UNIVERSITY OF EDUCATION, WINNEBA

THE PERCEPTION OF TEACHERS ON THE PRACTICES AND CHALLENGES

OF SUPERVISION OF TEACHING AND LEARNING IN BASIC SCHOOLS: A

CASE STUDY OF MANKRANSO CIRCUIT

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:……………………………………..

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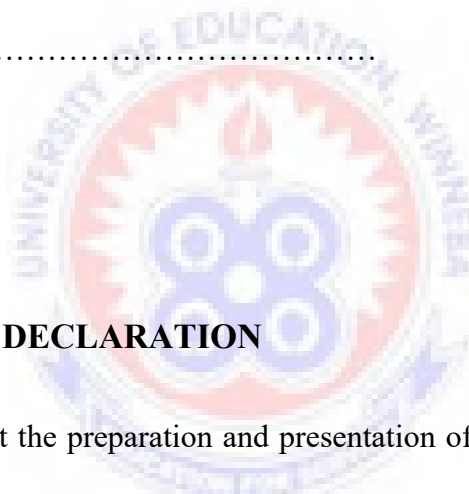
SUPERVISOR'S DECLARATION

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

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DATE…………………………………………..

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DEDICATION

To my lovely husband Mr. Borgor Mathew, my uncle Mr. Samuel Nsiah, my mother

Madam Margaret Nsiah, my brothers; Frank and Gyapong and my children; William,

Clarice and Vera.

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ABSTRACT

The study was conducted to investigate teachers' perception on the practices and challenges of supervision of teaching and learning in basic schools in the Mankranso Circuit of the Ahafo Ano South West District. The objectives of the study were to identify the types of supervision practiced, find out the perceptions of teachers, head teachers and circuit supervisors on the importance of supervision and to establish the challenges associated with supervision in basic schools in the Mankranso circuit. The study adopted descriptive survey design using the questionnaire to collect data. The target population was 441 head teachers and teachers in the Ahafo Ano South West District. The accessible population was 52, comprising 3 head teachers, 48 teachers and one circuit supervisors in the Mankranso Circuit. Census sampling was used to select 52 respondents for the study. The data was analyzed with descriptive statistics. The study found among others that schools in the study area practiced both external and internal supervision. Also supervision took the forms of intensive inspection and regular visits. Also, supervision contributed to continuous professional development of teacher and enabled teachers to use variety of teaching techniques. The challenges associated with supervision were perception of teachers towards supervision and supervision as master-servant relations among. Based on the findings it is recommended that the Ahafo Ano South West District Director of Education should allocate adequate teaching and learning materials to supervisors for them to perform effectively and efficiently to improve instruction.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The success or failure of any educational enterprise depends among other factors upon the supervision of such enterprise be it a school or an organization. Education is the tool used for developing human skills and knowledge (Anamuah-Mensah, 2006). Education is also the foundation of any nation in terms of its development, therefore education of the citizenry to acquire knowledge, skills, attitudes and competencies that enable them to render useful services to themselves and to the nation as a whole is vital. It is widely accepted that the objective of education is to equip students with knowledge, skills, attitudes and competencies that enable them to render useful services to themselves and to the society at large.

According to Sullivan and Glanz (2007), a nation which properly educates its children is investing for its future development. Education is, therefore, viewed as an indispensable catalyst that strongly influences the development and economic fortunes of a nation and the quality of life of its people. As to the World Bank (2011), education occupies a unique position in the life of any nation, because it is one of the most powerful ways to reduce poverty and inequality, to promote peace and to lay foundation for sustainable economic growth. From this, it can be understood what role education plays for the overall development of a nation and hence the need to ensure proper and effective supervision.

Anamuah-Mensah (2006) stated that various educationists as well as research findings have established the fact that supervision is a critical element in quality education delivery and serves as a relevant tool to ensure an effective and reliable educational system in a country. In this regard, there should be efficient and effective

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supervision of the teaching and learning that goes on in our educational institutions to improve the quality of educational outcomes.

The evolution of School based Supervision is evident throughout history as a reflection of learning theory and social and political influences. Supervise means to guide, assist, direct, oversee, or to make sure that anticipated principles are met (Igwe, 2001). Thus, supervision in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. Supervision therefore involves the use of expert knowledge and experiences to oversee , evaluate and coordinate the process of improving teaching and learning activities in schools (Igwe, 2001).

Furthermore, supervision could be seen as an interaction involving some kind of established relationship between and among people, such that people influence others. To some extent this form of interactions are deeply challenged by a predetermined program of instruction. According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning.

In today's keen competitive global environment, basic schools and other institutions of learning are entrusted to produce quality human capital that is able to participate and cope with the ever changing technological demands. The ultimate aim of educational supervision is to improve on instruction in order to provide quality and better education (Nolan & Hoover, 2004). In supervision, the supervisor need to seek the buy-in, cooperation, and collaboration of those being supervised. Such cooperation is aimed at assisting supervisors in becoming successful in performing their

supervisory tasks. Supervision involve the practice of monitoring work performances of teachers and providing feedback by using benefiting and suitable strategies that enable correction of weaknesses in classroom practices in order to encourage professional growth and better the flow of quality educational activities and services. School supervision is therefore a necessary process which entails a combination of activities concerning the teaching and learning process of a school for the improvement of teaching-learning quality in a school system (Habimana, 2008; Gongera, 2013).

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

Improving the quality of Basic education in Ghana is also crucial to the nation's quest for improved living conditions, increased economic development and hope for a better future, especially for the nation's children (Government of Ghana, 2003). Ensuring quality basic education implies teaching for effectiveness, improved instructional strategies towards attaining the vision of the curriculum, and adoption of quality measures to monitor standards in the education the schools offer. This will enable the government of Ghana realise its goal of improving access and quality of basic education (Action Aid Ghana, 2003). Inspection as a component of the school system is essentially a quality control mechanism for ensuring standards in schools and the education they provide (Dunford, 1993). It is the responsibility of the Inspectorate Division of the Ghana Education Service (GES), the key agency for determining school

quality and the implementation of national policies on education. The inspectorate's unique position in the educational system gives it a "legal" power to gain access to schools to organise inspections whenever this is necessary, and render a "state of affairs" report on all aspects of the school, and to make recommendations to teachers, heads and managers and suggest means of improving on performance (Commonwealth Secretariat, 1993)

1.2 Statement of the Problem

The government, through the Ghana Education Service (GES), has put in place elaborate programmes on supervision for heads of schools throughout the country since 1994 (Ministry of Education, 2008). Public basic schools in the Mankranso Circuit continue to record low performance in the Basic Education Certificate Examination (BECE) despite various interventions put in place by the government of Ghana to improve the supervision of teaching and learning in Ghana but it appears the problem of poor supervision and low student performance still persist.

Low performance of pupils at the Basic Education level, the poor results of the Criterion Reference Test as well as various Performance Monitoring Test (PMT) conducted by the Ghana Education Service in the basic schools are sufficient indicators to the fact that academic performance in basic schools is low. The consistent failure of Junior High School candidates presented for the Basic Education Certificate Examination (BECE) from 2014-2018 in some schools in the study area notwithstanding various interventions by the government of Ghana and other stakeholders in education has attracted public concern about the nature of supervision in the schools.

Students from the study area schools find it difficult to gain admission into the public Senior high schools like the Opoku Ware, Adisadel, Prempeh College and Mfantsipim, to mention but a few due to perceived ineffective supervision leading to poor academic performance. It is also perceived that students who gain admission to second class and third class senior high schools in the study area and around are the low achieving students from the various basic schools in the Ahafo Ano South West District of which the study area is part, so it is vital for effective supervision in these schools. Many parents are of the view that the poor performance of their wards in school is due to a number of factors of which supervision is one.

World Bank (2011) indicated that supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to teachers' performance, and improved student learning and success. The purpose of supervision is to foster safe and effective clinical practice, in order to secure and enhance patient welfare (World Bank, 2011). The Deputy Minister of Education in Ghana, on the 24th of October, 2014 on Metro TV morning show (Good Morning Ghana) also thinks that effective supervision helps improve student performance as he compares private schools to public school. He indicated that supervision in the private schools are very intensive as compared to the public schools of which the government is putting in some measure to overcome this problem.

It is assumed that effective supervision in the basic schools is likely to improve the teachers' professional performance and consequently enhance the general output of pupils in the schools. A thorough investigation and analysis of the situation will enable one to understand and appreciate not only the attitudes of teachers towards supervision but also how it affects teaching and learning. The poor BECE

results over the years attest to the fact that basic schools in the Mankranso Circuit face very serious challenges.

Anamuah-Mensah (2006) postulated that, ineffective supervision in our schools over the years has resulted in the situation where most candidates attain aggregate 30 and above in the Basic Education Certificate Examination. The fact that public basic schools receive some teaching and learning materials and qualified manpower resources from the GES and the GES also supervises teachers in basic schools and still there is low academic performance of students, it becomes uncertain which supervision practices promote effective supervision and what challenges are inherent in supervision. These have motivated the researcher to conduct this study to investigate the perception of teachers on the practices and challenges of supervision of teaching and learning in basic schools in the Mankranso Circuit of the Ahafo Ano South West District.

1.3 Purpose of the Study

The purpose of the study is to investigate the perception of teachers on the practices and challenges of supervision of teaching and learning in basic schools in the Mankranso Circuit of the Ahafo Ano South West District.

1.4 Objectives of the Study

Specifically, the study seeks to:

1. identify the types of supervision of teaching and learning practices in the Mankranso circuit

2. find out the perceptions of teachers, head teachers and circuit supervisors on supervision in teaching and learning in the Mankranso circuit.

3. establish the challenges that are associated with supervision in basic schools in the Mankranso circuit.

