

UNIVERSITY OF EDUCATION, WINNEBA

PERCEPTIONS OF THE PRACTICES OF BASIC SCHOOL HEAD TEACHERS'
INSTRUCTIONAL SUPERVISION AT THE ASOKORE MAMPONG
MUNICIPALITY



**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 fulfilment for the award of Master of Philosophy
(Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, JULIANA AMANKWAA, declare that this thesis, with the exception of quotations and references contained in published work which have been identified and acknowledged, is the result of my own original research and it has not been submitted either in part or whole, for another degree in this University or elsewhere.

SIGNATURE.....

DATE.....

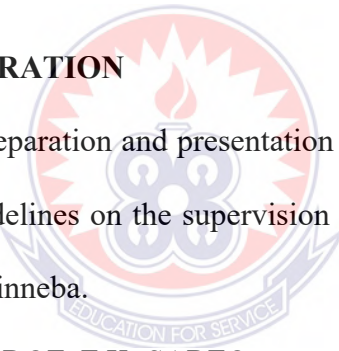
SUPERVISOR'S DECLARATION

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

SUPERVISOR'S NAME: PROF. F.K. SARFO

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DATE.....



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DEDICATION

To my husband, Mr. Samuel Amankwaa.



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ABSTRACT

The purpose of the study was to investigate “perceptions of the practices of basic school head teachers’ instructional supervision at Asokore Mampong Municipality”. The study sort to find out how head teachers perceived instructional supervision, determine their instructional supervisory practices, ascertain the perceived impact of head teachers’ instructional supervisory practices on teachers’ performance and establish the correlation between head teachers’ perceptions and their practices. The descriptive survey design was used for the study with quantitative approach. The target population for the study consisted of all head teachers and assistants in public basic schools in the Asokore Mampong Municipality. Census sampling method was employed to select the accessible population of 110 head teachers for the study and questionnaire was used to collect data. 100 respondents who completely answered all the questionnaire items was used for the analysis of this study. The data were analysed using descriptive and inferential statistics and presented in tables, frequencies, percentages, mean, standard deviation and correlation test. Among others, the study found that head teachers perceived instructional supervision to be concerned with commending teachers for improved instructional behaviour, conferencing with teachers to plan for observation of lesson and providing in-service training to teachers to improve their skills. It was recorded that instructional supervision contributes to continuous professional development of teachers. The study found that there was a positive correlation between head teachers’ perception and their practice of instructional supervision.

CHAPTER ONE

INTRODUCTION

The main concern of the study, therefore, is to examine the perceptions and practices of basic school head teachers' instructional supervision in Ghanaian public primary schools. Chapter one deals with the background of the study, the problem statement, research objectives and questions of the study. The chapter also contains information on the justification of the study, limitations, delimitation and the organization of the study.

1.1 Background to the Study

It is generally accepted that the main purpose of education is to equip the individual with skills, attitudes, knowledge and values so that the individual will be able to fit into the society in which he lives, thereby contributing to meeting societal needs and aspirations (Dewey, 1938). A simple way of appreciating education is to see it as a tool or necessary weapon for every human being to acquire for the purpose of navigating this complex world without which the individual may get lost in it or live in darkness without being blind (Aguba, 2009).

Education is the biggest instrument for academic progress, social mobilization, effective national development and political survival of any country and constitutes the single largest enterprise in a country. A nation can develop through the knowledge base that its citizens acquired through schooling and Ghanaian schools cannot be left out in this situation. Todare (1992), states that the formal education of a nation is the principal institutional mechanism used for developing human skills and knowledge. Baffour-

Awuah (2011) then concludes that education is an indispensable catalyst that strongly influences the development and economic fortunes of a nation and the quality of life of its people.

The priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students. Authorities rely strongly on instructional supervision system to monitor both the quality of schools and key measures of its success, such as student's achievement (De Grauwe, 2001). Barro (2006) also said that learning outcomes depend largely on the quality of education being offered. Many researchers believe that instructional supervision refers to lesson preparation, with or without the supervisor, actual observation of lesson by supervisor and post-instructional supervision discussion, if necessary. They also believe that instructional supervision has the potential to improve classroom practices, and contribute to student success through the professional growth and development of teachers (Blasé & Blasé, 1999; Musaaazi, 2006; Sergiovanni & Starratt, 2012; Sullivan & Glanz, 2005). Supervision is seen as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success (Hoy & Forsyth, 1986; Sergiovanni & Starratt, 2012; Sullivan & Glanz 2005).

It is imperative for constant monitoring and review so that the entire system in operation facilitates teaching and learning effectively. Instructional supervision in basic schools has been of much concern to the general public in recent times. It is the perception of people that performance of pupils in basic schools, nowadays, has deteriorated markedly as a result of ineffective instructional supervision.

In a publication in the Daily Graphic of Wednesday, 8th August 2001, captioned “Lack of Logistics crippling our work,” the Director General of Ghana Education Service admitted that poor performance of pupils these days is attributed to ineffective supervision in schools. He stated that most teachers leave their classrooms to indulge in private jobs during contact hours to the detriment of pupils in the classroom (P.13). Also in a publication in the Ghanaian Chronicle of Friday, September 2001, captioned “Teachers on quality education”, the Volta Regional Chairman of Ghana National Association of Teachers (GNAT) disclosed at the first Quadrennial Regional Delegates Conference, that bad employment, poor working conditions for teachers and ineffective instructional supervision, as well as the absence of quality and good instructional supervisors were some of the factors which contributed tremendously to low performance of pupils in public schools. Bongo-Upper East, April 26, 2011, Ghana News Agency (GNA) reported that, “Weak supervision of teachers in public school has been identified as one of the major causes of fallen standards of education in northern Ghana. Most teachers knowing that they were not strictly supervised did not either attend school regularly to teach or render poor teaching to the school children and that is affecting educational standards. High rate of teacher and student absenteeism, lateness to school, and especially to class, contribute adversely not only to student learning-by denying them of the approved instructional time for one thing-but also to the wastage of already scarce educational resources that threaten at instructional quality” (<https://www.ghanaweb.com/GhanaHomePage>). Mr. Jonathan Adabre, Upper East Regional Manager, International Social Development Centre (ISODEC) a Non-Governmental Organization, disclosed this to GNA when his outfit presented educational

materials and food items to 818 deprived school children in Bongo, Garu-Tempane, Bawku Central in the Upper East Region and West Mamprusi in the Northern Region.

From these accounts given, it can be confidently said that, there has been an increasing public concern about the problem of ineffective teaching and poor pupil performance in basic education. A strategy has therefore been designed by the Ministry of Education, through its Basic Education Sector Improvement Project (BESIP) for improving the quality of students' performance in schools. This is to be achieved through the improvement of the quality of education management to higher levels of efficiency, effectiveness and accountability. A publication in the Daily Graphic of Thursday, 11th April 2014 captioned "Promoting quality education in basic schools" from BESIP office admitted that poor performance of pupils in basic schools may be attributed to poor instructional supervision in schools. The writer maintained that the whole success of a school is, to a large extent, shaped by the manner in which the head teacher perceives and performs his role in the school. It pointed out that important factors relating to the quality of learning are the complex interactions of the pupil with his family, peers, teachers and head of the school. The enabling environment created for the pupil to interact with his teachers and learning materials determine what the pupil actually learns and grasps.

As already indicated above, BESIP (1996) identified weak instructional supervision in basic schools as a fundamental problem. The blame was put on head teachers, circuit supervisors and other auxiliary staff from the District Education Office. Instructional supervision remains a contentious issue in public basic schools. It is in the light of this that a lot of interventions have been put in place to improve instructional supervision and to address the low performance of pupils in basic schools. For example,

the GES has instituted Criterion Reference Test (CRT) and Performance Monitoring Test (PMT). Again, schools have been supplied with text books, equipment, materials, in-service training and workshops have been organized and are being organized for teachers, heads of schools, as well as School management committee/Parent Teacher Association members, in order to equip them with skills and knowledge for effective school management. Mankoe (2007) however, enumerates the following as prevailing supervisory issues in basic schools: supervisors not being mobile, 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 being able to demonstrate in teaching but always admonishing teachers towards effective teaching. The effect of the above-mentioned challenges in Ghana's public schools is ineffective supervision on the part of head teachers. This also leads to poor teaching and learning resulting in massive failure by pupils 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.

Glickman, Gordon, and Ross-Gordon (2007) support the practice of instructional supervision with the observation that, we can think of supervision as the glue of successful school. If supervision is the glue, one must wonder just how strong the bond is and why the practice comes under such heavy fire.

Towards effective monitoring and supervision of schools at a workshop for district key officials and community leaders on Free Compulsory and Universal Basic

Education in June-July 1998, Konadu (1998) stated that the Ministry of Education declared, since June 1994 that management and supervision should no longer remain the monopoly of the Ghana Education Service and that, systems should be put in place to effect the transfer of ownership of public schools from the Ministry of Education / GES to the Communities in which the schools are physically located. It is therefore important to state that school heads need to plan instructional programmes that will bring about excellent performance and effective supervision of schools. Mensah (1995) maintained that the success of a school depends largely on the head of the school; how he/she perceives supervision and how he/she performs his/her roles.

1.2 Statement of the Problem

Supervision is said to be concerned with the continuous redefinition of goals with the realization of human dynamics for learning and for co-operative efforts, (Musaazi, 2006). Even though many new approaches have been worked out to enhance teaching and learning in schools, the public outcry about academic performance of pupils as well as the general standard of education of Public Basic Schools in the Ashanti region is said to be on the decline (Ghana Education Service, 2002; WAEC 2015). Stakeholders and many parents have blamed this state of affairs on lack of commitment by administrators of schools and poor performance of teachers.

The teachers themselves and the Municipal Education Directorate cite poor monitoring, supervision of instruction, as well as negligence on the part of head teachers and the Education Directorate, as causes of poor performance. (Integrated Social Development Center (ISODEC) as reported by the GNA at the Ghana Website, 2012)

informal discussion among people in the community and related research findings (Oduro, 2008; Opare, 1999) suggest that poor pupils' performance in public schools, in part, is the result of ineffective supervision of teachers. Yet, it appears there is no empirical evidence about the nature or quality of instructional supervision in Ghanaian public basic schools. According to Maranga (1993), supervisors' visit to schools and classroom are sporadic and in cases where they are carried out, the supervisors are more ignorant than the teachers on how to handle certain curriculum issues. Schools continue to experience shortage of teachers, poor performance, low rate of retention and completion and indiscipline among both teachers and pupils (UNESCO, 2005). Head teachers in the public basic schools have also shifted the problem on parents and other PTA members, due to their inability to provide support and other welfare facilities to pupils and lack of interest in education, but rather putting all their interest in business. These claims are generally based on anecdotes and assumptions.

Since the implementation of the Free Compulsory and Universal Basic Education (FCUBE) programme in 1996, a number of interventions or training programmes on supervision for circuit supervisors and heads of basic schools have been organized, (World Bank Document, February 23, 2010). Prominent among them were the training sessions organized for heads of basic schools and circuit supervisors in partnership schools in the country. Improving Learning through Partnership (ILP) took Head teachers and circuit supervisors through vigorous training workshops, as well as seminars, on instructional supervision, which is a component of Quality Improvement in Primary Schools (QUIPS). In addition to that, heads of schools and circuit supervisors were given manuals to serve as a guide for effective supervision. All these training programmes were

organized to equip teachers, heads of schools and circuit supervisors with skills and Knowledge to be able to perform effectively and efficiently. Regrettably it appears that, heads of basic schools have failed to perform their supervisory role effectively and efficiently, thereby leading to the poor academic performance in the basic schools as it is perceived in the study area (Oduro, 2008). This motivated the researcher to carry out a study in Asokore Mampong Municipality to investigate empirically the perception and practice of Basic School Head teachers' instructional supervision.

1.3 Purpose of the Study

The purpose of the study was to investigate the perceptions and practices of basic school head teachers' instructional supervision at the Asokore Mampong Municipality”.

1.4 Objectives of the Study

Specifically, the study sought to:

1. find out how head teachers perceive instructional supervision in Basic Schools at Asokore Mampong Municipality.
2. determine the instructional supervision practices of head teachers in Basic Schools at Asokore Mampong Municipality.
3. ascertain the perceived impact of head teachers' instructional supervision practices on teachers' performance in Basic Schools at Asokore Mampong Municipality.
4. establish the correlation between head teachers' perception and practice of instructional supervision in Basic Schools at Asokore Mampong Municipality.

1.5 Research Questions

This study was guided by these research questions:

1. How do head teachers perceive instructional supervision in Basic Schools at Asokore Mampong Municipality?
2. What are the instructional supervisory practices of head teachers in Basic Schools at Asokore Mampong Municipality?
3. What is the perceived impact of head teachers' instructional supervisory practices on teachers' performance in Basic Schools at Asokore Mampong Municipality?
4. What is the correlation between head teachers' perception and practice of instructional supervision, in Basic Schools at Asokore Mampong Municipality?

1.6 Significance of the Study

The importance of this study stems from the fact that it will attempt to identify and establish the views of head teachers, which are in our schools, about instructional supervision. Supervision is very important in the development of our educational system and how head teachers perceive it is equally important. It is an accepted knowledge that education is very instrumental and an essential agent in national development. As a result, improving the quality of education, especially at the basic education level, has become the concern of every nation. Kotirde and Yunos (2015) substantiate this by indicating that the concern for quality has been at the core of the motivating forces for reforms in education, and achieving quality in education has increasingly become crucial in strategic improvement plans of developing countries. These reforms include

Millennium Development Goals (MDG); Sustainable Development Goals (SDG); Education for All (EFA); and Education 2030 Agenda which reflects the fourth SDG (De Grauwe, 2016). It is hoped that identifying the prevailing perceptions of head teachers by undertaking this survey and coming up with sound recommendations can have its own role to play in improving the practical supervisory processes and quality of education at large. The research findings will provide an insight into head teachers' perception of supervisory practices and thus determine whether they are satisfied with such practices and their influence on professional development. It will also enable those involved in supervisory practices to identify the underlying negative perceptions of instructional supervision and seek for application of appropriate supervisory approaches based on head teachers' preferences and choices.

The outcome of the study will enable stakeholders in education to formulate informed policies on effective instructional supervision for the success of the school.

Finally, this study also hopes to enable head teachers realize the positive role played by instructional supervision towards their professional development.

1.7 Delimitation of the Study

The study should have covered various areas or aspects of the topic under review. However, the study was limited to finding out how head teachers perceive instructional supervision in schools, which aspect of instructional supervision they want to practice, what challenges they are likely to encounter in carrying out instructional supervision and establish the link between head teachers' perception and practice in Ghanaian public basic schools at Asokore Mampong Municipality, using a limited sample of 29 Primary

Schools, 26 Junior High Schools with 55 head teachers 55 assistant head teachers serving as instructional supervisors in these school.

1.8 Limitations

The study was limited to Basic Schools in the Asokore Mampong Municipality. Another limitation of this study had to do with the likert–scale type of questionnaire adopted in this study. This type of questionnaire did not allow respondents to explain further than the limits of the question items as they were closed in nature. All these were likely to affect the validity of the findings or conclusions

These limitations, notwithstanding, the researcher was able to collect the necessary data for the study to achieve the objectives of the study.

1.9 Definition of Terms

- 1. Basic school:** In Ghana, the basic school is a combination of six years of primary school and three years junior high school education. The system ensures direct transition from primary to junior high school within a particular school.
- 2. Education circuit:** It is a number of basic schools (between ten and twenty) within a particular geographical area/district, allocated to an officer for the purpose of supervision.
- 3. Circuit supervisor:** An official assigned to supervise teaching and learning in an educational circuit.
- 4. External supervisors:** Circuit supervisor located at the district level and inspectors located at the regional and central levels that pay visits to schools to promote effective teaching and learning.

5. 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. The purpose of in-service education is to provide teachers with experiences, which will enable them to work together and grow professionally in areas of common concern.

6. Performance Monitoring Test (PTM): It is an annual nationwide test organized by the Inspectorate Division of Ghana Education Service in English and Mathematics in Public Schools to ascertain the level of mastery of pupils in English and Mathematics.

7. Whole School Development (WSD): It is a Ghana Education Service framework and strategy for providing support to districts and schools to achieve the major objectives of the FCUBE programme. The Whole School Development new concept of school-based supervision makes the inspection exercise a supportive mechanism to the school contrary to the old-fashioned methods of inspection.

8. Criterion Reference Test (CRT): It is an annual nationwide test organized by the Ghana Education Service in English and Mathematics for some selected schools for Primary Six pupils only to ascertain the level of mastery of pupils in English and Mathematics.

9. School Management Committee (SMC): It is a school community-based institution aimed at strengthening community participation and mobilization for education delivery. It is authorized to implement the general policies of a basic school. It is also a body formed to assist the head teacher and staff to run the school effectively.

10. Parent Teacher Association (PTA): The PTA is association of parents and teachers in a particular school or cluster of schools. The PTA is non-governmental, non-sectarian, non-partisan and non-commercial.

11. FCUBE: It stands for Free Compulsory and Universal Basic Education. It is a comprehensive sector wide programme designed to provide good quality basic education for all children of school going age in Ghana by the year 2005.

12. HEAD TEACHERS: This includes all Basic school Head and their Assistants.

1.10 Organization of the Study

The dissertation was organized into six chapters. The first chapter focuses on the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation and limitations as well as definition of terms in the study.

Chapter two contains a review of available literature relevant to the study. The methodology used in this study is also discussed in chapter three which consisted of the research design, population, sample and sampling techniques, data source, data collection instrument, reliability and validity of the instrument, data collection procedure, data analysis and ethical considerations.

