UNIVERSITY OF EDUCATION, WINNEBA

PERCEIVED INFLUENCE OF SUPERVISION AND MONITORING ON TEACHING AND LEARNING IN BASIC SCHOOLS IN KROBO ODUMASE (K.O) CLUSTER OF METHODIST SCHOOLS IN THE ASH-TOWN CIRCUIT OF THE KUMASI METROPOLIS

JANE ANIMAH OFOSU

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A Thesis in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Graduate Studies, University of Education, Winneba, in partial fulfillment of the requirement for the award of Master of Philosophy (Educational Leadership) degree

**NOVEMBER, 2021**

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# DECLARATION

**CANDIDATE'S DECLARATION**

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

SIGNATURE: ……………………………………………

DATE: …………………………………………………….

**SUPERVISOR'S DECLARATION**

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

NAME OF SUPERVISOR: DR. SAMUEL ADU GYAMFI

SIGNATURE: ………………………………………………….

DATE: ………………………………………………………….

# ACKNOWLEDGEMENTS

# DEDICATION

I dedicate this thesis to my husband Mr. Kwabena Poku-Karikari Mensah and my five

lovely sons.

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# ABSTRACT

The study was conducted to investigate the perceived influence of monitoring and supervision on teaching and learning in Basic Schools in the Krobo Odumase (K.O) Methodist cluster of schools of the Kumasi Metropolis. The objectives of the study were to determine the professional skills of supervisors, find out the perceived influence of supervision and monitoring on teaching and learning, identify the challenges of supervisors and to ascertain factors that can promote effective supervision. Descriptive survey design with the quantitative approach was used for the study. The accessible population for the study was 62. Purposive technique was used to select all the 62, consisting of five head teachers, 56 teachers and one circuit supervisor. Questionnaire were used for the study. The researcher sought permission from the Metropolitan Director of Education before conducting the study. The data were analyzed descriptively and presented in tables, frequencies, and percentages. The study found among others that good organizational skills and good decision-making skills were some professional skills of supervision. Moreover, school supervision contributed to continuous professional development of teachers. Also, teachers' negative attitude towards supervision and usual fault-finding approach to supervision were some of the challenges. Again, regular training of supervisors and provision of adequate logistics and materials, were some factors that promote effective supervision. It is recommended that the Kumasi Metropolitan Directorate of Education should provide supervisors with adequate logistics and material resources to facilitate the work of the supervisor to improve teaching                                           and                                           learning.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the study

Education is said to be very important for national transformation, self-actualization and enhancement. Quality education is attainable through conscious, deliberate and systematic efforts. It is recognized that the social, political, economic and cultural development of a nation depends largely on the quality and level of education that their citizens have. (Oduro, 2003). Oduro further disclosed that it is because of development that all nations today invest so much in education.

Government of Ghana over the years, from Pre-Independence era till today, has struggled to fine-tune education to ensure a rapid national development and for the citizenry to also participate in the global world. Education has therefore been identified as an agent of national development (Afful-Broni, 2012).

Due to this a lot of committees have been set by different governments to help improve education delivery in Ghana. For the nation's quest for quality education to be achieved, schools have been the structured institutions through which national aspirations could be transmitted. Collaborated efforts by headmasters, teachers, Circuit Supervisors, SMCs, PTAs and Government must ensure that the nation's dream of quality basic education delivery becomes a reality.

Effective supervision has been said to be one of the mechanisms which can ensure that, when all the inputs have been provided and all interventions made

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towards teaching and learning, the two main key players in the educational enterprise (the teacher and student) would be made to play their roles to achieve the desired objectives and results. It is imperative to note that even though supervision in Ghana has seen some improvement, very much is desired because it seems not to have received the maximum attention required for its effectiveness in the public schools.

Fullan (2007) define supervision as all the effects of designated school officials towards providing leadership to teachers and other education workers to the improvement of instruction. Supervision is therefore said to be an integral part of administration. Any leadership function concerned with improvement of instruction in the schools is considered supervisory. This is based upon mutual understanding and agreement between the supervisor and the supervisee.

Cole (2004) describes supervision as all those activities that are primarily and directly concerned with studying and improving the condition which surrounds the learning and growth of pupils and teachers. Effective supervision would therefore ensure that curriculum implementation by teachers are kept on course and students are engaged enough to be able to achieve maximum benefit of what pertains in the schools.

In recent times members of the community, as well as stakeholders in education are also required urgently to monitor and supervise activities in the schools in their localities Supervisors are expected to monitor and check unprofessional attitudes and conducts like irregularities, drunkenness, lateness and abuse of instructional time by some teachers. This will go a long way in ensuring full achievements of the objective of the schools and also help improve the standard of education in the country (Cole, 2004).

Supervision is considered as one of the major factors that contribute to the effective delivery of quality basic education, therefore in a school setting where teaching and learning takes place, effective supervision plays a very crucial role in ensuring quality education by improving students' academic performance. Supervision of teaching in schools is supposed to be a daily function of the Circuit Supervisors (Mankoe, 2007). In-service programmes to sharpen teacher professionalism are very few or non-existent for many teachers. It is this negative situation and many others which the government, through the Ministry of Education, must strive to address through the provision of inputs that will help supervisors to monitor their schools effectively. Supervision may be faulty due to lack of practical training. Badu (2007) is of the view that a major deterrent to fill professional status of education supervisors is an ill- defined knowledge, lack of an agreed upon set of professional skills which have remained remarkably undefined and random. Badu further stress that Boards of Education may also be at fault due to poorly written policies governing the practice of supervision.

Mankoe (2007) enumerates the following as prevailing supervisory issues in basic schools: supervisors not being mobile, and economic constraints, make supervisors and teachers face the problem of making ends meet, lack of confidence, academic qualification and professional development training for supervisors, headmasters, teachers; and some supervisors not able to demonstrate teaching but always admonishing teachers towards effective teaching. The effect of the above-mentioned flaws in Ghana's basic schools is ineffective supervision on the part of circuit supervisors. This also leads to poor teaching and learning resulting in massive failure by students during their basic education certificate examinations. It is of the view that if

the roles of supervisors are clearly spelt out and their challenges are made known, stakeholders in education and the public in general will share their concern and provide assistance to make supervision a success.

In conclusion, it is imperative to note that, effective supervision is the key factor in achieving quality teaching and learning in schools and the whole success of a school is to a large extent determined by the manner in which supervision is managed. That is the concern of this research.

## 1.2 Statement of the problem

Supervision is said to be concerned with continuous redefinition of goals with the realization of human dynamics for learning, and for co-operative efforts. Poor supervision over the years has been blamed for the lowering standards of education in public Junior High Schools (JHS). The success or failure of any educational policy is judged on the outcome of the results produced by schools at the end of every examination year. Again, the success or failure of any educational policy is a collaborative effort or team work, and one of the key players responsible for getting employers to carry out plans and policies of management is the supervisor (Ghana Education Service, 2002).

Over the past 50 years, Ghana has undertaken major decisions and changes in her educational system in order to improve on the standards of education. These reforms have gone along with huge financial outlays and investments into education. For example, Badu (2007) stated that, US$1 billion was spent on the Ghanaian education sector in 2006. It is on record that these reforms and investments have somewhat failed

to address the fundamental issues which affect teaching and learning due to perceived poor supervision. Beach and Reinhartz, (2000) intimated that despite all these huge financial interventions and expenditures, the quality of basic education leaves much to be desired. The situation is not only alarming but dangerous to the economic and social development of any country, including Ghana.

The seeming low quality education at the basic level calls for research into new approaches for effective supervision of teaching and learning towards the realization of quality basic education for all. Many studies than by educators elsewhere like Badu (2007) and Babbie (2005) have underlined the tremendous impact monitoring and supervision have on teaching and learning in school. A second look at reforms targeted at effective monitoring and supervision of teaching and learning to improve academic performance of students is paramount. If all the students who go to school have attended classes as required, and there is effective supervision of teaching and learning, then all the students should at least pass the BECE.

Stakeholders and many parents have blamed this state of affairs on challenges such as lack of commitment by administrators of schools and poor performance of teachers. At a School Performance Appraisal Meeting (SPAM), Parent-Teacher Association meeting (PTA) which was held at the KO Methodist Cluster schools in the Ash-Town Circuit on 6th September, 2019, many issues were put across by stakeholders of Basic Education as those militating against the academic performance of pupils in the public schools. During the discussions it came out that in spite of the efforts being made by the government, through the Kumasi Metropolitan Assembly, the School Management Committees (SMC), the Parent Teacher Associations (PTA) and other Stakeholders,

towards the improvement of the standard of education, some schools and students in the Metropolis continue to score low aggregate in the Basic Education Certification Examination (B.E.C.E). Pupils' performance at the basic level has been described as generally not encouraging. (See Appendix F)

Many reasons have been given for these issues. For example, people have cited laziness, absenteeism of teachers, misuse of instructional time and poor supervision by circuit superviso\rs and head teachers as some possible causes. Consequently, many people in the circuit argue that supervision in the schools have not seen the expected changes. The seemingly low performance of students due to perceived poor supervision of teaching and learning, leading to students' poor performance in junior high schools in the study area in the BECE calls for research to find out the challenges that actually account for that. The study therefore seeks to find answers to this and other related questions on the perceived influence of supervision and monitoring on teaching and learning in Basic Schools in the Krobo Odumase (K.O) Methodist cluster of schools in the Ash- Town Circuit of the Kumasi Metropolis in the Ashanti Region.

## 1.3 Purpose of the Study

The study was conducted to investigate the perceived influence of supervision and monitoring on teaching and learning in Basic Schools in the Krobo Odumase (K.O) Methodist cluster of schools in the Ash-Town Circuit of the Kumasi Metropolis in the Ashanti Region.

## 1.4 Objectives of the Study

Specifically, the study sought to:

1. determine the professional skills of heads, teachers and circuit supervisors in supervision and monitoring in the KO cluster of Methodist schools in the Ash-Town Circuit in the Kumasi Metropolis.
2. find out the influence of effective supervision and monitoring on teaching and learning in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis.
3. identify the challenges of supervisors in discharging their supervisory roles in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis.
4. ascertain factors that can promote effective supervision in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis.

**1.5 Research questions**

1. What are the professional skills of heads, teachers and circuit supervisors in supervision and monitoring in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis?

2. What perceived influence do effective supervision and monitoring have on teaching and learning in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis?

3. What challenges do supervisors encounter in discharging their supervisory roles in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis?

4. What are the factors that can promote effective supervision in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis?
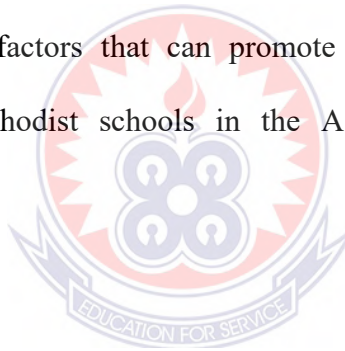
**1.6 Significance of the study**

The study will be significant in the following perspectives:

The findings of the study will contribute to knowledge on monitoring and supervision and its effect on teaching and learning which will help GES to enact policies and regulations to strengthen and sustain the skills and competencies of circuit supervisors, teachers and head teachers to enhance supervision and monitoring in basic school. The findings of the study will also help supervisors to improve upon their supervisory skills and competencies to conduct more effective supervision to improve performance of the

school and students. The outcome of the study will also serve as a guide to future researchers who will research on the effect of supervision and monitoring on teaching and learning in schools. The study will contribute in upgrading the knowledge and skills of teachers as a result of effective supervision and monitoring to promote teaching and learning in the school.

## 1.7 Delimitations of the Study

The study was delimited to the perceived influence of supervision and monitoring on teaching and learning in the K.O Methodist cluster of schools in the Ash-Town Circuit in the Kumasi Metropolis of the Ashanti Region of Ghana even though it would have been appreciated covering a larger area in the Metropolis. The respondents were also delimited to (teachers) only head teachers, teachers and the circuit supervisor in K.O Methodist cluster of schools. The results may therefore not be generalized to include all the schools in the Kumasi Metropolis.

## 1.8 Limitations of the Study

The following were some of the difficulties encountered in the course of the study.  Due to the covid-19 pandemic, some respondents delayed in filling the questionnaire and the researcher had to visit and give them constant reminders on several times before the questionnaire was completed. Also, the risk and financial commitment involved in administering questionnaires to respondents and the unwillingness of some

respondents  to spent time with the researcher to answer the questionnaires were the other constraints to the study.

The study also used descriptive survey design which allowed for only one time data collection which is likely to affect the findings of the study as the researcher used structured questionnaire for data collection which limited the responses from respondents. All these were likely to affect the validity of the findings or conclusions. Notwithstanding these limitations, the researcher was able to gather all the necessary data needed for the study.

### 1.9 Definition of Terms

**Basic school:** In Ghana, the basic school is a combination of six years of primary school and three years junior high school education.

**Circuit supervisor:** An official assigned to supervise teaching and learning in an educational circuit.

**In-service Education and Training (INSET):** It connotes all the planned activities on the job carried to promote the growth of teachers and make them more efficient.

**School Management Committee (SMC):** It is a school community-based institution aimed at implementing the general policies of a basic school.

**Parent Teacher Association (PTA):** The PTA is association of parents and teachers in a particular school or cluster of schools.

## 1.10 Organization of the Study

This study was organized into five chapters. Chapter one presents the introduction which includes the research problem, objectives, research questions, delimitation, limitation, significance of the study and organization of the study.

Chapter two covers the review of relevant literature on supervision of teaching and learning in schools.

Chapter three discusses the methodology used to solve the study purpose. This includes method of data collection and analysis. Chapter four presents the results of the data collected and discusses the findings and Chapter five presents the summary of findings of the study, conclusions and recommendations and suggestions for further study.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.0 Introduction

The chapter presents a review of the related literature on the influence of supervision and monitoring on teaching and learning in basic schools. The review dealt with what has been done both internationally and locally on the topic. The review is done under the following sub-topics;

- History, concept and definitions of Supervision,

- Approaches and Types of School Based Supervision,

- Alternative Approaches to School Supervision,

- Global Perspective,

- Purpose of School Supervision Philosophies of Supervision,

- Theories of Supervision, Styles of Supervision,

- Qualities of a Supervisor, Skill levels for a supervisor,

- Roles and responsibilities of supervision/Supervisors in effective basic school Supervision.

- Supervisor characteristics and supervisory practices,

- The Role of the Headteacher, Barriers to Effective Supervision,

- Factors for promoting Effective Supervision,

- Challenges in School-based Supervision,

- Perceptions of Supervision by Teachers

- Conceptual Framework.

**2.1 History of Supervision**

Supervision has come far from colonial days and has gone through many metamorphoses. (Oliva, 2001) In his contention, not until the establishment of organized schools did the need for specialized school supervisors materialized. Oliva (2001) reveals that when parents, games tutors instructed youngsters in the homes, people were in effect both teacher and supervisor. As schools became established, local school's committee men fulfilled the function of supervisors by giving directions, checking for compliance with teaching techniques and evaluating results of instruction by the teachers in their charge.

Oliva also noted that, in the eighteenth century, school pupils as were anxious to put their best feet forward when visited by selectmen. Also, as the common elementary school in the first-half of the nineteenth century grew rapidly, new programmes expanded, student bodies increased, population therefore called for new ways of supervising instruction. Professionally-trained persons were therefore employed to supervise schools. Superintendents in the early nineteenth century spent considerable time visiting and supervising schools, however the population grew and schools increased in number. Superintendents could no longer supervise individual schools closely. Principals of colleges and central office supervisors therefore shared a major part of the burden of everyday supervision, until the advent of the industrial Revolution under the influence of people like Frederick Taylor's scientific and Max Weber's bureaucratic approaches to supervision to replace inspection (Oliva, 2001).

The historical development of supervision in colonial New England has also been revealed in a fascinating way by some writers. Cogan (1973) contented that

supervision of instruction began as a process of external inspection where one or more local citizens were appointed to inspect both what the teachers were teaching, and what the pupils were learning. The inspection theme was to remain firmly embedded in the practice of supervision. During the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city schools systems. While superintendents initially inspected schools to see whether teachers were following the prescribed curriculum and that students were able to recite their lessons. The multiplication of schools soon made this an impossible task for superintendents. The job was therefore delegated to the school principals (Cogan, 1973).

In the early decades of the twentieth century, it was said that the movement towards scientific management in both industrial and public administration had an influence on schools. During that time, child centered and experienced – based theories of European educators such as Friedrich Froebel, Johann Pestalozzi and Johann' Herbart as well as the prominent American philosopher John Dewey, were also affecting the schools (Cogan, 1973). Thus, schools' supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse of repertory of instructional responses to student's natural curiosity and diverse levels of readiness. This tension between supervisors as a uniform  scientific approach to teaching and supervision as a flexible, dialogic process between teacher and supervisor involving shared, professional  discretion of both ,was continue  throughout the  century.