1.5 Research Questions

1. What types of supervision are practised in basic schools in the Mankranso Circuit?

2. What are teachers, head teachers and circuit supervisors' perceptions of supervision in teaching and learning in the Mankranso Circuit?

3. What are the challenges associated with supervision of teaching and learning in basic schools in the Mankranso circuit?

1.6 Significance of the Study

The findings of the study will help the Ghana Education Service (GES) in the formulation of policies to update the knowledge and skills of circuit supervisors to improve supervision in schools. The outcome of the study will also add to the existing literature on the type of supervision practiced in basic schools.

The findings of the study will also serve as a reference book for further research on supervision in general in the future. The outcome of the study will help clear teachers perception about supervision in the basic schools of Mankranso Circuit. The findings of the study would also assist head teachers and teachers in basic schools to gain improvement in their supervisory practices in the school.

The findings of the study may also help the GES to institute measures to mitigate the challenges associated with supervision for effective supervision in schools.

1.7 Delimitation of the Study

The study was delimited to the practices and challenges of supervision of teaching and learning in public basic schools in the Mankranso circuit of the Ahafo Ano South West District even though it would have been worthy covering a larger area in the Municipality. The respondents were also delimited to only head teachers and teachers in the study area. The results may therefore not be generalized to include all the basic schools in the Ahafo Ano South West District.

1.8 Limitations of the Study

Some of the respondents delayed in filling the questionnaire and the researcher had to visit them on several occasions, this might have affected the results of the study. The study used descriptive survey design which allowed for only one time data collection which is likely to affect the findings of the study as closed-ended questionnaire were used which limited the responses from respondents. Despite these limitations, the researcher was able to collect the necessary data needed for the study.

1.9 Definition of Terms

Circuit supervisor: An officer assigned to supervise a specific geographical area with a number of schools.

Supervision: It is a service provided to teachers both individually and in groups for the purpose of improving instruction, with student as the ultimate beneficiaries.

Challenges: Something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability.

Circuit: a specific geographical location with a number of schools

Effectiveness: this is the extent to which the set goals or objectives of a school are accomplished and such effectiveness can be seen in relation to the quality, quantity, equity or equality of educational instruction given in a school.

Basic education: The first eleven years of schooling in Ghana for all children age normally between 4-15 years.

Stakeholder: People or group of people, bodies and organization apart from government who/which are interested in the progress, growth or promotion of normal education.

1.10 Organization of the Study

The study was organized into five chapters. Chapter one deals with the introduction which consists of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, definition of terms and organization of the study.

Chapter two consists of the Literature Review. Chapter three covers the research methodology. Chapter four deals with the presentation of the findings and discussions of the data collected. Chapter Five comprises the summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examines some concepts and perspectives on supervision in educational institutions. The review was done under the following sub headings.

2.1 Overview of the Concepts of Supervision

The concept of supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to students improved learning and success (Sergiovanni & Starratt, 2002).

The term "supervision" has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach & Reinhartz, 2000). Similarly, Glickman, Gordon and Ross-Gordon (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

According to Lee, Ding and Song (2008), school supervision, as a field of educational practice has passed through many changes. Traditionally, inspection and supervision were used as important tools to ensure efficiency and accountability in the education system. Later adherents of the terminologies of inspection and school

supervision are used by different countries in different ways. In many developed countries, such as United Kingdom (UK) and United States, much more attention has been given to the term inspection than school supervision (Lee et. al 2008). The modern supervision was emerged by the definition of a professional advisory appraised for assessing teachers to improve their teaching performance. The word supervision itself became modified by such words as collaborative, cooperative, democratic and consultative. This change of focus has continued and intensified in to the present.

The priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students since learning outcomes depend largely on the quality of education being offered (De Grauwe, 2001). But quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to education delivery. De Grauwe (2001), posits that national authorities rely strongly on the school supervision system to monitor both the quality of schools and key measures of its success, such as student achievement.

According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. As Sullivan and Glanz (2007) defined, supervision is a school-based or school-college based activity, practice, or process that engages teachers in meaningful, non- judgmental and on-going instructional dialogue and reflection for the purpose of improving teaching and learning. Many researchers believe that supervision of education has the potential to improve classroom management and practices, and can contribute to greater student success in academics through the professional growth and improvement of teachers (Sergiovanni & Starratt, 2002).

Benjamin (2003), asserts that, school based supervision in the modern era focuses on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations.

Supervision has been defined in several ways by different authors to suit their specific purposes, (Bernard & Goodyear 2004), defined supervision as a relationship between senior and junior members of a profession that is evaluative, extend over time, serves to enhance the skills of the junior person, monitors the quality of services offered by the junior person and, act as gate keeping to the profession. Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organizations. Supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction (Bessong & Ojong, 2009). Grawe (2001) also explains supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their co-operation to enable supervisors become successful in their supervision tasks.

2.2 Historical Development of Educational Supervision

The development of supervision as outlined by various authors is presented below.

2.2.1 Global Perspective of Supervision

Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at different periods (Oliva, 2001). The evolution of instructional supervision is evident throughout history as a reflection of learning theory and social and political influences. In colonial New England the process of instructional supervision was external inspection conducted by appointed citizens who would inspect teachers and students in schools (Glanz, 1991). This "inspection" process of school supervision made judgments about the management of the school and the teacher rather than the teaching or student learning. This theory of school supervision at this time is known as Administrative Inspection (Lucio & McNeil, 1962). Instructional supervision processes and periods were evolving through the years as the United States population grew and federal and state governments began funding school systems and standardizing the practices of public education (Glanz, 1991). According to Oliva (2001), the major worldwide periods of supervision are discussed in Table 2.1 below.

Table 2.1 The Development of Supervision through Different Periods: World perspective

Period	Type of Supervision	Purpose	Person Responsible
1620-1850	Inspection	Monitoring rules, looking for deficiencies	Parents, clergy, selectmen, Citizens' committees
1850-1910	Inspection, instructional improvement	Maintaining rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals,
1930-1950	Human relations, democratic	Improving instruction	Principals, central office

1950-1975	Bureaucratic, scientific, clinical, human relations, human resource, democratic	Improving instruction	Principals, central office supervisors, school based supervisors
1975-1985	Scientific, clinical, human relations ,collaborative ,collegial , peer coaching mentor ,artistic, interpretative	improving instruction, increasing teacher satisfaction, expanding students'	Principals, central office supervisors, school based supervisors, participative, mentor
1985-present	Scientific, clinical human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative, culturally responsive	Improving instruction, increasing teacher satisfaction, creating learning communities	School based supervisors, peer/ coaching mentor, principals.

Source: *Adapted from Oliva, (2001)*

2.2.2 The Ghanaian Perspective of Educational Supervision

Teaching in Ghanaian schools, takes place within formal organisational framework, which includes measures to ensure that schools are well supervised and that the quality of what they offer is maintained and continuously improved (Ministry of Education, 2001). Teaching in schools is significantly affected by a powerful inspectorate that is mandated to ensure and maintain quality in resource allocation, curriculum delivery, and educational standards. Improving the quality of Basic education in Ghana is also crucial to the nation's quest for improved living conditions, increased economic development and hope for a better future, especially for the nation's children (Government of Ghana, 2003). Ensuring quality basic education implies teaching for effectiveness, improved instructional strategies towards attaining the vision of the curriculum and adoption of quality measures to monitor standards in the education the schools offer. This will enable the government of Ghana realise its goal of improving access and quality of basic education (Action Aid Ghana, 2003). Supervision as a component of the school system is essentially a quality control mechanism for ensuring standards in schools and the education they provide (Dunford, 1993). It is the responsibility of the Inspectorate Division of the Ghana Education

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Service (GES), the key agency for determining school quality and the implementation of national policies on education. The inspectorate's unique position in the educational system gives it a "legal" power to gain access to schools to organise inspections whenever this is necessary, and render a "state of affairs" report on all aspects of the school, and to make recommendations to teachers, heads and managers and suggest means of improving on performance (Commonwealth Secretariat, 1993).

Supervision at the district level in all basic schools is headed by the Assistant Director in charge of supervision (AD Supervision). All circuit supervisors are directly under his/her supervision. The Ahafo-Ano South West District is no exception to this structure. The AD Supervision as part of his duties draws termly action plans for monitoring and supervision. He/she presents reports to the District Director of Education who also compiles and submits a District report to the Regional Director and in that order to the national level. Circuit supervisors undertake school visits to find out how schools are performing as against how they should perform. At each visit they are expected to identify factors hindering effective teaching and learning and then offer on-the-spot help, where possible. The head teacher takes charge of school based supervision to ensure that every aspect needing supervision is covered.

2.3 Types of Supervision

Jaiyeoba (2006) categorized supervision under two types:

2.3.1 Internal Supervision

As the name implies, this is the type of supervision carried out by the internal supervisor in the school as the principal, headmaster/mistress, their assistant or the heads of departments. It is also referred to as within school supervision. An example of effective internal supervision is clinical supervision. This is a clinical approach to

school supervision. According to Goldhammer (1980), clinical supervision refers to a close observation, detailed face-to-face interaction between the supervisor and the teacher with the aim of binding the two in an intimate professional relationship. Clinical supervision is often perceived as a model with certain stages or cycle of phases. Goldhammer (1980), specified five stages or cycles of supervision. These are:

2.3.1.1. Pre-Observation Conference

Accordingly the pre–observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisions get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities as cited by (Glickman et .al, 2004). To sum up, the main objective of pre observation conference should focus on establishing teachers" acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation.

2.3.1.2. Classroom Observation

In this stage the supervisors observes the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching. To this end, (Beach & Reinhartz, 2000) agree that the selection of an observation instrument will help sharpen the teacher's thinking about instruction. Indeed (Goldhammer, 1980) proposes, "If supervisors were to spend more of their energy in the classroom visits followed by

helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision". There is no other equally important choice than classroom visits for the betterment of instructions. Classroom observation is a valuable means to obtain first-hand information and experience of the classroom atmosphere.