The main focus of chapter four is the presentation of the results of the study. Chapter five is devoted to the discussion of the findings. Summaries of the major findings, conclusion, recommendations, as well as areas for further research are presented in chapter six.

CHAPTER TWO

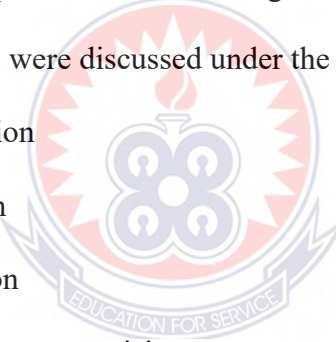
REVIEW OF RELATED LITERATURE

2.0 Introduction

Improving supervision of instruction in school is of great concern to educational authorities worldwide. In Ghana, the Ministry of Education and the Ghana Education Service have been making concerted efforts to ensure that head teachers, who are key inputs to education delivery (Vaizey, 1972; and Windham, 1988), are optimally utilized. The literature touched on the concepts, models, and best practices of supervision as viewed by researchers and writers. It also reviewed studies of head teachers' perceptions and practice on effective supervision and challenges.

The following sub-headings were discussed under the literature review:

1. Concept of supervision
2. Types of supervision
3. Beliefs of supervision
4. How teachers perceive supervision
5. Nature and functions of supervision
6. Characteristics of modern supervision
7. Duties of head teachers in Supervision
8. Qualities of a supervisor
9. Principles Governing the Operation of Supervision
10. Impact of Instructional Supervision
11. Challenges to supervision
12. Summary



2.1 The Concept of Supervision

The subject matter of supervision has undergone many definitions and interpretations from modern scholars. Central to all the definitions of supervision is that supervision is basically a service which aims at improving factors that ensure growth and development in the teaching learning process. According to Edward, Stanley and Mark (1961), supervision is the service provided for the purpose of improving teaching and learning. To them, supervision becomes effective when the supervisor is skillful and competent in working with the entire staff of classroom teachers, specialists and administrators alike. They also asserted that modern day supervision is different from the type found in schools a few years ago. Supervision today is co-operative effort or service designed to help teachers instead of writing negative report about them. In schools of the past, supervision was a reporting process concerned with the evaluation of personnel without too much consideration for service. Researchers have assigned several definitions and interpretations to supervision, but almost all of them centre on a common aim or objective.

Researchers have offered several purposes of supervision of instruction, but the ultimate goal is to improve instruction and student learning. Beckle (1989) think the focus on instructional supervision is to provide teachers with information about their teaching so as to develop instructional skills to improve performance. Also, in Bolin and Panariti's view (as cited in Bays, 2001), "Supervision is primarily concerned with improving classroom practices for the benefit of students regardless of what may be entailed (e.g., curriculum development or staff development) (Bays 2001, P.13). Further, McQuarrie and Wood (1991 pp.49) also state that "The primary purpose of supervision is

to help and support teachers as they adapt, adopt, and refine the instructional practices they are trying to implement in their classrooms”. Others believe the purpose of supervision is helping teachers to be aware of their teaching and its consequences for their learners (Glickman, Gordon, & Ross-Gordon, 1997; Nolan, 1997).

Some researchers have also theorized that supervision is an act of encouraging human relations (Wiles & Bondi, 1996) and teacher motivation (Glickman, Gordon, & Ross-Gordon, 2010) and enabling teachers to try out new instructional techniques in a safe, supportive environment (Nolan, 1997). Supervision is believed to provide a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals (Nolan & Francis, 1992). The purposes of supervision provided by these researchers can be grouped under the following themes: improving instruction; fostering curriculum and staff development; encouraging human relations and motivation; and encouraging action research and supporting collaboration. Supervision was initially described as inspection, which has the connotation of direct control of teachers by school inspectors. The term supervision has gradually taken over inspection, but both terms are sometimes used together. But Musaaazi (2006) posits that instructional supervision which began as inspection has been replaced by that of supervision.

The concept and practice of supervision of instruction has evolved over the years (Glickman, Gordon & Ross-Gordon, 2010; Hoy & Forsyth, 1986; Musaaazi, 2006; Neagley & Evans, 2008; Oliva & Pawlas, 1997). Early supervisors in the 19th century set strict requirements for their teachers and visited classrooms to observe how closely the teachers complied with stipulated instructions; departure from these instructions was

cause for dismissal (Oliva & Pawlas, 1997). Oliva and Pawlas bemoan that some school supervisors or inspectors, as they are called in other countries, continue to fulfill their tasks with an authoritarian approach. They note, however, that superintendents (supervisors) have changed their focus from looking for deficiencies that would merit dismissal of teachers to helping teachers overcome their difficulties.

Some researchers suggest that supervision was historically viewed as an instrument for controlling teachers. Glickman, Gordon and Ross-Gordon (2010) refer to the dictionary definition as to “watch over”, “direct”, “oversee”, and “superintend”. They believe that because the historic role of supervision has been inspection and control, it is not surprising most teachers do not equate supervision with collegiality. Hoy and Forsyth (1986), for their part, noted that supervision has its roots in the industrial literature of bureaucracy, and the main purpose was to increase production. To them, the industrial notion of supervision was overseeing, directing and controlling workers, and was, therefore, managements’ tool to manipulate subordinates. This negative consequence of external control of teachers’ work lives has resulted in the flight of both new and old teachers from education of both new and experienced educators (Ingersol, 2003).

Some researchers such as Bolin and Panaritis (1992), Glanz (1996), and Harris (1998) (as cited in Bays, 2001) argue that defining supervision has been a recurrent and controversial issue in the field of education. Harris for instance observes that current thoughts in the definition of supervision of instruction do not represent full consensus, but has listed some common themes across different definitions. These include supporting teaching and learning; responding to changing external realities; providing assistance and feedback to teachers; recognizing teaching as the primary vehicle for

facilitating school learning; and promoting new, improved and innovative practices. Harris, however, noted that questions of roles, relationships, positions, and even skills and functions remain without full consensus. Supervision is a service provided to teachers, both individually and in groups, for the purpose of improving instruction, with the student as the ultimate beneficiary (Oliva & Pawlas, 1997). Oliva and Pawlas note that it is a means of offering to teachers specialized help in improving instruction. They argue that supervisors should remember that teachers want specific help and suggestions, and they want supervisors to address specific points that can help them to improve. Similarly, supervision of instruction is seen as a set of activities designed to improve the teaching and learning process.

Hoy and Forsyth (1986) contend that the purpose of supervision of instruction is not to judge the competencies of teachers, nor is it to control them but rather to work cooperatively with them. They believe that evaluation, rating, assessment, and appraisal are all used to describe what supervisors do, yet none of them accurately reflects the process of supervision of instruction. To them, such terms are a source of suspicion, fear and misunderstanding among teachers. Hoy and Forsyth (1986 pp.4) state that although assessment of teacher effectiveness may be necessary, it is not supervision of instruction. They think evaluation is likely to impede and undermine any attempt to improve the teaching-learning process. They suggest the following propositions form a basis of theory and practice of supervision whose purpose is to improve instruction:

The only one who can improve instruction is the teacher himself/herself;

Teachers need freedom to develop their own unique teaching styles;

Any changes in teaching behaviour require social support as well as professional and intellectual stimulation;

A consistent pattern of close supervision and coercion seems unlikely to succeed in improving teaching;

Improvement in instruction is likely to be accomplished in a non-threatening situation-by working with colleagues, not supervisors, and by fostering in teachers a sense of inquiry and experimentation.

Hoy and Forsyth (1986) conclude that the goal of the supervisor is not to solve an immediate problem, but rather to study the process of teaching and learning as part of ongoing system of evaluation and experimentation. Supervision of instruction is also defined as a consciously planned programme for the improvement and consolidation of instruction. Musaaazi (2006) posits that supervision focuses upon the improvement of instruction, and is concerned with the continuous redefinition of goals, the wider realization of human dynamic for learning and for co-operative efforts and the nurturing of a creative approach to problems of teaching and learning. Musaaazi emphasises that instructional supervision does not simply refer to that specific occasion when the whole school is examined and evaluated as a place of learning, but it is also that constant and continuous process of guidance based on frequent visits which focus attention on one or more aspects of the school and its organization. He notes that achieving the purpose of supervision depends on the skills and efficiency of the supervisor in working with teachers.

Swearigen (1962) also asserted, supervision should focus on improving instructional goals with the wider realization of human dynamics for learning and for co-

operative efforts and with the nurturing of creative approach to the problems of teaching and learning. She maintained that supervision is a consciously planned programme for the improvement and consolidation of instruction.

Neagley and Evans (2008) define instructional supervision as that phase of school administration which deals primarily with the achievement of the appropriate selected instructional expectations of educational process. They also define supervision as any leadership function that is primarily concerned with the improvement of instruction; arguing that modern supervision is democratic in nature: Modern supervision is considered as any service for teachers that eventually result in improving instruction, learning, and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals- the child, the teacher, the supervisor, the administrator, and the parent or other lay persons (p. 20). Neagley and Evans (2008) propose some of the principal's functions as an instructional leader. They believe that a successful instructional leader helps teachers to discover problems related to instruction and learning, assist them in finding procedures to solve these problems, and provides time and resources for creative solutions. Supervision is viewed by other researchers as a combination of administrative procedures and supervision of instruction.

The International Institute for Educational Planning (IIEP), a division of UNESCO, observe that supervision practices can be classified under two distinct, but complementary, tasks: to control and evaluate, on one hand, and to advise and support teachers and head teachers (IIEP/UNESCO, 2007, Module 2). The statement explains that “although the ultimate objective of instructional supervision is to improve the

teaching/learning processes in the classroom, in practice, it must cover the whole range of activities taking place in the school: from the most administrative ones (e.g., ensuring that records are properly completed) to purely pedagogical ones” (IIEP/UNESCO Module 6, 2007). Oghuvbu (2001) claims supervision of instruction involves the process of checking the positive implementation of curriculum and assisting those implementing it. He conceives inspection and supervision differently, but complementary actions aimed at achieving organisational goals. To him, inspection deals with fact finding, and supervision is the assistance aspect concerned with the establishment of a positive superior and subordinate relationship, with special emphasis on specialisation directed towards utilization of available human and material resources in achieving organisational goals. In their review, Wanzare and da Costa (2000) claim several definitions of supervision of instruction in literature are unique in their focus and purpose, and fall into two broad categories: custodial and humanistic supervision.

Citing Drake and Roe, Wanzare and da Costa (2000) note that the “custodial” definition of supervision can mean general overseeing and controlling, managing, administering, evaluating, or any activity in which the principal is involved in the process of running the school, whereas according to Pfeiffer and Dunlap (also cited in Wanzare and da Costa, 2000) the “humanistic” definition suggests that supervision of instruction is multifaceted, interpersonal process that deals with teaching behaviour, curriculum, learning environments, grouping of students, teacher utilization and professional development. Contemporary definitions of supervision are more elaborate, and focus on the school as a learning community. Specifically, contemporary definitions of supervision

of instruction emphasise individual and group development, professional development, curriculum development, and action research.

Burke and Krey (2005) define supervision as instructional leadership that relates perspectives to behaviour, focus on processes, contributes to and supports organisational actions, coordinates interactions, provides for improvements and maintenance of instructional programme, and assesses goal achievements. Glickman, Gordon and Ross-Gordon (2010) also define supervision as the school function that improves instruction through direct assistance to teachers, group development, professional development, curriculum development and action research. Glickman, Gordon, and Ross-Gordon (2010) posit that the long-term goal of developmental supervision is teacher development towards a point at which teachers, facilitated by supervisors, can assume full responsibility for instructional development. The definition provided by Sergiovanni and Starratt (2012) is similar to that of Glickman et al. above, but the latter emphasise respect, caring and support for teachers.

Sergiovanni and Starratt (2012) note that supervisors and teachers working together can make the learning environment more user friendly, caring and respect for students, and supportive of a community of leaders. They argue that this remains a primary intellectual and moral challenge of supervisory leadership. Some researchers have also defined supervision of instruction as a process which utilises a wide array of strategies, methodologies, and approaches aimed at improving instruction and promoting educational leadership as well as change (Glanz & Behar-Horenstein, 2000). These researchers note that the process of supervision and evaluation of instruction at the school level depends primarily on whether the head teacher functions as an instructional leader.

The contemporary concepts of supervision suggest that instructional supervision is moving gradually from the negative notion of “watching over”, “directing”, and “checking” teachers to an arena of supportive, democratic and flexible activity. Such definitions encompass curriculum planning and development, staff development, group discussion on instructional programme and action research. The definitions of supervision of instruction suggest that those who are being assisted (teachers) be also directly involved in the supervision process. Contemporary definitions also suggest that supervision requires commitment, trust, and respect on the part of both supervisors and teachers, and caring and support for teachers.

Elsbere and Harold (1967) maintain that modern supervision should not be considered as mere classroom visits, individual teacher conferences, rating of teachers and writing of reports, but should include other factors such as curriculum materials for instruction, school community and other administrative factors. To them, administrative functions should cover curriculum organisation, policies on pupils’ progress, method of pupil assessment and reporting to parents, allocation of funds for materials and equipment and morale of staff. This is because other factors affect effective teaching and learning and cannot be separated from supervision.

Eye and Netzer (1965) asserted that supervision is the phase of school administration, which deals with the achievement of appropriately selected instructional expectations of educational services. Wiles (2000) also stated that supervision consists of all the activities leading to the improvement of instruction. These include activities related to morale improving human relations, in-service education and curriculum development. Merchoir (1950:4) maintain that supervision is mainly concerned with the

oversight of the instructional programme in the schools to ensure improvement of teaching and learning objectives. According to Merchoir, supervision is a combination of activities that go to improve the instructional programme. He stated that the words “supervisor”, and “supervisory” relate to the instruction phases of school plans and activities. This is supported by Glickman, Gordon and Ross-Gordon (1995) who maintain that supervision covers a wide range of activities but its ultimate goal is to improve teaching and learning. Barr and Burton (1926) also saw supervision as the formulation upon which all programmes for the improvement of teaching must be built.

Burton and Bruekner (1995 P.109) contended that, “supervision is an expert technical service which is concerned with studying and improving the conditions that surround learning and pupil growth and development”. Musaaazi (2006) is of the view that supervision of instruction is intended to improve teaching and learning process in schools. He intimated that the supervisor must take the lead in providing a pleasant stimulating and wholesome environment in which teachers will want to work and in which they will feel secured. It is his responsibility to ensure that teachers have ideas to work together effectively as a team in order to achieve the goals of the school. The supervisor should endeavor to broaden the base of leadership by utilizing the full potential of teachers. That is, an inspector of education is a person responsible for working with others to increase the effectiveness of teaching and learning.

Neagley and Evans (2008) maintained that modern instructional supervision is a positive democratic action aimed at the improvement of the classroom instruction through the continual growth of all concerned; the child, the teacher, the supervisor, the administrator and the parent or other interested persons. Gorton (1976) also argued that

instructional programme encompasses all the factors and conditions within a school that impact on student learning. He however, indicated that the basic aim of instructional supervision is to bring about improvement in the instructional programme. Taiwo, and Melchoir (1980 pp.19) writing on supervision and evaluation of instruction stated that, “Supervision is the element of the administrative process which is concerned with efforts to guide the day-to-day activities of the work by stimulating, directing and co-ordinating the workers and their efforts, cultivating good working personal relationship so that they will all work towards a more efficient achievement of the task goal”.

In the school system, supervision relates to guiding and coordinating the work of teachers and all concerned with school work in such a way that student learning is facilitated. It aims at facilitating learning through planning and devising ways of improving teachers professionally, and releasing their creative abilities so that they will improve the learning situation. Taiwo (1980) maintain that instructional supervision does not simply refer to that specific occasion when the whole school is examined and evaluated as a place of learning, but it also means constant and continuous process of guidance based on frequent visits which focuses attention on one or more aspects of the school and its organization, progress or initiative. It is important to note that whatever form of supervision that is carried out, it must be done to test effectiveness of the teaching in terms of achieving the objectives of education in the school.

It is evident from the above that supervision has a wider scope and it depends on the availability of human and material resources. Instructional supervision covers factors affecting teaching and learning and maximum utilization of resources towards the accomplishment of school goals and objectives.

2.2 Types of Supervision

Educationists are very much concerned with the types of supervision that can improve teaching and learning in schools. According to Neagley and Evans (2008) there are two types of supervision. These include internal and external supervision.

Internal supervision is that type of supervision that is carried out by institutional heads within the institution or organization. External supervision on the other hand refers to supervision that comes from the local, district, regional and national offices. Neagley and Evans (2008) further maintain that internal supervision is where the head or principal in present-day public-school organization is the chief school administrator in the day-to-day administration and supervision of the school.

Writing on internal supervision, Elsbere and Harold (1967) explained that internal supervision is a situation by which internal measures are taken in the school to bring about improvement and accomplishment of set goals and objectives. On his part, Brickel (1961) maintains that internal supervision refers to a situation whereby teachers in the course of teaching design actions so that objectives set out could be constantly achieved. Carey (1953) pointed out that internal supervision deals with all the necessary activities that are carried out by teachers and head teachers in the school to enhance effective teaching and learning. Also, Musaaazi (2006) pointed out that internal supervision is a situation where the head teacher ensures that institutional process is improved.