However, in the second half of the century, the field of supervision became closely identified with various forms of clinical supervision, which was initially developed by Harvard professors, Morris Cogan and Robert Anderson and their graduate students, many of whom subsequently became professors of supervision in other Universities (Cogan, 1973).

## 2.2 Concept of School Supervision

Supervision is the interactive process in which organisational goals and values are communicated and interpreted to workers and they, in turn, are guided and supported to help reach those goals. By helping service providers understand their responsibilities, improve their performance and organizing resources to assist them, supportive supervision helps staff to become more effective. In the process, satisfaction and its commitment to the organisations' mission are built (Reproductive Health Integration Issues cited in Cole, 2004).

Adeel (2010) claimed that the definitions of supervision vary from a custodial orientation to a humanistic orientation. The custodial orientations are not targeted to help teachers but to find their weaknesses; eliminate and isolate them; and replace them with who could do better. Supervision has undergone several gradual processes to change from inspectorial character to instructional improvement character.

Custodial orientation is the traditional supervision whereby the supervisor emphasizes the teachers' defects. It often casts the supervisor in the role of a superior telling the teacher what needs to be changed and how to change it. It also tends to produce a teacher who cannot operate unless directed by someone.

Humanistic orientation is the clinical supervision which emphasizes teacher growth. This orientation assumes that teachers possess the drive and personal resources to solve their problems. This orientation tends to produce a self-directed teacher (Adeel, 2010).

Adeel (2010) further elaborates that supervision is a leadership and a coordinating role which comprises administrative, instructional and curricular functions, which overlap each other. Adeel also claims that supervision is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning. Adeel indicates that supervision is highly instruction-related but not highly pupil- related and that supervision is a major function of the school operation, not a task or a specific job or a set of techniques.

Supervision of instruction is directed towards both maintaining and improving a teaching-learning process of the school. The term "supervision" from the point of view of Adepoju (1998), is derived from the word "super video" meaning "to oversee". Adepoju maintains that supervision is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and groups. Adepoju therefore defines school supervision as the process of bringing about improvement in instruction by working with people who are working with pupils.

Supervision in schools, as reported by Glickman, Gordon and Jovita (2010), is the glue to a successful school. Successful school supervision draws various instructional effectiveness together into whole-school action. These schools link their instruction, classroom management, direct assistance to teachers and curriculum development under a common purpose to achieve their objectives. In other words, teachers accept common goals for students and consequently complement each other's teaching. Supervisors therefore work with teachers in a manner that is consistent with the way teachers are expected to work with students. Thus, regardless of the socio-economic setting or physical characteristics of the school, there is a common bond that keeps the staff together and creates consistency among the schools' various elements. This bond is the vehicle by which some persons or group of people are responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work in harmony towards their vision of what the school should be. It must therefore be emphasized that supervision is not the act of instructing students but rather the action that enables teachers improve instruction for students.

According to Mankoe (2007), supervision is a function of the person who, either through working with other supervisors, school heads or others at the central office level, contributes to improvement of teaching and the implementation of the curriculum. Mankoe opines that there are two critical dimensions in educational enterprise. These are \pupil-related and instruction-related. The pupil-related dimension includes distribution of instructional materials, conferences with parents, and rescheduling of classes. The instruction-related dimension includes classroom

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presentations, educational counseling, and assisting children in selecting library books, conducting achievement test, completing continuous assessment forms, preparing terminal reports for parents, selecting appropriate instructional materials and conducting In-Service sessions. Because these functions overlap, it is not easy to determine precisely where supervision of instruction ends and where general administration begins.

Merriam (2010) sees supervision as an active process, occupation of supervising, a critical watching and directing of activities or a course of action. There is evidence from the discussion so far that supervision has a wider scope and its main purpose is to improve factors affecting teaching and learning. All the authors agree that in supervision there are at least two or more people involved. They also agree that instructional supervision covers factors affecting teaching and learning and maximum utilization of resources towards the accomplishment of school goals and objectives.

### 2.2.1 Theoretical Definitions of Supervision

Sergivanni and Starratt (2012) identify four images of instructional supervision. These are the traditional scientific management image, the human relations image, the 'neoscientific management' image and the human resources image of supervision. Cogan (1973) gives the clinical supervision image. These images can be practised in schools.

**The Traditional Scientific Image**

This image of supervision stands for dictatorial type of supervision. Sergiovanni and Starratt (2012) describe this image as being autocratic in nature. The supervisor dictates what is to be taught, how and when it should be taught. In this

image the teacher must follow what the supervisor does. There are clear lines of superordinate and subordinate.

The teachers are viewed as 'appendages and subordinates'. This image of supervision is not favoured by many teachers because it is oppressive and does not bring in the human relations element. There is no democracy in this image. Briggs (2012) refer to this image as the authoritative or 'tells' style. It is prescriptive in nature. Indeed this style is coercive; it therefore demoralises the teacher.

**The Human Relations Image of Supervision**

According to Sergiovanni and Starratt (2012) the origins of this type of supervision date back to the "democratic administration of the 1930s. This image is a complete reaction to the scientific management practice because teachers are now seen as human beings and not as 'objects or appendages' of the administration. The most important issue here is to satisfy the teachers as human beings; in this way it would be quite easy to lead and control them during the supervisory programme. Teachers are made to feel happy and comfortable. Sergiovanni and Starratt (2012) talked about personal feelings and comfortable relationship as the key feature of the human relations image of supervision.

This image can be seen in most supervisory programmes in the schools. However, it has been criticised for being too permissive and focusing more on winning friends than the improvement of instruction. It is still widely advocated and practised today although its support has diminished. Human relations promised much but delivered little.

**The Neo-Scientific Image of Supervision**

This image is a result of the criticism of the human relations image of supervision and provides a comparison between the traditional scientific management and human relations approaches. There is focus on "control, accountability and efficiency" Sergiovanni and Starratt (2012) state that this image emphasises the task dimension, concern for highly specified performance objectives. All these things can be achieved but it would be at the expense of the human element. Code words are 'teachers' competence', 'performance objectives' and 'cost-benefit analysis'. In this image, impersonal, technical or rational control mechanisms substitute the face-to-face close supervision.

This image is too scientific and relies heavily on externally imposed authority and thus it is unfavourable to teachers.

All these images of supervision do not highlight the importance of a teacher and the teacher's capabilities as an instructor of the learning programme. They lack trust and faith in the teacher. This view gave rise to what Sergiovanni and Starratt (2012) refer to as revisionist or unlighted supervision. This unlighted image of supervision is called the human resources image of supervision.

**The Human Resources Image of Supervision**

Supervision is viewed as an end towards which teachers might desire to work. This end can be achieved by doing meaningful work, which is an important aspect in effective supervision. There is shared decision-making by the supervisor and the teacher. The teacher is involved in the preparation and planning of the supervisory

programme. This provides the needed integration between persons and organisation as well as personality and accomplishment.

## 2.3 Approaches and Types of School Based 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. (2010) asserted that internal supervision is where internal measures are taken in the school by teachers and head teachers to ensure the attainment of school objectives.

Glickman, et al. (2010) 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. (2010) again talked about laissez-faire supervision as where teachers are allowed 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 were 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 (2001), 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 circuit supervisors' Handbook (Ghana Education Service, 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).

## 2.4 Alternative Approaches to School Supervision

Sullivan and Glanz (2007) provided a unique compendium of alternative approaches to supervision. They identified six different approaches:

1.  Standards-based walk-throughs

2.  Mentoring

3.  Peer coaching

4.  Portfolio assessment

5.  Peer assessment

6.  Action research

**Standards-based walk-throughs**

Robertts and Pruitt (2003) defined standards-based walk-through as a unique form of approach which focuses on enabling teachers to learn by exploring and relating to what other teachers are doing in their classrooms. It provides for an organised tour of the building by teams of teachers, who visit their peers' classrooms; observe the classroom environment and learning centers, review students work samples, special projects, and portfolios and examine other classroom artifacts that the teacher has put on display for the walk-through. This is a model or approach used to

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promote a culture of collaborative learning. Used as a professional development tool, the walk-through engages teachers in meaningful activities to enhance the instructional process. The model gives colleagues an opportunity to see each other's work, reflect on the instructional process and to collaborate on developing new and better ways to improve instruction and thus promote student learning.

**Mentoring**

Mentoring is a process that facilitates instructional improvement wherein an experienced educator works with a novice or less experienced teacher collaboratively and nonjudgmentally to study and deliberate on ways instruction in the classroom may be improved. Mentors are not judges or critics but facilitators of instructional improvement. Glickman et al (2010) opined that many schools developed mentoring programmes in which an experienced teacher is assigned or volunteers to work with a novice teacher for the purpose of providing individualized, ongoing professional support. This model can incorporate a variety of possible applications. In all cases, an educator would agree to provide assistance, support and recommendations to another staff member or staff members. Although some people equate mentoring with supervision, it is asserted that mentoring is an alternative form of supervision.

**Peer Coaching**

This approach is an umbrella term for the many different configurations of teachers helping teachers. It is sometimes used interchangeably with peer assistance, collegial coaching, technical coaching, cognitive coaching, challenge coaching and peer supervision. Most of these models pertain to variations of peer–to–peer assistance of equal and do not involve evaluation (Joyce & Showers, 1980). Joyce and Showers

(1980) specified the process as two or more teachers who meet regularly for problem solving using planning, observation, feedback and creative thinking for the development of a special skill.

**Portfolio Assessment**

This model can serve many purposes. It can be a container for a particular area of inquiry. Portfolio not only documents the development of innovative and effective practices, it is a central vehicle for the growth of the teacher through self-reflection, analysis, and sharing with colleagues through discussion and writing. Portfolio can also be used to support and enrich mentoring and coaching relationships (Joyce & Showers, 1980). Danielson (2012) asserts that when a teacher is applying for another position, an annotated collection of materials on a teacher's best classroom practices and work with colleagues supplements and strengthens the interview process.

**Action Research**

This model is a type of applied research that has re-emerged as a popular way to involve educators in reflective activities about their work. Action research if properly used can have immeasurable benefits such as;

1. Creating a system-wide mind-set for school improvement

2. Enhancing decision making

3. Promoting reflection and self-improvement

4. Instilling a commitment to continuous instructional improvement

5. Creating a more positive school climate in which teaching and learning are foremost concerns

6. Empowering those who participate and promoting professional development

Glickman et al (2010) also identifies four models of supervision.

1. Directive supervision

2. Non-directive supervision

3. Collaborative supervision

4. Directive Informational supervision

**Directive supervision**

Historically, directive supervision has been used by supervisors as a first rather than last resort. The tradition has been to rely on controlling bahaviours with all teachers in all situations (Glickman, Gordon & Ross-Gordon, 2001; De Grauwe, 2007). At times, this is done by tying supervision to summative evaluation systems requiring certain teaching behaviours. At other times, social pressure has been applied to force teachers to conform to generic research-based teaching methods. Even worse, some supervisors wishing to reduce teacher resistance have combined control and manipulation, hoping to convince teachers that they have participated in a decision when in fact the supervisor knew along what the decision would be. Directive supervision consists of behaviours of presenting, clarifying, listening, problem solving, directing, standardizing and reinforcing with line authority.

**When to use Directive Supervision**

1. When teachers are functioning at a very low developmental levels

2. When teachers do not have awareness, knowledge, or inclination to act on an issue that a supervisor, who has organisational authority, thinks to be of critical importance to the students, teachers, or the community.

3. When the teacher will have no involvement and the supervisor will be involved in carrying out the decision. If the supervisor will be held accountable and the teachers will not.

4. In an emergency, when the supervisor does not have enough time to meet with teachers.

**Non-Directional Supervision**

The non-directional supervision is based on the assumption that an individual teacher knows best what instructional changes need to be made and has the capacity and ability to think and act on his or her own. The decision belongs to the teachers and the role of the supervisor is to assist the teacher in the process of thinking through his or her actions. Some educators have criticized nondirective model of supervision by arguing that supervisors who use this model do so to abdicate their responsibility to assist teachers to improve their instructional performance (De Grauwe, 2007).

**When to use Non-directive supervision**

1. When the teacher or group is functioning at high developmental levels.

2. When the teachers or group possess most of the knowledge and expertise about the issue and the supervisor's knowledge and expertise are minimal.

3. When the teacher has full responsibility for carrying out the decision.

4. When the teacher is committed to solving the problem but the problem does not matter to the supervisor (De Grauwe, 2007).

**Collaborative Supervision**

Collaborative supervision is premised on participation by equals in making instructional decisions. Its outcome is a mutual plan of action. Collaborative supervision consists of clarifying, listening, reflecting, presenting, problem solving, negotiating, and standardizing. It is appropriate when teachers and supervisors have similar levels of expertise and involvement (De Grauwe, 2007).

**When to use Collaborative supervision model**

1. When teachers are functioning at moderate or mixed developmental levels.

2. When the teacher and the supervisor have approximately the same degree of expertise on the issue.

3. When the teacher and the supervisor are all involved in carrying out the decision or accountable for showing results to someone else.

4. When the teacher and the supervisor are both committed to solving the problem.

**Directive Informational Supervision Model**

Under this model, the supervisor directs the teacher to consider and choose from clearly delineated alternative actions. The supervisor is the major source of information, goal articulation and suggested practices. However, the supervisor is careful to solicit teacher input as he or she revises and refines the choices; ultimately, the teacher is asked to make a judgment as to which practices or combinations are feasible and realistic. Such a model is preferred in the situation where the expertise, confidence and credibility of the supervisor clearly outweigh the teacher's own information, experience and capabilities (De Grauwe, 2007).

**When to use Directive Informational Supervision model**

1. When the teacher is functioning at fairly low development levels.

2. When the teacher does not possess the knowledge about an issue that the supervisor clearly possesses.

3. When the teacher feels confused, inexperienced, or is at a loss for what to do and the supervisor knows of successful practices.

4. When the supervisor is willing to take responsibility for what the teacher chooses to try.

5. When the teacher believes that the supervisor is credible (De Grauwe, 2007). Sergiovanni and Starratt (2012) mentioned that there are at least five supervisory options: Clinical, Collegial, Self-directed, Informal and Inquiry-based supervision.

**Techniques of instructional supervision**

Glickman, et al (2010) 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., 2010) 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**

Glickman, et al. (2010) indicated that collegial or peer supervision is the process within which teachers accept to work together for their own professional

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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. (2010) 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.

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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.

Generally, 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 (Bess, 2002). 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, 2015). An understanding of collegiality among educators is vital in an era of continued 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 (2006) 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. Schon (2007) described a coach as one who conducts a professional dialogue with the practitioner, focusing on "reflection on-action". Connelly (1988) adopted this notion to the practice of teaching with his call for "Supervised reflective practice". 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. Schmoker (1999) indicated that powerful proven structures for improved results already exist. They 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 (Cole, 2004; Fullan, 2007, Mankoe, 2007) 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 (Studer, 2005). 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 (Sally, Ben, & Penny, 1997). Sergiovanni and Starratt (2012) 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 (2012) 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.

**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).

## 2.5 Global Perspective

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).

**Table 1: Development of Supervision through different periods**

| Period | Type of supervision | Purpose | Person Responsible |
|--------|---------------------|---------|--------------------|
| 1620-1810 | Inspection | Monitoring rules looking for deficiencies | Parents, clergy/selectmen, citizens committees |
| 1850-1910 | Inspection, instructional improvement | Monitoring rules, helping teachers improve | Superintendents, principals |
| 1910-1930 | Scientific, bureaucratic | Improving instruction and efficiency | Supervising principals, general and central office supervisors' superintendent |
| 1930-1950 | Human relations, democratic | Improving instruction | Principals, central office supervisors |
| 1950-1975 | Bureaucratic, scientific, clinical, human relations, human resources, democratic | Improving instruction | Principals, central office supervisors, school-based supervisors |
| 1975-1985 | Scientific, clinical, human relations, human resources, collaborative/collegial | Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events | Principals, central office supervisors, school-based supervisors, peer/coach mentor |
| 1985-Presennt | Scientific, clinical, human resources, collaborative/collegial/mentor | Improving instruction, increasing teacher | School-based supervisors, peer/coach/mentor, |

| | satisfaction, creating learning communities, expanding students' classroom events | principals, central office supervisors |
|---|---|---|

**Source:** *Adapted from Oliva (2001)*

**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

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equal opportunities to support all teachers and should be conducted frequently to maximize teacher competency.

## 2.6 Purpose of school supervision

To Mankoe (2007), school supervision has many purposes. 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 purposes of supervision are:

### 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.

### 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.

### Supervision for teacher motivation

Mankoe (2007) further says 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,

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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 in teaching and learning quality, professional development and teacher motivation.