2.3.1.3. Analysis of the Observations

As soon as the observation has been conducted, the supervisor organizes their observation data into clear discipline for feedback to the teacher. Collect, analyze, and present data gathered during classroom observations for post observation conferences, with the goal of strengthening instruction to improve student achievement (Glickman, Gordon, & Ross-Gordon, 2004).

2.3.1.4. Post Observation Conference

In this stage the major purpose of supervisor is to give feedback to the teacher about the teacher's performance. Research demonstrates that teachers are likely to change their instructional behaviours on their own after their classroom has been described to them by a supervisor. Whether or not any positive change occurs depends on the quality of feedback that is provided. So, from the researchers' point of view, supervisors should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps. In this case, it is possible to argue that clinical supervision is a supervisory approach which helps to improve the professional practice of teachers so that they can meet the professional standards set by the school community.

2.3.1.5. Post Conference Analysis

The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self-improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference, the effectiveness

of the strategies used, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. In supporting this stage, the supervisor must see his role as trying to help teachers achieve purpose in more effective and efficient way. Many of instructional supervisors do not use this as a means of inputs for themselves for the next stage of clinical supervision and did not valuate the all processes that have been conducted before.

2.3.2 External Supervision

This is the type of supervision carried out by people designed by the Ministry of Education to carryout supervision in schools. This used to be known as inspection. They include those who go by the titles, Chief Inspector of Education, Deputy Inspector of Education, Zonal Inspector of Education, etc. These are Inspectors who are expected, as their primary responsibility, to inspect schools and work directly with teachers to improve the quality of instruction in school.

2.3.2.1 Types of External Supervision

External supervision can further be divided into four main types namely:

Full Inspection: In this type of inspection every aspect of the school is supervised. These include the teaching staff, non-teaching staff, subjects taught in the school, the mode of assessment of students, school records, equipment, school plant, overall organization of the school among others. It is carried out to ascertain the level of school performance in the aspect of curriculum implementation, distribution of duties, school organization and general discipline in school.

Follow-up Inspection: This is the supervision carried out to assess the actions taken on the recommendations and suggestion made in the report on the full inspection. It is embarked upon so as to find out if the actions taken are achieving the desired objectives. This type of supervision helps in encouraging the

staff to strive for greater professional efficiency. It also helps in stimulating interest for educational development in the students.

Partial Inspection: In this type of supervision, the supervisory practice is limited in scope. It does not involve every aspect of the school life neither does it involve a team of experts up to the level of full inspection.

Certificate Inspection: It is a form of school inspection intended for individual teacher that needs upgrading for one reason or the other. It is useful for confirmation at the appointment at the end of the teachers' probation period. Here, inspectors are not expected to pose themselves as faultfinders or mere critics, but as helpers, advisers and inspires in every possible way to attain desired standard in the school.

Recognition Inspection: Another type of supervision related to certification is recognition. It is a type of inspection that is usually conducted on a young school which, in practice, has had an advisory visit and is now seeking to gain accreditation as centre for public examinations such as the Senior School Certificate Examination (SSCE) and the National Technical Examination (NTCE). It is designed to assess the standard as well as the preparedness of any institution seeking accreditation to the examinations conducted by public bodies (for example, WAEC, NABTEB, NECO) with a view to recommending them for approval by such bodies.

2.3.3 Functions of School Supervision in General

Supervision serves several functions, including the following:

1. Improving instruction (Beach & Reinhartz 2000; Glickman, Gordon, & Ross-Gordon, 2004; Nolan & Hoover, 2004; Sergiovanni & Starratt, 2002).

2. Promoting effective teacher staff development (Beach & Reinhartz, 2000; Glatthorn, 1990; Wiles & Bondi, 1996).

3. Helping teachers to become aware of their teaching and its consequences for learners (Glickman, Gordon, & Ross-Gordon, 2004; Nolan & Hoover, 2004).

4. Enabling teachers to try out new instructional techniques in a safe, supportive environment (Nolan & Hoover, 2004).

5. Fostering curriculum development (Nolan & Hoover, 2004).

6. Encouraging human relations (Wiles & Bondi, 1996).

7. Fostering teacher motivation (Glickman, Gordon, & Ross-Gordon, 2004).

8. Monitoring the teaching-learning process to obtain the best results with students (Schain, 1988).

9. Providing a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals (Nolan & Hoover, 2004).

Mankoe, (2007) stated that school supervision has many functions. These include ensuring that minimum standards are met and that teachers are being faithful to the school's overall purposes and educational platform as well as helping teachers grow as persons and professionals. According to Mankoe, the functions of supervision are:

1. Supervision for quality control

Heads of school and other supervisors are responsible for monitoring teaching and learning in their schools and do so by visiting classes, touring the school, talking to people and getting to know students.

2. Supervision for professional development.

Heads and other supervisors help teachers to grow and develop their understanding of teaching and classroom life, in improving basic teaching skills, and in expanding their knowledge and use of teaching repertories.

3. Supervision for teacher motivation

Mankoe (2007) further stated that supervision builds and nurtures teachers' motivation and commitment to teaching, to the school's overall purposes, and to the school's defining educational platform. The achievement of these purposes, however, depends on the quality of supervisory practice and effective supervisory system. Mankoe in addition, categorises the following as purposes of supervision in schools.

1. Seeks to improve methods of teaching and learning.

2. Seeks to create a physical, social and psychological climate or an environment that is favourable to learning.

3. Seeks to co-ordinate and integrate all educational efforts and materials in order to ensure continuity.

4. Ensuring teaching and learning quality, professional development and teacher motivation.

Adewole and Olaniyi (1992) also categorises the purpose of supervision as follows:

1. Improvement of teaching and learning.

2. Systematic efforts to help students understand themselves and get in touch with their own feelings and monitor their own behavior.

3. Helps teacher in school management.

4. For approval of new school.

5. Approval of schools for recognised examination bodies, for example, West Africa Examination Council (WAEC).

6. Assessment of teaching and learning.

7. Linking teachers with the ministry of education.

8. Assistance in development of needed teaching competencies.

9. To obey the education law that makes supervision mandatory.

10. Helps to interpret school programme to the community.

11. Development of sound education philosophy in teachers.

12. Creates confidence in incompetent teachers.

13. Identifies good qualities possessed by teachers.

14. Determines whether a teacher should be transferred, promoted, retained or dismissed.

15. Identifies urgent needs in classroom and schools.

16. Examines continuously school instructional goals and assesses teacher's performance in meeting such goals.

2.4 History of Supervision in Education

Supervisory behaviours and practices are affected by political, social, religious and industrial forces existed at the time. In the United State, for instance, Kinhart (2000) outlined four main phases in the history of supervision in that country. The first of these phases was from the colonial period, running through to the civil war. During the period, school board members and committee members visited the school for the purpose of inspection. The supervisors were mostly made up of laymen such as clergymen, school trustees and town selectmen. It was doubted if the nature of visit by these layperson whose main concern was effective teaching yielded any positive results. Many teachers lost their jobs as a result of these inspirational visits.

Since the introduction of public high schools in the late 1800s and larger comprehension schools systems, changes in supervision was from inspection towards professional study of instructional problem in schools (Kinhart, 2000). Supervision was seen as a means of improving instruction and primarily, responsibilities were assigned to principals and special subject supervisors. Special supervisory personnel were often provided at the districts level, bringing the abrupt end of the country superintendent as supervisor. Many personnel with specialised areas such as curriculum development were assigned to immediate or large school districts for supervisory function. The field of supervision grew with the increasing complexity of education in a complex society. There has been a gradual evolution of the concept of supervision through the years. The original authoritarian and sometimes punitive type of supervision gave way for the process to be nicknamed 'snooper-vision' by teachers who felt the supervisors were present only criticize and admonish them died away. From that stage evolved the concept of improving the teacher through supervisors with a narrow focus on the teacher to the exclusion of other element in the teaching and learning process. The modern concept of dynamic democratic and cooperative supervision finally emerged (Sutherland–Addy, 2008).

Supervisory behaviour and practice that existed in earlier days of Ghana can be found even today among highly divergent practices and behaviour. History is forever with us. The British colonial Government introduces supervision in Ghana into the school system in the mid-19th century only after the establishment of organized school (Ministry of Education reports 1968-1971 as cited in Ministry of Education, 2002). The appointment of Governor Stephen Hill as a sole Governor for the then Gold Coast in 1850 led to the passing of the 1852 ordinance. This ordinance among other things was to provide access to educate for the people. Schools were established in the Eastern and

Western Wassa and Akyem areas and superintendent and inspectors of schools were to supervise the schools established by the government. However, a lack of fund led to the failure of the Ordinance. As much as the Colonial Government wanted rapid development of the country, the legislature council in 1882 passed another Ordinance for the appointment and Assistance of Education in the country. This was to create more access to education for the people. The Ordinance made provision for the appointment of an inspector who was to report to the Board of schools established to oversee all the schools in the British Colonies in the West African region, but it fail.

In 1877, another Education Ordinance was passed and an inspector of schools, solely for the Gold Coast was appointed. The government encouraged the missions to appoint the local managers at the centres to act as supervisors for the schools. This paved way for more regular and effective supervision of schools. The history of supervision began in the 1940s in Ghana with the appointment of visiting teachers by the mission authorities to assist the large number of untrained teachers especially in schools in rural areas (Ministry of Education Reports, 1968-1971 as cited in Ministry of Education, 2002). This trend continued with the coming into force of the Educational Act of the reform in 1967, 1968, 1987 and 2007 (Sutherland-Addy, 2008).