External supervisors play a very significant role in school administration. Prominent among them are the circuit supervisors and district inspectorate team from the district education office. External supervision is therefore the supervision which comes from outside, notably from the district education office, regional or national office. The

types of external supervision include: brief visit; familiarization; assessment-for-promotion visit; special visit; follow up visit; and intensive or comprehensive visit. (Circuit Supervisors Handbook 2002). Brief visit 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 circuit 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. Assessment for promotion visit is a situation whereby a team of circuit 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 circuit supervisor may be asked to visit a school to investigate a malpractice in the school or allegation against a head teacher, teacher or pupil. This type of visit is special, and sometimes called an investigative visit. Intensive or comprehensive visit is also carried out by a team of officers most 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 characterized by clinical support and may take three days depending upon the number of officers concerned (Circuit Supervisors Hand Book, 2002)

Writing on External Supervision, Brickel (1961) pointed out that the duties of the external supervisor include making the work of teachers more effective through such things as improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instructions through direct interaction with the classroom teacher. Elsbere and Harold (1967, P.110) talk about

laissez-faire supervision where teachers are allowed to do what they like with little direction and coercive supervision, which involves a situation where a teacher is observed teaching and after teaching his errors are pointed out to him. Elsbere and Harold (1967, P 110) talk about coercive supervision where teachers are visited by the principal for an observation period. After the observation of the lesson, there is a conference between the teacher and the principal and the principal assists the teacher to review the lesson pointing out the strengths and weakness of the lesson.

Elsbere and Harold (1967) again posited that supervision is training and guidance. Thus, rather than compelling teachers to observe prescribed methods, attention must be focus on the teaching and teachers. They were of the view that teachers would go to the classroom with appreciable preparation in normal schools and that supervision requires teachers to be constantly trained while on the job. This implies teaching the teacher how to teach. Writing on supervision is playing a complementary role in the supervisory process. It looks at external supervision as complementing the role and duties of internal supervisors by providing professional advice and guidance to teachers. (Beckle 1958) maintains that the role of the external supervisor is primarily to evaluate the effectiveness of the instructional programme, in terms of what it does to the pupils.

Musaazi (2006) talks about three types of supervision. That is, full, casual and routine supervision. Supervision to Musaazi is “full” when all aspects of the organization and instructional work are carefully examined. “Routine” supervision involves discussion with teachers on specific issues. Casual or checkup visits are usually not informed. Here, the supervisor forms an opinion on what he sees.

2.3 Beliefs of Supervision

Writing on beliefs of supervision, Glickman, Gordon and Jovita (1995) identified most supervisors as former teachers. To them, the supervisor's view about learning, knowledge and the teacher's roles in the classroom influences their views on supervision. The supervisor's work and that of the teachers are intertwined. Teachers will want to improve children's achievement, behavior and attitude. In a similar vein, supervisor's main aim is to ensure that children learn well, acquire good attitudes and are well disciplined. (Glickman et al. 1995) maintained that the purpose of supervision is to engage teachers in mutual inquiry aimed at the improvement of instruction. The supervisor and the teacher should share perception of instructional problem, exchange suggestions for solving those problems and design an improvement plan.

According to Jan White, supervisors and teachers should share the responsibility for instructional improvement. Glickman et al (1995) quote Reynolds as saying that the purpose of supervision is to monitor teachers to determine if their instruction includes the element of effective instruction. If those elements are observed, the supervisor should provide positive reinforcement to assure that they continue to be included in the teacher's lessons. Reynolds believes that if a teacher is not using or is incorrectly using the elements of effective instruction the supervisor has a responsibility to provide remedial assistance by explaining and demonstrating correct instructional behaviours, setting standards of improvement efforts. In short, the supervisor should have primary responsibility for instructional improvement decisions.

According to Shawn More as cited by Glickman et al. (1995) supervision should be to foster teacher reflection and autonomy and to facilitate teacher driven instructional

improvement. The supervisor should be concerned with the teacher's self-concept and personal development as well as the teacher's performance. It is critical for the supervisor to establish a relationship with the teacher and should take the form of openness, trust and acceptance. Shawn More maintains that the supervisor should allow the teacher to identify instructional problems, improvement plans and criteria for success. The supervisor can assist the teacher's self-directed improvement through active listening, clarifying, encouraging and reflecting. Thus, the teacher should have primary decisions with the supervisor serving as an active facilitator. In summation therefore, it is important to reiterate that the supervisor's beliefs should aim at establishing and controlling the teaching and learning process in schools in order to improve pupils and teachers' performance.

2.4 How Teachers Perceive Supervision

Supervision of instruction conjures evil images in the minds of many teachers. They view supervision as poorly implemented means to weed out the poor teachers from the good without being able to differentiate between them. They see it as a subjective threat to their welfare. That is something totally divorced from the concept of growth and professional development (Dzinyela 2004). Supervision itself according to Eye (1975) has a history of "subservience to administrative convenience which causes teachers to view supervisors as system executioners". He maintains that historically, supervision has meant evaluation. In the past supervision was inspection oriented with emphasis on efficiency, control, and clear subordinate super-ordinate relationship and in evaluation. There were times when inspectors in Ghana had to pack their cars far away and tiptoe to

schools unannounced to inspect schools. Some inspectors even went to inspect schools at weekends and during holidays and wrote reports (Graham, 1976). Teachers equate supervision with evaluation, particularly when the criteria for evaluation have been vague, nebulous or unknown. The question people post is should supervision be synonymous with evaluation (Dzinyela, 2004).

2.5 Nature and Functions of Supervision

Professional literature is full of the theory of modern supervision. Expression such as “democratic”, “team effort”, “group productiveness” and “healthy rapport” have been lavishly used to show the distinction between modern supervision and classical or traditional supervision. Goldhammer, Anderson and Krajewski (1980) were of the view that all decisions of any importance in the modern school system should involve the entire staff, and each professional staff must feel that he is a part of the team. The writers in their books have considered the principles of group dynamics and democracy as paramount in modern supervision. To ensure ultimate realization of individual’s potentials and society as a whole, Neagley and Evans (2008) have summarized the characteristics of modern supervision as follows. The establishment and maintenance of satisfactory human relations among all staff members is primary. The ultimate worth of each individual must be basic in the philosophy of a school system and its administrators. Any supervisory programme will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make in the educative process. Relationships among all personnel must be friendly, open, and informal to a great extent. Mutual trust and respect are essential and the person in the supervisory role must set the

tone. It is increasingly apparent that the realities of today's world demand better human relationships if mankind is to survive. It is therefore imperative that the school staff, potentially one of the most influential groups of individuals in society, has the opportunity to develop and maintain a high level of personal interaction. According to Wiles (2000) a group's productiveness is affected by the quality of its human relations, and the supervisor must work constantly for the improvement of group cohesiveness. The selection of administrators and supervisors with a fundamental philosophy of positive human relationships is obviously essential to the implementation of this principle.

Modern supervision is democratic, in the most enlightened sense. "Democracy" does not mean "laissez-faire", with each staff member proceeding as he pleases. Rather, the term implies a dynamic, understanding, and sensitive leadership role. Throughout the history of democratic institutions, the importance of the leader is emphasized. On a school staff, different individuals may assume leadership at various times, but real, affirmative guidance is continually needed to focus attention on the improvement of instruction and to involve actively all concerned persons. A healthy rapport should exist among staff members in an atmosphere of give and take, which is conducive to objective consideration of the educational theories and problems of the day and of the school. A co-operative and creative approach to topics of joint concern is basic. Ideally, no personality, including the administrator or supervisor, dominates the group, but the considered judgments of all are felt to be rightful veto power or cast the deciding vote. However, most decisions should be made by consensus after thorough research and adequate discussion in the area under study. Too many voting situations may result in division of

the staff, particularly if some persons find themselves in the minority on several successive occasions (Neagly & Evans 2008).

Individuals should be included in basic policy planning, in studies of the instructional programme, and in all fundamental changes, which affect them or their position directly. This does not mean that everyone must or should be involved in every decision. The person in the supervisory position has the responsibility for deciding when individuals should be consulted. This is one of the most difficult tasks and points out the need for real stature in personal leadership. When people are involved, then, there must be evidence that their creative participation is eagerly sought and that their contributions to the group decision are significant. There is absolutely no place in democratic supervision for “window dressing” or autocratic administrative action based on token staff consultation (Neagly and Evans 2008)

In sum, as indicated by Neagly and Evans (2008) democracy in supervision means active, co-operative involvement of all staff members in aspects of the instructional programme which concern them, under the leadership of a well-informed, capable, and discerning administrator or supervisor who believes in the primacy of positive human relationships. According to Dzinyela (2004) modern supervision is comprehensive in scope. As indicated earlier, it embraces the total public school programme, kindergarten through the primary or Junior Secondary. The curriculum is, or should be in developing ongoing process involving the child from kindergarten enrolment through the primary school to the Junior Secondary School. Dzinyela further indicated that modern supervision is comprehensive in its view of the teacher and the learner.

Historically, the supervisory concept was narrow in scope, focusing mainly on criticism of the teacher in the classroom sometimes by attempts to get him to improve his teaching skills. Today, supervision is directed at improving all factors involved in pupil learning. Gone were the days of attempting to improve the teacher without regard to the totality of the teaching-learning situation in the school. Modern supervision goes beyond the classical or traditional classroom visitation.

According to Mankoe (2007) the achievements of educational goals rests squarely on proper supervision. For supervision to be successful it must be used to maintain the quality of instruction. That is, it must help bring innovations in teaching methods. To be meaningful in achieving this objective, supervision must take into accounts the following functions.

Staffing function is the most effective means by which qualified or competent teachers are employed. Through proper supervision those who have and use the real professional gift of teaching will be unearthed. The staffing function also deals with recruitment, selection, placement and activities related to conditions of employment as well as fringe benefits. It also deals with further training, retraining, promotion, demotion, transfer, dismissal and rewards. Supervision seeks to help with auditing of staff. Teachers are the products of society; they are paid with the taxpayers' money and it is therefore necessary for society to know if its investment into the teacher's education is paying off well whilst they are in the field. It is through the supervisory process that this perception is given proper thought. Supervision also has motivation and stimulation functions that are unequivocal. Even well qualified teachers who are effective and efficient somewhere along the way deteriorate and lose some of their effectiveness either

through professional frustration and underutilization, or because of inept administration practices. Supervision therefore helps to remove such bottlenecks to ineffective teaching, and at the same time provides stimulus for creative work. Hence, the motivation functions are concerned with providing a challenging environment to professional leadership, job satisfaction and more teacher participation in formulating policies which will positively impact on teachers own task performance. Since the motivation function is a subtle one and its identification requires skill and understanding on the part of the supervisor, supervision must be carried out in such a way as to help the teacher to realize his professional capabilities, so that the desired creativity can flourish (Dzinyela, 2004).

Supervision helps in curriculum development. Other factors being equal, the best teaching will occur where good school programmes have been developed. Even when the curriculum is constructed and imposed by the central authority, many adaptations for a local school or school system are permissible or desirable. An example is in the Junior Secondary School (JSS) system, where pre-vocational subjects are taught variedly depending on the prevailing conditions and availability of materials. Some schools choose one of the following, which their schools have, the comparative advantage: incalabash art, beads making, catering, leatherwork, clothing and textiles. Such variations in subject content, modification in the order, and method of presentation, experimentation in teaching techniques, the use of audio-visual devices, programme learning and team approaches to teaching are forms of programmed development. Such variations help excite professional enthusiasm, which is however, stifled in a bad teaching and learning environment (Dzinyela, 2004)

Another function of supervision is consultation function. Since teachers must be treated as professionals who have code of ethics, for specialized education and a desire to be self-directing, the consultation function of supervision seeks to help with their continuous professional development. Actually, this function includes all those activities ordinarily designed as in- service education. As the supervisor goes to the field and notices a weakness in the teacher, he may sit him down and do one of the following.

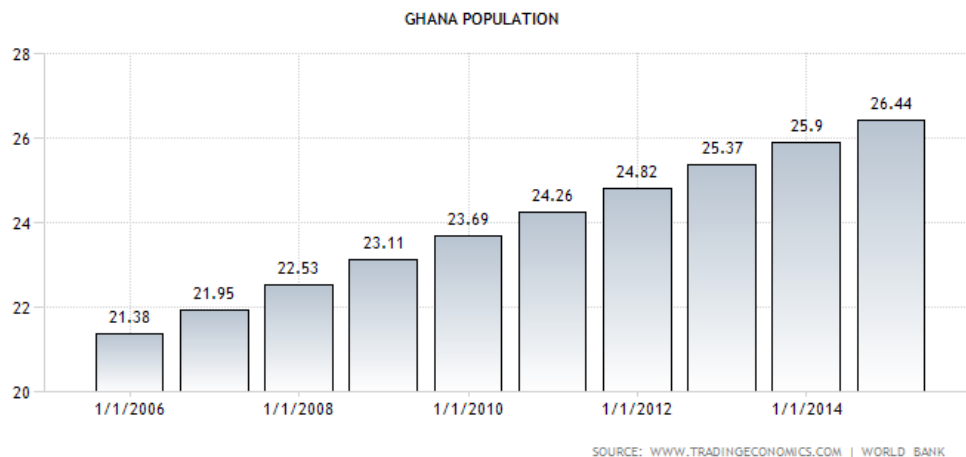
1. Recommend a book, a magazine, a journal or a newspaper clip that addresses that felt need of the teacher.
2. Again, an in-service course may be organized for the teacher, aimed at solving a specific problem. The teacher may be encouraged for a higher study or attend subject grouping seminar etc. or read materials connected to his profession.

Supervision exposes leadership competency in the supervisor and gives him the platform to help promote teaching and learning. When teachers are attracted to their defensive attitude, they co-operate willingly and this exposes the supervisor as contributing to the development of the profession. Supervision is used as a means of bringing research to the doorsteps of schools for teachers' consumption. In recent times the Ghana Education Service (GES) has been circulating the teaching methodologies of the best teacher award winners among teachers. This is aimed at putting these new materials in the domain of teachers for their consumption and the progress of the service. Supervision also performs evaluation function. The Ghana Education Service (GES) for example set goals and objectives for students or pupils to become literate, develop love for their country, help with national development goals, be productive and help in the national economic recovery programmes. These goals are to be achieved at various levels

at the educational ladder. Through supervision we consciously examine ourselves whether we are on course. When supervision is beautifully coordinated, the fruits therefore are bountiful, and supervision ceases to be “snooper vision” (Dzinyela, 2004).

2.6 Brief Context of Instructional supervision in Ghana

Ghana, a former British colony, is a small country located in West Africa. It shares boundaries with the republic of Togo, to the east, La Cote d'Ivoire (Ivory Coast), to the west, Burkina Faso, to the North and the Gulf of Guinea, to the South. It lies at Latitude five degrees (5°), 36 minutes north and Longitude zero degrees (0°), 10 minutes east on the world map. Ghana is about 238,540 square kilometres (92,000 square miles) in area, with a population of about twenty-nine million, twenty-one thousand, three hundred and ninety-one people. Out of this number, thirteen million, seven hundred and forty-seven thousand, two hundred and forty-one (47.4%) are males, fifteen million, two hundred and fifty-two thousand, seven hundred and fifty (52.6%) are females and birth recorded, as at 2014, was three hundred and sixty-seven million, four hundred and eight.



About 55 percent of the population is involved in agriculture, mostly subsistence farming. The education system in Ghana has experienced several changes both before and after independence from the British in 1957. The structure of the pre-tertiary education system after independence was six years primary school, four years middle school, five years secondary school and two years sixth form. The 1987 Education Reform changed the structure to six years primary, three years junior secondary and three years senior secondary school. In more recent reforms (2008), junior secondary and senior secondary schools have been renamed junior high and senior high schools respectively.

Graduates from Junior High Schools can proceed to Senior High, Vocational and Technical Schools or Colleges. The latest reform has included pre-primary education as part of the basic compulsory education system (Ministry of Education, 2008). Students graduating from senior high schools can enter polytechnic, university, teacher training college, agriculture training institution, nursing college, etc. The main purpose of these changes has been to reduce the duration of pre-tertiary schooling and encourage technical and vocational education. Supervision of instruction in Ghana has generally been the responsibility of school inspectors and personnel within the schools.

External supervisors (those located outside the schools) include the Assistant Director of Education responsible for supervision (ADE Supervision) and circuit supervisors at the district offices, regional inspectors and Headquarters' inspectors in the Ghana Education Service. At the primary school level, inspectors (or circuit supervisors) from the district education offices inspect school facilities and provide assistance and support to teachers and head teachers, while inspectors at the regional offices and

headquarters normally conduct inspection in senior high schools, technical and teacher training colleges. ADE Supervision coordinates and monitors circuit supervisors to supervise teaching and learning in public basic schools. Circuit supervisors, however, do not directly supervise teaching and learning in private schools, but rather they inspect the facilities of these schools. Internally, head teachers in primary schools and headmasters in junior high schools supervise instruction, while assistant headmasters or headmistresses and heads of department in senior high schools, and vice principals in technical and teacher training colleges (who are responsible for academic work) hold these responsibilities.

It is worthy of note that heads of primary and junior high schools in Ghana perform administrative and managerial duties in addition to supervision of instruction. The Ghana Education Service mandates assistant head teachers and assistant headmasters/headmistresses in primary and junior high schools respectively to be at the helm of affairs while the heads are away on official duties or absent from school. At the district level other structures such as District Education Oversight Committees (DEOCs), School Management Committees, District Teacher Support Teams (DTSTs) and Parent-Teacher Associations (PTAs) have been established to contribute to instructional supervision. These bodies are to see to it that teachers attend school regularly and punctually, and make good use of instructional hours. Some teachers are in the habit of reporting to school late, “clocking off” earlier than the normal time and absenting themselves from school.