In connection with the above, Adewole and Olaniyi (1992) also categorises the importance or purpose of supervision as follows:

1. Improvement of teaching and learning.

2. Systematic efforts to help students understand themselves 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.

## 2.7 Philosophies of supervision

Some Education practitioners and researchers have come out with view about the philosophies of supervision. They contended that teachers as professionals can be persuaded, but not coerced, and many times have better answers to their own problems than the supervisor (Oliva, 2001). Johnson, Berg, and Donaldson (2005) had identified three categories of philosophies of supervision as the following;

1. Essentialism-This emphasized that the supervisor perceives teachers as knowledgeable and can therefore be handled mechanistically.

2. The experimentalist- Viewed schools as laboratories where teachers were used in order to test hypothesis and try new ones. In view of this the supervisor's work democratically with teacher to achieve collective ends.

3. The existentialist-who provided an environment that, helps the teacher to explore his own mental and physical capabilities. Teachers therefore learn through self- discovery.

## 2.8 Theories of supervision

Some theories in administration had been revealed by prominent researchers like Taylor (1911) and Mayo (1945) and these were used effectively by people to promote supervision and also help in the management of institutions and organizations. They may be enumerated as the following:

**Classical supervision:** This is a technique that Frederick Taylor devised for improving productivity in a factory. It was based on a classic autocratic philosophy to make workers carry out prescribed duties effectively to please management, thereby boosting productivity.
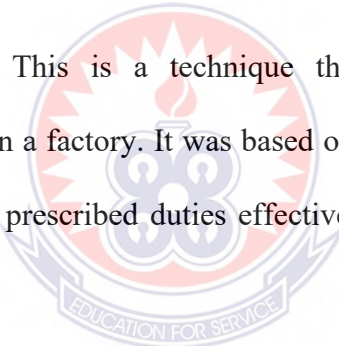
In a school situation a close supervision by strict supervision could be used to ensure that teachers do their work diligently within the approved guidelines and ethics of the profession.

**Human Relations Supervision:** By this theory, according to Elton Mayo social and materials needs, given opportunities to interact with each other and also involving them in decision making of their establishment, or organization, it is obvious that they would give out their best to enhance productivity.

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This implies that, if teachers are treated as people who have the ability to share their views and ideas on decisions taken and effective communication between the supervisor and teachers, certainly teachers would put up their best in their tasks.

Furthermore, McGregor advanced two theories; Theory X and Y which are leadership assumptions and which were very relevant to supervision, in the form of human Resource Management and this was termed as theories 'X' and 'Y'. Theory 'X' represented the traditional approach to management as defined by Frederick Taylor's scientific principles. McGregor (1957) believed that prosperity for the employer and the employee could be achieved only through maximizing productivity, which meant that workers must be coerced, controlled, directed and threatened with punishment for them to work to the maximum.

This theory is similar to the use of the traditional supervision in the school situation, whereby teachers are controlled and directed to deliver their tasks. Contrary to the theory "X" was the theory "Y" approach, which rather had a concern for employee morale, thereby improving the free flow of information and communication within an organization, and therefore making job less routine and boring. McGregor also, recognized that people are motivated by a complex set of psychological needs, and not just by money.

Theory 'Y' approach in a school situation therefore may suggest that, if teachers are motivated and provided with their psychological needs, they would become committed. Self-directed, self-controlled and would give out their maximum to improve upon the education standard in schools.

### 2.9 Styles of supervision

It has been said that developmental supervision is considered as a prism that reveals the developmental stages of teacher motivation. Bennell (2004) identified four styles of developmental supervision as follow;

**Facilitation style-** which may be beneficial to teachers who have acquired and developed critical and creative professional thinking skill and are also highly motivated in learning about instruction in their present task.

**Collaborative style-** this is intended to help teachers with high motivation to learn from their instructional and curricular experience. Through this, the teacher and the supervisor establish a shared vision and work together to implement it.

**Negotiating Style-**This has to do for teachers who are highly developed in critical and creative teaching and in low motivation regarding their present assignment.

**Directive style-**This style is beneficial to teacher who need to development in critical and creative thinking, who also need motivation to learn about instruction or curriculum in their work. The style enables the supervisor to direct the objectives and solutions to problems. Also, how to use methods, content and teaching styles to resolve problems in order to promote efficiency and effectiveness in their supervisory roles.

**2.10 Areas of School Supervision**

Kochhar (2002) lists the following as areas of school supervision:

**Supervision of Instructional work**

School supervision is a planned programme for the improvement of instruction. The supervisor checks the effectiveness of the methods of teaching in a particular institution, the audio-visual aids used to make teaching interesting and effective, the time table enforced to carry out the instructional work, distribution of work among the members of staff, distribution of the prescribed curriculum, terminal written work done by the students. A supervisor checks up the teacher's scheme of work also to find out the planning of daily programme (Kochhar, 2002).

**Supervision of school environment**

The supervisor also checks cleanliness of the school surroundings, beautification of the school and hygienic conditions of the canteen, proper drinking water arrangement and cleanliness of lavatories. The supervisor evaluates the steps taken by the school authorities for the welfare and the safety of the students (Kochhar, 2002).

**Supervision of co-curricular activities**

The co-curricular programme is an important aspect of education today. Therefore, the supervisor has to check how effectively the various activities are being carried out. The supervisor has to assign teachers to all these areas to ensure discipline (Kochhar, 2002).

**Supervision of school records**

The supervisor examines all sorts of school records and registers. He scrutinises accounts and funds. He checks the usage of school funds, for instance, the capitation grant to schools.

**Supervision of Development Aspects**

The supervisor examines the various steps taken by the school to serve the locality in which it is situated. He also finds out the progress achieved in establishing vital rapport between the school and the community and how much the school has developed in various aspects.

**Supervision of Pupils' Growth**

The main aim of all educational activities is pupils' growth. The supervisor has to check what particular field the pupils have distinguished themselves, what positions have been secured by pupils in the academic, cultural and psychical fields, what the school is doing to help the gifted, the backward and the retarded children and so on (Kochhar, 2002).

**2.11 Qualities of a supervisor**

The implementation of 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. Cojocaru (2010) enumerated the following qualities of supervisors:

**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.

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

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

**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.

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

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

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

**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.

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

**Self-discipline-**Supervisors should inspire respect so, discretion in their private life is essential nor can they tell teachers for lateness if the supervisors are always late themselves.

Cojocaru (2010) posits that the above 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, Cojocaru indicates that the modern supervisor must have the personal attributes of a good teacher. He or She needs to be intelligent, demonstrate a broad grasp of the educational process in society, 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.

Moreover, 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 a nutshell, Cojocaru (2010) indicates that the modern supervisor must be capable to supervise, well trained in education and psychology, and an expert in the democratic group process.

A Supervisor should recognise his/her role as a leader and co-operatively involve the fellow administrators and teachers in all major decisions affecting them in the teaching-learning situation

## 2.12 Skill levels for a supervisor

Educational leadership is seen as a process of enlisting and guiding the talents and energies of academic staff, students and other stakeholders towards achieving common educational aims (Chance & Chance, 2002). Supervisors who are also seen as leaders in education need to possess excellent skills to be able to accomplish their assigned tasks.

Ricketts (2003) and Pajebo (2009) categorise skills needed by supervisors under the following: Technical skills (know-how), Human Relations skills (people) and Conceptual skills (Thinking). According to Pajebo, technical skills involve an understanding of and the proficiency in the methodology, process, procedures and techniques. He also says that non-instructional skills include knowledge in finance, accounting, purchasing and maintenance. Ricketts also sees technical skills as

involving "doing". Improving public speaking, time management, communication skills, prepared speaking skills, group organisation, group dynamics, goal setting and programme of activities, financial management, conducting successful meetings and organisational skills are some of the technical skills needed by a supervisor.

Human relations skill, as opined Pajebo (2009), is the ability and or capacity to link effectively with others on one-to-one basis and in group settings. Human relation skill requires considerable self-understanding, acceptance, appreciation, empathy and consideration for others. Adult motivation, attitudinal development, group dynamics, human needs, conflict management, and human resource development constitute human relation skill a supervisor should possess.

Ricketts (2003) cited the following as examples of human relation skills of a supervisor: honesty, capacity for hard work, attentive listening, cooperativeness, strong self-concept, enjoys working with people, sensitivity and positive attitude, interpersonal communication, how to move along with others, the variety of attitudes and values people have, motives that others may have, good self-concept and self-esteem.

Conceptual (thinking) skills, according to Ricketts (2003), are the supervisors' ability to view the institution and all its programmes as a whole. This means the effective mapping of the component parts. He identifies some conceptual skills as good imagination, education, combining concepts and ideas into a workable solution, good problem solving skills, creativity, logical thinking, good decision making skills,

anticipating problems, ability to think independently, foreseeing change, open mindedness, and welcoming new opportunities.

The implication is that the Ghanaian supervisor as a leader should have technical, conceptual and human relation skills to enable him withstand the challenges that confront him in his work in order to be successful.

## 2.13 Roles and responsibilities of supervisors in effective basic school supervision

The supervisor, according to Mankoe (2007), is an officer who serves as a link or as a liaison officer between the school, community and the district directorate. The supervisor is also described as a person who has the responsibility for getting the teachers to carry out the plans and policies of the management. According to Adeel (2010), supervisors' responsibilities tend to include some or all of the following arranged in ascending order of scope or reach:

1. Mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession.
2. Bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision).
3. Improving individual teachers' competencies, no matter how proficient they are deemed to be.
4. Working with groups of teachers in a collaborative effort to improve student learning.

5. Working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards.

6. Relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.

According to circuit supervisors handbook (Ghana Education Service, 2002), the roles and responsibilities of circuit supervisors are as follows:

1. Promoting effective teaching and learning in basic schools.

2. Interpreting educational policies to teachers and help them to understand educational policy objectives.

3. Promote effective school management.

4. Organise in-service training for the professional development of teachers.

5. Promote healthy school-community relations.

6. Monitor the achievement and performance of pupil and staff.

7.  Prepare work schedule for approval of the District Director of Education and submit reports on individual schools to him/her with copies to the schools concerned.

8. Collate statistics on the schools in the circuit.

9. Undertake other special assignments on request from the education directorate, the school, or the community.

10. Recommend headteachers and teachers for promotion and award and appraise the performance of headteachers  according to the circuit supervisors handbook (Ghana Education Service, 2002).

This shows that circuit supervisors have a dual role in the Ghana Education Service. The dual roles, according to the Handbook, are Curriculum adviser and Teacher supporter, and Evaluator of teaching and learning. The supervisor supports teachers and headteachers through the provision of professional guidance and advice. The supervisor also tests pupils in English and Mathematics to have some idea of their learning achievements; examine headteachers and teachers' records; examine pupils' exercise books and observe teachers teach.

### 2.13.1 The role of supervision / supervisor

Supervision has been acknowledge by some researchers for the Important roles it plays in the improvement of teaching and learning .In support to this view Musaazi (1985) noted that supervision is primarily concerned with the actions taken to ensure achievement of instruction objectives. He further asserted that the main purpose of supervision is to maintain improve upon the quality of education. Oliva (2001) expressed that supervision is generally seen as the leadership of all school personnel in a cooperative attempt to achieve the most effective school programme. Furthermore, Burton (1955) saw supervision as playing numerous roles for the purpose of improving instruction. He also came out with the following functions of supervision;

1. Improvement of the teaching act through classroom visits, individual and group conferences that are usually directed through teaching, demonstration, teaching and development of standards for self-improvement.

2. Improvement of teachers in service, through meeting, professional readings, self-analysis and criticism.

3. Selected and organization of subject – matter through setting up objectives, studies of subject- matter and learning activities. Also through experimental testing of materials, constant revision of course, and the selection and evaluation of supplementary instructional materials.

4. Rating of teachers through the development and use of rating cards, check lists, and stimulation of self – rating.

Mosher and Purple as cited in Oliva (2001) indicated that supervision helps the teacher to develop his instructional performance. The role of instructional supervision in this respect is to help the teacher acquire teaching strategies that will increase the capabilities of learners to make wise decisions in varying contexts with regards to peers, adults, academics and life. To this, however Glickman, Gordon and Ross-Gordon (2001) stated supervision as playing a school function of improving instruction through direct assistance to teachers, curriculum development, staff development and group development. Supervision as presented in this text is conceived as playing numerous noted as service to teachers both as individual and in group; clarifying purposes coordinating interactions and proving learning opportunities for students. To put it simply, the role of supervision is to offer teachers specialized help in improving instruction and the growth development of the learner. It also entails that's, the supervisor having to concern himself primarily with the task of helping teachers and other people to solve problems that arise, or that are concerned with desirable learning situations for student. Enus (1963) advanced staffing, motivation, stimulation, consultation and programme development as key functions of supervision. Robin and Avy (1995) stated the functions of supervision as providing

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support for teachers so that they become the best they can. It must therefore develop and redefine the knowledge base and craft practice of teachers.

Harris (2010) stated that supervision include such functions as advice, guidance and stimulation to teachers so as to promote the teaching and learning process in schools. Glickman, Gordon and Ross-Gordon, (2001) contended that without instructional support and professional supervision it is unlikely that teachers can provide the desired quality of teaching and learning. Additionally, Owolabi and Edzii (2000) noted that, a major characteristic of a successful school is that; someone somewhere is responsible for and committed to the process, function and tasks of supervision. Considering the view and explanation given by prominent researchers and writers, as mentioned above, it is obvious that the ultimate objective of supervision is to improve the quality of teaching and learning in schools and also raise the standard of education in general.
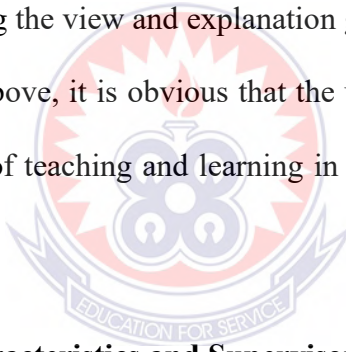
### 2.13.2 Supervisor Characteristics and Supervisory Practices

Blasé and Blasé (2004) note that there is a paucity of research that describes how instructional supervision is actually practised in schools, as well as how teachers are actually affected by such supervision. Blasé and Blasé (2004) cite other researchers to support their claim that what actually exist are exploratory studies of supervisory conferencing (Fullan, 2007; Cole, 2004); micro politics of supervisor-teacher interaction in public schools (Blasé & Blasé, 2004).

Many studies have referred to Blasé and Blasé's (2004) study of teachers perspectives on how principals promote teaching and learning in schools. The data were provided by teachers who were taking a course at three major universities located

in the south-eastern, mid-western and north-eastern USA. The teachers provided a range of supervisor characteristics and practices which has served as an inventory to Blasé and Blasé. They grouped the characteristics into two: those which promoted effective supervision, and those which were found to be ineffective. The respondents in their study used terms like successful and effective to describe situations which they deemed appropriate to improvement of instruction.

**Trust and Respect**

Researchers believe that teachers have trust and confidence in a supervisor who is knowledgeable and an instructional expert. Supervisors are expected to be knowledgeable in content and teaching strategies to be able to provide assistance and support to teachers. Teachers' trust in the principal's ability to assist and support them in their instructional practices is essential in the supervisory process (Sullivan & Glanz, 2007). They suggest that teachers must be able to rely on supervisors for instructional assistance, morale boosting, and curriculum planning. Similarly, Holland (2004) posits that educators (supervisors) must demonstrate evidence that they have the necessary knowledge and skills to make important decisions about what they do and how they do it. She believes that credentials alone do not inspire trust, but rather how they are applied in practice. She also believes that teachers would trust a supervisor with whom they can confide. Teachers will not trust a supervisor who discusses teachers' performances and instructional practices with other people, whether openly or surreptitiously.

Sullivan and Glanz (2007), on their part, believe the supervisors continued attendance at in-service training helps him/her to be able to provide useful assistance,

advice, and support to teachers; and thereby develop the trust that teachers have in him/her. Having knowledge alone is not important, but using it judiciously to help teachers grow professionally is the ultimate objective.

**Praise**

Researchers have theorised and shown empirically that praising teachers significantly affects teacher motivation, self-esteem, and efficacy (Blasé & Blasé, 2004). They are also of the view that praise fosters teachers' reflective behaviour, by reinforcing teaching strategies, risk-taking, and innovation/creativity. Praising teachers is a critical function in instructional leadership (Blasé & Blasé, 2004) and pedagogical leadership (Bennell, 2004). In his study in Botswana, Bennell, (2004) reported that 70 percent of the public primary school teachers who participated in his study indicated that their supervisors praised them for demonstrating good teaching strategies. Blasé and Blasé (2004) also found that principals (instructional supervisors) in their US study gave praise that focused on specific and concrete teaching behaviour.