The Monitoring and Evaluation Division of the Ministry of Education in Ghana is responsible for assessment, evaluation and supervision of the educational system. All has been well with supervision in schools where most of the young and inexperienced teachers need guidance. Sutherland–Addy (2008), while referring to the low standard of education in the 1980s stated that maintenance of the facilities had been neglected, libraries decayed, and students shared laboratory equipment and ineffective supervision had all contributed in a small way to this situation. Osei, Owusu, Asem, and Kotey, (2009) observed that one of the area of FCUBE Programme sought to address was the

ineffective use pupils' instructional contact hours. Some Ghanaian school teachers meet and chat or even engage in commercial activities during the instructional contact hours.

The Ministry of Education and the Ghana Education Service recognize the critical leadership role that the circuit supervisor must play to ensure that learning takes place in schools. This leadership role involves providing support to the head teacher and teachers as curriculum advisor and in helping to improve the quality of teaching and learning in the classroom. The Circuit Supervisor must also provide guidance and leadership in helping the head teachers become more effective in managing school resources. Lastly, the Circuit Supervisor must provide support to the head teacher and teachers in developing strong and positive relationships with community leaders and other stakeholders who will support the school.

2.5 Techniques of instructional supervision

Glickman, et al (2004) argues that teachers are different and respond differently to various supervisory techniques. They suggest the following options for supervision to meet the various need; clinical, collegial or peer supervision, individual or self-direct supervision and informal supervision.

Clinical supervision

Clinical supervision is designed to improve student's learning by improving teacher's classroom performance. It is concerned with data from the classroom activities, the analysis of the data and the relationship between the teacher and the supervision. Clinical supervision produces a self-directed teacher who analyses and seeks solution to his or own teaching problems with the help of another professional (Glickman, et al. 2004) Clinical supervision emphasizes teacher growth in that the

supervisor talks with the teachers as a colleague to identify and clarify problems and observes the teacher in the classroom situation to solve the problems identified.

Self-directed or individual supervision

Teachers, like professional differ from the ability. The best way to help a teacher is to help him as an individual. While a directive peer approach to supervision is appropriate for some teachers, a self-directive or individual approach is deal for other ((Neagley & Evans, 2008). Some teachers prefer to work on their own, or may have some difficulties working with others. This approach to supervision would be suitable for competent teachers. Neagley and Evans (2008) suggested the following guidelines for self-directed supervision.

1. Realistic and time bound target based on previous experience must to set

2. The supervision and the teacher should review target in a conference

3. The supervisor should provide the teacher with a written summary of the conference

4. The appraise process, which include formal and informal classroom observation, begins after the circumference. The teacher is responsible for collecting appraisal information to be share with the supervision.

5. The supervisor and the teacher review the appraisal and together plan for the next cycle self –directed supervision.

Collegial or peer supervision

According to Glickman, et al. (2004), collegial or peer supervision is the process within which teachers accept to work together for their own professional development usually observing one another in the classroom, providing each other with feedback and training in professional concerns. Glickman, et al. maintain that collegial or peer supervision is a technique; which the supervisor who combines instrumental and

administrative responsibilities could use to provide effectiveness in his school. He observes that since teachers normally turns to each other for assistance more than the supervisor and since supervision is essentially concerned with improving instruction rather than summative evaluation, a teacher assisting each other is a formalized and effective ways of ensuring direct assistance to every staff member. Glickman, et al. (2004) cautioned that without planning and resources peer to collegial supervision would certainly results in a disaster. He suggests the following approach for effective peer or collegial supervision.

1. The purpose and goals of supervision should be clarified to all members so that they would have a sense in direction and achievement.

2. Training through demonstrations, modeling and practice is essential before peer supervision is embarked on.

3. Peer supervision should be scheduled during the school day, this will require substitute to relief teachers of their class duty so that they can observe the peers. Classes could be combined at one time under one teacher, or the supervisor himself and engaged in film-show, lecture or some other large group instruction.

4. Grouping for peer supervision should not be done on the basis of identical levels of experience or competence. The group should consist of teachers of different abilities and respect and communicate with each other.

5. The supervisor should monitor the needs of peers team and step in where necessary, but monitoring should be informal. The supervisor should be seen as resource person.

In general, collegiality is viewed as attending to the work of others, engaging in intellectual reciprocity, providing timely feedback to colleagues, being open to peer review of teaching and sharing new ideas and teaching materials with colleagues

(Bessong & Ojong, 2009). Collegiality refers to a group of people who take an active reflective, collaborative, learning-oriented and growth-promoting approach towards the mysteries, problems and perplexities of teaching and learning (Edwards, 2012, citing Mitchell & Sackney, 2000). An understanding of collegiality among educators is vital in an era of continues change and improvement. School administrators and teachers must be aware of the obstacles that prevent collegiality to occur among teachers if teacher professional enhancement and organizational wellbeing are desired. School principals and administrators must discover methods for promoting collegiality among their staff as interventions to prevent isolation. (Kruse, 1996) Teachers must have a belief in the relationship between individual success and collegial success and must share common interest.

Glatthorn (1990) took a more important view of the roles colleague can adopt, including formal or informal observer, consultant, clinical supervisor, in-service advisor and team teacher. Fullan and Hargreaves (1996) referred to several strategies to achieve what they call "interactive professionalism" in schools. According to Dufour (2004), to create a professional learning community, focus on learning rather than teaching, work collaboratively and hold yourself accountable for results. Dufour further indicated that powerful proven structures for improved results already exist and it commence where a group of teachers meet regularly as a team to identify essential and valued students learning to develop common formative assessment.

Several researchers have observed the relation between collegiality and organizational commitment in the educational setting and advocated that collegiality is positively linked with teacher commitment. The literature on professional culture indicates that in environment where teachers work together as a team to plan school development and training, teachers are more committed to their schools (Sergiovanni

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& Starratt, 2002). Fullan and Hargreaves (1996) supported the idea that collegiality among teaching personnel helps to develop higher commitment levels.

Informal Supervision

Informal supervision takes place when one practitioner approaches another without any predetermined format, to discuss aspects of their work (Sergiovanni & Starratt, 2002). Sergiovanni and Starratt suggested that, informal supervision is comprised of the causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teachers" classrooms, conversations with teachers about their work, and other informal activities. According to Zepeda (2007), informal observations can assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school.

Inquiry-Based Supervision

Inquiry based supervision in the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers work together to solve problems. Sergiovanni and Starratt (2002) describe action research as a process aimed at discovering new ideas or practices as well as testing old ones, exploring or establishing relationships between cause and effects, or of systematically gaining evidence about the nature of a particular problem.

2.6 The Emergence of the Distinct Position of Supervisor

As the size and complexity of schools increased over time, it became imperative for a greater administrative specialization. Supervisors in the 20th century gained in stature and authority and were put to two specific groups.

Special supervisor

Special supervisor, mostly female, was chosen to help assist less experienced teachers in subject matter mastery. They were relieved of some teaching responsibilities to allow time for these tasks, but no formal training was required. Larger schools had a number of these special supervisors in each major subject area (Zepeda, 2007).

General supervisor

General supervisor, usually male, was selected to deal not only with more general subjects such as mathematics and science, but also to "assist" the head of the school in the more administrative, logistical operations of the school. The general supervisor, subsequently called vice principal or assistant principal, prepared attendance report, collected data for evaluation purposes, and coordinated special school programmes among other administrative duties (Zepeda, 2007).

2.7 Principles of Educational Supervision

Supervision is concerned with the total improvement of teaching and learning situation. In line with this, Sumaiya (2010) stated that supervision has the following principles:

1. There should be short-term, medium-term and long-term planning for supervision.

2. Supervision is a sub-system of school organization.

3. All teachers have a right and the need for supervision.

4. Supervision should be conducted regularly to meet the individual needs of the teachers and other personnel.

5. Supervision should help to clarify educational objectives and goals for the principal and the teachers.

6. Supervision should assist in the organization and implementation of curriculum programs for the learners.

7. Supervision from within and outside the school complements each other and are both necessary.

Generally, since supervision is a process which is worried about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers and should be conducted frequently to maximize teachers" competency

2.8 Approaches and Models of Supervision

Supervision per se is a support oriented service close to the teacher and the school. In order to be able to understand the role of effective supervision in the improvement of academic performance, one needs to know exactly what supervision entails. To that effect, two main types of supervision have been identified in the education system; these are: Internal or school based supervision and External supervision. Glickman, et al. (2004) asserted that internal supervision is where internal measures are taken in the school by teachers and headteachers to ensure the attainment of school objectives.

Glickman, et al. (2004) again talked about coercive supervision as where teachers are visited by the principal head for an observation period. This is an aspect of internal supervision. Following the observation of the lesson, there is a conference between the teacher and the principal head in which the teacher is commended for those aspects in which his lesson coincides with what the principal "knows" is good teaching. Then errors are pointed out to him as his errors of omission and commission. Glickman, et al. (2004) also talked about laissez-faire supervision as where teachers are allowed

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to do as they like with little direction and coercive supervision. This involves a situation where a teacher is observed teaching and after teaching, his errors are shown to him.

Badu and Antwi (2007) on the other hand was of the view that internal supervision deals with all the activities performed by teachers and principals in the schools to enhance teaching and learning. Educational researchers and educationists are interested in the types of supervision that exist and how they help in achieving educational targets. Hence, Neagley and Evans (2008) posit that internal supervision refers to supervision within the various institutions by the heads of the institutions.

It can be concluded that Internal or school-based supervision is the type which takes place within the school itself. Head teachers, teachers and pupils/student's leaders are involved in this supervision. The teacher's role as the base contact supervisor is to ensure that pupils pay attention whiles teaching is going on, evaluate the learning process by giving and marking exercises and other forms of assignments and ensuring that correction are done. This measure, to a large extent, enhances academic work. It also behooves on the teacher to identify the bottlenecks that impede the teaching and learning process and discuss them with the head teacher and the external supervisor in order to find solutions that will improve upon teaching and learning. The head teacher is also to ensure that adequate teaching/ learning takes place in the school. he/ she is expected as the first line school supervisor to give professional guidance and advice to the teachers and also organize in service training courses as well as on the job training for them.