It is also worthy of note that the Ghana Education Service recognizes the importance of external supervision as a complement to on-site instructional supervision.

This is evident in a speech read on behalf of the Director General of Education of the Ghana Education service at Saltpond (Director General of Education, 2008). The Director General observed that quality education depends, among other things, on effective supervision and “that is the more reason why GES is encouraging and empowering School Management Committees (SMCs) and Parent Teacher Associations (PTAs), which are important agents of instructional supervision. This study concentrated only on supervision in public primary schools wherein head teachers are the direct supervisors of instruction. However, other external supervisors were invited to provide information on the policy requirements and expectations of school heads.

Decision-making about Supervision of Instruction within the Ministry of Education and the Ghana Education Service

The Ghana Education Service (GES) is the main agency of the Ministry of Education, charged with the implementation of pre-tertiary (Basic and Secondary School Education, including Technical and Vocational Institutions) educational policies in accordance with the GES Act 506 of 1998 (Mankoe, 2007). The service is governed by the GES Council, which is responsible for formulating educational policies and programmes, including supervision of instruction. Educational policies are formulated by the council and sent to GES headquarters for implementation at the regional, district and school levels. Decision-making about education in Ghana is basically a top-down process. Education policies that directly affect teachers, such as those related to supervision of instruction, are formulated at the top and handed down to teachers and head teachers for implementation. When new policies about supervision arise and funds

are available, regional and district supervision personnel are given in-service training at the national level for onward transmission to classroom teachers and head teachers for implementation.

Circuit supervisors use the outcomes of training programmes and the head teachers' appraisal guides (including supervision of instruction) formulated at the top, to assess the performance of head teachers. Head teachers are also responsible for the management of affairs at the school level, yet they are accountable to the district directorate. Even though, as part of the 1997 Education Reforms, educational management has been decentralised to the district level, teachers (including head teachers) are not involved in making decisions which directly affect the conduct of their instructional practices. Decentralisation is mainly concerned about budgeting and the disbursement of funds (financial management).

Decision-making and implementation in the GES are guided by bureaucratic processes, and are rarely seen to be influenced by political or cultural values. Politically, the regional and district directorates of education are accountable to the Regional Ministers and District Chief Executives respectively. However, the implementation of educational policy is supervised by regional and district directorates of education. Moreover, political figures are not likely to meddle with educational management and administration. Political figures do not appoint education officers and heads of educational institutions. The appointment to educational management positions is guided by bureaucratic procedures. In the GES, appointments of officers and heads of institutions are based on rank, years of service and performance during an election interview.

Similarly, gender and ethnic issues do not affect decision-making in the GES. This election of personnel to supervision positions is also based on merit, and not the tribe, gender or social standing of the individual. Prospective officers are not required to indicate either their religious affiliation or tribal group. My belief is that teachers would like to work under the supervision of a head that is qualified in his or her capacity. Gender is also not an issue in the GES in terms of decision-making. Males and females alike take instructions from a female officer or head of institution. There are several women in management positions in the GES including the current head of supervision (Chief Inspector).

In sum, decisions about education are taken at the highest level and handed down to teachers and heads for implementation. Teachers have little input about matters affecting instructional practices. Teachers in Ghana may have concerns about the guidelines and conduct of supervision; supervisors' political and religious affiliation, ethnic background or gender may not be relevant to them. These issues are not likely to affect teachers' belief, values and perspectives about supervision of instruction.

2.7 Characteristics of Modern Supervision

Professional literature is full of the theory of modern supervision. Expression such as “democratic”, “team effort”, “group productiveness” and “healthy rapport” have been lavishly used to show the distinction between modern supervision and classical or traditional supervision. Goldhammer, Anderson and Krajewski (1980) were of the view that all decisions of any importance in the modern school system should involve the entire staff, and each professional staff must feel that he is a part of the team. The writers in their books have considered the principles of group dynamics and democracy as

paramount in modern supervision. To ensure ultimate realization of individual's potentials and society as a whole, Neagley and Evans (2008) have summarized the characteristics of modern supervision as follows. The establishment and maintenance of satisfactory human relations among all staff members is primary.

The ultimate worth of each individual must be basic in the philosophy of a school system and its administrators. Any supervisory programme will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make in the educative process. Relationships among all personnel must be friendly, open, and informal to a great extent. Mutual trust and respect are essential and the person in the supervisory role must set the tone. It is increasingly apparent that the realities of today's world demand better human relationships if mankind is to survive. It is therefore imperative that the school staff, potentially one of the most influential groups of individuals in society, has the opportunity to develop and maintain a high level of personal interaction. According to Wiles (2000) a group's productiveness is affected by the quality of its human relations, and the supervisor must work constantly for the improvement of group cohesiveness. The selection of administrators and supervisors with a fundamental philosophy of positive human relationships is obviously essential to the implementation of this principle.

Modern supervision is democratic, in the most enlightened sense. "Democracy" does not mean "laissez-faire", with each staff member proceeding as he pleases. Rather, the term implies a dynamic, understanding, and sensitive leadership role. Throughout the history of democratic institutions, the importance of the leader is emphasized. On a school staff, different individuals may assume leadership at various times, but real,

affirmative guidance is continually needed to focus attention on the improvement of instruction and to involve actively all concerned persons. A healthy rapport should exist among staff members in an atmosphere of give and take, which is conducive to objective consideration of the educational theories and problems of the day and of the school. A co-operative and creative approach to topics of joint concern is basic. Ideally, no personality, including the administrator or supervisor, dominates the group, but the considered judgments of all are felt to be rightful veto power or cast the deciding vote. However, most decisions should be made by consensus after thorough research and adequate discussion in the area under study. Too many voting situations may result in division of the staff, particularly if some persons find themselves in the minority on several successive occasions (Neagley & Evans, 1970).

Individuals should be included in basic policy planning, in studies of the instructional programme, and in all fundamental changes, which affect them or their position directly. This does not mean that everyone must or should be involved in every decision. The person in the supervisory position has the responsibility for deciding when individuals should be consulted. This is one of the most difficult tasks and points out the need for real stature in personal leadership. When people are involved, then, there must be evidence that their creative participation is eagerly sought and that their contributions to the group decision are significant. There is absolutely no place in democratic supervision for “window dressing” or autocratic administrative action based on token staff consultation (Neagley & Evans, 1970)

In sum, as indicated by (Neagley and Evans, 1970), democracy in supervision means active, co-operative involvement of all staff members in aspects of the

instructional programme which concern them, under the leadership of a well-informed, capable, and discerning administrator or supervisor who believes in the primacy of positive human relationships. According to Dzinyela (2004), modern supervision is comprehensive in scope. As indicated earlier, it embraces the total public school programme, kindergarten through the primary or Junior Secondary. The curriculum is, or should be in developing ongoing process involving the child from kindergarten enrolment through the primary school to the Junior Secondary School.

Dzinyela further indicated that modern supervision is comprehensive in its view of the teacher and the learner. Historically, the supervisory concept was narrow in scope, focusing mainly on criticism of the teacher in the classroom sometimes by attempts to get him to improve his teaching skills. Today, supervision is directed at improving all factors involved in pupil learning. Gone were the days of attempting to improve the teacher without regard to the totality of the teaching-learning situation in the school. Modern supervision goes beyond the classical or traditional classroom visitation.

2.8 Duties of Head teachers in Supervision

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

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

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

- Coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large
- Coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities.
- Giving over all instructional leadership to staff members
- Evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans
- Ensuring that the curriculum of the school addresses the needs of the local community.
- Cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

2.9 Qualities of a Supervisor

The implementation of supervision requires personnel of high educational leadership. The supervisor should be equipped with skills and knowledge to be able to carry out his duties with ease. Neagley and Evans (2008) have identified the following qualities of a supervisor. In the first place, the modern supervisor must have the personal attributes of a good teacher. He needs to be intelligent, demonstrate a broad grasp of the educational process in society, good personality and great skills in human relations. He must demonstrate love, interest for children and their learning problems. 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 combine judgment of the team at times. He must possess the ability and fortitude to

hold 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 expert in all the fields which he coordinates. His knowledge should include the use of resource materials in the school, supervision and improvement of instruction. He may be a specialist in certain disciplines but he has to be generalist in his approach to total school programme. In short, Neagley and Evans (2008) maintained that the modern supervisor must be capable, well trained in education and psychology, expert in the democratic group process. He recognizes his role as a leader and co-operatively involves his fellow administrators and teachers in all major decisions affecting them and the teaching-learning situation.

According to Wiles (2000) supervision involves providing effective leadership within the staff. To do this, he should seek constantly to improve his sensitivity to his estimates of group opinion on important issues to become more co-operative in his working relationships and to seek to establish higher goals for himself and to interact more frequently with those in the group with which he works. A good supervisor should be patient, understanding and needs to relate very well with people. With these in mind, the supervisor is likely to achieve his objectives.

2.10 Role of the Supervisor

Asiyai (2009) stated that, the supervisor's role is to work co-operatively with the teachers to create favourable circumstances for learning in schools. According to Asiedu- Akrofi, the supervisor does the following:

1. Looks for a teacher's hidden talent and encourages it to come out.
2. Establishes good rapport between his co-workers since that will ensure the smooth running of the school.
3. Provides leadership amongst teachers that is the supervisor's skills and experiences should readily be placed at the service of teachers.
4. Has great respect for a teacher's initiative, experimentation and sense of creativity. Thus, the circumstances under which every teacher's action takes place in the classrooms needs clear understanding before any relevant advice can be given by the supervisor.

Salisbury and Spencer (1969) maintain that the prime justification for the position of supervision in the school is to give leadership to the teaching and learning process. If the principal spends the major portion of his time at that endeavour, he is placing the emphasis where it belongs. If, however, he spends most of his time counting lunch money, seeing that the playing field is lined and other similar housekeeping chores, he is not fulfilling the major role of his profession and what society expect from him. Neagley and Evans (2008) suggest the following as some of the supervisory activities that a supervisor should concern himself with:

1. Individual teacher's conference
2. Regular classroom visitations
3. Action research in the classroom
4. Co-ordination of special subjects
5. Demonstration and substitute teaching on occasions
6. Planning and presenting service programmes

7. An active role in curriculum development

It is important to note that, the supervisor should devote part of his time to plan for teacher conferences, classroom visitation, action research, curriculum development and other supervisory activities.

2.11 Principles Governing the Operation of Supervision

According to (Mankoe, 2002) there are many principles, which a supervisor needs to consider before conducting effective supervision. These principles of Good supervision should project the following:

1. Supervision should be sensitive to ultimate aims, values and policies of education.
2. Supervision should be sensitive to facts and law.
3. Supervision should be of experimental attitude, constant re-evaluation of aims and values, policies materials and methods of teaching.
4. Supervision should be democratic. This means that supervision should provide opportunity for the co-operative formulation of policies and plans, contribution from all.
5. Supervision should stimulate initiative, self-reliance and individual responsibility on the part of all persons in the discharge of their duties.
6. Supervision should respect personality and individual differences among personalities, and seek to provide opportunities for the expressions of each unique personality.
7. Supervision should be based on the assumption that educational workers are capable of growth. It should accept idiosyncrasies, reluctance to co-operate

antagonism as human characteristic, just as it accepts reasonableness, co-operation, and energetic activity.

8. Good supervision should employ scientific methods and attitudes in so far as those methods and attitudes are applicable to the dynamic social processes of education; utilize and adapt to specific findings concerning the learner, the learning process, the nature and development of personality, and co-operate from time to time in pure research.
9. Supervision should also employ the processes of problem-solving techniques in studying, improving and evaluating its products and processes. Whatever technique supervision may employ, it should constantly derive and use data and conclusion, which are more objective, more precise, more sufficient, more impartial, more expertly secured and systematically organized.
10. Supervision proceeds by means of an orderly co-operatively planned and executed series of activities.
11. Supervision is becoming professional. That is to say, it is increasingly seeking to evaluate its personnel, procedures and results, and it is moving toward standards and self-supervision (Sergioranni & Sarratt, 1988).
12. Administration and supervision are co-ordinate, corrective and complementary.
13. Problems of Instructional Supervision in Ghana: Poor academic performance of pupils in public schools in Ghana may be attributed to ineffective supervision.

There is a general perception of many stakeholders in education that poor teaching and teaching achievements are largely blamed on ineffective supervision. Supervision contributes to some extent for the achievement of the objectives in

education. Many professionals charged with instructional supervision may consent to the fact that their supervisory activities have been ineffective and inefficient (Mankoe, 2007).

According to Mankoe (2007) the following are some of the problems supervisors face:

1. The most important problem is lack of mobility. Supervision requires frequent movement from the district education office to the various schools. This implies that supervisors require means of transport. It is impossible for a supervisor to acquire a car as a means of transport for official duties due to the economic constraints in Ghana. A few officers in the district offices who have been supplied with motorbikes also find it difficult to fuel these motorbikes. As a result of this, many trekking officers are rather seen in the offices sitting by desks and files at the expense of the field work. Due to lack of official vehicles, supervisors sometimes rely on public means of transport as a result of this; schools in the remote areas may not be visited for many months. At times officers use their own money in an anticipation of reimbursement. Such reimbursements are deferred until quarterly, when government subventions are paid. These subventions are sometimes delayed or are seen as inadequate to cater for full refund of monies spent.
2. Also, acquaintances established between supervisors and teachers result in over fraternization. Supervisors are expected to visit their schools without prior information because even though, inspection is not a kind of ‘witch’ hunting, it is supposed to occur unannounced. However, in certain cases, some staff members may receive a hint about an impending inspection visit on a particular date. In such situation, a teacher who may not have been usually active in his or her work

may prepare adequately to impress the inspectors on the actual day of visit. This in actual fact weakens effective supervision.

3. Very importantly, economic constraints make teachers and for that matter supervisors face the problem of making ends meet. This situation compels some supervisors to seek monetary favours from teachers. In particular, supervisors do not seek monetary favours but previous practices have made such exchanges a type of convention. In return for teachers' favours, supervisors tune down professional sanctions, which could otherwise be served. This eventually leads to ineffective supervision at the end of the day.
4. Another teething problem is that, a supervisor is expected to possess the competence, confidence and expertise to do his or her job effectively. These requirements are dependent on the supervisor's experience and qualification. In actual fact, a supervisor's academic qualifications and experience should under normal circumstances be higher than the teacher in the classroom, whose work is to be assessed. In a situation where certificate "A" Assistant Director visits a graduate principal superintendent in the classroom, there is likely to be a feeling of insufficiency on the part of this supervisor and perhaps a feeling of superiority on the part of the teacher whose work is to be inspected. These feelings of insufficiency and superiority may render the supervisory exercise ineffective.
5. One good strategy to achieve effective supervision is demonstration. It is not adequate for supervisors always to admonish teachers towards effective teaching. It is more appropriate for supervisors to actually demonstrate by teaching. Unfortunately, however, there is only frequent "Preaching", which does not

register on the minds of teachers. They therefore revert to their old methods of doing things soon after their interactions with supervisors.

6. Finally, in the classrooms, head teachers / headmasters are expected to be first supervisors. As institutional heads they are expected to be conversant with what happens in the classroom. They are also required to know the level of competence of every teacher in the classroom. However, many institutional heads find it impracticable to perform this supervisory duty for some reasons. Sometimes they may feel too pre-occupied with their office duties. At other times, they may not feel professionally competent to undertake those exemplary duties. In supervision, heads must be models for their teachers. However, some of them may not be morally upright to assume that role.

2.12 Impact of Instructional Supervision

Supervision provides avenues for guidance, support, constructive feedbacks which makes the difference in instructional effectiveness (Sygenta, 2002). Through supervision, heads and other supervisory functionaries in schools offer support to teachers to improve their pedagogy. Shantz and Ward (2000) observed that for teachers improve instructional delivery when they receive feedback and constructive criticisms from their supervisions as it helps them develop their pedagogical skills. Instructional supervisory activities foster teacher motivation, inspiration, trust, and help to improve teaching performance. As a result, it may be reasonable to expect a positive relationship to exist among certain aspects of instructional supervision and effective learning (Riltig, 2007).

Daresh (2006) stressed supervision leads to the improvement and professional development of teachers. According to him, the continuous improvement in skills and methods is necessary for every professional and his progression. Hoover (2008) that identified instructional supervision was critical for building effective teacher professional development. It is an organizational function which seeks the growth of teachers and improvement in teaching performance and greater student learning (Tesfaw & Hofman, 2012). This proves the point that every profession requires continuous improvement in methods and skills that necessary for employee performance.

Instructional supervision is the service provided to teachers so as to facilitate teaching and learning to achieve the aspirations of the school (Wanzare, 2012). He noted that data obtained from supervision practices is usually used in planning and implementing staff development as part of instructional improvement and aiding teachers build on this skill.

Esia-Donkor and Ofosu-Dwamena (2014) educational supervision illuminates the strengths of teachers' performance and encourage them to reflect on their challenges through which solutions are found to overcome them. This improves their pedagogical skills. Through supervision, the teacher gains insights and useful collection of teaching skills to improve performance. It therefore makes teachers effective. Ogba and Igu (2014) supervision has been identified as one of the approaches to teacher effectiveness. Iroegbu and Etudor-Eyo (2016) illuminated that schools with adequate supervision had effective teachers than those with inadequate supervision.

Supervision of instruction potentially improves classroom practices, and contributes to student success (Baffour-Awuah, 2011). Owolabi (2000) posited that in the

absence of instructional supervision, there is the likelihood that teachers will not deliver desired quality. Supervision therefore improves learning outcomes of students.

