited in Lilian, 2007) pointed, the improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Supervision will achieve its results if teachers perceive it in a positive light of enhancing professional development and academic performance of students. The teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007).

Numerous activities make teachers perceive supervision negatively. According to UNESCO (2007) such activities include irregular and bad planning of visits, insufficient time spent in the classrooms and irrelevant advice. Though teachers view supervision in a negative way, their opinion is mainly attitudinal. Teachers show greater resentment towards the traditional judgmental approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

1. Promoting teaching and learning in all basic schools

2. Interpreting educational practices teachers

3. Promoting effective school management.

4. Liaising between the school and the district educational Office.

5. Organizing in – serve education for teachers

6. Monitoring the achievement and performance of pupils and staff.

7. Promoting healthy school- community relations.

The headmasters do internal supervision in the school. They are both the administrative and instructional leaders, who ensure that successful learning takes place for every pupils in the school (Badu and Antwi 2007)). Among the headmaster's headtacher's duties are;

1. Managing people

2. Managing teaching and learning resources

3. Managing financial matters

4. Managing co-circular activities

5. Managing instructional items

6. Staff development

7. Assembling teacher and people performance

2.7 Factors for Effective Supervision

According to Mankoe (2002) good or effective supervision is becoming professional, thus it is increasingly seeking to evaluate its personal, procedures, and results; and it is moving towards standard and toward self supervision.

Neagley and Evan (2001) 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 et al (2001) observe that supervision should be based on non-directive, collaborative, self-reflective and non-threatening methods. They are 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.

Mankoe (2002) outline the following principles needed for effective school supervision

1.   Good supervisions should be creative and not prescriptive

2.   Good supervision should employ scientific applicable to the dynamic social process of education

3.   Supervisions should be democratic, thus respecting personality and individual difference between personalities and seek to provide opportunity for the expression of each unique personality.

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 has also to act as the teacher's friend and guide (Kochlar, 2000).

Personal characteristic of a supervisor

A supervisor is expected to possess the needed competence, confidence and expertise to do his/her effectively. The supervisor's academic qualification and professional experience are very vital to his/her performance.

Mankoe (2002) contends that a supervisor's qualification and experience should on the normal circumstances be higher than those of the teachers whose job he is supposed to assess.

Considering the question of personal characteristics needed by supervisory personnel Kochlar (2000) deemed the following personal characteristic essential to fulfillment of the role of supervision:

1. Ability to win respect and confidence

2. Empathy and sensitivity

3. Enthusiasm

4. Feeling of adequacy

5. Originality

6. Sense of humor

7. Sense of relative value

8. Sincerity

9. Resourcefulness

Kochlar (2000) further stated that a supervisor should be humane and serve as fountain head of light and knowledge. The supervisors' motto should be "Train your teachers, inspire your teachers, encourage your teachers" and not "check your teachers, frighten your teachers, weaken your teachers and examine them". The successful supervisor is the one who is in constant contact with people and possess personal traits of warmth, friendliness and patience which are essential not only to supervision but also to teaching as well.

2.8 Summary

The related literature summarized above has attempted to describe what supervision entails, concept of supervision, its function, types of supervision, factors of effective supervision, roles of school-based supervision, challenges of supervision, effective supervision factors for effective supervision and personal characteristics of a good supervisor.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter discusses the methods that were employed in the gathering of data and the topic under study. These include the research design, population, sample and sampling procedure, research instruments procedure, questionnaire administration and data analysis.

3.1   Research Design

In many research studies, the researcher must conceptualize the research problem and then put it into a perspective that will guide him or her in the data collection and analysis. Such plan and structure of research is usually known as the research design (Opoku, 2005). The design is very important because an improperly designed research could produce wrong and misleading result. A descriptive survey design was used for the study. A descriptive survey technique or design is the most appropriate for this study because it provides a description of some fraction of the population sample through data collection process by asking questions from people (Fraenkel & Waller, 2001). A descriptive survey is the research design which specifies the nature of a given phenomenon. This method is preferred because it is a technique that enables the researcher to describe with precision a collection of quantitative data about the topic thereby presenting the facts in more concise and convenient manner. Also, in-depth follow-up questions can be asked and items that are not clear can be explained using descriptive survey design.

However, when questions are not carefully worded, the result can vary significantly. Also the data produced may not be trustworthy especially when the interview questions delve into sensitive issues.

How to make sure that the data produced is explicit is another problem when using the descriptive design. This limitation notwithstanding, the researcher believes that this descriptive Survey is the appropriate design which could help him makes direct contact with head teachers on their instructional strategies that can be relevant for this investigation and can lead to the drawing

3.2 Population

Best and Kahn (2004) defines target population as a group of individuals who have one or more characteristics in common that is of interest to a researcher. The target population for this study consisted of basic schools teachers, head teachers and circuit supervisors in the Zone "B" area of the Atwima Nwabiagya South District in the Ashanti Region of Ghana, which include 30 head teachers, 318 teachers and 30 circuit supervisors of Atwima Nwabiagya South District.