**Planning for Lesson Observation**

A proponent of clinical supervision such as Cogan advise that supervisors mutually plan lesson observation with teachers, rather than supervisors entering the classroom unexpectedly, and with pre-determined rating items. Blasé and Blasé (2004) suggest that supervisors should mutually decide with their teachers on what and how to observe before proceeding to the classroom to observe a lesson. In Bennell's (2004) study, 75 percent of his teacher participants in Botswana indicated their supervisors planned class visits with them. The teachers accepted the supervisors as partners for

instructional improvement, rather than viewed their visits as intrusion into their private instructional behaviour. Ayse Bas' (2002) study of Turkish private schools found, however, that the principal determined when visits would be conducted without consulting with teachers.

**Informal Visits**

Some researchers have theorized that supervisors' frequent visit classrooms (walk-throughs) make their presence felt in the school (Blasé & Blasé, 2004). Such visits are usually not planned, but to put teachers on the alert to ensure that they (teachers) make good use of instructional time, and chip in support to teachers when necessary. Blasé and Blasé (2004) reported that lack of contact between teachers and instructional supervisors in the study negatively affected instructional practices.

Empirical studies have also shown that informal visits motivated teachers to improve their instructional strategies and teachers' time-on-task. In her study of selected public primary school teachers in the US, Blasé and Blasé (2004) found that most teachers believed that their supervisors' frequent visits and calls were important activities, whereas others reported that their supervisors were not seen in the classrooms enough. She observed that teachers were energized when supervisors "dropped by" the classrooms and interacted with the students.

This was seen as a demonstration of supervisors' concern for teachers, students and programme. Similar studies conducted in Ghana have shown that frequent visits to classrooms are necessary to improve teachers' time-on-task. Oduro (2003) and the World Bank report (Education in Ghana: Improving equity, efficiency and accountability of education delivery, 2011) have found that some teachers in public

primary schools in Ghana are in the habit of absenting themselves from school. The World Bank report revealed that only 109 out of 197 school days are fully operational as teachers spent other days engaged in activities such as collecting salaries, attending funerals, and travelling long distances to their schools.

**Observing Lessons**

Lesson observation is one major function of supervisors. In almost all models discussed earlier, lesson observation has been seen as a major tool supervisors use to assess the content knowledge of teachers and their competency in instructional strategies and practices, so as to provide the necessary assistance to improve instruction. In such visits, it is imperative for the supervisor to focus on what was agreed upon to be observed during the pre-observation conference (Cogan, 1973). This is supposed to guide supervisors to stay on track and be objective in their practices.

Empirical studies have shown that although some supervisors were able to observe lessons, others were unable to do so. Some participants in Bennell's (2004) study indicated that their supervisors visited classrooms with the intention of supervising instruction but were unable to provide professional support to the teachers. However, other participants reported their supervisors observed classes and wrote notes based solely on what was occurring in the classroom. Bennell did not show the proportion in each case. The group of participants who received feedback reported that their supervisors carried out classroom supervision positively.

Bennell did not, however, indicate whether those supervisors who could not offer professional support to the teachers were not knowledgeable in the subjects been taught or limited in expertise. Blasé and Blasé (2004) also reported that supervisors in

her US study did not have enough time to observe lessons. Some participants in her study reported that their supervisors were not seen in their classrooms enough.

**Questioning**

Cogan (1973) suggest that supervisors use questioning techniques to guide and assist teachers improve their instructional strategies. Supervisors are expected to use probing questions during pre-observation conferences, classroom observations, and post-observation conferences to guide and assist teachers plan their lessons, use appropriate teaching techniques, and take decisions to improve instruction (Blasé & Blasé, 2004). Cogan (1973) posit that questioning could be used at any stage of the supervisory process- planning a lesson, selecting instructional materials, during teaching, and assessing students.

A study of public-school teachers' perceptions about instructional leadership in the US revealed that supervisors who participated in the study often used questioning approach to solicit teachers' actions about instructional matters (Blasé & Blasé, 2004). Participants in that study remarked that such questions served as guide to make them reflect on their actions, know what to do next, and evaluate what they did. In a similar study, all five participants in a 3-year longitudinal study agreed that using thought-provoking questions to guide teachers improved their instructional practice (Holland, 2004). The participants indicated that such questions are designed to reassure teachers that supervisors are simply seeking information, but do not put teachers on the defensive by telling them what they should do or what they are not doing. The participants were from the same large urban school district and were being groomed as secondary administrators. Holland did not, however, mention the place (context) in

which the study took place. It could be helpful if supervisors use probing questions to assess individual teacher's content knowledge and instructional skills so as to provide the necessary guidance and assistance to improve instruction.

**Feedback**

Visiting classrooms and providing feedback to teachers is considered one of the major roles of supervisors. Feedback provides teachers help them reflect on what actually took place in the teaching-learning process. Blasé and Blasé (2004) believe that feedback should not be a formality, but should serve as a guide for instructional improvement when it is given genuinely. Similarly, feedback (whether formally or informal, written or oral) should focus on observations rather than perspectives. Blasé and Blasé (2004) theorise that feedback reflectively informs teacher behaviour; and this results in teachers implementing new ideas, trying out a variety of instructional practices, responding to student diversity, and planning more carefully and achieving better focus.

Teachers in Blasé and Blasé's (2004) study reported that effective principals provided them with positive feedback about observed lessons. They indicated that such feedback was specific; expressed caring, interest and support in a non-judgmental way; and encouraged them to think and re-evaluate their strategies. Teachers in this study saw feedback to be constructive, and very helpful to them in their instructional practices. Bennell (2004) also reported that 70 percent of public primary school teachers in Botswana who participated in his study indicated their supervisors provided them with constructive feedback about classroom observation. However, these findings are inconsistent with Bays' (2001) findings in rural districts in the state

of Virginia. She found that instructional support and specific feedback for teacher participants in the area of special education appeared to be limited.

**Modelling Lessons**

Researchers have theorised that lesson demonstration can improve teachers' instructional practices (Blasé & Blasé, 2004; Sullivan & Glanz 2007). Supervisors use demonstration lessons to assist teachers individually and in groups. This practice is not only used to guide new and inexperienced teachers, but veterans as well. Supervisors may learn strategies from teachers during their classroom observations, and transfer such learned activity to other teachers to try them out in their classrooms. Research studies have shown that supervisors use lesson demonstrations to help teachers to improve their instructional practices. US pre-school teachers in Blasé and Blasé (2004) study reported that their instructional supervisors modelled appropriate techniques, and admitted that such practices were a good source of assistance in dealing with children with special needs.

Additionally, Blasé and Blasé (2004) found in the US that those supervisors in their study demonstrated teaching techniques during classroom visits. In Blasé and Blasé's study, participants did not consider the supervisors' actions as intrusive, because the latter had already cultivated respectful and trusting relationship with teachers. On the flip side, 71 percent of the teachers in Botswana who participated in Bennell's (2004) study indicated that their supervisors neither gave demonstration lessons nor coached them how to handle certain topics or lessons. Sullivan and Glanz (2007) also found in the US that supervisors in their study never modelled teaching. One participant remarked: "she (principal) doesn't model anything".

**Teaching Resources**

It is widely believed that teaching-learning resources can improve instruction. An empirical research study has shown that some instructional supervisors ensured that teachers were provided with, and assisted to select appropriate teaching materials and resources to improve instruction (Blasé & Blasé, 2004). Blasé and Blasé (2004) indicated that although some supervisors in her study in the US public schools provided teachers with resources, materials, and funds to support classroom activities, others reported instances where instructional supervisors failed to provide resources needed by teachers to implement quality instruction. In Botswana, 59 percent of the teachers in the public primary schools which Bennell (2004) studied reported that they did not have all the teaching materials they needed for their classes. Only 22 percent of the participants in his study said they were provided with enough teaching materials. This situation of insufficient learning resources may be due to economic reasons, and not peculiar to Botswana alone but common in public schools in other developing countries as well.

In some African public schools (including Ghana), textbooks are supplied by the government, but headteachers have to make requisition for the quantity needed in every subject. With respect to other teaching resources, the schools procure what they require. In Bennell's study, 53 percent of his teacher participants reported that their supervisors did not involve them in resource selection and procurement. Under the new policy, heads in Ghana are expected to involve teachers in the preparation of the School Performance Improvement Plan (SPIP). The teaching materials and resources

which the school would need for an academic year are included on the item list of the SPIP.

**Roles of the Supervisor**

In the traditional meaning of supervision anyone who oversees the work of another person is a supervisor. This may mean that any school official who assists teachers in the improvement of curriculum and instruction is a supervisor. However, some people in the school system are charged with the management of human resource as their primary duty, whereas others are assigned to the improvement of curriculum and instruction as their major task. For the purpose of this study, more concentration is placed on instructional supervision; hence the role of instructional supervision would be identified. The tasks of the supervisor are a very necessary service to teachers for numerous reasons. Educators agree that there should be some internal consistency to sequences of methodologies and subject –matter that should be developed between grades of a school and level of the school system. A supervisor is one person in a school system who can help achieve these goals. For instance, the circuit supervisor who moves from school to school is the one who knows what materials are needed for each class and what the objectives of teachers and their needs are in the various schools. He is also concerned with the problems of teachers as well as their pupils in the course of their teaching and learning. Oliva (2001) stated that, there has not been any time yet in the educational system where the service for these specialized personnel may be eliminated and that, currently there is a need for more supervisors who may be better trained and be more highly qualified and skilled in the

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performance of their tasks. He also stated that, at both the school and the direct levels someone needs to be assigned to work with the teachers so that they do not go off in different directions. The learner should therefore be guided to go through an orderly progression of study from the basic school through the high level and this orderly progress must be a well-planned, well formulated sequence in each area of study. To achieve this, requires the co-operation of teachers at all levels and the supervisor's role is to bring these teachers together and assist them to perform their tasks effectively to the maximum. For example, a supervisor can assist the teacher by planning class work, finding teaching materials, helping with evaluation and discipline and handling teachers meeting among others.

The main responsibilities of the supervisor have been identified as being threefold and these are;

1. To give individual help to the teacher.

2. To coordinator and make available instructional services of the school to all concerned.

3. To act as a resource person for the institutional personnel, and other administrative persons as a special agent in training teacher in service. Also as an interpreter of the school and it. Programme to both the school and the community. The supervisor performs many important functions in the work of an organization. He is the first line manager, and responsible for implementing the polices, plans and procedure established by management.

Generally, the supervisor (the first line manager) has some basic roles in order to achieve optimum output of work of the organization. This include; setting of objectives, planning the input and personnel, helping in staffing, directing and controlling the staff as well as coordinating the activities of and organization. This means that the supervisor should be able to set objectives for the organization. He has to plan, set targets with the subordinates and see to it that, target set are met. This he does by putting the materials, equipment and personnel together. In the school situation, the supervisor defines and allocates work roles to the teachers and other administrative personnel. His roles also involve checking and evaluating the performance of the staff and from time to time discipline them by applying the appropriate rules and sanctions judiciously. This involves writing reports, keeping records and giving feedback to appropriate sectors of the institution.

To undertake these functions effectively, Oliva (2001) opined that the supervisor must have a "super –vision", meaning that, the supervisor must be able to see beyond what the supervisee can. Supervisory role in educational environment is so demanding that it calls for personnel with certain capabilities and qualities in order to perform such roles professionally, successful supervisors should be knowledgeable about educational leadership, management and administration. They should know the culture of their schools and school communities. For supervision to be effective in the era of the new education reform and a period of increasing demand for quality by civil society supervisors who are considered as duty bearers should of necessity possess certain qualities. Such qualities may include the following;

1. Must be knowledgeable and well informed in educational matters must have good interpersonal relationship skills

2. Must command respect

3. Must be dynamic and democratic

4. Be energetic and of good health

5. Must have leadership potential

6.  Have technical competence

7. Must have initiative and drive

8. Be fair and firm

9. Have integrity and transparency

These quality traits should form part of the administrative levels.

**The role of Internal Supervisors**

As the name suggests, internal supervisors are the kind of personnel within the school itself who undertake supervisory roles with the sole aim of improving teaching and learning towards achieving the goals of the school. In the school the assistant head teacher, department heads, subject– heads, form masters and teachers of special duties hold supervisory positions. However, the head teacher may be considered as the Chief Executive who has the primary responsibility of supervising the schools activities to

ensure that the objectives are achieved. He therefore takes on the general supervisory role, instructional role, and evaluation of teacher performance.

**The role of external supervisors**

External supervisor are personnel from the Ministry of Education, (MOE) Headquarters, Regional and District Inspectorates who conduct periodic supervision to ensure that schools live up to expectation. These personnel of officers include the District / Municipal Director of Education, the Assistant Director (Supervision) circuit supervisor and school co-ordinators.

**The District /Municipal Director of Education**

The District /Municipal Director of Education is the administrative head of an education district or municipality. He is the general overseer of the supervision of schools, and perform supervisory role to ensure that schools in his area perform effectively. Officially, his supervisory role is often delegated to the Assistant Director (supervision).

**Assistant Director (Supervision)**

The Assistant Director (supervision) is officially responsible for supervising all schools in the education district. He works with the circuit supervisors to plan the itinerary for the schools within the specified period and often visits the schools. He receives reports from the circuit supervisors and sometimes organizes workshop for them.

**2.14 The Role of the Headteacher**

One major task of a school head is the curriculum, instruction and appraisal which includes all activities that are planned, implemented, supervised and evaluated by teachers and other staff members. Instructional programme of s school is one factor that makes the heaviest claim of the school head competent. The supervisory role of a school head as far as curriculum and instruction are concerned is to secure appropriate teaching learning materials like time table, syllabuses, text books, reference books, course content and other relevant equipment for the teachers to use .

The headteacher also assigns classes, or allocates subjects and teaching periods to each teacher. The Head takes good record of pupils enrolled in the schools and ensure that pupils attendance to classes are effectively monitored. He also monitors teachers in the school. it is also his duty to ensure that tests and examinations are conducted and duty marked by teachers. He must evaluate the progress of the school against its objectives, set and make the necessary adjustment and changes when necessary, itinerary for the schools within the specified period, and often visits the school for supervision. He also receives reports, from the circuit supervisors, sometimes organizes workshop for his subordinates.

**2.15 Barriers to Effective Supervision**

The main purpose of supervision is to evaluate the instructional process and improve teaching and learning in schools. In spite of the important role supervision plays in enhancing the quality of education, it is also necessary to discuss certain issues which could act as barriers to its effectiveness. To this, some researchers had

expressed views like the following; Oliva (2001) said that supervision has a history of sub service to administrative convince which causes teachers to view supervisors as system executioners. These inherent difficulties have therefore led educational authorities to develop model of supervision which to them could be used as yardsticks for effective supervision. Supervisor balancing the process of directing and controlling roles affected the inter-relationship between them and their teachers.

Unruh (1973) noted that, sometimes economic constraints make supervisor face situation which induces some supervisor to seek for monetary favours indirectly, and teachers readily accede to their request. In return for the teacher's favours, supervisors tend to tune down professional sanctions thus, resulting to ineffective supervision. Sergiovanni & Starratt (2012), Mankoe (2007) revealed that, owning to lack of official vehicles supervisors have to rely on public means of transport. In this case, schools in the very remote areas may never be visited.

In some instances, teachers regarded supervision as a form of witch hunting, or fault finding by supervisors, thus resulting to its ineffectiveness in the schools (Neagley & Evans, 2008). The response of teachers to supervision is normally characterized by suspicion and mistrust, which may be due to the fact that supervision has a history of teachers always submitting as servants to their master (supervisor). Also though some circuit supervisors have been supplied with motor bikes many have problems with fueling and maintenance and therefore cannot take regular visits to schools.

Adentwi and Baafi-Frimpong (2010) contended that over fraternization among supervisors and supervisees also affects the effectiveness of supervision in the schools. This occurs because supervisors had become too closed to their subordinates that they find it difficult to sanction the teachers and may lack the moral authority to enforce policies because they themselves may be found wanting in professional effectiveness and efficiency.

Some supervisors also see their roles as highly directive one and prescribe content materials and equipment for teachers to follow, but others prefer to help teachers come out with their own decisions. The former then becomes too directive, and the latter a nondirective supervisor. Teachers are likely to argue and share their decision with the non-directive supervisor rather than, the directive supervisor who tells them what and how they must work (Oliva, 2001) this may not augur well for effective supervision.

In the same way, Mosher and purple cited in Oliva (2001) clarified that some supervisors are partial to certain models and styles of teaching, some smile on discovery leaning and frown on lecturing. Some favour direct instruction of entire groups, some appreciate cooperative learning while others want individualized instructional techniques. This differing conception of what constitute effective teaching make the supervisory process difficult for supervisor and the teachers.