2.13 Challenges to Supervision

This section reviews challenges which may undermine supervisory practices at the school level. Because there is a dearth of empirical research about school-based supervision practices, the review will draw on issues from the previous section which may have the potential to undermine the goals of supervision.

The main purpose of supervision is to work collaboratively with teachers, and provide them with the necessary assistance, guidance, and support to improve instruction. Some support systems in education delivery, as well as supervisor characteristics and practices and the context within which supervisors work pose challenges to the smooth performance of their duties.

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

It is a common belief that academic qualifications and long-term working experience provide people with knowledge and skills to be able to perform satisfactorily in an establishment. Researchers have not set a minimum qualification as a benchmark to

be attained by supervisors, but minimum teaching qualifications differ from one country to another. One difference may be between developed and developing nations. In most African countries, the minimum teaching qualification is Teachers' Certificate 'A', Post-middle or Post-secondary, whereas that of developed countries is a Bachelor of Education. However, most developing countries are now phasing out those qualifications and replacing them with degrees and diplomas (De Grauwe, 2001).

It is expected that supervisors have higher qualifications than their teachers, or at worst, at par with them so that they will be able to provide them with the necessary guidance and support. A higher qualification like Bachelor of Educational Psychology or Diploma in Education is sufficient for persons in supervisory positions. But in many developed countries, supervisors do not have such qualifications, and this may pose a challenge to required practice.

De Grauwe (2001) found in four African countries that both qualifications and experience seemed important in the selection of supervisors, but at the primary level, many of the most experienced teachers did not have strong academic background because they entered the teaching profession a long time in the past when qualification requirements were low. He indicated, however, that the situation has now improved, and supervisors (including head teachers) have strong background and qualifications which are higher than the teachers they supervise. In Botswana, for instance, teachers were trained up to Diploma level (De Grauwe, 2001). This finding is corroborated by Pansiri (2008). He also observed that diploma and degree qualifications were new programs for primary school teachers which were introduced in the mid-1980s in Botswana. He found that most teachers were trained at the certificate levels: Primary Teachers' Certificate

(PTC), Primary High Teaching Certificate (PH), Primary Lower Teaching Certificate (PL), or Elementary Teaching Certificate (ETC). In Ghana, most primary school teachers (including headteachers) hold Teachers' Certificate 'A', Post-middle or Post-secondary. Initial (basic) Teacher Training Colleges in Ghana have recently been upgraded to Diploma Awarding Institutions.

In most countries, headteachers are promoted on the basis of seniority and experience (De Grauwe, 2001), and by virtue of their position as heads, they automatically become the instructional supervisors at the school level. In some developing countries, most primary school teachers do not possess higher qualifications in the form of degrees and diplomas: so they occupy supervisory positions on the basis of seniority and long service. It would be proper for supervisors to possess higher qualifications and longer years of teaching experience than the teachers they supervise. Such supervisors would have sufficient knowledge and experience in both content and pedagogy to be able to confidently assist, guide and support their teachers.

In Ghanaian primary schools, if two persons have the same qualification, the one with longer years of teaching experience is promoted to head the school and subsequently becomes the instructional supervisor. The Ghana Education Service regards academic qualifications, such as degrees and diplomas, necessary for supervisory positions, but most primary school headteachers (supervisors) hold Teachers' Certificate 'A', Post-secondary or Post-middle. With the introduction of the 1987 Education Reforms, the then headteachers who held Teachers' Certificate 'A', Post-middle were replaced with Certificate 'A' Post-secondary holders, even if the former were seniors in terms of long service.

The minimum number of teaching years required for promotion to headteacher or supervisor differs from one country to another. In reviewing years of teaching as requisite to a supervisory position, Carron and De Grauwe (1997) found that in Spain, it is from three to seven years (Alvarez & Collera), nine years in Italy (EURDICE) and twenty (20) years in Venezuela (Lyons & Pritchard). In Ghana, longer years are preferred, but there is no minimum number of years. As already indicated above, the position depends on which teacher in the school has the highest qualification and longer years of service. However, there are situations where new graduate teachers work under the supervision of experienced headteachers with lower qualifications.

The issue of concern is when a young degree holder from university is posted to a school to work under the supervision of a relatively older and experienced supervisor with lower qualifications. The former may not have the opportunity to try his/her new ideas if the supervisor uses a directive approach. In such situations, the supervisor may want to suggest to or direct the teacher as to what he/she should do and how it should be done. Innovation in instructional practices will be stifled, and the *status quo* in both instructional strategies and supervisory practices will be the norm.

If academic qualifications should take precedence over experience, then one would have thought that new degree and diploma holders should be made to take over from headteachers (supervisors) who have lower qualifications but served for a longer number of years in teaching; but De Grauwe (2001) argues that appointing younger teachers, fresh from the universities and providing them with specific training, for these positions may also not solve the problem, because they may lack classroom experience.

Training: Another issue of concern is whether supervisors are given enough training to function properly in their practice. Carron and De Grauwe (1997) expressed little doubt that advisers, inspectors and other such staff need regular training, but they seldom receive it. They believe that whatever pattern of recruitment and promotion procedures, supervisors (advisers, inspectors or other such staff), need regular training but they are seldom provided with pre-service or in-service training.

In Botswana and Zimbabwe formal induction training programmes existed, but not all newly appointed supervisors had the opportunity to attend (De Grauwe, 2001). He observed that the in-service training courses which took place in the four countries were not integrated within the overall capacity-building programme, and did not focus sufficiently on supervision issues. According to De Grauwe, many of those training programmes were ad-hoc and related to the implementation of a particular project. Carron and De Grauwe (1997) also note that developing countries are in want of a well-organised system to prepare both supervision and support staff for their role and to keep them up to date. In a related study conducted in Ghana by Oduro (2008), about seventy five percent (75%) of the interview participants (heads) reported that they received little or no training in leadership and, therefore, used trial and error techniques to address challenges they encountered in their leadership roles. He also found that, seventy two percent (72%) of the heads had some training in leadership and management, but lasted between one day and two weeks. This study did not mention supervision directly.

The situation is different in developed nations. Citing EURYDICE, Carron and De Grauwe (1997) found that primary school supervisors in Ireland pass through a probation period of six months, whereas their counterparts in Portugal followed a one-

year course. Glanz, Shulman and Sullivan (2007) note that coaches, unlike school heads and other supervisors in New York Public Schools did not have any formal training in classroom observation and supervision. Glanz, et al. (2007) and Hawk and Hill (2003) found that coaches in the US and New Zealand respectively received training in subject specific areas, but not generics training (general supervision). This suggests the supervisors in those countries had formal training in supervision, but these researchers did not provide specific details. Bays (2001) also indicated that in the US, administrator training is a certification requirement. Such training provides principals with knowledge of supervision theory, practice, and personnel management that prepares them with general strategies to supervise all their teachers. Bays also found in her study that only one principal out of nine had background experience and training in instructional practices for students with disabilities. This suggests that, apart from generic training in supervisory practices, principals posted to special schools may be given training in that special field.

In the absence of pre-service or in-service training, supervisors may be inclined to rely on their experiences with their previous supervisors over the years, as well as their existing knowledge in administration and pedagogy. In such situations, practices may differ from one supervisor to another in the same education system. There is also the possibility of stagnation in practice, instead of innovation and improvement.

Professional Support: Apart from the training supervisors will receive, there is the urgent need for support instruments and materials to support practice. Data bases are needed to prepare and monitor the supervision work (Carron & De Grauwe, 1997). Access to the internet, bulletins and journals is another source of support to supervisors.

Supervision guides and manuals may serve as reminders to supervisors about how certain practices and behaviour should be followed, and provide a uniform platform for supervisors to operate, thereby reassuring teachers of the personal biases which individual supervisors may introduce. They can guide practitioners to avoid relying solely on their own individual experiences or orientation.

In this era of technological advancement, literature on current instructional practices and content knowledge abound on the internet data bases, bulletins and journals. Blasé & Blasé (1999) found in the US that principals who participated in their study enhanced their teachers' reflective behaviour by distributing literature on instructional practices to them. Such materials are relatively inaccessible to supervisors/educators in less-developed countries. Public primary schools in developing countries often do not have access to computers, let alone being connected to the internet. Searching the internet and data bases for relevant instructional materials and making them available to their teachers is relatively difficult, therefore, for supervisors in developing countries. Similarly, most schools do not have access to education newsletters, bulletins and journals that cover current issues about supervision and instructional practices.

The presence of supervision guides and manuals has the potential to improve supervision practices because they serve as reference materials for practice. Similarly, education newsletters, bulletins and journals provide supervisors with current trends in instructional strategies and content materials which they can make available to the teachers they supervise. The absence of these may pose a challenge to practice.

Combining supervision with other duties: Another challenge to supervision is a situation where head teachers, by virtue of their position as administrators, financial

managers and instructional supervisors. Such heads have relatively little time for supervision of instruction. When a choice is to be made between administrative and pedagogical duties, the latter suffers (De Grauwe, 2001). De Grauwe contends that supervisors may focus their attention on administration rather than pedagogy, because they have much power over administrative decisions. De Grauwe (2001) conceives the situation to be worse in developing countries than developed ones, because the latter can afford to employ several staff (e.g. administrative as opposed to pedagogic supervisors), so that the workload of each officer becomes less heavy and responsibilities become much clearer. In the US, a respondent in Rous' (2004) study indicated that she would have liked her supervisor's opinions on how to deal with certain children's behaviour, but she (the supervisor) did not have time. Other participants in the same study reported that their supervisors were not seen in their classrooms enough. Rous' study of public primary schools in the US state of Kentucky, did not mention whether the principals (supervisors) had multiple duties/responsibilities.

In a similar study in a rural public-school district in the US, Bays (2001) found that principals performed duties in the areas of management, administration and supervision. She described the separation of these functions as an "artificial" activity for the principals she observed, as they moved from one type of activity to another constantly throughout the day. Bays observed that administrative and management issues took much of the principals' time and energies and detracted them from providing constant direct supervision to teachers.

In Ghanaian public primary schools, head teachers perform "a magnitude of tasks", and those in remote and deprived communities combine their supervisory roles

with full-time teaching and visiting pupils in their communities (Oduro, 2008). In such situations, supervisors may not be able to sufficiently supervise instruction. Carron and De Grauwe (1997) observed that countries such as Spain, France and Guinea which separate administrative from pedagogical supervision do not experience such problems. Thus, combining administrative and supervisory duties is another challenge to supervision of instruction.

Teachers' attitudes and supervisors' approaches to supervision: The way and manner that teachers react to supervision of instruction is another concern to supervisory practices. If teachers, who are the direct beneficiaries of instructional supervision, have a negative attitude towards the practice, the whole process will not yield the desired results. This is because supervision which aims at providing assistance, guidance and support for teachers to effectively provide instruction thrives on co-operation, respect and mutual trust.

Some teachers see supervision as a tool used by administrators to control and intimidate them. This notion makes teachers feel unsafe and threatened when they experience any form of supervision. Ayese Bas (2002) found in Turkish private primary schools that some teachers who participated in his study felt supervision was an intrusion into their private instructional practices. Teachers in his study bemoaned that the principal's intrusive monitoring and physical presence changed the 'setting' in the classrooms which resulted in false impressions. According to the teachers, there was always an element of stress and overreaction on the part of teachers and students during classroom observations.

Supervisors' approach to supervision may pose a challenge to supervision of instruction. Supervisors in Ayse Bas (2002) study (Turkish Private Primary Schools) used controlling and intimidation approaches in their supervisory practices. The teachers confided in the researcher that they lived in a state of fear and frustration of dismissal due to the systems summative nature. This is supportive of Oliva and Pawlas (1997) perception that some school supervisors or inspectors, as they are called in other countries, continue to fulfill their tasks with an authoritarian approach. Some respondents in Rous' (2004) study in the US expressed feelings of fear and disappointment, which were associated with the use of criticism by instructional supervisors. The supervisors' criticisms were reported to have stifled the teachers' use of innovative practices. Yimaz, Tadan, and Ouz (2009) found that supervisors in Turkish primary schools who participated in their study used the traditional approach to supervision, and such activities were geared towards the determination of conditions, to assess and control, whereas activities like supporting, guiding and improving were ignored.

2.14 Summary of Review of Related Literature

The chapter focused on the concept of supervision and interrelated issues. A number of scholars have stated that supervision helps to promote effective teaching and learning. A number of researchers have also attempted to explain the concept as actions taken to improve instructional objectives and improve conditions that promote learning and assessment. Instructional supervision is concerned with a lot of things: the curriculum materials of instruction, facilities and equipment, assistance of all educators in the school to make better instructional decisions. From the literature reviewed it is also

noted that in any organizational enterprise, there are supervisors and supervisee. They must all interact cordially for the supervisory action to take place.

Programmes of activities involved in instructional supervision identified include: In-service training for teachers, feedback to teachers and parents and other bodies that need to consume the information, Technical skills in assessing, planning, observing, researching and evaluating instructional programmes, managing instruction: This involves planning instructional activities, monitoring student's progress, diagnosing teaching and learning difficulties. For effective teaching and learning, there should be constant evaluation. The supervisor's evaluation activity is exercised with the co-operation of teachers for the purpose of instructional improvement and for enhanced student learning.

Previous studies have examined the perceptions of teachers, principals (headteachers), department heads and education officers about supervision practices. Whereas some of these studies examined the supervision beliefs of heads (Yimaz, Tadan & Ouz, 2009), others examined how supervisors provide supervision, how supervisors improve supervision and how supervisors promote teaching and learning (Bays, 2001; Blasé, 1999; Glanz, Shulman & Sullivan, 2006; Pansiri, 2008; Tyagi, 2009). Some studies have also examined supervisor behavior that influence practice (Rous, 2004) and working relationships between supervisors and teachers (Holland, 2004).

Another study examined the perceptions of participants about how they perceive instructional supervision in terms of strengths and weaknesses (Ayse Bas, 2002). My study, however, examined the perception of teachers and headteachers about instructional supervision in Ghanaian Public Basic schools.

Researchers have established a strong theoretical and conceptual base about instructional supervision but the empirical research literature is less developed. There is a dearth of empirical studies that have examined the perceptions of teachers, school heads, department heads (chairs) and education officers about supervision practices. In particular, very few studies have examined teachers' expectations and desires about supervision of instruction. Similarly, the casual relationship between instructional supervision and student outcomes remains unclear. It is a plausible and common-sense notion that improving instructional supervision leads to improved student outcomes, yet this claim has yet to be proven conclusively.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes in detail the methodology used in conducting the research. It deals with the research design, population, the sample, data collection technique, the instruments employed to collect data, the pre-test, as well as the problems faced by the investigator in data collection. The procedure for data analysis is also presented.

3.2 Research Design

The rationale for carrying out this study was to enable the investigator to try to find the perceptions and practices, which influence the nature of instructional supervision in the Ghanaian public basic schools at Asokore Mampong Municipality in the Ashanti Region of Ghana. The research design employed for the study is therefore the descriptive survey using the quantitative approach as the researcher used only questionnaire to gather data for the study.

According to Gay (1992) descriptive survey involves collecting data in order to test hypothesis or answer questions concerning the current status of the subject of the study. It concerns itself with the present status of a phenomenon. It also deals with what exists, such as determining the nature of prevailing conditions, practices and attitudes.

The descriptive survey design was used because the nature of the topic required a description of the kind of instructional supervision head teachers practiced in Basic Schools. The descriptive survey design enabled the researcher to investigate the

perception and practice of basic school head teachers' instructional supervision at Asokore Mampong Municipality.

The descriptive survey design has the advantage of providing detailed data or information on a phenomenon of interest. This enables the researcher to describe and justify existing conditions and practices and make the necessary plans to improving them. Also, the survey has the advantage of providing meaningful and accurate descriptions of events, scenes or situations.

However, some disadvantages of using descriptive survey design are the danger of prying into private affairs of respondents and the difficulty in assessing the clarity and precision of the question that would call for the desired responses.

3.3 Population

Kusi (2012) postulated that population is a group of individuals or people with the same characteristics and in whom the researcher is interested. It may also be described as the study of a large group of interest for which a research is relevant and applicable.

Table 3.1: Presentation of Accessible Population

HEAD TEACHERS	ASSISTANT HEAD TEACHERS	TOTAL
26	23	49
29	32	61
55	55	110

As shown in Table 3.3, the accessible population for the study consisted of all the one hundred and ten (110) head teachers and assistants in public basic schools in Asokore Mampong Municipality. The accessible population of the study was composed of all the twenty-six head teachers from the Junior High Schools (JHS) and twenty-nine from the

Primary schools, whilst twenty-three assistant head teachers were drawn from the JHS and thirty-Two from the Primary Schools. The total of fifty-five (55) head teachers and fifty-five (55) assistants head teachers were drawn from the JHS and Primary Schools, respectively, in the Asokore Mampong Municipality. All of the twenty-six (26) JHS had head teachers, but only twenty-three (23) of them had assistant head teachers. The remaining three schools had no assistant head teachers due to the fewer number of pupils in the schools. All of the twenty-nine (29) Primary School head teachers had assistant and in addition, three of them had two assistant heads each, due to the high number of enrolled pupils in those schools.

3.4 Sample and Sampling Techniques

According to Kusi (2012), a sample is a subset of the population of interest, it is the chosen group of all the subjects of the population that the researcher wishes to know more about. Creswell (2007) also indicated that a sample is the set of actual participants that are drawn from a larger population of potential data sources. In order to obtain an appropriate sample size for the study, an updated list of all the head teachers and assistants was obtained from the Asokore Mampong Municipal Director of Education.