3.3 Sample and Sampling Procedure

Sampling is the act, process or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population (White, 2005). Census technique was used to involve the 30 head teachers, 318 teachers and 30 circuit supervisors. Census technique was considered appropriate because the researcher collected and analyzed from every

teacher, head teacher and circuit supervisor. Creswell (2005) shared a view that census sampling is used in schools to find out respondents opinions on possible issues. The procedure increases sample and it covers the whole population. Census technique is unbiased and is totally representative.

3.4 Research Instrument

According to Cohen (1991), "Research instruments mean a range of approaches used in research to gather data which are to be used as basis for influence and interpretation for explanation and prediction" (p14). The two instruments the researcher used for the study were the questionnaire and the interview. Nwana (1992) defines questionnaire as a list of questions relating to aims of the study and the research questions to be verified to which the respondent is required to answer. It is quite an effective instrument for collecting data from a large number of pupils at the time. However, a researcher must be wary of ambiguous items which will bring varied responses which may be conflicting. The questionnaire was used for head teachers and the circuit supervisors from the district education office.

The questionnaire was structured with close-ended questions and open-ended questions. The researcher as a guiding principle in constructing the questionnaire, made sure that every question was relevant to the study. The sample questionnaire can be seen in Appendix A.

Unstructured interview was used to gather information from various the head teachers and teachers. Open-ended questions were asked to afford the researcher the chance to delve into areas not anticipated in the questionnaire. The interview was

organized in such a way that the researcher has a wide discretion in which to frame the questions on the spot and to follow the order as the situation arises. The objective of the interview schedule is to probe into the influence of head teachers instructional supervision strategies on pupils performance in the basic schools. Research interview, according to Cohen, (1991) is a "two person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on content specified by research objectives of systematic description, prediction or explanations.

The items were directly limited to the objective of the research and influenced by the research item. The questions covered personal data, the need for appropriate supervision, effectiveness of supervision by head teachers, problems facing the head teachers in their supervision in their various schools.

Validation of Instruments

The instruments were tried out. The aim was to validate the instruments and thereby correcting possible weaknesses such as ambiguities, vague words, and repetition of questions, and use of embarrassing or personal threatening questions. The pre-testing was carried out in two schools in the district thus Fufuo D/A Primary and Adagya D/A Primary. This enables the researcher to obtain data to establish the parsimony of items and to establish construct validity and reliability of items. This was also done to establish internal consistency and external acceptability of the instruments. The researcher administered the instruments personally. The reliability test yielded Cronvach Alpha of 0.79.

3.5 Administration of the Questionnaire

The questionnaires were administered by the researcher. The researcher went to head teachers in the various schools in the District within the Atwima Nwabiagya to administer the questionnaires.

The researcher first brief the respondents about the purpose of the study after which the questionnaires was distributed and items explained to them. Respondents were encouraged to ask questions in order to seek for clarification of items on the questionnaires. The researcher collected an introductory letter from the District Director of education. The researcher visited the various attachment schools with the questionnaire and the introductory letter and introduced himself to the head teachers concerning his mission. This enabled him distribute the questionnaire to the head teacher and the teachers to respond to. The researcher arranged with the circuit supervisors and met them in their offices. The researcher used unstructured face-to-face interview to solicit information from the five circuit supervisors of Barekese circuit, Akropong circuit, Nkawie circuit, Mfensi circuit and Abuakwa circuit about their work as circuit supervisor and challenges they face in the course of their work

3.6 Data Analysis Technique

Osuala (1992) described data analysis as the ordering and breaking of data into smaller doses and performing statistical calculations with raw data to provide answers to the research questions.

In this study, editing was the first thing done. This involved correcting mistakes in the data and deciding whether some of the data collected should be deleted or kept for

analysis later. The errors in the data were eliminated to ensure conclusion validity that the researcher checked for completeness, accuracy and uniformity, before tabulation and analysis.

The data were computed using SPSS software package. Descriptive statistics such as frequencies and percentage were used to analyse and answer all the research questions. The results were presented in table form.

CHAPTER FOUR

RESULTS FINDINGS AND DISCUSSION

4.0 Introduction

This chapter covers the analysis and discussions of the data which was collected from research participants on the influence of Head teacher's instructional supervision strategies on pupils' performance in basic school in the Atwima Nwabiagya District of Education in the Ashanti Region.

Gender distribution of respondents

Table 1: Gender

Gender	Head teachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Male	9	30	78	24.5	17	56.7
Females	21	70	240	75.5	13	43.3
Total %	30	100	318	99.4	30	100

It can be observed from Table 1 that 30% of the head teachers who responded to the questionnaire were males, while the majority 70% was females, 24.5% of the teachers were males while majority of the teachers were females on the other hand 56.7 % of the circuit supervisor who responded to the questionnaire were males while the remaining 43.3% were females. This clearly shows that more females were dominated in the study area.