**2.16 Factors for Promoting Effective Supervision**

Effective supervision is a key factor in achieving quality teaching and learning in schools. To improve quality of education imparted to pupils and to acquaint

teachers and headteachers with new policies, methods and re –orient them towards the objective of the new Free Compulsory Universal Basic Education (FCUBE) programme, it is necessary to train newly trained teachers, and retrain existing ones through seminars, workshops and in-service courses (Cole, 2004).

The task of supervision is very crucial and needs a high consideration by the government and other authorities of education who make decisions on teaching and learning. Different authors and researchers have written on this issue, Neagley & Evans (2008) opined that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervisory staff are able to function effectively as a team. For supervision to achieve its objectives it is important that the quality of supervision be taken seriously into consideration. This means that supervision can be effectively carried out when materials and logistics are provided to support it.

Halpin (2004) also were of the opinion that, supervisors must be constantly orientated with current methods on supervision to enable them deliver effectively. Supervisors including being knowledgeable, having command of respect, good human relationship and being fair and firm for, the effectiveness of supervision will depend on their understanding of human behaviour. Another writer, Wiles (2000) suggested that supervisors should provide leadership and competency in developing an organization, and working environment that makes possible continuous improvement in curriculum, instructions and learning.

Mankoe (2007) stated that supervision at the district, school and classroom level are ineffective and this must be given the maximum priority among other alternative for great improvement to be achieved in quality education in the country, Ghana. According to Kochhar (2002) supervision is a planned programme for the improvement of instruction. The supervisor must therefore check the effectiveness of the method of teaching for the various subjects in the schools. Furthermore, teaching and learning materials to make teaching/learning interesting and effective, the timetable enable enforced to carry out the instructional work, and the distribution of work among the members of staff and their output of work must be emphasized.

Kochhar (2002) stated that, the supervisor should check how effectively the various activities are being conducted, and how much the school check on cleanliness of school surroundings, beautification of the school, hygienic conditions of school canteens and other pertinent issues on good sanitation. Supervision of school records such as Attendance Registers, staff Attendance Book, Log books among others should be inspected regularly. School's account should be scrutinized periodically to ascertain whether school funds are being used judiciously for pupil's benefits to promote learning. Also, the supervisors should find out about rapport between the schools and the communities and how much schools have developed in the various aspects.

Kochhar (2002) contended that the main objective of all educational activities in the schools is the pupil's growth. Supervisors should therefore consider the child's abilities and inabilities, in terms of academic, cultural and physical fields, and give all the encouragement for their proper growth in totality. Additionally, supervisors should be given good condition of service and working environment. There should also be

adequate number of supervisors, who have been trained professionally to all areas, (including the remote areas) to supervise activities in the schools so as to promote effective supervision of teachers and head teachers.

The core of supervision is interaction through communication, for it is the major key for good human relationship. Effective supervisors should therefore learn how to listen attentively and offer constructive criticisms and guidance to their teachers and head teachers to enhance teaching and learning, as well as to raise the educational standard of the pupils in the schools.

## 2.17 Challenges in 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 (Glatthorn, 2006). However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

School-based supervision aims at improving the quality of children's education by improving the teacher's effectiveness. As Lilian (2007) noted, the improvement of the teacher learning process is dependent upon teacher 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 attitudinal.

Teachers also strongly dislike the classic fault-finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programmes of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As it is summarized in Rashid (2001), 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, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision.

The school level supervisors (principals or head teacher, vice-principals or assistant head teachers, 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 (2005) 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.

There can be no effective supervision of instruction without adequate instructional materials (Enaigbe, 2009). 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 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).

**Other Challenges in School-Based Supervision**

De Grauwe (2007) identified one serious problem that confronts supervisors as tension between teachers and supervisors. Increased emphasis on student achievement, accountability of teachers, and teacher competence has brought about increased pressure for evaluation of teacher's performance. Consequently, evaluation of teaching has loomed large in recent years and that has brought a lot of tension between teachers

and supervisors. Teachers, especially through their organizations, have not wholeheartedly embraced current processes of evaluation (Beach & Reinhartz, 2000). They have raised valid questions concerning the competencies on which they will be judged, who will do the evaluating, how the evaluation will be conducted, and what use will be made of the results. These threaten the supervision duties.

De Grauwe (2007) also reiterated that poor incentive is also a very serious problem, as it demoralizes supervision. For an effective realization of the duties and the impacts of the supervisor, remuneration given to supervisors has to be adjusted to the convenience of them. In Ghana, head teachers and circuit supervisors' meagre allowances are not even paid in time. It is therefore not surprising that all the respondents were in agreement that poor incentive was a challenge.

Thornton (2000) also supports the result with the statement that supervisors are dissatisfied with their jobs because motivating factors are minimal. It has been well-documented that teachers and their resource persons are poorly remunerated. To add to the above it is established that, the existence of unqualified teachers, the quantitative expansion in the number of students, the great number of schools existing at the second cycle level, the low supervisors-teachers ratio, the master-servant relationship existing between supervisors and teachers and lack of resources and facilities to teach at the level are really worrying problem that confront the supervisors (USAID, 2006).

The findings of the current study also supports that of Briggs (2012) who found that the problem with ineffective supervision was more related to inadequate provision of infrastructure, such as building, learning and teaching materials. As

emphasis, Briggs maintains that this renders supervision pointless as the materials needed for effective teaching are not, in the first place available to assess the effect of the supervision exercise on students' performance.

In addition, Studer (2005) also noted that supervisors are often not given regular training and retraining exercises. Most teachers after employment have not attended any training either in the form of seminars or workshops for supervisors, yet they are regularly used for internal supervision and thus end up using fault finding methods in their supervision process. The result is that several weaknesses in the educational system may be identified without accompanying internal strengths that may be capitalised to resolve such problems (Eya & Chukwu, 2012). This is also a problem with external supervisors in Ghana where they are transferred from the classroom to the Inspectorate Division, without any professional training in supervision. Thus, their inputs do not make maximum impact in education. It was therefore no wonder that over 86% of the respondents saw irregular training of supervisors as a challenge.

The irregularity in supervision in some cases also creates a problem for proper supervision, as the elapsed time makes monitoring less effective (Studer, 2005). Thus, 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 (Studer, 2005). Nonetheless, the supervisor owes it to the teachers to help them produce high student test scores.

**2.18 Perceptions of Supervision by Teachers**

Generally, classroom observation or supervision is seen as a way of gathering information for appraisal purposes. In this way, classroom supervision also improves the quality of children's education by improving the teacher's effectiveness. Jones (2005) also sees it as vital to look at what actually happens within the classroom.

Jones (2005) also emphasises the need to have an agreed criterion so as to avoid arbitrary judgment. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the appraiser and appraisee to work hand in hand before and even after the observation process.

In a study of supervision and teacher satisfaction, Allen and Fraser (2007) say that the improvement of the teacher learning process was dependent upon teacher 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. Oduro (2003) says that the teachers usually associate instructional supervision with the rating of teachers. Wiles (2000) stated that teachers may perceive supervision as a worthwhile activity if supervisors give teachers security by backing their judgments even though at times a teacher's judgment can be wrong. Teachers must feel that the supervisor is there to serve them and to help them become more effective teachers. Cogan (1973) states that teachers seem to have some ambivalence about supervision because there is a dramatic contrast between a strong commitment to the principle of supervision and a stubborn, deep-seated distrust of direct supervisory intervention in the classroom.

In a study of supervision and teacher satisfaction, Allen and Fraser (2007) states, the improvement of the teaching–learning process was dependent upon teacher attitudes toward supervision. He says that unless teachers perceived supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. This study came up with several findings about teachers' preferences of supervisory activities. Many teachers indicated that they preferred supervisors with more than fifteen years of experience. Most of these teachers were those who taught higher levels at the high school and these teachers were highly qualified as well.

Most teachers preferred discussions with their supervisors about the lessons observed. They also pointed out that the supervisor should be caring, understanding and helpful. The relationship between teacher and supervisor was expected to be collegial rather than authoritarian. Oduro (2003) says that teachers usually associate instructional supervision with the rating of teachers. He goes on to say that some teachers still perceive supervision as a form of inspection and evaluation or more popularly snooper vision. Cole cited in Oduro (2003) say that supervisors who emphasized indirect behaviour when supervising teachers tended to receive high rating from teachers. In Zimbabwe many teachers resent or even fear being supervised because of the history of supervision, which has always been biased towards evaluation or inspection. Oduro (2003) indicate that teachers' anxieties are almost universally aroused when a supervisor comes to classroom as a rater or if the purpose of the supervisors' visits is unknown. These sentiments are of relevance to our Zimbabwean situation where supervision is usually done to rate teachers.

Wiles (2000) stated that teachers can perceive supervision as a worthwhile activity if the supervisor gives teachers security by backing their judgments even though at times the teacher's judgments are wrong. Teachers want to be treated fairly in these supervisory activities. Also, teachers can perceive supervisors as people who control their destiny. Teachers must feel that the supervisor is there to serve them and to help them to become more effective teachers.

**Classroom Visitation and Observations**

According to Neagley and Evans (2008), the conditions under which observations are made are very important to the teacher. Most teachers prefer the supervisor to notify them of the visit so that they can prepare their lessons. Cogan (1973) recommends actual planning and preparation of the lessons with supervisors when considering clinical supervision.

Teachers prefer supervisors who enter the classroom as unobtrusively as possible and that the supervisor should not participate in any of the activities in progress. Some experienced teachers can resent suggestions from the supervisor on teaching methods especially if the supervisor has fewer years of experience in the teaching field. Neagley and Evans (2008) suggest that the supervisor should capitalize on the experience of their older teacher by using the supervisor's leadership for older teachers to share his skills, information and abilities. Teachers can be inhibited by the presence of the supervisor in the classroom. Some teachers feel that they will not do their best if a stranger is in the classroom, especially education officers who come in once in a while to the unsuspecting teacher. However, there are teachers who can go on with their work as if there is no visitor in the classroom.

In a study of supervisory behaviour and teacher satisfaction by Allen and Fraser (2007), several teachers indicated that they experienced anxiety, uneasiness or resentment due the presence of a supervisor in their classroom. According to Cogan (1973) others may experience a kind of productive stimulation deriving from implicit communication with a colleague and the gratifying opportunity to teach in the presence of a knowledgeable professional whose praise would be a genuine reward. Thus, teachers can be constrained or liberated and a few remain unaffected.

**2.19 Conceptual Framework**
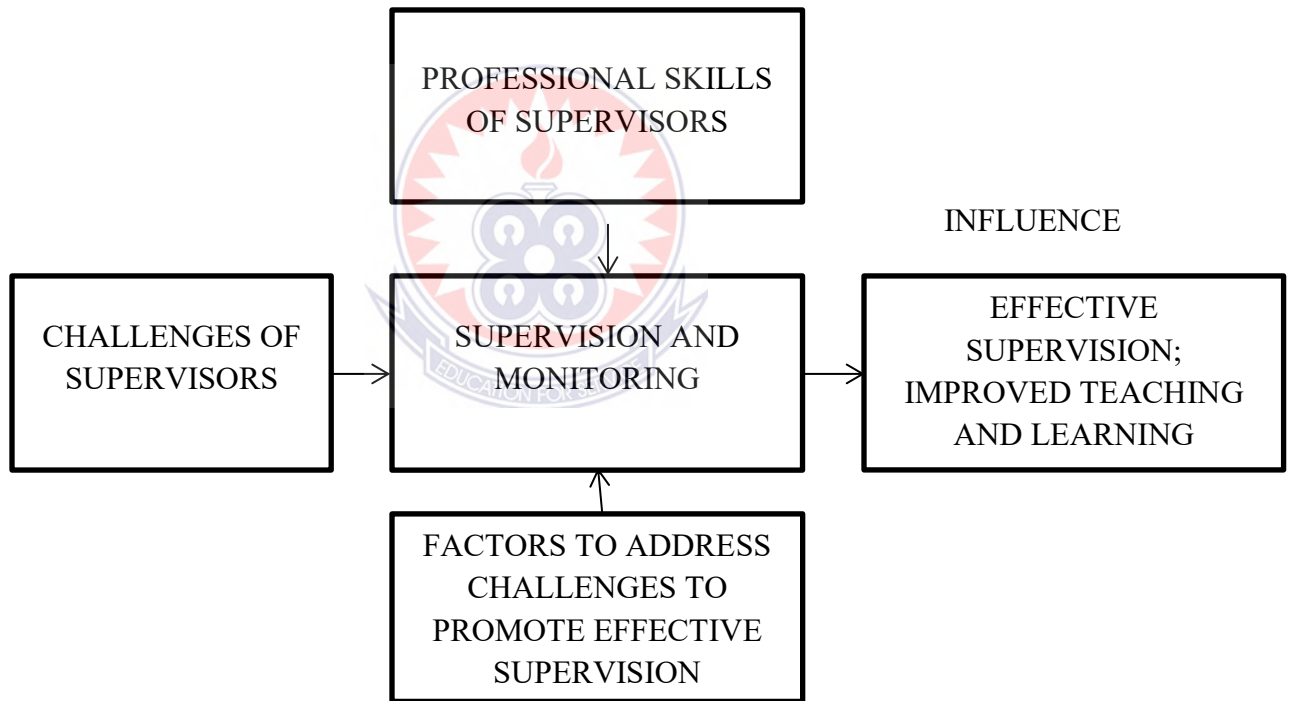
Fig. 2.2 Influence of supervision and monitoring on teaching and learning

**Source: Researcher's Construct, 2021**

The framework shows that supervisors need some professional skills to promote effective supervision. There are also challenges supervisors' face in

discharging their duties and the challenges can be addressed with some perceived factors to promote effective supervision to improve teaching and learning. The result indicates that a supervisor should have excellent communication skills. Cojocaru (2010) indicated that supervisors need to have professional skills like communication, organizational and human relations skills among others for effective 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 (Glatthorn, 2006). However, there are several factors which tend to militate against effective supervision of instruction in schools. Neagley and Evans (2008) stated that for supervision to achieve its objectives it is important that the quality of supervision be taken seriously into consideration. Therefore, challenges such as inadequate teaching and learning materials, in-service training and poor incentives for supervisors should be addressed to improve instruction.
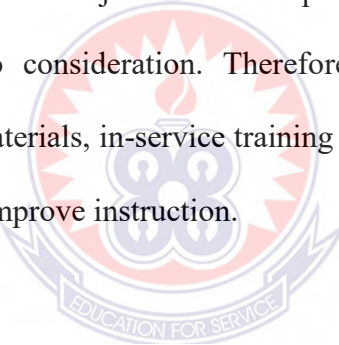
## 2.20 Summary

The literature reviewed so far has indicated that school supervision is a consciously planned programme for the improvement and consolidation of instructions. Also, there are two main types of supervision; they are; internal and external supervisions. Internal supervision takes place within the individual schools and institutions by Head teacher or principal of training colleges. External supervision deals with supervision by officers from the District, Regional and the Headquarters, to the schools in order to monitor, assess and give guidelines to teachers and heads to

improve teaching and learning. Also, the main purpose of supervision was to evaluate the instructional process and improve the quality of education.

Despite the important role supervision plays in enhancing the quality of education, there are some barriers to its effectiveness such as, lack of funds. In some cases, teachers regard supervision as a form of witch hunting or master-servant relationship, thus resulting to its ineffectiveness in the schools. The review indicated that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervision staff are able to function effectively as a team.

# CHAPTER THREE

# METHODOLOGY

## 3.0 Introduction

This chapter describes how the study was conducted. It considered the areas concern with the methods used in the research. These include: the research design, population, sample size and sampling technique, data collection instrument, pilot-testing, validity and reliability of the instrument, data collection procedure, data analysis procedure and ethical considerations.

## 3.1 Research Design

Research design describes the procedures and methods used to gather data in research work (Seidu, 2007).  Research design also lists and describes the instruments used for collecting data in research.

The researcher used descriptive survey design with the quantitative approach for the study. Descriptive survey design is a fact-finding study that involves adequate and accurate interpretation of findings (Seidu, 2007). Descriptive survey is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing (Gay & Airasian, 2003). Descriptive survey design is used to gather information about the present existing condition (Amin, 2005). A descriptive research presents a picture of the specific details of a situation and collects data, and answer research questions concerning the status of the subject of study to draw meaningful conclusions (Seidu, 2007).

Descriptive survey design has the advantage of providing the researcher with more information from a large number of respondents.

## 3.2 Population

Kusi (2012) defined population as a group of individuals that the researcher generalizes his or her findings to.  Population in research refers to the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study (Seidu, 2007).  Population is the group of individuals that the researcher generalizes his findings to.

The target population for the study comprised all the head teachers, teachers and circuit supervisors at Basic Schools in the Kumasi Metropolis. The accessible population for the study was 62, consisting of five (5) head teachers, 56 teachers and one (1) circuit supervisor at Krobo Odumase (K.O) Cluster of Methodist Basic Schools in the Ash-Town Circuit of the Kumasi Metropolis in Ashanti Region of Ghana.