Censors sampling techniques was employed to select all the 110 head teachers and assistants in the study area. In censors sampling, the researchers attempt to gather information about every individual in a population. The Census Method is also called as a Complete Enumeration Survey Method wherein each and every item in the universe is selected for the data collection, or whenever the entire population is studied to collect the detailed data about every unit.

3.5 Research Instruments

The researcher used questionnaire as the data collection instrument for the study since the study adopted the quantitative approach. Kusi (2012) define questionnaire as a data collection instrument which is often used in quantitative studies. Questionnaire contains predetermined standardized questions or items meant to collect numerical data that can be subjected to statistical analysis.

The closed ended questionnaire was prepared purposely for head teachers and assistants. The questionnaire was divided into five sections. Section “A” of the questionnaire consisted of the background information about the respondents like gender, age and qualification. Section “B” of the questionnaire was designed to elicit ideas and views on how head teachers perceive instructional supervision in schools. The third section, “Section C” of the questionnaire, was meant to solicit views on instructional supervision practices of head teachers in schools. Section D of the questionnaire was designed to elicit ideas and views on perceived impact of head teachers’ instructional supervision practices on teachers’ performance while Section E was used to find out the correlation between head teachers’ perception and practice of instructional supervision in public basic schools.

The close-ended questionnaire was intended to enable respondents to provide uniformity of response and to enable more information to be gathered. They also provide easier and accurate analysis of the data to obtain precise interpretation of the responses. Questionnaires are cost effective and less time consuming as compared to other instruments.

3.6 Pre-testing

The researcher conducted a pilot test in basic schools in Oforikrom Municipality which was outside the study area. The questionnaire was administered to 30 respondents selected purposively from basic school. The purpose of the pre-test was to illicit the sharpness or appropriateness of the instruments to be used to conduct the study. It was also necessary to carry out the pre-test to find out whether additions or modifications would be important on the basis of the pre-test experience and also to find out whether the items in the questionnaires were clear enough to enable the respondents to complete them accurately. On the basis of the pilot test, some changes were made to the questions before the final write-up of the questionnaire.

3.6.1 Validity

Validity is the degree to which a test measures what it is supposed to measure. Validity refers to the degree to which the explanations of the phenomena match the realities of the world (Bell, 2008). The researcher tested the face and content validity of the questionnaire. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. The face validity of the instrument was established by giving a copy of the questionnaire to my supervisor and some expert in the area of research to vet and find out whether the items measured the intended purpose. Content validity refers to whether an instrument adequately covers all the topics concerned. The supervisor finds out whether the items measure specific construct. Ambiguous and inappropriate items found after vetting were either deleted or modified.

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. The questionnaire was administered to 30 respondents selected purposively from basic school in Oforikrom Municipality which had the same characteristics as the study area, twice in the pilot test with a two weeks interval between the first and second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach Alpha of 0.82 which meant that the instrument was highly reliable.

3.7 Data Collection Procedure

An introductory letter was collected from the Educational Leadership Department of the University of Education, Winneba-Kumasi campus to seek permission from the Asokore Mampong Municipal Directorate of Education to conduct the study. The researcher after being given permission, visited the various schools to establish rapport and also explained the purpose of the study to the respondents. The researcher thereafter personally administered the questionnaire to the respondents during break time of each of the schools at the head teachers' office at a predetermined date. The respondents were given a grace period of two weeks after which the questionnaires were retrieved. A total of 110 questionnaires were administered out of which 100 were completely filled and returned, obtaining a response rate of 91%.

3.8 Data Analysis Plan

The data was cleaned (edited to eliminate inconsistencies) with the aim of identifying mistakes and errors which may have been made and blank spaces which had not been filled. A codebook for the questionnaire was prepared based on the research questions to record the response. The data was computed using the Statistical Package for Social Sciences (SPSS) version 21 software package.

The data were analysed using descriptive and inferential statistics and presented in tables, frequencies, percentages, mean, standard deviation and correlation test to answer all the research questions.

3.9 Ethical Considerations

The researcher explained the purpose of the study to the respondents. The confidentiality of the information collected through the questionnaire was assured as the information was used for academic purposes only. The anonymity of the respondents was also assured as respondents names were not required on the questionnaire. The respondents were given the option to participate in the study or not if they so wish. The respondents were not in any way forced to participate in the study. They participated on their own volition.

CHAPTER FOUR

PRESENTATION OF RESULTS/FINDINGS

4.0 Introduction

This chapter presents the results/findings of the data collected for the study. The study examined the perception and practice of basic school head teachers' instructional supervision at Asokore Mampong Municipality of Ashanti Region. To answer the formulated research questions raised in line with the study's objectives, a questionnaire was employed to collect data from the respondents for the study. Items which aimed at assessing basic school head teachers' perception and practice of instructional practices were measured on a 5-point Likert scale. Responses from the 100 basic school head teachers were used in the analyses. Data obtained from the instrument were analysed using both descriptive statistics like frequencies, means and standard deviation and inferential statistics of spearman correlation. The results/findings are presented in accordance with the sequence of the research questions with tables to illustrate and support the findings/results, where applicable. Thus, the findings are presented in Tables 4.1, 4.2, 4.3, 4.4, and 4.5 under the headings of demographic characteristics of the respondents, head teachers' perception of instructional supervision, head teachers' practices of instructional supervision, impact of head teachers' instructional practices on teachers' teaching performance and correlation between head teachers' perception and practice of instructional supervision respectively.

4.1 Presentation of Respondents' Demographic Information

This part of the study sought to find out the respondents' demographic information and Table 4.1 highlights this.

Table 4.1: Demographic Characteristics of the Respondents (N=100)

Variables	Frequency	Percentage (%)
Gender		
Male	59	59.0
Female	41	41.0
Total	100	100
Age in years		
20 – 29	4	4.0
30 – 39	4	4.0
40 – 49	27	27.0
50 and above	65	65.0
Total	100	100
Educational qualification		
Diploma	23	23.0
Bachelor's	63	63.0
Master's	14	14.0
Total	100	100
Teaching experience in years		
1 – 5	2	2.0
6 – 10	6	6.0
11 – 15	12	12.0
16 – 20	26	26.0
21 and above	54	54.0
Total	100	100

Source: Field survey, 2016

From Table 4.1, out of 100 respondents, 59 representing 59% were males whereas 41 representing 41% were females. This indicates that majority of the respondents are males and this is a clear indication of the low representation of female head and assistant head teachers at basic school level of education in Asokore Mampong Municipality. Moreover, the majority of the respondents 65, representing 65% were aged between 50 and above years. This result suggests that the head teachers were in the aged working class who are nearing their retiring age.

In terms of respondents' educational qualification, 63 representing 63% were bachelor's degree holders, 23 representing 23% were diploma holder and 14 representing 14% were master's degree holders. The majority of teachers are having bachelor's degree, probably because of the fact that the minimum academic qualification for the teaching in Ghana is first degree level. Therefore, the higher level of head teachers' qualification could add to their capacity in providing adequate responses for the study. Furthermore, on the teacher's teaching experience, majority of the respondents (54), representing 54% have taught for 21 and above years. The implication is that they have been in the teaching service for long years and could potentially use their working experience and knowledge to describe very well their perception and practice of instructional supervision.

4.2 Presentation of Results for Research Question One: How do head teachers perceive instructional supervision in basic schools at Asokore Mampong Municipality?

This question sought to find out from the head teachers, their perception about instructional supervision in schools. To understand the head teachers' perceptions about

instructional supervision, respondents were asked to rate a total of 14 items on a five-point Likert scale. The weightings of the scale were strongly disagree =1, disagree =2, neutral = 3, agree =4, and strongly agree =5 ($1+2+3+4+5=15/5=3.0$). The mean rating for each item was computed and then compared with the theoretical mean rating of 3.0 to determine whether respondents agreed or disagreed with the items. Table 4.2 presents summary results of respondents on their perception about instructional supervision at the basic schools.

Table 4.2 : Head Teachers' Perception about Instructional Supervision

S/N	Items	SD	D	N	A	SA	Mean	SD
	Instructional supervision concerned with:	F (%)	F (%)	F (%)	F (%)	F (%)		
1	Commending teachers for improved instructional behaviour	4(4.0)	6(6.0)	2(2.0)	36(36.0)	52(52.0)	4.56	1.04
2	Conferencing with teachers to plan for observation of lesson	6(6.0)	1(1.0)	9(9.0)	58(58.0)	26(26.0)	3.97	0.97
3	Demonstrating the various teaching skills	2(2.0)	4(4.0)	6(6.0)	54(54.0)	34(34.0)	4.14	0.85
4	Providing in-service training to teachers to improve their skills	2(2.0)	0(0.0)	9(9.0)	30(30.0)	59(59.0)	4.54	0.82
5	Implementing action research strategies	0(0.0)	9(9.0)	18(18.0)	51(51.0)	22(22.0)	3.86	0.86
6	Offering useful suggestions to improve instructional practices	0(0.0)	1(1.0)	7(7.0)	52(52.0)	40(40.0)	4.31	0.65

7	The provision of objective feedback about observation of lesson	0(0.0)	2(2.0)	9(9.0)	53(53.0)	36(36.0)	4.23	0.69
8	Ensuring that teachers make good use of instructional hours	0(0.0)	0(0.0)	0(0.0)	35(35.0)	65(65.0)	4.65	0.48
9	Ensuring teachers have adequate teaching and learning materials	0(0.0)	0(0.0)	7(7.0)	24(24.0)	69(69.0)	4.62	0.62
10	Inspecting teacher's instructional practices regularly	0(0.0)	0(0.0)	6(6.0)	46(46.0)	48(48.0)	4.42	0.61
11	Helping teachers find possible solutions to problems of instructional practices	2(2.0)	0(0.0)	12(12.0)	54(54.0)	32(32.0)	4.14	0.78
12	Supervision of classroom management practices of teachers	0(0.0)	0(0.0)	6(6.0)	63(63.0)	31(31.0)	4.25	0.56
13	Evaluating teacher's classroom instructional practices	0(0.0)	3(3.0)	2(2.0)	59(59.0)	36(36.0)	4.28	0.65
14	Assessing teacher's knowledge on content being impacted to pupils	0(0.0)	3(3.0)	6(6.0)	65(65.0)	26(26.0)	4.14	0.65
	Overall						4.27	0.37

Rank: [Strongly Disagree (SD)=1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4, Strongly Agree (SA)=5] F=Frequencies

Source: Field Survey, 2016

As shown in Table 4.2, the head teachers' perception on instructional supervision concerned itself with commending teachers for improved instructional behavior, 88 percent (88%) of the respondents either agreed or strongly agreed with the statement, two percent (2%) were indifferent whereas 10 percent (10%) of them either disagreed or strongly disagreed to the statement. This result shows that majority of the head teachers sampled, 88 percent (88%) do perceive instructional supervision as commending teachers for improved instructional behavior ($\bar{X}=4.56$, $SD=1.04$). Again, on the issue of 'instructional supervision is about conferencing with teachers to plan for observation of lesson', 84 percent (84%) of the respondents either agreed or strongly agreed with the statement while seven percent (7%) of them either disagreed or strongly disagreed and with nine percent (9%) of them remaining neutral. This result indicates that majority of the respondents, 84 percent (84%) perceived that instructional supervision is also about conferencing with teachers to plan for lesson observation in schools ($\bar{X}=3.97$, $SD=0.97$). As regards to 'instructional supervision is about demonstrating the various teaching skills', 88 percent (88%) of the head teachers either agreed or strongly disagreed whereas six percent (6%) of them either disagreed or strongly disagreed to the perception statement and six percent (6%) of them being indifferent. This result reveals that majority of the respondents, 88 percent (88%) either agreed or strongly agreed to the fact that instructional supervision is about demonstrating the various teaching skills ($\bar{X}=4.14$, $SD=0.85$).

Furthermore, with the perception of instructional supervision concerning itself with providing in-service training to teachers to improve their skills, 89 percent (89%) of the head teachers either agreed or strongly agreed to the statement whereas two percent

(2%) of them either disagreed or strongly disagreed to the statement and nine percent (9%) of the head teachers remained neutral. This finding indicates that majority of the head teachers either agreed or strongly agreed to the perception that instructional supervision concerned itself with providing in-service training to teachers in order to improve their teaching skills ($\bar{X}=4.54$, $SD=0.82$). On the issue of instructional supervision implementing action research strategies, 73 percent (73%) of the head teachers either agreed or strongly agreed to the perception while nine percent (9%) of them disagreed to the statement and nine percent (9%) of the head teachers remained indifferent. This result reveals that majority of the head teachers sampled, 73 percent (73%) either agreed or strongly agreed to the perception that instructional supervision is about implementing action research strategies ($\bar{X}=3.86$, $SD=0.86$). For the point on 'instructional supervision relates to the offering of useful suggestions to improve instructional practices', 92 percent (92%) of the respondents either agreed or strongly agreed to that perception statement whereas one percent (1%) of the respondent disagreed to the statement and seven percent (7%) of them were neutral. This result indicates that, majority of the respondents, 92 percent (92%) of the head teachers either agreed or strongly agreed to the perception that instructional supervision offers useful suggestions to improve instructional practices ($\bar{X}=4.31$, $SD=0.65$).

Moreover, as regards to the perception that instructional supervision is concerned with the provision of objective feedback about observation of lesson, 89 percent (89%) of the respondents either agreed or strongly agreed to the statement while nine percent (9%) of them remained neutral and only two percent (2%) of the head teachers disagreed. This result means that majority of the head teachers 89 percent (89%) either agreed or

strongly agreed to the fact that instructional supervision is concerned with providing objective feedback about observation of lesson to the teachers ($\bar{X}=4.23$, $SD=0.69$). On the perception that instructional supervision is about ensuring that teachers make good use of instructional hours, all the head teachers, 100 percent (100%) either agreed or strongly agreed to the fact. This indicates that all of the respondents either agreed or strongly agreed that instructional supervision ensures that teachers make good use of instructional hours in the basic schools ($\bar{X}=4.65$, $SD=0.48$). Also, for the perception that instructional supervision ensures that teachers have adequate teaching and learning materials, 93 percent (93%) of the respondents either agreed or strongly agreed to the statement whereas seven percent (7%) of them were indifferent to the statement. This result suggests that majority of the head teachers either agreed or strongly agreed to the perception that instructional supervision is about ensuring that teachers have adequate teaching and learning materials ($\bar{X}=4.62$, $SD=0.62$). With regard to the perception that instructional supervision is about head teachers inspecting teachers' instructional practices, 94 percent (94%) of the respondents either agreed or strongly agreed to the statement while six percent (6%) of the head teachers remained neutral. This result means that majority of the head teachers either agreed or strongly agreed to the fact that instructional supervision is concerned with inspecting teachers' instructional practices regularly in the schools ($\bar{X}=4.14$, $SD=0.78$).

In addition, on the perception of instructional supervision helping teachers find possible solutions to problems of instructional practices, 86 percent (86%) of the head teachers either agreed or strongly agreed to the statement whereas two percent (2%) of them strongly disagreed and 12(12%) of the head teachers were indifferent to the

statement. This result implies that majority of the head teachers either agreed or strongly agreed to the perception that instructional supervision helps teachers to find possible solutions to problems of instructional practices (\bar{X} =4.14, SD=0.78). With respect to the perception that instructional supervision is about supervision of classroom management practices of teachers, 94 percent (94%) of the head teachers either agreed or strongly agreed to the statement while six percent (6%) of them were neutral and none of the respondents either disagreed or strongly disagreed to the statement. This shows that majority of the respondents, 94 percent (94%) either agreed or strongly agreed to the perception that instructional supervision concerned itself with supervision of classroom management practices of teachers (\bar{X} =4.25, SD=0.56). On the perception of evaluating teacher's classroom instructional practices, 95 percent (95%) of the head teachers either agreed or strongly agreed to the statement while three percent (3%) of them disagreed and two percent (2%) of the respondents remained neutral. This result shows that majority of the head teachers' either agreed or strongly agreed to the perception that instructional supervision is about evaluating teachers' classroom instructional practices (\bar{X} =4.28, SD=0.65). As regards to the assessing teachers' knowledge on content being impacted to pupils, 91 percent (91%) of the head teachers either agreed or strongly agreed to that perception whereas three percent (3%) of them disagreed and six (6%) of the head teachers were indifferent. This results therefore indicates that majority of the respondents 91 percent (91%) either agreed or strongly agreed with the perception that instructional supervision is concerned with assessing teachers' knowledge on content being impacted to pupils (\bar{X} =4.14, SD=0.65).

In summary, it can be deduced from the Table 4.2 that majority of the head teachers either agreed or strongly agreed that instructional supervision is concerned with commending teachers for improved instructional behavior, conferencing with teachers to plan for observation of lesson, demonstrating the various teaching skills, providing in-service training to teachers to improve their skills, implementing action research strategies, offering useful suggestions to improve instructional practices, the provision of objective feedback about observation of lesson, ensuring that teachers make good use of instructional hours, ensuring teachers have adequate teaching and learning materials, inspecting teacher's instructional practices regularly, helping teachers find possible solutions to problems of instructional practices, supervision of classroom management practices of teachers, evaluating teacher's classroom instructional practices, and assessing teacher's knowledge on content being impacted to pupils ($\bar{X}=4.27$, $SD=0.37$).

4.3 Presentation of Results for Research Question Two: What are the instructional supervision practices of head teachers in basic schools at Asokore Mampong Municipality?