Professional status of respondents

Table 2: Professional status

Professional status	Head teachers		Teachers		Circuit Supervisors	
	N	%	N	**%**	N	%
Professional	30	100	299	94.2	30	100
Non Professional	-	-	19	5.8	-	-
Total	30	100	318	100	30	100

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

Educational level of respondent

Table 3: Educational level of respondents

Educational level	Head teachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Postgraduate	1	3.3	8	2.5	15	53.3
First Degree	11	36.7	100	31.4	4	13.3
Diploma	10	33.3	120	37.7	8	26.7
2&3 year Post Sec.	2	6.7	50	15.8	2	6.7
4 year Cert. A	5	16.7	25	7.8	-	-
Others	1	3.3	15	4.7	-	-
Total	30	100	318	100	30	100

Educational level varied among respondents, Table 3 clearly shows that 3.3% of the head teachers hold a Postgraduate Degree, 36.7% hold First Degree, 33.3% hold a Diploma, 6.7% hold 2 and 3 years Post-Secondary Certificate, 16.7% hold a 4 year Certificate A and the remaining 3.3% hold other certificates, with regards to the teachers 2.5% hold a Postgraduate Degree, 31.4% hold First Degree, 37.7% hold Diploma, 15.8% hold 2&3 year Post Secondary Certificate, 7.8% hold 4 year Certificate A and the remaining 4.7% hold other certificates on the part of circuit supervisors 53.3% hold Postgraduate Degree, 13.3% hold First Degree, 26.7% hold Diploma and the remaining 6.7 hold 2&3 years Post Certificate.

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

Research Question one sought to find out the views of head teachers, teachers and circuit supervisors on the type of supervision employed in the basic schools. The responses from respondents have been analysed and presented in Table 4.

Table 4: Type of supervision carried out in the school

Supervision	Head teachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Internal	6	20	75	23.7	4	13.3
External	1	3.3	31	9.7	6	20.0
Both	23	76.7	212	66.6	20	66.1
Total	30	100	318	100	30	100

Table 4, sought to find out the type of supervision employed in the basic schools, it can be seen from the Table that 20% of the head teachers responded to internal supervision, 3.3% responded to external while the majority 76.7% of the head teachers responded to both internal and external, when it came to the teachers 23.7% responded to internal supervision, 9.7% responded to external supervision while the remaining majority 66.6% responded to both internal and external supervision, with regards to the circuit supervisors 13.3% responded to internal, 20% responded to external while the majority responded to both internal and external supervision. This is in consonance with the views of Neagley & Evams (1970) when they identified internal and external supervision as the types of supervision carried out by supervisors.

Table 5: Type of supervision that should be emphasized

Supervision	Head teachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Internal	9	30	144	45.0	6	20
External	6	20	37	11.7	11	36.7
Both	15	50	138	43.3	13	43.3
Total	30	100	318	100	30	100

Table 5 sought to find out the type of supervision that should be emphasized, from the Table 30% of the head teachers responded to internal supervision, 20% responded to external supervision, while the remaining 50% responded to both internal and external, on the part of the teachers, 45% responded to internal supervision, 11.7%

responded to external while the remaining 43.3% responded to both internal and external supervision with regards to the circuit supervisors 20% responded to internal, 36.7% responded to external supervision while the remaining 43.3% responded to both internal and external supervision. This is however contrary to the views expressed by Eye & Netzer (1965), they emphased on the use of external supervision by the supervisors.

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

Research question two sought to find out how often circuit supervisors, school heads and other external officers supervise school activities. The responses from respondents have been analysed and presented in Table 6.

Table 6: Do external supervisors notify you before they visit the school?

Supervision	Head teachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Yes	4	13.3	27	8.3	8	26.7
No	14	46.7	170	53.3	22	73.3
Sometimes	2	40	122	38.3	0	0
Total	30	100	318	100	30	100

It can be observed from Table 6 that 13.3% of the head teachers responded yes to the statement if external supervisors notify them before they visit the school, majority 46.7% responded no, while the remaining 40% responded sometimes, on the part of the teachers 8.3% responded yes, 53.3% responded no, while the remaining 38.3% responded

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sometimes, when it came to the circuit supervisor's majority 73.3% responded no, while the remaining 26.7% responded yes. This confirms the views expressed by Mankoe (2002) that, owing to lack of official vehicles and means of transportation, supervisors have to rely on public means of transport to notify the school and those to be supervised.

Table 7: How often do external officers visit your school for supervision?