## 3.3 Sample and Sampling Procedure

Sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research (Gall & Borg, 2007). Sampling is the process of selecting a representative unit from a population. A sample is a small proportion of the population selected for the study (Seidu, 2007).

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In order to determine an appropriate sample size for the study, an updated list of all the head teachers, teachers and circuit supervisors in the K.O Cluster of Methodist Basic Schools in the Ash-Town Circuit of the Kumasi Metropolis was obtained from the Metropolitan Director of Education.

Purposive technique was used to select all the five (5) head teachers, one (1) circuit supervisor and 56 teachers, a total of 62 respondents. The standard used in choosing respondents and sites is whether they are "information rich", thus the researcher chose head teachers, teachers and the circuit supervisor as respondents because they were involved in monitoring and supervision of teaching and learning in basic schools and are information rich to provide adequate data for the study. The researcher used a sample size of 62 respondents for the study

## 3.4 Data collection instrument

A data collection instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). The researcher used questionnaire as the data collection instrument for the study. Questionnaire is an enquiry document which contains a systematically compiled and well organized series of questions intended to elicit information which will provide insight into the nature of the problem under study (Seidu, 2007). Questionnaire is a systematic compilation of questions that are administered to a sample population in research (White, 2005).

The instrument has five sections. Section A covers the demographic characteristics of respondents. Section B solicited respondents' opinion on the

professional skills of supervisors; Section C solicited respondents' opinion on the influence of supervision and monitoring on teaching and learning; Section D solicited respondents' opinion on the challenges of supervisors in discharging their supervisory roles; and Section E solicited respondents' opinion on the factors that can promote effective supervision.   The questionnaire was generally likert- typed scale. According to Sarantakos (2005), likert scale allows response to be ranked and it is easy to construct.

The researcher designed the questionnaire with guidance from her supervisor and administered personally by the researcher to all the 62 respondents to collect data. The respondents were given a grace period of two weeks to complete the questionnaire before they were collected. The researcher was able to retrieve all the questionnaires administered.
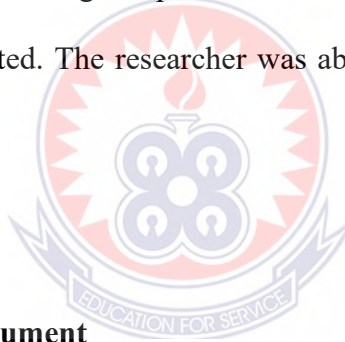
### 3.5 Testing of the Instrument

The purpose for piloting is to get the bugs out of the instrument for respondents not to experience difficulties in filling the questionnaire and also to have preliminary analysis to see if the wording and format of the questionnaire items is appropriate (Bell, 2008).

In order to determine the validity and reliability of the instruments, 30 questionnaires were administered to 30 respondents from A.M.E Zion Cluster of Schools during the pilot-testing which was outside the study area but have similar characteristics. The purpose was to enable the researcher to make changes if any, to

the questionnaire items which may be inappropriate or ambiguous for corrections or modifications to be made. Ambiguous questions were modified and inappropriate question were deleted.

**Validity**

Validity is the degree to which a test measure what it is supposed to measure. Validity determines whether the research truly measures what it was intended to measure or how truthful the research results are (Bell, 2008). The validity of the instrument was determined through literature searches, expert opinions and my supervisor and piloting of the instrument.

**Reliability**

Reliability is the degree to which an instrument yields consistency in its result after repeated trials. To determine the reliability co-efficient, the questionnaire was administered to 30 respondents sampled for the pilot testing as stated earlier, twice in the pilot study with two weeks interval between the first and second test and the result from the two tests correlated to obtain the reliability coefficient. Almost all the items on the questionnaire were multiple scores and therefore, the Cronbach Alpha was considered appropriate to use. Sarantakos (2005) postulated that Cronbach Alpha is used when items have multiple scores.  The reliability test yielded Cronbach Alpha of 0.82.

## 3.6 Data Collection Procedure

The researcher sought permission from the Metropolitan Director of Education before conducting the study. The researcher visited the selected schools after permission had been given to establish rapport with the respondents and also brief them of the purpose of the study. The closed ended questionnaires were thereafter administered to respondents during break time at the staff common room in each of the schools. This was done during school days between 9.00am and 2:00pm. The questionnaires were collected after two weeks had elapsed.

## 3.7 Data Analysis Procedure

This phase involved activities such as editing, coding, data entry and the verification of the accuracy of the data to be entered into the computer for the purposes of modifying mistakes and errors. The data were cleaned of mistakes and errors which may have been made. A codebook for the questionnaire was prepared to record all the responses. The data collected were then entered into the computer using the Statistical Package for Social Sciences (SPSS) software version 2.0, analyzed descriptively and presented in tables, frequencies and percentages in accordance with the research questions.

## 3.8 Ethical Consideration

As the study used human participants in gathering primary, certain ethical issues were addressed. The thoughtfulness of these issues was necessary for the purpose of

ensuring the privacy as well as the security of the participants. The researcher did not force the respondents to take part in the study as the respondents participated in the study on their own volition. The intent and purpose of the study was personally explained to respondents. The consent of the respondents was eagerly sought ahead of time. The respondents were given ample time to respond to the questionnaires to avoid errors and inaccuracies in their answers. The respondents were assured of the confidentiality of their identity and the information that they would divulge. The respondents' cooperation was eagerly sought after.

# CHAPTER FOUR

# ANALYSIS AND DISCUSSIONS

## 4.0 Introduction

This chapter consists of the demographic characteristics of respondents which addressed data on age, gender and highest educational qualification. It also includes data presentation, analysis and discussions meant to address the research questions.

## 4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents of the study which included the gender, age, highest educational qualifications and teaching experience were surveyed. These were to enable the researcher to know the kind of respondents used in the study. The first part of the analysis deals with gender of respondents for the study. This is presented in Table 4.1.

**Table 4.1 Gender of Respondents**

| Variable | Frequency | Percentage (%) |
|----------|-----------|----------------|
| **Gender** | | |
| Male | 24 | 39 |
| Female | 38 | 61 |
| Total | 62 | 100 |

Source: Field Data, 2021

Table 4.1 shows that 39% of the respondents were males while 61% of the respondents were females. The result implies that females who participated in the study were more than their male counterparts.

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The researcher analysed to find out the age of respondents who participated in the study. Table 4.2 shows the results.

**Table 4.2: Age of Respondents**

| Age | Frequency | Percentage (%) |
|-----|-----------|----------------|
| **Age** | | |
| 31-40 | 24 | 39 |
| 41-50 | 16 | 26 |
| 51-60 | 22 | 35 |
| **Total** | **62** | **100** |

Source: Field Data, 2021

On respondents' age, 39% of the respondents were in the age bracket of 31 and 40, 26% of the respondents were in the age bracket of 41-50 while 35% of the respondents were in the age brackets of 51-60. The result implies that all the respondents were matured to take part in the study

**Highest Educational Qualification**

The highest educational qualification of respondents was also analysed to find out the educational level of the respondents. Table 4.3 presents the result.

**Table 4.3:  Highest Educational Qualification**

| Total | Frequency | Percentage (%) |
|-------|-----------|----------------|
| **Educational Qualification** | | |
| Diploma | 8 | 13 |
| Bachelor's Degree | 36 | 58 |
| Master's Degree | 18 | 29 |

| | | |
|---|---|---|
| **Total** | **62** | **100** |

Source: Field Data, 2021

On respondents' educational qualification, 13% of the respondents had the Diploma certificate, 58% of the respondents had the Bachelor's Degree while 29% of the respondents had the Master's Degree. The result implies that all the respondents are professional teachers who have the requisite qualification as teachers to take part in the study.

**Length of Service**

The length of service of respondents was also analysed. This was to find out how long respondents have been teaching. Table 4.4 shows the details.

**Table 4.4:  Number of Years in the Teaching Profession**

| **Total** | Frequency | Percentage (%) |
|---|---|---|
| **Teaching Experience** | | |
| 1-5 years | 10 | 16 |
| 6-10 years | 22 | 35 |
| 11-15 years | 16 | 26 |
| I6 years and above | 14 | 23 |
| **Total** | **62** | **100** |

Source: Field Data, 2021

Finally, 16% of the respondents had been in the teaching service for between 1 and 5 years, 35% of the respondents had been in the teaching service for between 6 and 10 years, 26% of the respondents had been in the teaching service for between 11 and 15 years while 23% of the respondents had been in the teaching service for 16 years and above. The result implies that all the respondents who participated in the

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study were professional teachers who were matured and had a lot of experience on the job.

### 4.1 Analysis of the Research Questions

**Research Question 1: What are the professional skills of heads, teachers and circuit supervisors in supervision and monitoring in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis?**

Educational leadership is seen as a process of enlisting and guiding the talents and energies of academic staff, students and other stakeholders towards achieving common educational aims (Chance & Chance, 2002). Supervisors who are also seen as leaders in education need to possess excellent skills to be able to accomplish their assigned tasks. The respondents were therefore asked to rate their level of agreement or disagreement with the following professional skills of supervisors. The result is presented in Table 4.5.

**Table 4.5: Professional Skills of heads, teachers and circuit supervisors**

| Statement<br>Professional skills of a supervisor | Strongly Agree<br><br>N (%) | Agree<br><br>N (%) | Disagree<br><br>N (%) | Strongly Disagree<br>N (%) |
|---|---|---|---|---|
| Good organizational skills | 24(39) | 20(32) | 18(29) | - |
| Good motivational skills | 24(39) | 26(42) | 12(19) | - |
| Good decision making skills | 25(40) | 23(37) | 14(23) | - |
| Good classroom instructional skills | 26(42) | 26(42) | 10(16) | - |
| Excellent communication skills | 20(32) | 28(45) | 14(23) | - |
| Good human relations skills | 30(48) | 20(32) | 6(10) | 6(10) |
| Sound problem solving skills | 28(45) | 18(29) | 16(26) | - |

| | | | | |
|---|---|---|---|---|
| Good time management skills | 24(39) | 20(32) | 12(19) | 6(10) |

Table 4.5 shows that 39% of the respondents strongly agreed that good organizational skills were one of the professional skills of a supervisor, 32% of the respondents agreed while 29% of the respondents disagreed. The result indicates that a supervisor should have good organizational skills. The result is in line with Cojocaru (2010) who posited that a supervisor should have good organisational skills as it is the supervisors' duty to coordinate the work in the schools and the office to the director and the teachers.

Besides, 39% of the respondents strongly agreed that good motivational skills were one of the professional skills of a supervisor, 42% of the respondents agreed while 19% of the respondents disagreed. The result indicates that a supervisor should have good motivational skills. The result is in tandem with Ricketts (2003) that adult motivation, attitudinal development, group dynamics, human needs, conflict management, and human resource development constitute some of the skills of a supervisor.

About 40% of the respondents strongly agreed that good decision making skills were one of the professional skills of a supervisor, 37% of the respondents agreed while 23% of the respondents disagreed. The result indicates that a supervisor should have good decision making skills. The result is in consonance with Ricketts (2003) who indicated that good imagination, education, combining concepts and ideas into a workable solution and good decision making skills are some of the skills a supervisor should have.

Over 49% of the respondents strongly agreed that good classroom instructional skills were one of the professional skills of a supervisor, 42% of the respondents agreed while 16% of the respondents disagreed. The result indicates that a supervisor should have good classroom instructional skills. The result confirms that of Pajebo (2009) that instructional skill involves an understanding of and the proficiency in the methodology, process, procedures and techniques. Pajebo further states that non-instructional skills include knowledge in finance, accounting, purchasing and maintenance.

Again, 32% of the respondents strongly agreed that excellent communication skills were one of the professional skills of a supervisor, 45% of the respondents agreed while 23% of the respondents disagreed. The result indicates that a supervisor should have excellent communication skills. The result corroborates that of Cojocaru (2010) that 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.

Also, 48% of the respondents strongly agreed that good human relations skills were one of the professional skills of a supervisor, 32% of the respondents agreed, 10% of the respondents disagreed while 10% of the respondents strongly disagreed. The result indicates that a supervisor should have good human relations skills. The result substantiates that of Pajebo (2009) that human relations skill is the ability and or capacity to link effectively with others on one-to-one basis and in group settings which is one of the skills of a supervisor. Human relation skill requires considerable self-understanding, acceptance, appreciation, empathy and consideration for others.

Further, 45% of the respondents strongly agreed that sound problem solving skills were one of the professional skills of a supervisor, 29% of the respondents agreed while 26% of the respondents disagreed. The result indicates that a supervisor should have sound problem solving skills. The result is in conformity with Ricketts (2003) who indicated that logical thinking, anticipating problems, ability to think independently, foreseeing change, open mindedness, welcoming new opportunities, creativity and good problem solving skills are some of the skills of a supervisor.

Finally, 39% of the respondents strongly agreed that good time management skills were one of the professional skills of a supervisor, 32% of the respondents agreed, 19% of the respondents disagreed while 10% of the respondents strongly disagreed. The result indicates that a supervisor should have good time management skills. The result is in line with Ricketts (2003) that improving public speaking, time management, prepared speaking skills, goal setting and programme of activities and conducting successful meetings are some of the skills needed by a supervisor.

**Research Question 2: What influence do supervision and monitoring have on teaching and learning in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis?**

Mankoe (2007) indicated that school supervision has many influences. The respondents were therefore asked to rate their level of agreement or disagreement with the following influences of supervision and monitoring on teaching and learning. The result is presented in Table 4.6.

**Table 4.6: Perceived Influence of Supervision and Monitoring on Teaching and Learning**

| Statement | Strongly Agree N (%) | Agree N (%) | Disagree N (%) | Strongly Disagree N (%) |
|---|---|---|---|---|
| School supervision contributes to continuous professional development of teachers. | 25(40) | 23(37) | 14(23) | - |
| Classroom observation enables teachers to use variety of teaching techniques. | 20(32) | 26(42) | 16(26) | - |
| Supervision enables teachers to give the required number of exercises to improve instruction | 21(34) | 21(34) | 12(19) | 8(13) |
| Supervision enables teachers to be punctual and regular at school to improve teaching and learning. | 21(34) | 26(42) | 10(16) | 5(8) |
| Supervision increases teachers' confidence in the teaching and learning process. | 26(42) | 28(45) | 8(13) | - |
| Supervision provides support and guidance for teachers to improve classroom instruction. | 28(45) | 24(39) | 10(16) | - |
| Supervision builds and improves pedagogical skills of teachers to improve instruction. | 25(40) | 23(37) | 14(23) | - |
| Supervision encourages teachers to develop a repertoire of teaching strategies to enable students to learn better in lesson delivery | 36(58) | 26(42) | - | - |

Table 4.6 shows that 40% of the respondents strongly agreed that school supervision contributed to continuous professional development of teachers, 37% of the respondents agreed while 23% of the respondents disagreed. The result means that school supervision contributes to continuous professional development of teachers. The result is in line with Mankoe (2007) that 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.

Also, 32% of the respondents strongly agreed that classroom observation enabled teachers to use variety of teaching techniques, 42% of the respondents agreed while 26% of the respondents disagreed. The result means that classroom observation enables teachers to use variety of teaching techniques. The result is in tandem with Jones (2005) that classroom observation or supervision is seen as a way of gathering information for appraisal purposes. In this way, classroom supervision also improves the quality of children's education by improving the teacher's effectiveness. Jones further sees it as vital to look at what actually happens within the classroom.

Besides, 34% of the respondents strongly agreed that supervision enabled teachers to give the required number of exercises to improve instruction, 34% of the respondents agreed, 19% of the respondents disagreed while 13% of the respondents strongly disagreed. The result means that school supervision enable teachers to give the required number of exercises to improve instruction.

Further 34% of the respondents strongly agreed that supervision enabled teachers to be punctual and regular at school to improve teaching and learning, 42% of the respondents agreed, 16% of the respondents disagreed while 8% of the respondents strongly disagreed. The result means that in supervision, teachers' regularity and punctuality to schools and classes are checked to ensure improved teaching and learning.

About 42% of the respondents strongly agreed that supervision increased teachers confidence in the teaching and learning process, 45% of the respondents

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agreed while 13% of the respondents disagreed. The result means that supervision increase teachers' confidence in the teaching and learning process. The result confirms that of Adewole and Olaniyi (1992) that school based supervision assists in development of the needed teaching competencies to increase the confidence of incompetent teachers.

Over 45% of the respondents strongly agreed that supervision provided support and guidance for teachers to improve classroom instruction, 39% of the respondents agreed while 16% of the respondents disagreed. The result means that supervision provides support and guidance for teachers to improve classroom instruction. The result is in line Harris (2010) stated that supervision includes such functions as advice, guidance and stimulation to teachers so as to promote the teaching and learning process in schools. Harris (2010) and Glickman, Gordon and Jovita (2010) contended that without instructional support and professional supervision it is unlikely that teachers can provide the desired quality of teaching and learning.