According to Adentwi (2000), when supervision is carried out by a member of the team responsible for planning and implementing the programme being supervised or evaluated, it is referred to as internal supervision. External supervision, according to the Ghana Circuit Supervisors‟ Handbook (2002), is the one carried out by

persons/officers who are not part of the particular institution and whose work is to compliment the role and duties of the internal supervisor(s) by providing professional advice and guidance to teachers. External supervisors play a very significant role in school administration. Prominent among them are the circuit supervisors and district inspectorate teams from the district education office. External supervision is therefore the supervision which comes from outside, notably from the district office, regional or national office. The types of external supervision include brief visit, familiarization visit, assessment for promotion visit, special visit, follow up visit and intensive or comprehensive visit (Neagley & Evans, 2008).

Brief visit: This is where the officer focuses on one or two aspects of the school. For example, a visit to check on levies collected or punctuality of teachers. Familiarization visit is where a newly appointed circuit officer visits schools within the circuit to get acquainted with the staff, pupils and the various communities. A supervisor may also visit a newly established school for the same purpose. Follow-up visit is also carried out to find out how far the recommendations made in a previous report have been implemented (Neagley & Evans, 2008).

Assessment for promotion visit: This is a situation whereby a team of supervisors may be asked to visit a school to inspect the work of a teacher who is due for promotion. Special visit: Refers to a situation by which a supervisor may be asked to visit a school to investigate a malpractice in the school or allegation against a headmaster, teacher or pupils. This type of visit is special and sometimes called an investigative visit (Neagley & Evans, 2008).

 Intensive or comprehensive visit: This is also carried out by a team of officers especially circuit supervisors from the district education office to assess the entire

school programme to ensure that effective teaching and learning goes on well in the school. Such visits are characterised by clinical support and may take three days depending upon the number of officers, concerned (Neagley & Evans, 2008).

2.9 The Roles of Headteachers in Supervision

Abebe (2014) indicated that the Headteacher in his/her capacity as instructional leader, his/her responsibilities would be:

1. Creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources;

2. Giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary;

3. Coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large

4. Coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities.

5. Giving over all instructional leadership to staff members

6. Evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans

7. Ensuring that the curriculum of the school addresses the needs of the local community.

8. Cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

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2.10 Qualities of a supervisor

Supervision requires personnel of high educational leadership. The supervisor should be equipped with supervisory skills and competencies to be able to carry out his/her duties with most efficiency. Callaghan (2007) has identified the following qualities of supervisors:

1. Excellent communication skills. Supervisors are to relay instructions very clearly so every part is well understood in order to avoid mistakes. Supervisors also need to listen carefully to what the teachers have to say.

2. Fairness. Human beings react badly to what they perceive as unfair. So deal with the teachers fairly.

3. Good organisational skills. It is the supervisors' duty to coordinate the work in the schools and the office to the director and the teachers.

4. Knowledge. Part of the supervisors" job is to train others so it goes without saying that the supervisor should be at least one step ahead of them.

5. Accountability. If a mistake is made the teacher should acknowledge responsibility every time unless they have deliberately disobeyed the supervisor' instructions.

6. Efficiency. For schools to do well the supervisors should always have the next task ready to be allocated to them.

7. Adaptability. Be ready to manage change efficiently as and when it happens even if you do not agree with it.

8. Social skills. The supervisors should be courteous at all times. When supervisors have to tell a teacher off, it should be done assertively but politely and never in front of other teachers. Everyone makes mistakes and nobody needs to be humiliated. Shouting at teachers is not a good idea as they will

become resentful and unhappy. The supervisors will get more done with a smile than with rudeness. Do not be afraid to praise your teachers for a task well done.

9. Diplomacy. The supervisors have loyalty to the Ghana Education Service who pays their salary but also loyalty to the teachers who are responsible for your results. A difficult balance which requires a great deal of tact.

10. Self-discipline. Supervisors should inspire respect so discretion in their private lives is essential.

The Circuit Supervisors' Handbook (2002) stated that a circuit supervisor should:

1. Be knowledgeable in educational matters.

2. Have in-depth knowledge of curriculum objectives.

3. Be up-to-date in appropriate methodologies for organising INSET.

4. Be objective.

5. Be conversant with current educational policies.

6. Be committed to supporting quality teaching and learning in schools.

7. Be an adviser to teachers, headteachers and all groups and individuals connected with education in the community.

8. Be conversant with the contents of the Headteachers' Handbook and its Addendum.

9. Be friendly and tolerant

10. Show humility in dealing with teachers and headteachers.

11. Comfort him/herself appropriately.

12. Be innovative.

13. Be aware that he/she is a role model.

Mankoe (2007) also categorised the following as characteristics of a good supervisor:

1. Good health.

2. Leadership potential.

3. Job know-how and technical competence.

4. Initiative.

5. Self-control under pressure.

6. Dedication and dependability.

7. Integrity and transparency.

8. Positive attitude towards super ordinates and subordinates.

The characteristics of a good supervisor as pointed out by Mankoe (2007), if well adhered to and implemented, will help improve the standard of education in the district and make the supervisory duties of a supervisor successful. Callaghan (2007) posited that these qualities will help supervisors to supervise well and this will help improve teaching and learning in the schools and as a result, the standard of education will also improve. In addition, Callaghan maintains that the modern supervisor must have the personal attributes of a good teacher and a leader too. He or She needs to be intelligent, demonstrate a broad grasp of the educational process in society, must have a good personality and great skills in human relations. The supervisor needs to show a working understanding of the team concept in democratic supervision. In addition to these, the supervisor must be willing to subordinate his own personal ideas to the judgment of the team at times. The supervisor must possess the ability and fortitude to hold fast to his convictions. A good supervisor should always be guided by the findings of educational research and should have enough time for good opinion in group discussion and individual conference (Callaghan, 2007).

The supervisor cannot possibly be an expert in all the fields which the supervisor co-ordinates. The supervisor may be a specialist in certain disciplines but has to be

generalist in the approach to total school programme. In short, Callaghan (2007) maintained that the modern supervisor must be capable to supervise, well trained in education and psychology, and an expert in the democratic group process. Supervisor should recognise his role as a leader and co-operatively involve the fellow administrators and teachers in all major decisions affecting them in the teaching and learning situations.

2.11 Challenges of School based Supervision

Supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained (Zewdu, 2018). However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

2.12.1. Perception of Teachers towards Supervision

School based supervision aims at improving the quality of students" learning by improving the teacher's effectiveness. As Allen and Fraser (2007), noted the improvement of the teacher teaching process is dependent upon teacher's attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007). Various activities push teachers to perceive

supervision in negative aspect. In line with this, researches shown in UNESCO (2007), pointed out that bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one.

2.12.2. Lack of Adequate Training and Support

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As it is summarized in Merga (2007), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga also pointed out that lack of continuous training system for supervisors to up-date their educational knowledge and skills are obstacle of the practice of supervision.

2.12.3 Excessive Workload

The school level supervisors (principals, vice-principals department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu (2009) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Rashid (2001) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision.

2.12.4. Inadequate Educational Resources

There can be no effective supervision of instruction without adequate instructional materials. Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process. On the other hand, the absence of allocating a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007).

2.12.5. Knowledge and Experience

Researchers have suggested that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman, et al., 2004). Holland (2004) believes that educators (supervisors) must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction, and credentials in the form of degrees and diplomas are a form of evidence, but acknowledges that credentials alone do not inspire trust.

It is a common belief that academic qualifications and long term working experience provide people with knowledge and skills to be able to perform satisfactorily in an establishment. Researchers have not set a minimum qualification as a benchmark to be attained by supervisors, but minimum teaching qualifications differ from country to another. One difference may be between developed and developing nations. In most

African countries the minimum teaching qualification is Teachers" Certificate. However, most developing countries are now phasing out those qualifications and replacing them with degrees and diplomas (De Grauwe, 2001). It is expected that supervisors have higher qualifications than their supervisee teachers, or at worst, at par with them so that they will be able to provide them with the necessary guidance and support. A higher qualification like Bachelor of Educational Psychology or Diploma in Education is sufficient for persons in supervisory positions. But in many developed countries, supervisors do not have such qualifications, and this may pose a challenge to required practice.

De Grauwe (2001) found in four African countries that both qualifications and experience seemed important in the selection of supervisors, but at the secondary school, many of the most experienced teachers did not have strong academic background because they entered the teaching profession a long time in the past when qualification requirements were low. He indicated, however, that apart from Tanzania, the situation in the other countries has now improved, and supervisors (including principals) have strong background and qualifications which are higher than the teachers they supervise. In Botswana, for instance, teachers were by then trained up to Diploma level (De Grauwe, 2001).

2.13 Summary

The study was conducted to investigate the perception of teachers on the practices and challenges of supervision of teaching and learning in basic schools in the Mankranso Circuit. The literature reviewed so far indicate that there are so many types of supervision. Significant among them were internal and external. Supervision is the act of inspecting the work of teachers to ensure that they conform to laid down

procedures in teaching and learning to improve the performance of the school and students.

There are some challenges in supervision of which the major one was the perception of teachers towards supervision as fault finding. If teachers see that the supervisor is there to help them to become more efficient and not to intimidate them, then they will collaborate.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter outlines the methodology employed for the study which involves the research design, population, sample and sampling techniques, data collection instrument, validity and reliability of the instrument, pilot-testing of the instrument, data collection procedure, data analysis procedure and ethical considerations.