Supervision	Head teachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Monthly	1	33	16	5	9	30
Termly	15	50.0	112	35	0	0
Frequently	8	26.7	122	38.3	2	6.7
Quarterly	1	3.3	24	7.5	5	16.7
Rarely	5	16.6	45	14.2	14	46.7
Total	30	100	318	100	30	100

Table 7 depicts how often external officers visit schools for supervision, it can be observed that, 3.3% of the head teachers responded to monthly, majority 50% responded termly, 26.7% responded frequently, 3.3% responded quarterly while the remaining 16.7% responded to rarely, on the part of the teachers 5% responded to monthly, 35% responded to termly, 38.3% responded to frequently, 7.5% responded to quarterly, the remaining 14.2% responded to rarely with regards to the circuit supervisors 30% responded to monthly, 6.7% responded to frequently, 16.7 responded to quarterly and the remaining 46.7% responded to rarely. This is in consonance with the views expressed by Acquaye et al (2002), that supervisors must at least visit the school twice a term.

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Table 8: Adequacy of external supervision in the school

Supervision	Head teachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Very good	3	10	50	15.8	1	3.3
Good	18	60	199	62.5	11	36.7
Satisfactory	9	30	69	21.7	18	60
Total	30	100	318	100	30	100

Table 8 depicts the adequacy of external supervision in the school, when the question as to the adequacy of external supervision in the school, 10% of the head teachers responded to very good, majority 60% responded good, while the remaining 30% responded satisfactory, on the part of the teachers 15.8% responded very good, majority 62.5% responded good while the remaining 21.7% responded to satisfactory, when it came to the circuit supervisors 3.3% responded very good, 37.6% responded good while the remaining majority responded satisfactory.

Research Question 3: What problems do teachers and head teachers face during school supervision and how can these problems be solved?

Problems hindering effective supervision Table 9:

Supervision Teachers	Head teachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Lack of motivation	5	16.7	140	44.2	3	10
Negative attitudes of some teachers	0	0	0	0	6	20
Shift system	4	13.3	24	7.6	2	20
Lack of teaching and learning materials	14	46.7	100	31.4	6	20
Inability of the external supervisors to provide feedback	3	10	27	8.5	0	0
Too much work and loads on heads and supervisors	4	13.3	29	9.1	13	43.3
Total	30	100	318	100	30	100

It can be observed from Table 9, that, 16.7% of the head teachers said that lack of motivation is a major problem encountered in supervision, 13.3% attributed the problem to the shift system, majority 46.7% said lack of teaching and learning materials contribute to poor supervision, 10% said the inability of the external supervisors to provide feedback while the remaining 13.3% of the head teachers said there is too much workload on supervisors.

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

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

Research question 4: What measure can be taken to mitigate the problems of instructional supervisors in public basic schools in Atwima Nwabiagya South District? The respondents' views on the measures to mitigate problems faced by head teachers in public basic schools in the study area is summarised in Table 10.

Table 10: Measures to mitigate the problems faced by Instructional Supervisors

(Head teachers) In Public Basic Schools in the Atwima Nwabiagya South District

Statement	Respondents	SA		A		N		D		SD	
		N	%	N	%	N	%	N	%	N	%
Supervisors workload should be reduced	Teachers	140	44	68	21	60	19	50	16	0	0
	Head teachers	16	53	8	27	6	20	0	0	0	0
Supervisors should be detached from teaching to afford them enough time	Teachers	142	45	88	28	0	0	46	14	42	13
	Head teachers	17	57	4	13	0	0	9	30	0	0
There should be cordial relationship between head teachers and teachers	Teachers	136	43	131	41	30	9	21	7	0	0
	Head teachers	12	40	6	20	12	40	0	0	0	0
There should be cooperation from teachers	Teachers	146	46	128	40	28	9	16	5	0	0
	Head teachers	15	50	12	40	0	0	3	10	0	0
SMC/PTA members should be sensitized to avoid interference in the work of head teachers.	Teachers	152	48	110	35	36	11	20	6	0	0
	Head teachers	18	60	4	13	0	0	8	27	0	0

SA= Strongly agree, A=Agree, D=Disagree, SD= Strongly disagree, N=Neutral

The researcher was interested to establish the possible measures to the problems

faced by the head teachers in discharging their supervisory roles. The research question 4

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was therefore developed with five items to illicit views from both teachers and head teachers on how to mitigate problems discussed in Table 10. It was revealed in item 1 of Table 10 that majority of respondents comprised 65% of teachers and 80% of head teachers intimated that reduction of workload on head teachers was necessary as it would afford them ample time to concentrate on their core mandate as instructional supervisors. Less than a quarter of the teachers (16%) were found to be against the idea that the workload of head teachers needed to be reduced while 19% were undecided. The finding provided by this analysis was that head teachers in the study area were not performing their roles well as instructional supervisors due to workload hence the need for detaching them from classroom teaching so that they would devote their time on only supervision. This finding was in line with that of Baffour (2011) who opined that the school administrators work load should be reduced to allow them address both their administrative duties and participate fully in their instructional supervisory roles.