This question sought to determine the job satisfaction level among the teachers in the district. Therefore, in answering the question, data on teachers' job satisfaction were collected from the responses of the teachers to items of the teachers' job satisfaction questionnaire. The data collected were analysed using mean and standard deviation. Table 4.3 presents the findings.

Table 4.3: Head Teachers' Practices of Instructional Supervision

Statement	NA F(%)	O F(%)	N F(%)	R F(%)	VR F(%)	Mean	SD
1 Supervising teachers to make good use of instructional hours	2(2.0)	0(0.0)	2(2.0)	37(37.0)	59(59.0)	4.51	0.73
2 Providing opportunities for teachers to meet and share ideas about instructions	6(6.0)	16(16.0)	6(6.0)	56(56.0)	16(16.0)	3.60	1.12
3 Demonstration of various teaching techniques to improve learning	6(6.0)	28(28.0)	9(9.0)	49(49.0)	8(8.0)	3.25	1.13
4 Aiding the teachers of their respective schools to find solutions to problems with instructional practices of the school	0(0.0)	0(0.0)	6(6.0)	59(59.0)	25(25.0)	3.99	0.85
5 Encouraging the use of action research in the schools	4(4.0)	15(15.0)	27(27.0)	36(36.0)	18(18.0)	3.49	1.08
6 Offering useful suggestions to improve the instructional practices	2(2.0)	0(0.0)	2(2.0)	69(69.0)	27(27.0)	4.19	0.66
7 Providing objective feedback about observation of lesson	0(0.0)	12(12.0)	6(6.0)	54(54.0)	28(28.0)	3.98	0.91
8 Commending teachers for specific improved instructional behaviours	0(0.0)	16(16.0)	4(4.0)	43(43.0)	37(37.0)	4.01	1.03
9 Ensuring that teachers have adequate teaching-learning materials	0(0.0)	4(4.0)	4(4.0)	54(54.0)	38(38.0)	4.26	0.72
10 Inspecting teachers' instructional practices	0(0.0)	5(5.0)	8(8.0)	59(59.0)	28(28.0)	4.10	0.75
11 In-service training to teachers to improve their skills	6(6.0)	29(29.0)	12(12.0)	29(29.0)	24(24.0)	3.36	1.29
12 Supervision to instructional and classroom management	0(0.0)	12(12.0)	6(6.0)	53(53.0)	20(20.0)	3.72	1.02

practices								
13 Evaluating teachers' classroom instructional practices	0(0.0)	5(5.0)	6(2.0)	71(71.0)	18(18.0)	4.02	0.67	
14 Assessing teachers' knowledge on content being impacted	2(2.0)	20(20.0)	10(10.0)	52(52.0)	16(16.0)	3.60	1.04	
Overall						3.86	0.51	

Rank: [Not at all (NA)=1, Occasionally (O)=2, Neutral (N)=3, Regularly (R)=4, Very

Regularly (VR)=5] ISPR=Instructional supervision Practice

Source: Field Survey, 2016

As shown in Table 4.3, a total of 59% of the head teachers very regularly practice instructional supervision of supervising teachers to make good use of instructional hours and 37% of them also regularly practice it, only 2% were uncertain and the same number do not practice it at all with none of the respondents occasionally practice it. This result implies that majority of the head teachers very regularly practice instructional supervision of supervising teachers to make good use of instructional hours in schools ($\bar{X}=4.51$, $SD=0.73$).

With instructional supervision practice of providing opportunities for teachers to meet and share ideas about instructions, 56% of the participants regularly practice it whereas 16% of them very regularly practice it and the same number occasionally practice it, and with 6% of the head teachers remained neutral and the same percent do not practice it at all in their schools. The result shows that majority of the head teachers regularly practice instructional supervision of providing opportunities for teachers to meet and share ideas about instructions in the schools ($\bar{X}=3.60$, $SD=1.12$).

Concerning the instructional supervision practice of demonstration of various teaching techniques to improve learning, with 49% of them regularly practice it whiles

28% occasionally practice it, 9% were uncertain, 8% very regularly practice it and 6% of the participants do not practice it at all. Per the mean score, it can be inferred that most of the head teachers regularly practice instructional supervision of demonstrating the various teaching techniques to improve learning ($\bar{X}=3.25$, $SD=1.13$).

With respect to the instructional supervision practice of aiding the teachers to find solutions to problems in their respective schools, 59% of head teachers regularly practice it, 25% of them very regularly practice it while 6% remained neutral and with none of the head teachers occasionally practice it and none of the respondents also practice it at all. The result indicates that majority of the head teachers regularly practice instructional supervision of aiding the teachers to find solutions to problems in their respective schools ($\bar{X}=3.99$, $SD=0.85$).

Furthermore, regarding whether head teachers practice instructional supervision of encouraging the use of action research in the schools, 36% of them regularly practice it, 18% very regularly practice it and with 27% of them were uncertain whereas 15% of them occasionally practice it and 4% do not practice it at all. From the mean score, it can be deduced that majority of the head teachers regularly encourage their teachers to use action research in schools ($\bar{X}=3.49$, $SD=1.08$).

Also, for the instructional supervision practice of offering useful suggestions to improve instruction in schools, 69% of the head teachers indicated that they regularly practice it, 27% of them practice this instructional supervision very regularly while 2% of the respondents were uncertain about this practice and with the same number do not practice it all, and with none of the respondents occasionally practice it. This result means

that majority of the head teachers either regularly or very regularly practice it (\bar{X} =4.19, SD=0.66).

As regards to the instructional supervision practice of providing objective feedback about observation of lesson, 54% regularly practice it, 28% very regularly, 12% of them occasionally practice whereas 6% of them were uncertain and none of the head teacher practice it at all. This result implies that head teachers regularly practice this instructional supervision in their schools (\bar{X} =3.98, SD=0.91).

Again, for the instructional supervision practice of commending teachers for specific improved instructional behaviours in schools, 43% of the head teachers regularly practice it, 37% of them very regularly practice it, 4% were uncertain, 16% of the respondents occasionally practice it and none of the head teachers practice it at all. From the mean score, it can be concluded that most head teachers either regularly or very regularly practice such instructional supervision practice in their schools (\bar{X} =4.01, SD=1.03).

Moreover, with respect to the instructional supervision practice of ensuring that teachers have adequate knowledge on teaching and learning materials, 54% of the head teachers indicated that they regularly practice it, 38% of them very regularly practice it, 4% occasionally practice it, 4% of them were uncertain and none of them do not practice it all. This result shows that majority of the head teachers either regularly or very regularly practice this instructional supervision in their respective schools (\bar{X} =4.26, SD=0.72).

Regarding the instructional supervision practice of providing in-service training to teachers to improve their teaching skills, 29% of the head teachers practice it, 29% also

occasionally practice it, 24% of them very regularly practice it, 12% were uncertain and 6% of the participants do not practice it at all. From the mean score, it can be inferred that majority of the head teachers either regularly or very regularly practice this supervision in their schools ($\bar{X}=3.36$, $SD=1.29$).

As regards to the instructional supervision practice of providing supervision to instructional and classroom management, 73% of the head teachers either regularly or very regularly practice this instructional supervision in their schools, 21% of them were uncertain, 6% occasionally practice it and with none of the head teachers do not practice this at all. This result reveals that majority of the head teachers either regularly or very regularly practice instructional supervision of providing supervision to instructional and classroom management ($\bar{X}=3.72$, $SD=1.02$).

Concerning instructional supervision practice of head teachers evaluating teachers' classroom instructional practices, 89% of the respondents either regularly or very regularly practice it, 6% were uncertain while 5% of them occasionally practice it and none of the head teachers do not practice it at all. This result indicates that majority of the head teachers 89% either regularly or very regularly evaluate teachers' classroom instructional practices ($\bar{X}=4.02$, $SD=0.67$).

For the instructional supervision practice of assessing teachers' knowledge on content being impacted, 68% of the head teachers either regularly or very regularly practice it, 20% of them occasionally practice it, 10% were neutral and with 2% of the respondents do not practice it at all. This result means that majority of the head teachers either regularly or very regularly practice this supervision ($\bar{X}=3.60$, $SD=1.04$).

In summary, it can be deduced that most of the head teachers regularly practices these fourteen (14) instructional supervisions in their respective schools (\bar{X} =3.86, SD=0.51).

4.4 Presentation of Results for Research Question Three: What is the perceived impact of head teachers' instructional supervision practices on teachers' performance in basic schools at Asokore Mampong Municipality?

This research question was intended to ascertain the perceived impact of head teachers' instructional supervision practices on teachers teaching performance. In answering the stated research question, respondents were presented with 12 statements on perceived impact of head teachers' instructional supervision practices on teachers' teaching performance. The respondents were asked to indicate their levels of agreement from strongly agree to strongly disagree and Table 4.4 highlights the results.

Table 4.4: Perceived Impact of Head Teachers' Instructional Supervision on Teachers' Performance

S/N	Statement	Mean (X)	SD
1	Instructional supervision contributes to continuous professional development of teachers to improve performance.	3.37	1.50
2	Instructional supervision provides support and guidance for teachers to improve performance.	3.44	1.56
3	Instructional supervision builds and improves pedagogical skills of teachers to improve performance.	3.21	1.33
4	Instructional supervision encourages teachers to develop a repertoire of teaching strategies to improve performance	3.24	1.30

5	Instructional supervision clarifies the policies and ambitions of a school for teachers effectiveness	3.16	1.49
6	Instructional supervision improves teachers' performance to improve student learning.	3.24	1.44
7	Instructional supervision increases teachers' confidence to improve performance	3.07	1.45
8	Instructional supervision enables teachers to use variety of teaching techniques to improve performance.	2.99	1.66
9	Instructional supervision fosters teacher motivation, inspiration and trust to improve performance.	3.10	1.38
10	Instructional supervision encourages teachers to reflect on their challenges to find solutions to improve performance	3.01	1.26
11	Instructional supervision helps to facilitate teacher effectiveness	3.01	1.36
12	Instructional supervision improves classroom practices of teachers, and contributes to student success	2.84	1.39
	Overall impact	3.14	1.43

Source: Field survey, 2016

Evidences presented in Table 4.3 indicate the three most ranked perceived impact of headteachers' instructional supervision practices on teachers' performance in basic schools at Asokore Mampong Municipality. First, "instructional supervision provides support and guidance for teachers to improve performance" (\bar{X} =3.44, SD=1.56), "Instructional supervision contributes to continuous professional development of teachers to improve performance." (\bar{X} =3.37, SD=1.50), "Instructional supervision encourages teachers to develop a repertoire of teaching strategies to improve performance" (\bar{X} =3.24, SD=1.30) and "Instructional supervision improves teachers' performance to improve student learning." (\bar{X} =3.24, SD=1.44). On the other hand, the two least rated perceived impact constructs are "Instructional supervision improves classroom practices of

teachers, and contributes to student success” (\bar{X} =2.84, SD=1.39) and “Instructional supervision enables teachers to use variety of teaching techniques to improve performance” (\bar{X} =2.99, SD=1.66). Conclusively, the results from the above Table show that generally, basic school head teachers at Asokore Mampong Municipal were neither disagreed nor strongly disagreed in terms of their perceived impact of instructional supervision practices on teachers’ teaching performance (\bar{X} =3.14, SD=1.43). In other words, head teachers’ supervisory practices do not have significant impact on teachers’ teaching performance.

4.5 Presentation of Results for Research Question Four: What is the correlation between head teachers’ perception and practice of instructional supervision in Basic Schools at Asokore Mampong Municipality?

This research question was sought to ascertain the relationship between basic school head teachers’ perception of instructional supervision and their practice of instructional supervision. In ascertaining the correlation between basic school head teachers’ perception and practice of instructional supervision, data on head teachers’ perception of instructional supervision were collected from the responses of the respondents to subscales of the head teachers’ perception of instructional supervision questionnaire. Data on head teachers’ practice of instructional supervision were collected from the responses of the respondents to items of the head teachers’ practice of instructional supervision scale. Spearman correlation analysis was conducted to assess the correlation between head teachers’ perception of instructional supervision and their practice of instructional supervision. Details of the results are presented in Table 4.5.

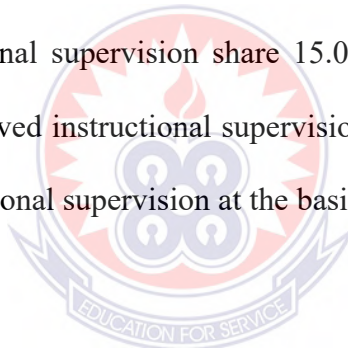
Table 4.5: Correlation between Head Teachers' Perception and Practice of Instructional Supervision

S/N	Scale	1	2
1	Perception on Instructional Supervision ¹	1.000	.388**
2	Practice of Instructional Supervision ²	.388**	1.000

Source: Field survey, 2016

**Correlation is significant at the 0.01 level (2-tailed)

Results presented in Table 4.5, revealed that there is a significant moderate and positive correlation between basic school head teachers' perception of instructional supervision and their practice of instructional supervision ($r = .388, p < 0.01$). This gives an indication that the basic school head teachers perceived instructional supervision and their practice of instructional supervision share 15.05% of their variation in common. Thus, head teachers perceived instructional supervision explains 15.05% of the variation in their practice of instructional supervision at the basic schools in the Asokore Mampong Municipal.



4.6 Chapter Summary

The study sought to examine the perception and practice of basic school head teachers' instructional supervision at the Asokore Mampong Municipal in the Ashanti Region, Ghana. The study found that head teachers either agreed or strongly agreed to the perception that instructional supervision is concerned with commending teachers for improved instructional behaviour, conferencing with teachers to plan for observation of lesson, demonstrating the various teaching skills, providing in-service training to teachers to improve their skills, implementing action research strategies, offering useful suggestions to improve instructional practices etc. Again, it was revealed that head

teachers regularly practice instructional supervision of conferencing with teachers to plan for observation of lesson, assessing teacher's knowledge on content being impacted to pupils demonstrating the various teaching skills, the provision of objective feedback about observation of lesson, evaluating teacher's classroom instructional practices, offering useful suggestions to improve instructional practices, ensuring teachers have adequate teaching and learning materials, inspecting teacher's instructional practices regularly, etc. Furthermore, the study reported that head teachers perceived instructional supervision practices impacted on teachers' teaching performance. Finally, the study found that there was positive correlation between head teachers' perception of instructional supervision and their practices of instructional supervision.



CHAPTER FIVE

DISCUSSION OF RESULTS/FINDINGS

5.0 Introduction

This chapter critically explains and interprets the results/findings of the study within the context of the literature as regards to the four stated research questions. The study was conducted to examine the perception and practice of head teachers' instructional supervision in basic schools in the Asokore Mampong Municipality. It specifically discusses the results/findings in relation to; (1) head teachers' perception of instructional supervision, (2) head teachers' practices of instructional supervision in schools, (3) impact of head teachers' instructional supervision practices on teachers' performance, and (4) relationship between head teachers' perception of instructional supervision and their practice.

5.1 Head Teachers' Perception of Instructional Supervision

Results from research question one indicated head teachers strongly agreed that they perceive instructional supervision to be concerned with commending teachers for improved instructional behavior, demonstrating various teaching skills, encompassing the provision of in-service training to teachers to improve their skills, offering useful suggestions to improve instruction, ensuring that teachers make use of instructional hours, equipping teachers with appropriate teaching and learning materials, helping teachers to find possible solution to problems of instruction, evaluating teachers' classroom instruction and supervising teachers' classroom management ($\bar{X}=4.27$, $SD=0.37$). The finding that head teachers perceiving instructional supervision to be

concerned with commending teachers for improved instructional behavior implies that head teachers might praise their teachers which could also result in teachers' instructional practices. This finding is consistent with the observation of Glickman et al. (2010) that instructional supervision in schools is expected to enhance the instructional behaviour of teachers.

On the finding that instructional supervision is perceived to be concerned with organizing conferences with teachers to plan for teachers' lesson observation implies that head teachers perceived instructional supervision as an avenue for appreciating and motivating teachers for their efforts. It is therefore expected that through conferences, teachers can be equipped and provided with the means to increase their understanding of the teaching and learning process through the collective inquiry with other teachers. This finding agrees with assertion made by Wiles and Bondi (1996) that instructional supervision is an act of encouraging human relation in schools. It also supports Glickman, Gordon and Gordon (1998) observation that instructional supervision in schools is to support teacher motivation. Again, the finding that head teachers strongly perceived instructional supervision as ensuring that teachers make good use of instructional hours perhaps support the establishment of District/Municipal/Metropolitan Education Oversight Committees, School Management Committees, District/Municipal/Metropolitan Teacher Support Teams and Parent-Teacher Associations within our educational structure to contribute to instructional supervision especially at the pre-tertiary level. These bodies are therefore to see it that teachers attend school regularly and punctually, and also to make good use of instructional hours in schools (Ministry of Education, 2010). This indicates that efforts and actions in ensuring good use of

instructional hours is not left in the hands of only head teachers but assisted by the mentioned bodies at the district/municipal/metropolis and school levels.