3.1 Study Area

The Ahafo Ano South West District (AASWD) is located in the north-western part of the Ashanti Region covering an area of approximately 645.54km2 representing 2.6 percent of the entire region (24,370.5km2). The District was created out of the old Ahafo Ano South District Assembly in pursuance of the decentralization by the Legislative Instrument 2323 in 2018 (L.I.2323,2018). Its capital is sited at Mankranso, about 34 kilometres north-west from Kumasi and lies on the main Kumasi-Sunyani highway.

There are 24 basic schools, 4 of which are private, 61 pre-schools, 8 Kindergartens, 7 primary and 43 Junior High Schools (JHS) four of which are private, one Public Senior High School and one private Senior High School. These are grouped into 9 Educational Circuits in the District. (AASWD Mankranso January, 2020).

3.2 Research Design

Research design is a tool that enables the researcher to ensure that the evidence obtained answer the questions under study in a research, as unambiguously as possible (De Vaus, 2001).

For the purpose of this study, the descriptive survey design with quantitative approach was employed. According to White (2005), descriptive survey design enables researchers to obtain relevant and precise information concerning the current status of a problem or phenomenon and whenever possible to draw valid general conclusions from the facts discovered. The descriptive research design was chosen based on the research objectives and the fact that data and information can be obtained using the method without changing the environment (Kusi, 2012). The descriptive survey design was used because the nature of the topic required a description of the supervision practices and challenges in basic schools. The design enabled the researcher to investigate the teachers' perception on the practices and challenges on supervision of teaching and learning in Basic Schools in the Ahafo Ano South West District.

Nonetheless, the descriptive survey has its own strengths and weaknesses. One of the major strengths for using the descriptive design is that it provides researchers

with a lot of information from various respondents and the data collected are easily analyzed (Creswell, 2007). One of the major weaknesses of descriptive survey design is how to retrieve all questionnaires distributed. However the researcher was able to retrieve all the questionnaires distributed.

3.3 Population of the Study

According to Kusi (2012), population is a group of individuals or people with the same characteristics and in whom the researcher is interested. It may also be defined as a group of individuals that the researcher generalizes his or her findings to.   The Ahafo Ano South West District has 24 basic schools with head teacher/ teachers and circuit supervisors' population of 441. The target population was therefore 441 comprising 9 circuit supervisors, 24 head teachers and 408 teachers in the 24 public basic schools in the Ahafo Ano South West District of the Ashanti Region. The accessible population was 52, comprising 3 head teachers, 48 teachers and one circuit supervisor in three selected basic schools of the Mankranso Circuit namely; D/A Basic School - 16 teachers and one (1) head teachers, Methodist Basic School - 14 Teachers and one (1) head teachers, Holy Prophet Islamic Basic School - 18 teachers and one (1) head teachers, and one (1) circuit supervisor.

3.4 Sample and Sampling Procedure

Borg and Gall (2007) define sampling as a technique used for selecting a given number of subjects from a target population as a representative of the population in research. To determine an appropriate sample size for the study, an updated list of all

the head teachers, teachers and the circuit supervisors was obtained from the Ahafo Ano South West District Director of Education.

Census sampling method was employed to involve all the three head teachers, the circuit supervisor and 48 teachers in the three basic schools of the Mankranso Circuit. Census technique was considered appropriate because the researcher collected and analyzed from every head, the supervisor and teachers. Creswell (2005) postulated 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.

A total of 52 respondents consisting of three head teachers, one circuit supervisor and 48 teachers formed the sample size as indicated in Table 3.1.

Table 3.1: Census Sampling of the Population

Name of School	No. of Teachers	Number sampled
Mankranso Methodist JHS	14	14
Mankranso D/A JHS B	16	16
Mankranso Holy Prophet Islamic JHS	18	18
Circuit Supervisor	1	1
Head teachers	3	3
Total	52	52

3.5 Data Source

The data for this study were gathered through the use of primary and secondary data sources. The researcher used closed ended questionnaire as the source of primary data for the study. The questionnaires were administered to respondents to obtain first-hand information based on the research questions.

The secondary data were obtained from reviewing journals and literature relevant to the subject matter of the study. Newspaper source and official policy documents of government of Ghana with relevance to the subject were also accessed.

The primary data gathered were used for analysis and the secondary data gathered allowed the work to be based on academic perspective.

3.6 Data Collection Instrument

A research instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data (Creswell, 2012). According to White (2005), questionnaire is an instrument that is designed to collect data for decision making in research.

The researcher used closed ended questionnaire as the data collection instrument for the study. The close-ended questionnaire was meant to assist respondents to provide uniformity of response and to enable more information to be gathered. They also provide easier and accurate analysis of the data to obtain precise interpretation of the responses and a high degree of respondent's objectivity and also enhance easy processing of responses (Bell, 2008). A questionnaire is cost effective and less time consuming as compared to other instruments. One disadvantage of questionnaire is how to retrieve all the questionnaires distributed.

 The researcher was able to retrieve all the questionnaires distributed. The researcher personally administered the entire questionnaire to the respondents.

3.7 Pilot-testing

According to Bell (2008), the purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in

completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate.

The questionnaire was piloted at the Kunsu-Wioso D/A Basic school which was outside the study area and has similar characteristics as the study area to determine its validity and reliability. The purpose of the pilot test was to enable the researcher to make necessary changes to items which may be inappropriate and determine the level of ambiguity of the questions for corrections. Items which were ambiguous to respondents were corrected. Thirty questionnaires were administered on twenty respondents selected randomly in the study.

Validity

Validity is the degree to which a test measures what it is supposed to measure (Bell, 2008). The researcher tested the face and content validity of the questionnaire. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. Content validity refers to whether an instrument adequately covers all the topics concerned. The validity of the instrument was established through expert opinion of my supervisor, literature searches, and pilot-testing of the questionnaire. The supervisor was contacted to assess the items and determine whether the items measure the intended purpose. The supervisor analyzed the unclear and ambiguous items to achieve content validity of the instrument.

Reliability

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials (Bell, 2008). The researcher conducted the reliability test of the questionnaire items for the main data collection using Cronbach Alpha. Almost all the items in the questionnaire have multiple scores and therefore, the Cronbach Alpha was considered appropriate to use. Ary, Jacobs,

Rezzavieh and Sorensen (2002) said that Cronbach Alpha is used when items have multiple scores. The overall reliability estimates for head teachers was 0.820, teachers was 0.743 and circuit supervisors was 0.704, indicating that reliability was high.

3.8 Data Collection Procedure

The researcher sought permission from the Ahafo Ano South West District Director of Education to conduct the study after the University approved the research topic. The researcher after permission was granted visited the sampled population in each school to contact the head teacher and explained the objectives of the study to them. Rapport was established between the researcher and the respondents to make respondents feel at home in responding to the questionnaires. The researcher availed herself to explain items which were not clear to the respondents. The questionnaires were thereafter administered to all the 52 respondents. The questionnaire was collected after two weeks had elapsed.

3.9 Data Analysis Procedure

The data was cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. The data was computed using the Statistical Package for Social Sciences (SPSS) software package. The data was analyzed descriptively and presented using tables frequencies and percentage to answer all the research questions.

3.10 Ethical Considerations

The respondents took part in the study on their own freewill and they were not in any way coerced to participate. The intent and purpose of the study was personally

explained to the respondents, although the questionnaire itself contained a request for respondents' cooperation in providing the required information for the study. The respondents were further assured of confidentiality of the information provided and that the study findings were to be used for academic purposes only. Respondents were further assured of their personal protection and that they could accept or refuse to participate in the study if they so wish. They were also assured that there were no costs involved.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter deals with the findings and discussions of the data collected through questionnaire administration on the practices and challenges of supervision of teaching and learning. The data were gathered from 52 head teachers, teachers and a circuit supervisor, in the Mankranso circuit of the Ahafo Ano South West District. The interpretation of the data was done with the use of frequencies, tables and percentages.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents that included their gender, age, qualifications and teaching experience were analyzed and presented in Tables 4.1- 4.4.

Table 4.1 Gender of Respondents

Variable	Frequency	Percentage
Female	24	46
Male	28	54
Total	52	100

Source: Field Data 2020

Table 4.1 shows that, on the gender of respondents, 24 representing 46% were females while 28 respondents representing 54% were males. The result means that males who participated in the study were more than their female counterparts.

Table 4.2 Age of Respondents

Variable	Frequency	Percentage

21-30	8	15
31-40	14	27
41-50	16	31
51-60	14	27
Total	52	100

Source: Field Data 2020

Also, on respondents' ages, 8 representing 15% were in the age bracket of 21-30, 14 respondents representing 27% were in the age bracket of 31-40, 16 respondents representing 31% were in the age bracket of 41-50, while 14 respondents representing 25% were also in the age bracket of 51-60.

Table 4.3 Qualification of Respondents

Variable	Frequency	Percentage
Diploma in Education	16	31
Bachelor's Degree	24	46
Master's Degree	12	23
Total	52	100

Source: Field Data 2020

Again, on respondents' educational qualifications, 16 representing 31% were holders of the Diploma in Education, 24 respondents representing 46% were holders of the Bachelor's Degree, while 12 respondents representing 23% were holders of the Master's Degree.

Table 4.4 Teaching Experience of Respondents

Variable	Frequency	Percentage
1-5 years	10	19
6-10 years	14	27
11-15 years	16	31
16 years and above	12	23
Total	52	100

Source: Field Data 2020

Finally, on respondents' teaching experiences, 10 representing 19% had been teaching for between 1-5 years, 14 respondents representing 27% had been teaching for between 6-10 years, 16 respondents representing 31% had been teaching for between 11-15 years, while 12 respondents representing 23% had been teaching for 16 years and above.

4.2 Answers to the Research Questions

Research Question 1: What types of supervision are practised in basic schools in the Mankranso Circuit?