The issue of cordial relationship between teachers and head teachers was embraced by both groups of respondents as a key attempt in ensuring smooth execution of supervisory roles by head teachers in the Atwima Nwabiagya South District.

Table 10, item 2 demonstrated that majority of the respondents, 73% of teachers and 70% of head teachers opined that a good relationship between the two parties would help in improving the performance of the supervisory role of head teachers in the study area. The rest of the respondents with the percentage value of 27% of teachers and 30% of head teachers were in the category of disagreement. Some respondents in the open ended questions suggested that the head teachers need to be detached from teaching so

that they would get enough time to concentrate on their supervisory roles so that the effectiveness of their work would be realised.

Respondents in item 3 of the same Table 10, were asked to indicate their level of agreement or disagreement as to whether cooperation from teachers could also help find solution to the problems faced by head teachers or not. From their responses, 84% and 60% of teachers and head teachers respectively did agree that teachers' cooperation with head teachers during supervision was paramount as far as solutions to supervision challenges were concerned. On the other hand, 16% of teachers disagreed to that effect and the rest remained neutral. The finding from the opinion expressed on this item was that there was the need for teachers to cooperate with their head teachers when discharging their supervisory roles so that they (the head teachers) will be able to provide the needed professional support to improve instructional skills.

A significant number of respondents in item 4 of the Table 10 agreed to the fact that there should be cooperation from teachers during supervision for effective supervision. To substantiate this, 86% of teachers and 90% of head teachers agreed and strongly agreed the on the issue. Also 9% of the teachers were undecided, 5% disagreed while 10% of the head teachers also disagreed. The result means that teachers' cooperation in the supervisory process lead to effective supervision.

Concerning the sensitization of SMC and PTA Executives, majority of the respondents stated that SMC and PTA executives should be given sensitisational workshops on their roles in the schools so that their interference into the activities of head teachers would be avoided. As shown on Table 4.10, 83% of teachers and 73% of head teachers agreed to the fact that members of SMC and PTA interfered in the work of head

teachers. In an interview conducted concurrently with the questionnaire, majority of the head teachers that were interviewed disclosed that most of the SMC and PTA were not well educated and as such do not have understanding on certain technical issues and thereby causing conflict between them. They therefore suggested independent instructional supervisors' work in order to achieve the desired results and this could be done, according to them, by organizing sensitisational workshops for the Executives of the SMC and PTA. This finding was in conformity with the finding of Kweku (2014) in his study on Attaining School and Educational Goals: Duties of Head teachers of public basic schools in Ghana that most members of SMC and PTA in schools, especially those in rural areas are not well educated and are rather agents of conflict in the schools.

In order to achieve maximum output from head teachers as instructional supervisors, majority of the teachers suggested that head teachers should be motivated by the various stakeholders especially the District Education Directorate to put up their best to improve instructional.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

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

The research was based on supervision of basic schools in the Atwima Nwabiagya South District in the Ashanti Region of Ghana. The study was to find out about how supervision was carried out in schools in the Atwima Nwabiagya South District. The study, which was carried out in the Atwima Nwabiagya South District Directorate has a total of about 183 public schools and 123 private schools with a teacher population of 2,236. Head teachers, teachers, circuit supervisors and other schedule officers from the District education office (who perform supervising roles) and unit Education managers constituted the population. Basic schools teachers, head teachers and circuit supervisors in the Zone "B" area of the district were sampled for the study. The instruments used in the collection of data were questionnaire, guided interviews and inspection of documents. Copies of questionnaire were administered by the researcher with the help of a schedule officer from the Atwima Nwabiagya South District Education Office. For each of the schools the researcher administered the instruments and collected them on the same day except for a few respondents that follow ups had to be made at later dates. The interview guide was used for the school Management committee and sampled (PTA) Parent Teachers Association members.

5.2 Findings

1. The study shows that both the internal and external types of supervision were being used by supervisors in the schools. Majority of respondents indicated that Unit managers the Municipal Director, Circuit supervisors and other schedule officers visited their schools to supervise, to supplement supervision from the Head teachers and teachers. Respondents admitted that both internal and external supervision enhanced effective teaching and learning more than either internal or external.

2. The study shows that majority of respondents were of the view that the Municipal Director was not regular in visiting the schools. Unit Managers of schools were also not regular. Probably due to their work schedule at their offices. However, the presence of the circuit supervisors in the schools was much felt and other schedule officers visited seldomly to supervised specific activities. The study also shows that about 50% of the teachers and head teachers did not receive any notification prior to the visits by external supervisors. There was an indication that teachers viewed the visits of external officers to their schools as very relevant as it would help them to improve upon their work.

3. The study shows that; majority of the respondents saw that supervisors' relationship with teachers was very cordial. This enables the teachers to express their views and ask questions about difficult situation they came across to improve upon their teaching and learning.