Further, 40% of the respondents strongly agreed that supervision built and improved pedagogical skills of teachers to improve instruction, 37% of the respondents agreed while 23% of the respondents disagreed. The result means that supervision builds and improves pedagogical skills of teachers to improve instruction. The result agrees with Shantz and Ward (2000) who postulated that teachers improve instructional delivery when they receive feedback and constructive criticisms from supervisions as it help them develop their pedagogical skills in the teaching and learning process.

Finally, 40% of the respondents strongly agreed that supervision encouraged teachers to develop a repertoire of teaching strategies to enable students to learn better in lesson delivery while 42% of the respondents agreed. The result means that supervision encourages teachers to develop a repertoire of teaching strategies to enable students to learn better in lesson delivery. The result is in consonance with Mosher and Purple as cited in Oliva (2001) that supervision helps the teacher to develop his instructional performance. The role of instructional supervision in this respect is to help the teacher acquire teaching strategies that will increase the capabilities of learners to make wise decisions in varying contexts with regards to peers, adults, academics and life. To this, however Glickman, Gordon and Jovita (2010) stated supervision as playing a school function of improving instruction through direct assistance to teachers, curriculum development, staff development and group development.
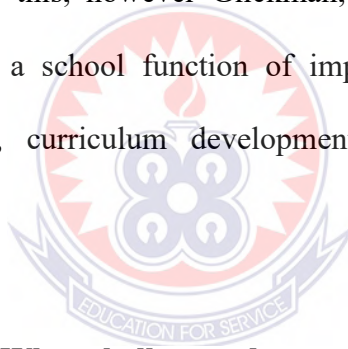
**Research Question 3: What challenges do supervisors encounter in discharging their supervisory roles in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis?**

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 (Glatthorn, 2006). However, there are several factors which tend to militate against effective supervision of instruction in schools. The respondents were therefore asked to rate their level of agreement or disagreement with the following challenges of supervision. The result is presented in Table 4.7.

**Table 4.7: Challenges of Supervisors in Discharging their Supervisory Roles**

| Statement | Strongly Agree N (%) | Agree N (%) | Disagree N (%) | Strongly Disagree N (%) |
|---|---|---|---|---|
| Teachers negative attitude towards Supervision | 26(42) | 18(29) | 12(19) | 6(10) |
| Usual fault-finding approach to supervision | 38(61) | 24(39) | - | - |
| Weak relationship between teachers and supervisors | 23()37 | 25(40) | 14(23) | - |
| Teachers transferred to inspectorate office without professional training in supervision | 20(32) | 24(39) | 18(29) | - |
| Absence of specific budget for supervision | 28(45) | 18(29) | 16(26) | - |
| Excessive Workload of head teachers | 29(47) | 23(37) | 10(16) | - |
| Tension between teachers and supervisors | 21(34) | 21(34) | 12(19) | 8(13) |
| Poor incentives for supervisors | 34(55) | 28(45) | - | - |
| Inadequate instructional resources | 30(48) | 18(29) | 14(23) | - |
| Irregular and insufficient training of supervisors | 28(45) | 24(39) | 10(16) | - |

Table 4.7 indicates that 42% of the respondents strongly agreed that teachers' negative attitude towards supervision was a challenge supervisors faced in the course of their duties, 29% of the respondents agreed, 19% of the respondents disagreed while 10% of the respondents strongly disagreed. The result means that teachers' negative attitude towards supervision is a challenge supervisors face in the course of their duties. The result is in line with Lilian (2007) that supervision aims at improving the quality of children's education by improving the teacher's effectiveness and that improvement of the teacher learning process is dependent upon teacher 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.

Also, 61% of the respondents strongly agreed that usual fault-finding approach to supervision was a challenge supervisors faced in the course of their duties while 39% of the respondents agreed. The result means that usual fault-finding approach to supervision is a challenge supervisors face in the course of their duties. The result is in tandem the assertion that teachers strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007). In some instances, teachers regarded supervision as a form of witch hunting, or fault finding by supervisors, thus resulting to its ineffectiveness in the schools (Neagley & Evans, 2008). The response of teachers to supervision is normally characterized by suspicion and mistrust, which may be due to the fact that supervision has a history of teachers always submitting as servants to their master (supervisor).

Besides, 37% of the respondents strongly agreed that weak relationship between teachers and supervisors was a challenge supervisors faced in the course of their duties, 40% of the respondents agreed while 23% of the respondents disagreed. The result means that weak relationship between teachers and supervisors is a challenge supervisors face in the course of their duties. The result is in tandem with Rashid (2001) that weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Lilian (2007) that 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.

Further, 32% of the respondents strongly agreed that teachers transferred to inspectorate office without professional training in supervision were a challenge supervisors faced in the course of their duties, 39% of the respondents agreed while 29% of the respondents disagreed. The result means that teachers transferred to inspectorate office without professional training in supervision is a challenge supervisors face in the course of their duties. The result is consistent with Studer (2005) who noted that most teachers after employment have not attended any training either in the form of seminars or workshops for supervisors, yet they are regularly used for internal supervision and thus end up using fault finding methods in their supervision process. The result is that several weaknesses in the educational system may be identified without accompanying internal strengths that may be capitalised to resolve such problems (Eya & Chukwu, 2012). This is also a problem with external supervisors in Ghana where they are transferred from the classroom to the Inspectorate

Division, without any professional training in supervision. Thus, their inputs do not make maximum impact in education. It was therefore no wonder that over 86% of the respondents saw irregular training of supervisors as a challenge.

Again, 45% of the respondents strongly agreed that absence of specific budget for supervision was a challenge supervisors faced in the course of their duties, 29% of the respondents agreed while 26% of the respondents disagreed. The result means that absence of specific budget for supervision is a challenge supervisors face in the course of their duties. The result is in conformity with Merga (2007) that the absence of 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).

Further, 47% of the respondents strongly agreed that excessive workload of head teachers was a challenge supervisors faced in the course of their duties, 37% of the respondents agreed while 16% of the respondents disagreed. The result means that excessive workload of head teachers is a challenge supervisors face in the course of their duties. The school level supervisors (principals or head teacher, vice-principals or assistant head teachers, department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. The result agrees with Ogunu (2005) who 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.

About 34% of the respondents strongly agreed that tension between teachers and supervisor was a challenge supervisors faced in the course of their duties, 34% of the respondents agreed, 19% of the respondents disagreed while 13% of the respondents strongly disagreed. The result means that tension between teachers and supervisor is a challenge supervisors face in the course of their duties. The result substantiates that of De Grauwe (2007) who identified one serious problem that confronts supervisors as tension between teachers and supervisors. Increased emphasis on student achievement, accountability of teachers, and teacher competence has brought about increased pressure for evaluation of teachers performance. Consequently, evaluation of teaching has loomed large in recent years and that has brought a lot of tension between teachers and supervisors. Teachers, especially through their organizations, have not wholeheartedly embraced current processes of evaluation (Beach & Reinhartz, 2000). They have raised valid questions concerning the competencies on which they will be judged, who will do the evaluating, how the evaluation will be conducted, and what use will be made of the results. These threaten the supervision duties.

Also, 55% of the respondents strongly agreed that poor incentive for supervisors was a challenge supervisors faced in the course of their duties while 45% of the respondents agreed. The result means that poor incentive for supervisors is a challenge supervisors face in the course of their duties. The result is in line with De Grauwe (2007) who reiterated that poor incentive is also a very serious problem, as it

demoralizes supervision. For an effective realization of the duties and the impacts of the supervisor, remuneration given to supervisors has to be adjusted to the convenience of them. In Ghana, head teachers and circuit supervisors' meagre allowances are not even paid in time. It is therefore not surprising that all the respondents were in agreement that poor incentive was a challenge.

Thornton (2000) also supports the result with the statement that supervisors are dissatisfied with their jobs because motivating factors are minimal. It has been well-documented that teachers and their resource persons are poorly remunerated. To add to the above it is established that, the existence of unqualified teachers, the quantitative expansion in the number of students, the great number of schools existing at the second cycle level, the low supervisors-teachers ratio, the master-servant relationship existing between supervisors and teachers and lack of resources and facilities to teach at the level are really worrying problem that confront the supervisors (USAID, 2006).

Moreover, 48% of the respondents strongly agreed that inadequate instructional resource was a challenge supervisors faced in the course of their duties, 29% of the respondents agreed while 23% of the respondents disagreed. The result means that inadequate instructional resource is a challenge supervisors face in the course of their duties. The result corroborates that of Enaigbe (2009) 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. 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.

Finally, 45% of the respondents strongly agreed that irregular and insufficient training of supervisors was a challenge supervisors faced in the course of their duties, 39% of the respondents agreed while 16% of the respondents disagreed. The result means that irregular and insufficient training of supervisors is a challenge supervisors face in the course of their duties. The result supports the assertion that supervisors need continuous and sufficient training to carry out their responsibility effectively (Rashid, 2001). Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. In line with this, Merga (2007) pointed out, lack of continuous training system for supervisors to update their educational knowledge and skills is an obstacle of the practice of supervision.
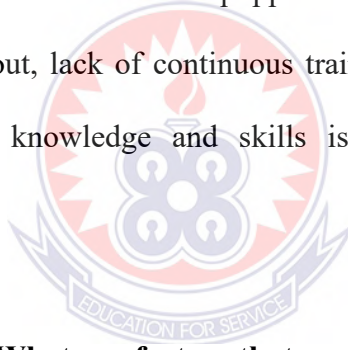
**Research Question 4: What are factors that can promote effective supervision in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis?**

Effective supervision is a key factor in achieving quality teaching and learning in schools. The respondents were therefore asked to rate their level of agreement or disagreement with the following factors that can promote effective supervision in schools. The result is presented in Table 4.8.

**Table 4.8: Factors that can Promote Effective Supervision**

| Statement | Strongly Agree N (%) | Agree N (%) | Disagree N (%) | Strongly Disagree N (%) |
|---|---|---|---|---|
| Regular training of supervisors | 34(55) | 28(45) | - | - |
| Establishment of general limits of authority and responsibility | 19(31) | 23(37) | 12(19) | 8(13) |
| Provision of adequate logistics and materials | 25(40) | 24(39) | 13(21) | - |
| Presence of fairness and firmness in the supervisory process | 32(52) | 30(48) | - | - |
| Provision of leadership and competency in the supervisory process | 20(32) | 26(42) | 10(16) | 6(10) |
| Presence of good human relationship | 23(37) | 24(39) | 15(24) | - |
| Provision of congenial work environment | 28(45) | 34(55) | - | - |
| Use of effective methods of teaching for various subjects | 20(32) | 29(47) | 13(21) | - |
| Proper supervision of school records such as, attendance register, staff attendance register, log book among others | 23(37) | 25(40) | 14(23) | - |
| Presence of healthy interaction between supervisors and teachers through effective communication | 17(27) | 27(44) | 18(29) | - |

Source: Field Data, 2021

Table 4.8 depicts that 55% of the respondents strongly agreed that regular training of supervisors was among the factors that could promote effective supervision of schools while 45% of the respondents agreed. The result means that regular training of supervisors is a factor that can promote effective supervision of schools. Effective supervision is a key factor in achieving quality teaching and learning in schools. The result in tandem with Cole (2004) that to improve quality of education imparted to pupils and to acquaint teachers and head teachers with new policies, methods and re – orient them towards the objective of the new Free Compulsory Universal Basic

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Education (FCUBE) programme, it is necessary to train newly trained teachers, and retrain existing ones through seminars, workshops and in-service courses (Cole, 2004).

Again, 31% of the respondents strongly agreed that establishment of general limits of authority and responsibility was among the factors that could promote effective supervision of schools, 37% of the respondents agreed, 19% of the respondents disagreed while 13% of the respondents strongly disagreed. The result means that establishment of general limits of authority and responsibility is a factor that promotes effective supervision of schools. The task of supervision is very crucial and needs a high consideration by the government and other authorities of education who make decisions on teaching and learning. The result in line with Neagley and Evans (2008) who opined that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervisory staff are able to function effectively as a team.

Also, 40% of the respondents strongly agreed that provision of adequate logistics and materials was among the factors that could promote effective supervision of schools, 39% of the respondents agreed while 21% of the respondents disagreed. The result means that provision of adequate logistics and materials is a factor that promotes effective supervision of schools. The result in conformity with Neagley and Evans (2008) that for supervision to achieve its objectives it is important that the quality of supervision be taken seriously into consideration. This means that supervision can be effectively carried out when materials and logistics are provided to support it. It is widely believed that teaching-learning resources can improve instruction. An empirical research study has shown that some instructional supervisors

ensured that teachers were provided with, and assisted to select appropriate teaching materials and resources to improve instruction (Blasé & Blasé, 2004).

Further, 52% of the respondents strongly agreed that presence of fairness and firmness in the supervisory process was among the factors that could promote effective supervision of schools while 48% of the respondents agreed. The result means that presence of fairness and firmness in the supervisory process is a factor that promotes effective supervision of schools. The result agrees with Oliva (2001) that for supervision to be effective in the era of the new education reform and a period increasing demand for quality by civil society supervisors who are considered as duty bearers should of necessity be knowledgeable and well informed in educational matters must have good interpersonal relationship skills, command respect, be dynamic and democratic, have initiative and drive and be fair and firm.

Besides, 32% of the respondents strongly agreed that provision of leadership and competency in the supervisory process was among the factors that could promote effective supervision of schools, 42% of the respondents agreed, 16% of the respondents disagreed while 10% of the respondents strongly disagreed. The result means that provision of leadership and competency in the supervisory process is a factor that promotes effective supervision of schools. The result corroborates Wiles (2000) who suggested that supervisors should provide leadership and competency in developing an organization, and working environment that makes possible continuous improvement in curriculum, instructions and learning.

Over 37% of the respondents strongly agreed that presence of good human relationship was among the factors that could promote effective supervision of schools, 39% of the respondents agreed while 24% of the respondents disagreed. The result means that presence of good human relationship is a factor that promotes effective supervision of schools. The result substantiated that of Halpin (2004) who was of the opinion that, supervisors must be constantly orientated with current methods on supervision to enable them deliver effectively. Supervisors including being knowledgeable, having command of respect, good human relationship and being fair and firm for, the effectiveness of supervision will depend on their understanding of human behaviour.

Again, 45% of the respondents strongly agreed that provision of congenial work environment was among the factors that could promote effective supervision of schools while 55% of the respondents agreed. The result means that provision of congenial work environment is a major factor that promotes effective supervision of schools. The result confirms Kochhar (2002) who contended that supervisors should be given good condition of service and working environment. Kochhar further stated that, the supervisor should check how effectively the various activities are being conducted, and how much the school check on cleanliness of school surroundings, beautification of the school, hygienic conditions of school canteens and other pertinent issues on good sanitation. There should also be adequate number of supervisors, who have been trained professionally to all areas, (including the remote areas) to supervise activities in the schools so as to promote effective supervision of teachers and head teachers.

Moreover, 32% of the respondents strongly agreed that use of effective methods of teaching for various subjects was among the factors that could promote effective supervision of schools, 47% of the respondents agreed while 21% of the respondents disagreed. The result means that use of effective methods of teaching for various subjects is a factor that promotes effective supervision of schools. The result agrees with Kochhar (2002) that supervision is a planned programme for the improvement of instruction. The supervisor must therefore check the effectiveness of the method of teaching for the various subjects in the schools. Furthermore, teaching and learning materials to make teaching/learning interesting and effective, the timetable enable enforced to carry out the instructional work, and the distribution of work among the members of staff and their output of work must be emphasized.

Also, 37% of the respondents strongly agreed that proper supervision of school records such as, attendance register, staff attendance register, log book among others was among the factors that could promote effective supervision of schools, 40% of the respondents agreed while 23% of the respondents disagreed. The result means that proper supervision of school records such as, attendance register, staff attendance register, log book among others is a factor that promotes effective supervision of schools. The result in line with Kochhar (2002) stated that supervision of school records such as Attendance Registers, staff Attendance Book, Log books among others should be inspected regularly for effective teaching and learning. School's account should be scrutinized periodically to ascertain whether school funds are being used judiciously for pupil's benefits to promote learning. Also, the supervisors should find

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out about rapport between the schools and the communities and how much schools have developed in the various aspects.