The respondents were asked to rate their opinion on the type of supervision that supervisors practised in the basic schools. The results are presented in addition to follow up questions the literature revealed from Tables 4.5 and 4.6.

Table 4.5: Types of supervision

Variable	Frequency	Percentage
External Supervision	30	58
Internal Supervision	22	42
Total	52	100

Source: Field Data 2020

Table 4.5 shows that 30 respondents representing 58% indicated that external supervision was practiced in the schools while 22 respondents representing 42% also indicated that internal supervision was also practiced in the schools. The results mean that both internal and external supervision were practiced in the schools for the achievement of school objectives.

The respondents were finally asked to indicate how often the following officers visit their school visit your school for supervisory duties. The result is shown in Table 4.6.

Table 4.6: How often Supervisors visit your school for supervisory duties

| | Circuit Supervisors | Head teachers |
Items	N (%)	N (%)
Weekly	9 (17)	18(35)
Fortnightly	14(27)	12(23)
Monthly	17(33)	13(25)
Quarterly	12(23)	9(17)
Once a while	-	-
Total	52	52

Source: Field Data 2020

Table 4.6 shows that, 9 respondents representing 17% indicated that Circuit supervisors visited their school for supervisory duties weekly, 14 respondents representing 27% indicated that Circuit supervisors visited their school for supervisory duties fortnightly, 17 respondents representing 33% indicated that Circuit supervisors visited their school for supervisory duties monthly while 12 respondents representing 23% indicated that Circuit supervisors visited their school for supervisory duties quarterly. The result implies that majority of the circuit supervisors visited school for supervisory duties monthly.

On how often head teachers visited schools for supervisory duties, 18 respondents representing 35% indicated that head teachers visited their school for supervisory duties weekly, 12 respondents representing 23% indicated that head teachers visited their school for supervisory duties fortnightly, 13 respondents representing 25% indicated that head teachers visited their school for supervisory duties monthly while 9 respondents representing 17% indicated that head teachers visited their

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school for supervisory duties quarterly. The result implies that majority of the circuit supervisors visited school for supervisory duties monthly. The result implies that head teachers visited their school for supervisory duties every week.

Research Question 2: What are teachers, head teachers and circuit supervisors' perceptions of the importance of supervision in teaching and learning in the Mankranso Circuit?

The respondents were asked to agree or disagree with the following statements on the importance of supervision in teaching and learning in public basic schools. The result is presented in Table 4.7.

Table 4.7: Importance of Supervision in Teaching and Learning

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
School supervision contributes to continuous professional development of teachers.	15(29)	22(42)	15(29)	-
Classroom observation enables teachers to use variety of teaching techniques.	18(35)	24(46)	10(19)	-
School-based supervision improve students' learning.	22(42)	18(35)	12(23)	-
Supervision enhance quality control in teaching	18(35)	24(46)	10(19)	-
Supervision helps in motivating teacher	22(42)	18(35)	8(15)	4(8)
Supervision increases teachers confidence	28(54)	22(42)	2(4)	-
School based supervision provides support and guidance for teachers.	18(35)	22(42)	8(15)	4(8)
Supervision encourages teachers to develop a repertoire of teaching strategies	22(42)	18(35)	12(23)	-

Source: Field Data 2020

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Table 4.7 shows that 15 respondents representing 29% strongly agreed that school supervision contributed to continuous professional development of teachers, 22 respondents representing 42% agreed while 15 respondents representing 29% disagreed. The result implies that school supervision contributes to continuous professional development of teachers. The result is in tandem with Mankoe (2007) who opined that heads and other supervisors help teachers to grow and develop their understanding of teaching and classroom life, in improving basic teaching skills.

Again, 18 respondents representing 35% strongly agreed that classroom observation enabled teachers to use variety of teaching techniques, 24 respondents representing 46% agreed while 10 respondents representing 19% disagreed. The result implies that classroom observation enable teachers to use variety of teaching techniques. The result is in line with Mankoe (2007) who opined that heads and other supervisors help teachers to improve methods of teaching and learning.

Also, 22 respondents representing 42% strongly agreed that school-based supervision improved students' learning, 18 respondents representing 35% agreed while 12 respondents representing 23% disagreed. The result implies that school-based supervision improves students' learning. The result is in agreement with Glickman, Gordon, and Ross-Gordon (2004) supervision help teachers to become aware of their teaching and its consequences for learners.

Further, 18 respondents representing 35% strongly agreed that school supervision enhance quality control in teaching, 24 respondents representing 46% agreed while 10 respondents representing 19% disagreed. The result implies that school supervision aided for quality control. The result is in line with Mankoe (2007) who indicated that heads of school and other supervisors are responsible for monitoring

teaching and learning in their schools and do so by visiting classes, touring the school, talking to people and getting to know students.

Furthermore, 22 respondents representing 42% strongly agreed that school supervision helped in motivating teachers, 18 respondents representing 35% agreed, 8 respondents representing 15% disagreed while 4 respondents representing 8% strongly disagreed. The result implies that school supervision helps in motivating teachers. The result is in tandem with Mankoe (2007) who stated that supervision builds and nurtures teachers' motivation and commitment to teaching, to the school's overall purposes, and to the school's defining educational platform. The achievement of these purposes, however, depends on the quality of supervisory practice and effective supervisory system.

Also, 28 respondents representing 54% strongly agreed that school supervision increased teachers' confidence, 22 respondents representing 42% agreed while 2 respondents representing 4% disagreed. The result implies that school supervision increases teachers' confidence. The result is in line with Nolan and Hoover (2004) that supervision gives teachers confidence that enable them to try out new instructional techniques in a safe, supportive environment.

Again, 18 respondents representing 35% strongly agreed that school supervision provided support and guidance for teachers, 22 respondents representing 42% agreed, 8 respondents representing 15% disagreed while 4 respondents representing 8% strongly disagreed. The result implies that school supervision provides support and guidance for teachers. The result is in tandem with Nolan and Hoover (2004), that supervision provides a supporting mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals

Finally, 22 respondents representing 42% strongly agreed that school supervision encouraged teachers to develop a repertoire of teaching strategies, 18 respondents representing 35% agreed while 12 respondents representing 23% disagreed. The result implies that school supervision encourage teachers to develop a repertoire of teaching strategies. The result is in The result is in tandem with Mankoe (2007) who postulated that heads and other supervisors help teachers in improving basic teaching skills, and in expanding their knowledge and use of teaching repertories.

Research Question 3: What are the challenges associated with supervision of teaching and learning in basic schools in the Mankranso circuit?

The respondents were asked to agree or disagree with the following statements on the challenges associated with supervision of teaching and learning in public basic schools. The result is presented in Table 4.8.

Table 4.8: Challenges Associated with Supervision

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Negative perception of Teachers towards Supervision	22(42)	16(31)	10(19)	4(8)
Supervision that is done as master-servant relations	18(35)	22(42)	12(23)	-
Lack of Adequate Training and Support	24(46)	16(31)	12(23)	-
Inadequate financial Support	22(42)	26(50)	4(8)	-
Inadequate Educational Resources	16(31)	24(46)	8(15)	4(8)
Excessive Workload	24(46)	16(31)	12(23)	-
Inadequate Knowledge and Experience	14(27)	26(50)	12(23)	-
Absence of allocating specific budget for supervision and support	24(46)	18(35)	10(19)	-

Source: Field Data 2020

Table 4.8 shows that 22 respondents representing 42% strongly agreed that negative perception of teachers towards supervision was a challenge in school based supervision, 16 respondents representing 31% agreed, 10 respondents representing 19% disagreed while 4 respondents representing 8% strongly disagreed. The result implies that negative perception of teachers towards supervision is one of the challenges to head teachers in their supervisory duties. The result is in line with Allen and Fraser (2007) that school based supervision aims at improving the quality of students" learning by improving the teacher's effectiveness. Allen and Fraser (2007) further noted, the improvement of the teacher teaching process is dependent upon teacher's attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007). Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007), pointed out that bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice.

Again, 18 respondents representing 35% strongly agreed that supervision that was done as master-servant relations was a challenge in school based supervision, 22 respondents representing 42% agreed while 12 respondents representing 23% disagreed. The result implies that majority of the respondents experience supervision as master-servant relations. The result is in line with USAID (2006) that master-servant relationship existing between supervisors and teachers and lack of resources and facilities to teach in schools are really worrying problem that confront supervisors.

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Also, 24 respondents representing 46% strongly agreed that lack of adequate training and support was a challenge in school based supervision, 16 respondents representing 31% agreed while 12 respondents representing 23% disagreed. The result implies that lack of adequate training and support is one of the challenges in school based supervision. The result is in tandem with Alhammad (2001) that supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. Alhammad further summarized that lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga (2007) pointed out that lack of continuous training system for supervisors to up-date their educational knowledge and skills are obstacle of the practice of supervision.

Again, 22 respondents representing 42% strongly agreed that inadequate financial support was a challenge in school based supervision, 26 respondents representing 50% agreed while 4 respondents representing 8% disagreed. The result implies that there is inadequate financial support for supervisors. The result is in line with Merga (2007) who said that lack of enough budget for supervision results in incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing. Poor implementation processes which are often underscored by inadequate resources, in both funds and other forms of support and incentives for supervisors lead to a gap in the system, whereby any progress made in correcting detected asymmetries in the educational system may retrogress (Bennett, 2007).

Also, 16 respondents representing 31% strongly agreed that inadequate educational resources was a challenge in school based supervision, 24 respondents representing 46 % agreed, 8 respondents representing 15% disagreed while 4 respondents representing 8% strongly disagreed. The result implies that inadequate educational resources are one of the challenges in school based supervision. The result is in tandem with UNESCO (2007) that there can be no effective supervision of instruction without adequate instructional materials. Materials like supervision guides and manuals have their own impact on supervision work. These materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process (UNESCO, 2007).