4. About the barriers to effective supervision in the schools, all respondents mentioned a number of problems they faced in the course of their roles as

supervisors. From the data analysis, respondents indicated some problems that hinder the effective supervision in the in Atwima Nwabiagya South District.

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

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

c) Lack of teaching and learning materials TLMs, for both teachers and supervisors for demonstrations lessons and for pupils to learn, negative attitudes put out by some teachers and head teachers towards supervisors.

d) None payment and delay in payment of T&T to supervisors, inability of external supervisors or GES Officers to provide feedback and reports to the schools after visits.

e) The shift system in the schools, Lack of motivation, there is no clear cut location of authority and responsibility of supervisors, inaccessible roads to some of the schools, and

lack of effective communication between teachers, head teachers and supervisors prior to supervision.

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

a. Supervisors should be provided with means of transport to enable them visit the various schools regularly and circuit supervisors should not be saddled with too much work to enable them have enough time for each school.

b. Allowances due to supervises should be paid promptly, allowances in the form of motivation should be increased and paid regularly to prevent them from collecting huge sums of money from teachers and head teachers and reprimanding them to do what is right.

c) Follow-up visits should be regular to ensure that any recommendations made are being implemented; adequate teaching and learning materials should be provided to the schools.

d. Supervisors should be friendly, fair and firm in all their dealings especially with young teachers, workshops should be organized for supervisors to be abreast with the current trends in supervision regularly.

e. There should be regularly in-service training for teachers after supervision to equip them with the requisite knowledge for teaching and learning and this must be done soon after the visits, there should be clear cut line of responsibilities to all supervisors both internal and external and head teachers should not be over bordered.

5.3 Conclusion

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

1. The fact that both internal and external supervision was preferred and emphasized by respondents indicated that supervision co-operated well with head teachers to tackle some of the challenges of their teachers in the course of their teaching. There was an indication that more experienced head teachers were needed to head and supervise the schools more effectively because some teachers held higher rank and academic qualification than the head who supervised them, which could be a big challenge to effective supervision to the head teacher. It also came to light that, often there is too much work load on head teachers and external supervisors due to lack of inadequate qualified circuit supervisors. New schools had been opened, thus resulting in higher enrolments in the schools.

2. School population had increased due to interventions such as school feeding programmed, provision of free school uniforms to pupils, capitation grant and other government policies. As the number of schools and teachers to be supervised in the various circuits kept increasing, there was the urgent need for more circuit supervisors to be trained, but that has not been possible, hence much

pressure was put on the few ones available making supervision sometimes ineffective. Lack of means of transport for supervision such as, cars and motor cycles affected the smooth running of supervision. In the case of officers who had their own vehicles they were not provided with enough fuel and maintenance allowance regularly. None payment and delay in T&T allowance to supervisors had not motivated them to work efficiently.

3. Again, sometimes lack of effective communication between teacher, head teacher and supervisors prior to supervision had resulted to negative attitudes put out by some teachers and head teachers towards supervision, thus affecting the entire monitoring and supervision process negatively. An observation from the available school records such as time book revealed that teachers in the urban areas were punctual and regular to school; whiles those who taught in the underserved schools were seldom regular and punctual. That means that, contact hours were often lost and teaching and learning was affected negatively.

4. There was also inadequate supply of teaching /learning materials in some schools; in spite of the provision of the capital grant, some of the classrooms were bare, without pictures and charts for teaching and learning. The perception of the respondents about the activities of external supervision from Ghana Education Service indicates that, some offices sent written reports to the schools and provided feedback and follow ups, but other supervisors did not honour that obligation after visit. Also there was no clear cut location of authority and responsibility of supervisors. Members of school management committee and parent teacher association expressed their views about the supervisory roles of the

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head teachers and circuit supervisors as commendable, however, the teachers needed to be more committed to work especially, as to their punctuality and regularity in the municipality. The fact that schools in the underserved (rural) areas were not visited regularly by external supervisors, due to inaccessible roads or lack of means of transport might have led to poor academic performances, irregular attendance of teachers to school and misuse of pupils' time and labour. This indeed is a very crucial situation which if not arrested in time, would make urban schools continue to perform better while the underserved schools (rural) continue to perform poorly.

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

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

5.4 Recommendation

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

1. Adequate number of qualified circuit supervisors must be appointed and given necessary intensive training workshops on professional knowledge and guidance for effective supervision.

2. . There should be follow- up visit and in-service training for teachers regularly after supervision by circuit supervisors to equip them requisite knowledge and ensure that any recommendations made are being implement for the enhancement of teaching and learning in the schools.

3. Funds, logistics, work plans and other materials should be released promptly for supervisors to their work as expected of them. Supervisors should be provided with means of transport to enable them visit the schools regularly. Maintenance and T&T allowances should be paid regularly to those who have their own vehicles to facilitate their work.

4. Circuit supervisors should not be saddled with too much work to enable them have enough time for each school. Supervision should not be burdened with additional responsibilities such as distribution of circular letters and other social and national functions which are of less educational values, instead messenger should be employed to distribute letters to the schools.