Finally, 27% of the respondents strongly agreed that presence of healthy interaction between supervisors and teachers through effective communication was among the factors that could promote effective supervision of schools, 44% of the respondents agreed while 29% of the respondents disagreed. The result means that regular training of supervisors is a factor that promotes effective supervision of schools. The result corroborates that of Kochhar (2002) that the core of supervision is interaction through communication, for it is the major key for good human relationship. Effective supervisors should therefore learn how to listen attentively and offer constructive criticisms and guidance to their teachers and head teachers to enhance teaching and learning, as well as to raise the educational standard of the pupils in the schools.
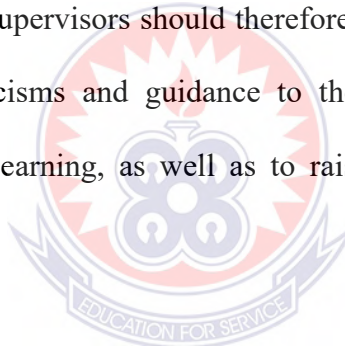
# CHAPTER FIVE

# SUMMARY OF FINDINGS, CONCLUSIONS AND RECCOMENDATIONS

## 5.0 Introduction

The chapter entails the summary of the main findings of the study based on the objectives of the study. The chapter also presents the conclusions, recommendations and suggestions for further research.

## 5.1 Summary of Findings

The study was conducted to investigate the influence of monitoring and supervision on teaching and learning in Basic Schools in the Krobo Odumase (K.O) Methodist cluster of schools in the Ash-Town Circuit of the Kumasi Metropolis of the Ashanti Region. The objectives of the study were to determine the professional skills of supervisors in supervision and monitoring in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis, find out the influence of supervision and monitoring on teaching and learning in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis, identify the challenges of supervisors in discharging their supervisory roles in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis and to ascertain factors that can promote effective supervision in the KO cluster of Methodist schools in the Ash-Town Circuit of the Kumasi Metropolis.

The researcher used descriptive survey design with the quantitative approach for the study. The target population for the study comprised all the head teachers, teachers and circuit supervisors at Basic Schools in the Kumasi Metropolis. The

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accessible population for the study was 62, consisting of five (5) head teachers, 56 teachers and one (1) circuit supervisor at Krobo Odumase (K.O) Cluster of Methodist Basic Schools in the Ash-Town Circuit of the Kumasi Metropolis in Ashanti Region of Ghana.

Purposive technique was used to all the five (5) head teachers, one (1) circuit supervisor and 56 teachers. The researcher used a sample size of 62 respondents for the study. The researcher used questionnaire as the data collection instrument for the study. The researcher used same questionnaire for all the respondents because they are all supervisors. The instrument has five sections. Section A covered the demographic characteristics of respondents. Section B solicited respondents' opinion on the professional skills of supervisors; Section C solicited respondents' opinion on the influence of supervision and monitoring on teaching and learning; Section D solicited respondents' opinion on the challenges of supervisors in discharging their supervisory roles; and Section E solicited respondents' opinion on the factors that can promote effective supervision. The questionnaire was generally likert- typed scale.

The data collected were entered into the computer using the Statistical Package for Social Sciences (SPSS) software version 2.0, analyzed descriptively and presented in tables, frequencies and percentages in accordance with the research questions.

## 5.2 Main Findings

The study revealed that good organizational skills, good motivational skills, good decision making skills, good classroom instructional skills, excellent

communication skills, good human relations skills, sound problem solving skills and good time management skills were some professional skills of supervisors.

The study again revealed that school supervision contributed to continuous professional development of teachers, classroom observation enabled teachers to use variety of teaching techniques, supervision enabled teachers to give the required number of exercises to improve instruction, supervision enabled teachers to be punctual and regular at school to improve teaching and learning, supervision increased teachers confidence in the teaching and learning process, supervision provided support and guidance for teachers to improve classroom instruction, supervision built and improves pedagogical skills of teachers to improve instruction and that supervision encouraged teachers to develop a repertoire of teaching strategies to enable students to learn better in lesson delivery.

The study further revealed that teachers' negative attitude towards supervision, usual fault-finding approach to supervision, weak relationship between teachers and supervisors, teachers transferred to inspectorate office without professional training in supervision, absence of specific budget for supervision, excessive workload of head teachers, tension between teachers and supervisors, poor incentives for supervisors, inadequate instructional resources and irregular and insufficient training of supervisors were some of the challenges supervisors faced in the discharge of their supervisory duties.

The study finally revealed that regular training of supervisors, establishment of general limits of authority and responsibility, provision of adequate logistics and

materials, presence of fairness and firmness in the supervisory process, provision of leadership and competency in the supervisory process, presence of good human relationship, provision of congenial work environment, use of effective methods of teaching for various subjects, proper supervision of school records such as, attendance register, staff attendance register, log book among others and the presence of healthy interaction between supervisors and teachers through effective communication were some factors that promote effective supervision.

### 5.3 Conclusions

It is concluded based on the findings that supervisors have some professional skills that helped them in the discharge of their supervisory duties. Notable among them were organizational skills, good motivational skills, good decision-making skills, good classroom instructional skills, excellent communication skills, good human relations skills and sound problem solving skills which could enhance teaching and learning.

It is also concluded that the supervision in the study area positively influenced teaching and learning as it enabled teachers to use variety of teaching techniques, and also enabled teachers to give the required number of exercises to improve instruction. Supervision moreover, enabled teachers to be punctual and regular at school and also increased teachers' confidence in the teaching and learning process for students' success. It is therefore concluded that if there was low performance of students leading

to students' poor performance in junior high schools in the study area in the BECE, it could not be attributed to poor supervision.

The study further concluded that because of the various perceived challenges which have effect on supervision in the study area, supervision would not be as effective as anticipated.

It is finally concluded that factors that could promote effective supervision as revealed by the study, if adhered to strictly would further enhance supervision for the success of the school and students.

## 5.4 Recommendations

It is recommended based on the findings and conclusions that;

1. The Kumasi Metropolitan Directorate of Education should intensify training workshops on professional skills for supervisors

2. The Kumasi Metropolitan Directorate of Education should organize workshops on modern trends of supervision to further enhance the influence of supervision in schools.

3. Kumasi Metropolitan Directorate of Education should ensure that teachers transferred to inspectorate office are always given professional training in supervision before they start working as supervisors.

4. Kumasi Metropolitan Directorate of Education should provide supervisors with adequate instructional resources to facilitate the work of the supervisor to improve teaching and learning.

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**5.5 Suggestion for Further Study**

The study was conducted to investigate the influence of monitoring and supervision on teaching and learning in Basic Schools in the Krobo Odumase (K.O) Methodist cluster of schools in the Ash-Town Circuit of the Kumasi Metropolis of the Ashanti Region. So, further study should be conducted to investigate the influence of monitoring and supervision on teaching and learning in Basic Schools in the remaining basic schools in the metropolis.

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# APPENDIX
## APPENDIX A

## UNIVERSITY OF EDUCATION, WINNEBA

## QUESTIONNAIRE FOR RESPONDENTS

The purpose of the study was to investigate influence of monitoring and supervision on teaching and learning in Basic Schools in the Krobo Odumase (K.O) Methodist cluster of schools in the Ash-Town Circuit of the Kumasi Metropolis of the Ashanti Region. The information provided will be used only for my academic research, and will be treated anonymously and privately as possible.

## SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

**INSTRUCTION:** Please (√) **tick the most appropriate response.**

1  What is your gender?

Male [    ]

Female [    ]

2  What is your age?

31-40 years [    ]

41-50 [    ]

51-60 [    ]

3  What is your highest educational qualification?

Diploma                [    ]

Bachelor's degree   [    ]

Master's degree       [    ]

4  How long have you been in the teaching profession?

1-5 years             [    ]

132

6-10 years     [   ]

11-15 years     [   ]

Above 16 years [   ]


## SECTION B: PROFESSIONAL SKILLS OF SUPERVISORS IN

## SUPERVISION AND   MONITORING

Please indicate your level of agreement or disagreement to the following statements on professional skills of supervisors who undertake supervision and monitoring by ticking [√] the number on the 4-point likert scale using the following keys: **Strongly Disagree (SA=4), Agree (A=3), Disagree(D=2), Strongly Disagree (SD=1)**.

| | Statement <br> **Supervisors should have…………..** | SA | A | D | SD |
|---|---|---|---|---|---|
| 1. | Good organizational skills | | | | |
| 2. | Good motivational skills | | | | |
| 3. | Good decision making skills | | | | |
| 4. | Good classroom instructional skills | | | | |
| 5. | Excellent communication skills | | | | |
| 6. | Good human relations skills | | | | |
| 7. | Sound problem-solving skills | | | | |
| 8. | Good time management skills | | | | |

**SECTION C: INFLUENCE OF SUPERVISION AND MONITORING ON TEACHING AND LEARNING**

Please indicate your level of agreement or disagreement to the following statements on influence of supervision and monitoring on teaching and learning by ticking [√] the number on the 4-point likert scale using the following keys: **Strongly Disagree (SA=4), Agree (A=3), Disagree(D=2), Strongly Disagree (SD=1)**.

| | 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 | Supervision enables teachers to give the required number of exercises to improve instruction | | | | |
| 4 | Supervision enables teachers to be punctual and regular at school to improve teaching and learning | | | | |
| 5 | Supervision increases teachers confidence in the teaching and learning process | | | | |
| 6 | Supervision provides support and guidance for teachers to improve classroom instruction | | | | |
| 7 | Supervision builds and improves pedagogical skills of teachers to improve instruction. | | | | |
| 8 | Supervision encourages teachers to develop a repertoire of teaching strategies to enable students to learn better in lesson delivery | | | | |

**SECTION D: CHALLENGES OF SUPERVISORS IN DISCHARGING THEIR SUPERVISORY ROLES**

Please indicate your level of agreement or disagreement to the following statements on the challenges of supervisors in discharging their supervisory roles by ticking [√] the number on the 4-point likert scale using the following keys: **Strongly Disagree (SA=4), Agree (A=3), Disagree(D=2), Strongly Disagree (SD=1)**.

|    | Statement | SA | A | D | SD |
|----|-----------|----|---|---|----|
| 1  | Teachers negative attitude towards Supervision | | | | |
| 2  | Usual fault finding approach to supervision | | | | |
| 3  | Weak relationship between teachers and supervisors | | | | |
| 4  | Teachers transferred to inspectorate office without professional training in supervision | | | | |
| 5  | Absence of specific budget for supervision | | | | |
| 6  | Excessive workload of head teachers | | | | |
| 7  | Tension between teachers and supervisors | | | | |
| 8  | Poor incentives for supervisors | | | | |
| 9  | Inadequate instructional resources | | | | |
| 10 | Irregular and insufficient training of supervisors | | | | |

**SECTION E: FACTORS THAT CAN PROMOTE EFFECTIVE SUPERVISION**

Please indicate your level of agreement or disagreement to the following statements on factors that can promote effective supervision by ticking [√] the number on the 4-point likert scale using the following keys: **Strongly Disagree (SA=4), Agree (A=3), Disagree(D=2), Strongly Disagree (SD=1)**.

| | Statement | SA | A | D | SD |
|---|---|---|---|---|---|
| 1 | Regular training of supervisors | | | | |
| 2 | Establishment of general limits of authority and responsibility | | | | |
| 3 | Provision of adequate logistics and materials | | | | |
| 4 | Presence of fairness and firmness in the supervisory process | | | | |
| 5 | Provision of leadership and competency in the supervisory process | | | | |
| 6 | Presence of good human relationship | | | | |
| 7 | Provision of congenial work environment | | | | |
| 8 | Use of effective methods of teaching for various subjects | | | | |
| 9 | Proper supervision of school records such as, attendance register, staff attendance register, log book among others | | | | |
| 10 | Presence of healthy interaction between supervisors and teachers through effective communication | | | | |

## APPENDIX B

**AGGREGATES**
**( FOUR CORES + BEST TWO)**
**2016**

| NO. PRESENT | | | AGG. 6 | | | AGG. 7-15 | | | AGG. 16-24 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| B | G | T | B | G | T | B | G | T | B | G | T |
| 0 | 117 | 117 | 0 | 0 | 0 | 0 | 85 | 85 | 0 | 32 | 32 |
| 5 | 3 | 8 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 2 |
| 8 | 18 | 26 | 1 | 7 | 8 | 7 | 11 | 18 | 0 | 0 | 0 |
| 36 | 33 | 69 | 1 | 1 | 2 | 28 | 27 | 55 | 7 | 5 | 12 |
| 0 | 122 | 122 | 0 | 0 | 0 | 0 | 14 | 14 | 0 | 27 | 27 |
| 156 | 129 | 285 | 0 | 0 | 0 | 21 | 18 | 39 | 118 | 86 | 204 |
| 114 | 121 | 235 | 0 | 0 | 0 | 97 | 103 | 200 | 16 | 18 | 34 |
| 33 | 27 | 60 | 0 | 0 | 0 | 7 | 1 | 8 | 22 | 21 | 43 |
| 36 | 40 | 76 | 0 | 0 | 0 | 3 | 0 | 3 | 11 | 11 | 22 |
| 27 | 21 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 4 |
| 47 | 69 | 116 | 0 | 0 | 0 | 2 | 9 | 11 | 23 | 24 | 47 |
| 102 | 96 | 198 | 0 | 0 | 0 | 3 | 0 | 3 | 26 | 17 | 43 |
| 36 | 33 | 69 | 0 | 0 | 0 | 2 | 0 | 2 | 13 | 10 | 23 |
| **600** | **829** | **1429** | **2** | **8** | **10** | **171** | **268** | **439** | **240** | **253** | **493** |

**2017**

| NO. PRESENT | | | AGG. 6 | | | AGG. 7-15 | | | AGG. 16-24 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| B | G | T | B | G | T | B | G | T | B | G | T |
| 0 | 121 | 121 | 0 | 0 | 0 | 0 | 72 | 72 | 0 | 47 | 47 |
| 0 | 129 | 129 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 19 | 19 |
| 164 | 128 | 292 | 0 | 0 | 0 | 9 | 11 | 20 | 82 | 63 | 145 |
| 192 | 171 | 363 | 0 | 1 | 1 | 108 | 109 | 217 | 81 | 61 | 142 |
| 24 | 16 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 4 |
| 56 | 65 | 121 | 0 | 0 | 0 | 1 | 1 | 2 | 15 | 20 | 35 |
| 6 | 12 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| 21 | 12 | 33 | 0 | 1 | 1 | 15 | 7 | 22 | 6 | 4 | 10 |
| 18 | 17 | 35 | 0 | 0 | 0 | 1 | 1 | 2 | 4 | 4 | 8 |
| 24 | 23 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 4 |
| 97 | 90 | 187 | 0 | 0 | 0 | 0 | 1 | 1 | 52 | 35 | 87 |
| 35 | 28 | 63 | 0 | 0 | 0 | 14 | 7 | 21 | 21 | 21 | 42 |
| 27 | 29 | 56 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 12 | 21 |
| **664** | **841** | **1505** | **0** | **2** | **2** | **148** | **210** | **358** | **273** | **293** | **566** |

137

**2018**

| NO. PRESENT | | | AGG. 6 | | | AGG. 7-15 | | | AGG. 16-24 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| B | G | T | B | G | T | B | G | T | B | G | T |
| 0 | 98 | 98 | 0 | 0 | 0 | 0 | 38 | 38 | 0 | 58 | 58 |
| 0 | 101 | 101 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 10 | 10 |
| 146 | 163 | 309 | 0 | 0 | 0 | 14 | 21 | 35 | 88 | 110 | 198 |
| 228 | 195 | 423 | 0 | 0 | 0 | 44 | 33 | 77 | 156 | 140 | 296 |
| 35 | 45 | 80 | 0 | 0 | 0 | 1 | 1 | 2 | 14 | 20 | 34 |
| 25 | 21 | 46 | 0 | 0 | 0 | 1 | 2 | 3 | 9 | 7 | 16 |
| 16 | 22 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 5 |
| 56 | 64 | 120 | 0 | 0 | 0 | 1 | 1 | 2 | 18 | 20 | 38 |
| 5 | 12 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 |
| 17 | 16 | 33 | 0 | 0 | 0 | 13 | 7 | 20 | 4 | 9 | 13 |
| 21 | 23 | 44 | 0 | 0 | 0 | 3 | 0 | 3 | 3 | 3 | 6 |
| 11 | 28 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 6 |
| 86 | 82 | 168 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 15 | 23 |
| 30 | 34 | 64 | 0 | 0 | 0 | 2 | 6 | 8 | 17 | 19 | 36 |
| 38 | 53 | 91 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 5 |
| 714 | 957 | 1671 | 0 | 0 | 0 | 79 | 110 | 189 | 327 | 420 | 747 |

*Source : Kumasi Metro Education Office*

The tables above shows 2016, 2017 and 2018 BECE results for Basic schools in the Ash-Town circuit. The trend shows that in 2016, 10 candidates thus,2 males and 8 females had aggregate 6 while only 2 females in 2017. In 2018 there was no candidate getting aggregate 6. The closer look of the data shows that schools with effective supervision and monitoring will yield good results.

**THANK YOU**