Further, 24 respondents representing 46% strongly agreed that excessive workload was a challenge in school based supervision, 16 respondents representing 31% agreed while 12 respondents representing 23% disagreed. The result implies that excessive workload is a challenge to school based supervision. The result is in line with Ogunu (2009) who stated that school level supervisors (principals, vice-principals department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu (2009) further revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Rashid (2001) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision.

Again, 14 respondents representing 27% strongly agreed that inadequate knowledge and experience was a challenge in school based supervision, 26 respondents representing 50% agreed while 12 respondents representing 23% disagreed. The result implies that inadequate knowledge and experience is another challenge in school based supervision. The result agrees with Glickman, et al. (2004) who have suggested that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices. Holland (2004) believes that educators (supervisors) must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction, and credentials in the form of degrees and diplomas are a form of evidence, but acknowledges that credentials alone do not inspire trust.

It is a common belief that academic qualifications and long term working experience provide people with knowledge and skills to be able to perform satisfactorily in an establishment. De Grauwe (2001) indicated that it is expected that supervisors have higher qualifications than their supervisee teachers, or at worst, at par with them so that they will be able to provide them with the necessary guidance and support.

Finally, 24 respondents representing 46% strongly agreed that absence of allocating specific budget for supervision and support was a challenge in school based supervision, 18 respondents representing 35% agreed while 10 respondents representing 19% disagreed. The result implies that absence of allocating specific budget for supervision and support is another challenge in school based supervision. The result is in line with Merga (2007) indicated that the absence of allocating a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents of the summary of findings of the study, conclusions drawn from the findings, recommendations based on the findings and suggestions for further study on the perception of teachers on the practices and challenges of supervision of teaching and learning.

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5.1 Summary of Findings

The study was conducted to investigate teachers' perception on the practices and challenges of supervision of teaching and learning in basic schools in the Mankranso Circuit of the Ahafo Ano South West District. The objectives of the study were to:

1. identify the types of supervision of teaching and learning practices in the Mankranso circuit

2. find out the perceptions of teachers, head teachers and circuit supervisors on supervision in teaching and learning in the Mankranso circuit.

3. establish the challenges that are associated with supervision in basic schools in the Mankranso circuit.

The study used descriptive survey design using the questionnaire to collect data. The target population was 441, comprising 9 circuit supervisors, 24 head teachers and 408 teachers in the Ahafo Ano South West district of the Ashanti Region. The accessible population was 52 comprising 3 head teachers, 48 teachers and one circuit supervisors in the three basic schools of the Mankranso Circuit. Census sampling was used to select 52 respondents for the study. The data was computed using the Statistical Package for Social Sciences (SPSS) software package, analyzed with descriptive statistics.

5.2 Main Findings

The study revealed that schools in the study area practiced both external and supervision. Again, circuit supervisors and head teachers visited schools in the study area weekly, fortnightly, monthly and quarterly and that circuit supervisors visited the

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schools mostly on monthly basis while head teachers visited the schools mostly on weekly basis.

The study also unearthed that school supervision contributed to continuous professional development of teachers, classroom observation enabled teachers to use variety of teaching techniques, school-based supervision improved students' learning, supervision aided quality control, supervision motivated teachers, supervision increased teachers confidence, school based supervision provided support and guidance for teachers and that supervision encouraged teachers to develop a repertoire of teaching strategies.

The study finally unearthed that challenges associated with school based supervision were perception of teachers towards supervision, supervision as master-servant relations, lack of adequate training and support, inadequate financial Support, inadequate educational resources, excessive workload, inadequate knowledge and experience and absence of allocating specific budget for supervision and support.

5.3 Conclusions

Based on the fact that schools in the study area practiced both external and supervision, and circuit supervisors and head teachers visited the schools to conduct mostly intensive and occasional visits on mostly on weekly and monthly basis, it is concluded that teachers were supervised well which motivated them and also upgraded their teaching skills to improve students' academic performance.

It is also concluded that these kinds of supervision contributed to continuous professional development of teachers, enabled teachers to use variety of teaching techniques, improved students' learning and also increased teachers confidence and therefore would impact positively on academic standards of the school.

Finally, it is concluded that the numerous challenges associated with school based supervision which the study revealed if addressed, would help to further enhance the academic performance of the school.

5.4 Recommendations of the Study

1. The Ahafo Ano South West District Director of Education should organize training programmes for those who perform supervisory duties in the educational sector to upgrade their knowledge and skills in modern and current supervision to further performance.

2. The Ahafo Ano South West District Director of Education should allocate adequate teaching and learning materials to school based supervisors for them to perform effectively and efficiently in their supervisory duties to improve instruction.

3. The Ahafo Ano South West District Director of Education should ensure that circuit supervisors and head teacher who conducted supervision mostly on monthly and weekly basis respectively as the study uncovered are made to increase the number of times they visit schools under their jurisdiction for supervision.

5.5 Suggestions for Further Study

The study was conducted to investigate the perception of teachers on the practices and challenges of supervision of teaching and learning in basic schools in the Mankranso Circuit of the Ahafo Ano South West District so further study should be conducted to find out the type of supervision of teaching and learning emphasized in

public Senior High Schools in the Ahafo Ano South West District for comparative analysis.
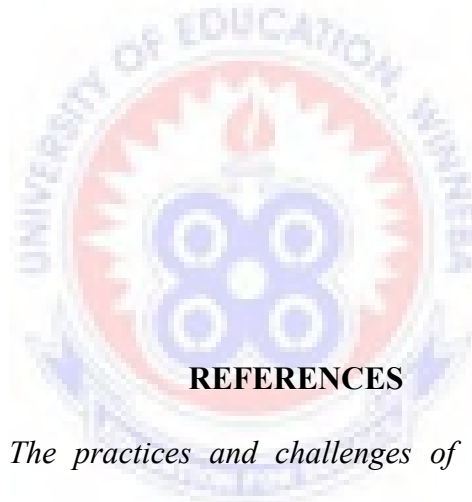
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APPENDIX A

QUESTIONNAIRE FOR HEAD TEACHERS, TEACHERS AND CIRCUIT SUPERVISOR

The purpose of the study is to gather relevant data on the practices and challenges of supervision of teaching and learning in public basic schools in the Mankranso Circuit of the Ahafo Ano South District of the Ashanti Region. You have been selected to respond to the items on the questionnaire. The information that you will give will be used for academic purposes only and will be given the utmost confidentiality that they deserved.

SECTION A: DEMOGRAPHIC DATA OF RESPONDENTS

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Please tick (√) as appropriate

1. **Gender**

   Male   (   )

   Female (   )

2. **Age**

   21-30 (   )

   31-40 (   )

   41-50 (   )

   51-60 (   )

3. **Educational Level**

   Diploma in Education (   )

   Bachelor's Degree   (   )

    Master's degree   (   )

4. **Length of teaching in years**

   1-5 years   (   )

    6-10 years   (   )

   11-16 years   (   )

   Above 16 years (   )

SECTION B: THE TYPE OF SUPERVISION PRACTICED IN BASIC **SCHOOLS**

A number of items are listed below which deal with the type of supervision practiced in your school. Please, read each item and decide whether you agree or disagree with the questions.

5. **What type of Supervision is practiced in your school?**

   Internal   (   )

   External   (   )

6. **What form does supervision take in your school?**

   Intensive Visits   (   )

   Regular Visits   (   )

   Occasional Visits   (   )

Intensive and Regular visits   (   )

Intensive and Occasional visits (   )

7. **How often do the following officers visit your school for supervisory duties?**
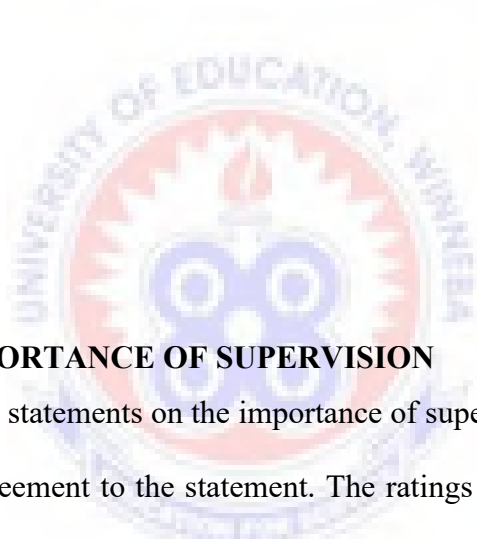
Visits	Head Teacher	Circuit Supervisor
Weekly		
Fortnightly		
Monthly		
Quarterly		
Once a while		

SECTION C: IMPORTANCE OF SUPERVISION

The items below are statements on the importance of supervision. Please indicate your

agreement or disagreement to the statement. The ratings are; Strongly Agree (SA=1)

Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4)

IMPORTANCE OF SUPERVISION

	Statement	SA	A	D	SD
1	School supervision contributes to continuous professional development of teachers.				
2	Classroom observation enables teachers to use variety of teaching techniques.				
3	School-based supervision improves students' learning.				
4	Supervision enhance quality control in teaching				
5	Supervision helps in motivating teachers				

6	Supervision increases teachers confidence				
7	School based supervision provides support and guidance for teachers.				
8	Supervision encourages teachers to develop a repertoire of teaching strategies				

SECTION D: CHALLENGES ASSOCIATED WITH SUPERVISION

In a likert scale of Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4) rate your opinion on the following challenges associated with supervision in school.

CHALLENGES ASSOCIATED WITH SUPERVISION

	Statement	SA	A	D	SD
1	Negative perception of teachers towards supervision				
2	Supervision that is done as master-servant relations				
3	Lack of Adequate Training and Support				
4	Inadequate financial Support				
5	Excessive Workload				
6	Inadequate Educational Resources				
7	Inadequate Knowledge and Experience				

8	Absence of allocating specific budget for supervision and support				