5. Officers who play supervisory roles should be trained to establish good interpersonal relationship with teachers and headmasters, to avoid the notion that supervisors are faultfinders, intimidators or superior rather than partners in the

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

6. These should be more of schools based in service training (INSET) by head teachers which must be on challenges faced by individual schools and to be supported by circuit supervisors.

7. Adequate teaching and learning materials should be provided to the schools and must be put of good use and head teachers should not be over burdened with additional task such as accounting and other Technical issues. Qualified personnel's in those areas should be employed to take care in the schools. That would enable the head teachers to have enough time to supervise teaching, learning and other activities effectively in their schools.

Suggestion for further study

The study was conducted to explore the influence the head teacher's instructional strategies has on pupil's performance in the basic schools in Zone "B" areas in Atwima Nwabiagya South District of Ashanti region in Ghana. Therefore there is need to find out how effective instructional supervision impacts on academic performance in public basic schools in the other zones of the district.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

A QUESTIONAIRE FOR HEAD TEACHERS AND TEACHERS

Dear Respondent,

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

SECTION A

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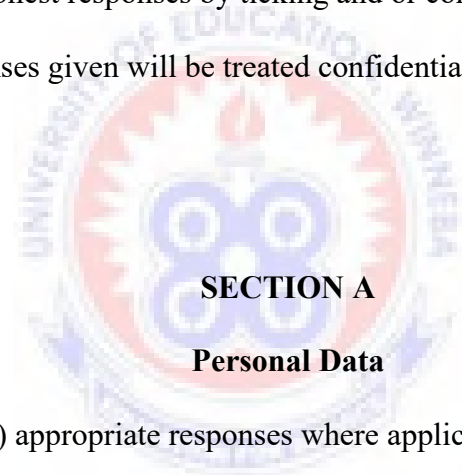
Indicate by ticking (√) appropriate responses where applicable or supplying briefly the information required.

1) Serial number ( )

2) Gender Male ( ) Female ( )

3) Year of your First appointment…………………………

4) Professional status as a teacher:

Professional ( )

Nonprofessional ( )

5) Which of the following positions do you hold in the office / school?

District Director ( )

Deputy Director ( )

Unit manager ( )

Assistant Director ( )

Circuit Supervisor ( )

Head master / headteacher ( )

Classroom teacher ( )

Other specify ( ) 94

6) Level of education

Postgraduate ( )

1st Degree ( )

Diploma ( )

2&3 year post – see ( )

4 year certificate 'A' ( )

Others Specify ( )

7) What is Your Rank?

Director ( )

Deputy Director ( )

Assistant Director ( )

Principal Supt ( )

Senior Supt ( )

Others Specify ( )

APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS/

TEACHERS ON SUPERVISION

Please tick (√) the response which are acceptable

1. What types of supervision are carried out in your school?

a). Internal ( ) External ( ) Both ( ) None ( )

2. Which type of supervision is much emphasized?

a). Internal ( ) External ( ) Both ( ) None ( )

3. Do external supervisors notify you before they visit your school?

a).Yes ( ) b) No ( ) c) sometimes ( )

4. What is your view about the adequacy of external supervision in your school?

a). Very good ( ) b). Good ( ) c). Satisfactory ( )

5. How often do external officers visit your school for supervision?

a).Monthly b). Termly c) Frequently d) Quarterly e) rarely

6. How relevant are the visits from the external officers?

a). very relevant b) relevant c) not relevant d). don't know

7. How do you rate supervisors relationship with teachers?

a) Excellent b) very good c) Good d) Poor

8. Do you have any kind of meeting with the supervisor prior to your work being supervised?

a) Yes ( ) b) No ( )

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

a) Yes ( ) b). No ( )

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

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

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

a) yes ( ) No ( )

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

a) Yes ( ) b) No ( )

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

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

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

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

Please use the following scale to answer the questions on supervision in the areas

indicated. Circle the number that is applicable

Key – 5 To a great extent

4 To some extent

3 Don't know / not sure

2 To a little extent

1 Not at all

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

regularly.

5 4 3 2 1

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

5 4 3 2 1

17. Monitors staff / students attendance to school regularly

5 4 3 2 1

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

table.

5 4 3 2 1

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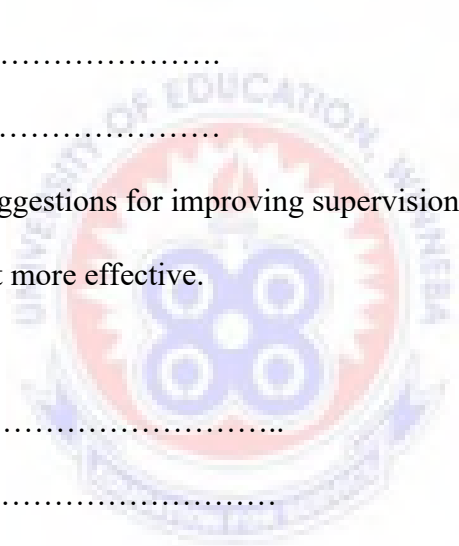
municipality.

i) ………………………………………..

ii) …………………………………………

20. Please list any 2 suggestions for improving supervision of schools in the New Juaben

municipality to make it more effective.

i)…………………………………………..

ii)…………………………………………

APPENDIX C

INTERVIEW GUIDE FOR HEAD TEACHERS

1).How long have you been in the position as a head?

2). Are you personally involved in supervision in the school?

3) Specifically, in what ways are you involved in supervision in the school? (Eg-monitoring the effective use of instructional time)

4) Have you ever appraised the performance of the staff in your school? –How often?

5) Has your work been supervised or appraised?

- By whom and how often?

6). Are there any written reports of such visits as a feedback? – Can I have a copy?

7) Are there opportunities for in-service training or refresher courses for teachers in your schools? – How often and by whom?

8). Are there any follow –up visits from external officers after supervision and in- service training had been given to teachers and Head teachers?

10) What suggestions do you have for making supervision more effective in the municipality?

APPENDIX D

QUESTIONNAIRE FOR CIRCUIT SUPERVISORS AND

OTHER OFFICES WHO PERFORM SUPERVISORS ROLES

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

1). How often do you visit your school?

a) Weekly

b) Fortnightly

c) Monthly

d) When need be

2) What are the types of supervision carried out in your school?

a) External

b) Internal

c) Both

d) Other specify

3) Which type of supervision is emphasis laid?

a) External

b) Internal

c) Both

d) Other specify

4) How do you rate the supervision of Head teachers in your school?

a) Very good
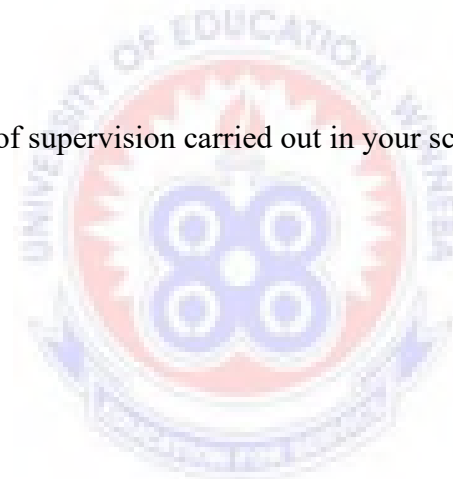
b) Good

c) Satisfactory

d) Poor

5) Do you notify your Head teachers / schools when you want to visit?

a) Yes ( )

b) No ( )

6). How do you rate the adequacy of external supervision in the school?

a) Very good

b) Good

c) Satisfactory

d) Poor

7). How relevant are your visits or supervision to the schools/ district?

a) Very relevant

b) Relevant

c) Net relevant

d) don't know

8) How would you rate your relationship with the teachers and Headteacher in your schools / districts in terms of the following:

a) i) Approach

  a) Democratic 99

   b) Autocratic

  c) Laisses - faire

  d) Others specify

9) ii) Attitude

a) very friendly

b) Friendly

c) Indifferent

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

a) Normal

b) Intimidated

c) Worried

d) other Specify

11) Do you have any kind of meeting with your teachers /Head teachers prior to supervision of their work?

a) yes ( )

b) no ( )

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

a)Yes ( )

b) No ( )

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

a) rarely

b) termly

c) yearly

d) other Specify

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

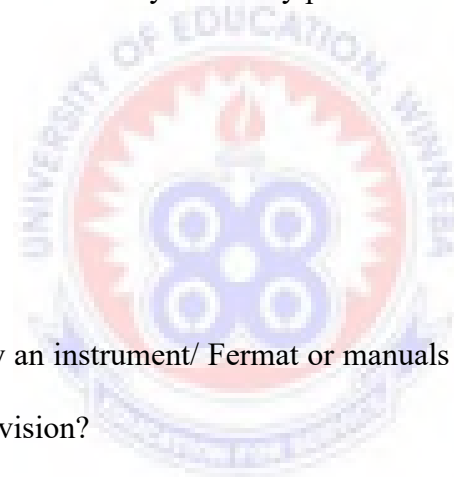a) Regularly

b) Occasionally

c) Net at all

d) Others specify

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

16) Do you give teachers/Head teachers only help to improve upon their work after the visit?

a) Yes ( )

b) ( )

17) Which type of supervision do you usually prefer?

a) Traditional

 b) Clinical

c) Both

d) Other specify 100

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

a) Yes ( )

b) No ( )

c) Don't know ( )

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

i)…………………………………………..

ii)………………………………………….

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

i)…………………………………..

ii)……………………………….

Thank you for your time and co-operation.