The study also found that head teachers perceived instructional supervision to be concerned with providing objective feedback about teachers' lesson observation. The idea of providing feedback after supervision is considered significant as it solely involves both parties sharing what was observed and experienced during supervision. Feedback is regarded as a performance motivator as it involves provision of information on progress towards accomplishing a goal, or data indicating where the shortfall occurs. Proponents of instructional supervision consider post-conference in which feedback is given in supervision as an instructional dialogue. According to Hunsaker and Hunsaker (2009), improving employees' performance depends on balanced and considerate feedback. (Hattie, 2009) contended that providing constructive feedback to teachers based on the meaningful appraisal of their work has consistently been shown to produce significant improvements on teaching and learning in classrooms. This finding confirms finding of Tshabalala (2013) that teachers preferred immediate post supervision feedback. This also concurs with Amina's study as cited in Usman, (2015) that feedback in the form of reports and queries to teachers on their performances as well as organized personal meetings with teachers to discuss their shortcomings on lesson notes preparation, class attendance, and report to school improves teachers' teaching skills. Therefore, as an instructional source, supervisors provide, not only a diagnosis of teaching, but also feedback that enables teacher's professional growth and development. Mariñas (2013) argued that school heads need to establish a positive work climate. This phase has a significant bearing on the success of supervision and requires qualities like intimacy,

honesty, tactfulness, considerateness alongside mutual understanding from both parties. Exchange of ideas leads to teachers' improvement when issues discussed are educational and beneficial most especially pertaining to classroom practice or management (Torres, 2015).

In addition, it was found that instructional supervision is perceived to offering of useful suggestions to improve instructional practices in the classroom. This implies that head teachers should provide personal support to teachers in order for them to enhance their instructional behaviors in the classrooms. The implication is that instructional supervision should help teachers to be abreast with time and as a result will work in accordance with current ideas. This finding is in consonance with the views of Mgbodile, Onuoha, Okeke, Elele, Ezeocha and Chukwuma (1986) that instructional supervisors should make available to teachers all relevant information needed to improve instruction. The current finding also corroborated an assertion made by Oliva and Pawlas (2004) who emphasized that supervision is a means of offering specialized help to teachers in improving instruction. They further argued that supervisors should therefore remember that teachers want specific help and suggestions from supervisors to address specific issues. Again, it was found in the current study that public basic school teachers perceived instructional supervision to be concerned with ensuring adequate teaching and learning materials in schools. This current finding is in consonance with results of studies conducted by Cobbold, Eshun, Bordoh and Kofie (2015) who reported that teaching and learning is powerfully driven by the need to aid teachers' professional development through regular update and information on how to improve their daily experience in the classroom. They further more so, it was reported in the study that head teachers perceived

instructional supervision to be related to inspecting teachers' instructional practices and this agrees with Anyagre (2016) who indicated that during supervision, teachers learn of new and practical approaches they can employ to enhance students learning. By means of supervision they also become aware of impractical methods they may have been using and can either discard it or improve upon it so as to achieve school target of improving students learning experience.

5.2 Head Teachers' Practices of Instructional Supervision

The crux of this objective was to decipher how head teachers regularly exhibit their instructional supervision practices in their schools. From the study, it was revealed that generally head teachers' practices instructional supervision in their schools. Specifically, it was found in the study that head teachers regularly provided opportunities for teachers to meet and share ideas about instruction. Thus, teachers are regularly updated on information about instruction and teaching in schools. The implication is that teachers will be abreast with current instructional approaches and as a result will work in accordance with current ideas. This result agrees with Sam and Osei-Amankwah (2013) finding that school head regularly kept their teachers informed about issues regarding teaching and learning. The present finding also supports the views of Mgbodile et al. (1986) that supervisors, like school head teachers, should make available to teachers all relevant information needed to improve instruction and teaching.

Moreover, study discovered that head teachers regularly provided objective feedback about their instructional practices. This is worthy of notice due to the crucial role timely feedback plays in the supervision process. It helps to identify whether their

instructional delivery matches the expected standards and ultimately enhance instructional delivery if effectively carried out (Mapolisa & Tshabalala, 2013). The study by Panigrahi (2012) also established that feedback offered by school heads, helped teachers to rectify anomalies in their instructional delivery process and high standards in their role performance. This finding is also consistent with previous studies of Bolin and Panaritis (1992), Glanz (1996), Harris (1998), Bays (2001) and Ampofo, Onyango and Ogola (2019) who emphasized that feedback to teachers serves as a primary vehicle for facilitating school learning through the promotion of new and innovative practices.

Furthermore, the study found that head teachers regularly organized in-service training for teachers to improve their teaching skills. The finding concurs with the assertion of Baafi-Frimpong (2000) that in-service training updates the knowledge and skills of teachers which improve teachers' teaching performance. However, the current study is at variance to the previous study of Sam and Osei-Amankwah (2013) who found that basic school heads in Kumasi metropolis did not organize in-service training for their teachers in a study that examined supervisory practices of basic school heads.

More so, it was reported in the current study that head teachers regularly aid the teachers to find solutions to problems with respect to instructional practices. This finding implies that, to some great extent, teachers may be aware of where they fell short in order to correct any deviation detected. The finding disagrees with previous study of Sam and Osei-Amankwah (2013) who revealed that school heads do not assist their teachers in finding solutions to their instructional problems.

In addition, the study revealed that head teachers regularly inspect teachers' instructional practices in schools. This suggests that head teachers inspect teachers'

scheme of work, lesson plans etc. Teachers' schemes of work and lesson plans are the most vital instructional documents that aid effective instructional delivery. Schemes of work and lesson plans clearly define the structure and content of a course and map out how resources, class activities and assessment strategies will be used to ensure attainment of course objectives (Gakuya, 2013). This implies that head teachers' inspection of teachers' instructional documents (schemes of work and lesson plans) is a predictor of students' performance in national exams. Thus, in order to ensure effective instructional delivery of teachers, Afolabi and Lato (2008) recommend that school heads critically examine various items of the lesson plan such as adequacy and relevance, appropriateness and clarity of learner behavioral objectives, and selecting appropriate teaching/ learning resources and evaluation techniques. This will therefore provide enabling environment for teaching and learning in the schools.

This finding authenticates a study conducted by Arhin (2001) which concluded that intensive supervision involves the kind of inspection during which every effort is made to fulfill the objectives of the visit by diagnosing all the environmental conditions necessary for effective delivery of teaching. This finding is in agreement with the findings of Adewale (2014) that school heads' monitoring /checking of students' notebooks/exercise books had a significant effect on academic achievement of students. The finding is also in tandem with a World Bank (2010) which established that school heads' monitoring of teachers' effective use of instructional time, checking of pupils' notebooks, giving enough classwork, marking assignments, writing and marking corrections enhanced students' academic performance. It also supports the viewpoint of Hattie (2009) that providing constructive feedback to teachers based on the meaningful

appraisal of their work has consistently been shown to produce significant improvements on teaching and learning on classrooms.

Also, the current study indicated that public basic school head teachers regularly ensure that teachers have adequate teaching and learning materials. This indicates that teaching will be done on timely and appropriately manner to avoid waste or misuse of instructional hours. In fact, the teaching and learning materials will enhance teaching and learning in the classrooms; thereby facilitating the attainment of lesson's objectives. This finding is in consonance with Mgbodile et al. (1986)'s viewpoint that school heads should provide the teaching and learning materials needed for their teaching job.

The study also indicated that head teachers regularly offer useful suggestions to teachers in order to improve the instructional practices. This finding shows that head teachers are free to offer suggestions with teachers. This may be attributed to the teachers' leadership skills and abilities. The implication is that teachers will not be harboring fear and anxiety which will ensure effective and efficient teaching. This finding further strengthens Matteson and Ivancevich (1989)'s assertion that the success of an organization depends on the maintenance of harmonious relationship between the school heads and teachers in the school. This finding also concurs with the viewpoint of Sergiovanni and Starratt (1993) that meeting with teachers provides opportunities to discuss and offer useful suggestions as regards to their work and this enables teachers to provide quality teaching expected of them. Musaaazi (1985) shares similar view that school head teachers should ensure that teachers have opportunities to share ideas and work together as a team in order to achieve the goals of education.

On the issues on assessing teachers' knowledge on content and evaluating teachers' classroom management practices, the current study found that head teachers regularly performed these instructional supervision practices in schools. These findings indicate that skills in classroom management practices and teachers' knowledge are key drivers for maintaining order, discipline students, establish routines and procedures, and enforce rules to create an organized classroom within which instructional objectives can easily be achieved.

5.3 Perceived Impact of Head Teachers' Instructional Supervision Practices on Teachers' Performance

On the perceived impact of head teachers' instructional supervision on teachers' performance, it was found that generally basic school head teachers' at Asokore Mampong Municipal were neither agreed nor disagreed in terms of their perceived impact of instructional supervision practices on teachers' teaching performance ($\bar{X}=3.14$, $SD=1.43$). This indicates that head teachers were not certain about the impact of their instructional supervision practices on teachers' teaching performances. Partially, the present finding supports research study finding of Hoque, Kenayathulla, Subramaniam and Islam (2020) that supervisory practices of school heads did not significantly impact on teachers' performance in a study that examined relationships between supervision and teachers' performance and attitude in secondary schools in Malaysia. To some great extent, this current finding is quite worrying as instructional supervision in schools has been accepted as a general leadership function intended to induce or improve the performance of teachers' teaching and. Also, it can therefore be inferred from the current

finding that head teachers' instructional supervision practices could improve the quality of teachers and teaching, facilitate students' academic performance and provide the opportunity to monitor teachers' instructional work. This supports a study of Asiyai (2009) that showed that instructional supervision practices of the school heads in Nigeria led to improvement in teacher lesson preparation, regular and punctual class attendance and participation in school community relations. In fact, Glickman et al. (2010) have placed instructional supervision as the backbone towards determining the effectiveness of schools. Thus, head teachers' instructional supervision practices should aid, direct and inform teachers of what should be done or have been done and not merely finding faults in the teachers teaching (Sarfo & Cudjoe, 2016).

According to Sullivan and Glanz (2013) the inadequate supervision of instruction by head teachers causes a lot of laxity amongst teachers in their work environment. Such laxity among teachers most often results to poor performances from pupils during examinations which might lead to the development of low self-esteem and they might end up as school dropouts at a very early stage in schooling. The present finding that head teachers neither agreed or disagreed as regards to the impact of instructional supervision practices on teachers' performance is not consistent of finding of Lyonga (2018) who found that 66.6% of head teachers in the Konye Sub-division in Cameroon either agreed or strongly agreed that instructional supervision practices of head teachers impacted on teachers' performances in a study that examined supervision and teachers' work performance. Similarly, the finding contradicts the finding of Usman (2015) who reported that regular supervisory practice of head teachers has a significant impact on teachers' job performance in Nasarawa State, Nigeria. In the same vein, the present is not

consistent with finding of Ampofo, Onyango and Ogola (2019) who concluded that school heads' direct supervision had a significant influence on teachers' role performance in a study that assessed the influence of school heads' direct supervision on teacher role performance in Central Region public senior high schools, Ghana. From the literature of instructional supervision, it was been argued that head teachers instructional supervision practices in the schools should serve as leverage point for instructional improvement, teacher's competence and efficiency of the educational system and is concerned with using methods, principles and practices of various techniques to establish, develop and execute the goals, policies, plans and procedures necessary to achieve educational goals (National Open University of Nigeria (NOUN), 2006).

5.4 Relationship between Head Teachers' Perception of Instructional Supervision and Practices

On the relationship between head teachers' perception of instructional supervision and practices, the study found that there is moderate positive relationship between head teachers' perception of instructional supervision and their instructional supervision practices in public basic schools at Asokore Mampong Municipality. This finding indicates that head teachers' perception of instructional supervision directly affects their actual practices of instructional supervision in schools. Thus, any significant improvement in the head teachers' perception of instructional supervision enhances their practices of instructional supervision in their schools.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents 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 studies.

6.1 Summary of Research Process

The purpose of the study was to investigate the perception and practice of head teachers' instructional supervision in Basic Schools in the Asokore Mampong Municipality. The following research questions guided the study.

1. How do head teachers perceive instructional supervision in schools?
2. What are the instructional supervision practices of head teachers in schools?
3. What is the perceived impact of head teachers' instructional supervision practices on teachers' performance in schools?
4. What is the correlation between head teachers' perception and practice?

The descriptive survey design was used for the study. The target population for the study consisted of all the head teachers and assistant head teachers in public basic schools in Asokore Mampong Municipality. Purposive sampling method was employed to select 100 head teachers and assistant head teachers in the schools that were selected from the Asokore Mampong Municipality.

Questionnaire was used to collect data for the study. The researcher used descriptive and inferential statistics in the analysis of the data collected and presented in tables, frequencies, percentages, mean and standard deviation and correlation test.

6.1.1 Summary of Key Findings

Firstly, the study found that head teachers either agreed or strongly agreed to the perception that instructional supervision is concerned with commending teachers for improved, conferencing with teachers to plan for observation of lesson, demonstrating the various teaching skills, providing in-service training to teachers to improve their skills, implementing action research strategies, offering useful suggestions to improve instructional practices etc.

Secondly, it was revealed that head teachers regularly practiced instructional supervision in their schools.

Thirdly, the study reported that head teachers were indifferent about the perceived impact of instructional supervision practices on teachers' teaching performance.

Finally, the study found that there was positive correlation between head teachers' perception of instructional supervision and their practices of instructional supervision.

6.2 Conclusions

Based on the findings of the study the following conclusions were drawn:

It is concluded that head teachers perceived their instructional supervision in various tasks is responsible for the positive change and improved instruction in basic schools, as the overall grand total of 89.71% of the head teachers strongly agreed and agreed.

It is again concluded that overall grand total of 77.36% of the head teachers execute their various instructional supervision very regularly and regularly in the teaching and learning process in order to stimulate higher usage of instructional hours and solve challenges related to the instructional practices of the schools. It is further concluded that if head teachers' instructional practices were good, then it would have a positive impact on teachers' performance for the success of the school and students in particular, as indicated by overall mean of 3.14.

It is finally, concluded that there is positive causative relationship between the surveyed head-teachers perception of instructional supervision and their practices of instructional supervision which is at a significant level of 1%. This therefore indicates that any significant improvement in the head teacher's perception of instructional supervision enhances their practices of instructional supervision in the various schools which is very encouraging in the teaching and learning environment.

6.3 Recommendations

1. The Asokore Mampong Municipal Director of Education should strengthen the organization of training programmes, for head teachers, on effective supervision and use of effective instructional practices to enhance teachers and students' performance.
2. Head teachers' instructional supervision has great impact on teachers' performance. It was only a few of the respondents who disagreed. It is therefore recommended that, Asokore Mampong Municipal Director of Education should organize regular training workshops on the benefits of instructional supervision for teachers and head teachers.

3. Also, it is recommended that the head teachers in Asokore Mampong Municipality should delegate some of their administrative and managerial duties to mentored colleagues in order to enable them have time to perform their supervisory role effectively and efficiently for improvement of pupils and the success of the school, since their perceptions influence their practices.
4. Finally, it is recommended that the Asokore Mampong Municipal Director of Education should provide adequate resources to head teachers to aid them in their supervisory process for the success of school.

6.4 Suggestions for Further Study

The purpose of the study was to investigate perceptions of the practices of head teachers' instructional supervision in Public Basic Schools in the Asokore Mampong Municipality. Therefore, further studies should be conducted in the remaining metro, municipal and districts of the Ashanti Region for comparative analysis.

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APPENDIX A

QUESTIONNAIRE FOR THE RESPONDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Indicate your gender by ticking the appropriate box.

(a) Male ()

(b) Female ()

2. Indicate your age in the appropriate box

(a) 31 – 40 ()

(b) 41 – 50 ()

(c) 51 – 60 ()

3. What is your highest Academic qualification?

(a) Bachelor's Degree ()

(b) Master's Degree ()

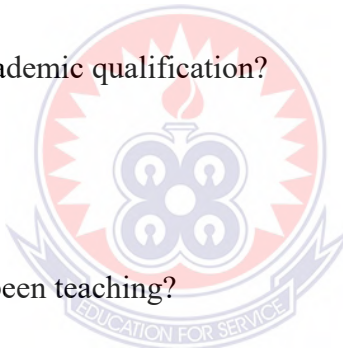
4. For how long have you been teaching?

(a) 1 – 5 years ()

(b) 6 – 10 years ()

(c) 11 – 15 years ()

(d) 16 years and above ()



SECTION B: HEAD TEACHER'S PERCEPTION OF INSTRUCTIONAL SUPERVISION

Please tick (√) in the appropriate box to indicate your opinion on head teacher's perception of instructional supervision in schools.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree.

No.	Instructional supervision is concerned with:	SD	D	N	A	SA
1	Commending teachers for improved instructional behavior					
2	Conferencing with teachers to plan for observation of lesson					
3	Demonstrating the various teaching skills					
4	Providing in-service training to teachers to improve their skills					
5	implementing action research strategies					
6	Offering useful suggestions to improve instructional practices					
7	The provision of objective feedback about observation of Lesson					
8	Ensuring that teachers make good use of instructional hours					
9	Ensuring teachers have adequate teaching and learning materials					
10	Inspecting teacher's instructional practices regularly					
11	Helping teachers find possible solutions to problems of instructional practices					
12	Supervision of classroom management practices of					

	teachers					
13	Evaluating teacher's classroom instructional practices					
14	Assessing teacher's knowledge on content being impacted to pupils					

SECTION C: HEAD TEACHER'S PRACTICES OF INSTRUCTIONAL SUPERVISION

Please tick (√) in the appropriate box to indicate your opinion on head teacher's practices of instructional supervision in schools.

Key: NA = Not at all, O = Occasionally, N = Neutral, R = Regularly, VR = Very Regularly.

No	Practice of instructional supervision is concerned with:	NA	O	N	R	VR
1	Supervising teachers to make good use of instructional hours					
2	Regularly providing opportunities for teachers to meet and share ideas about instructions					
3	Demonstration of various teaching techniques to improve learning					
4	Regularly aiding the teachers of their respective schools to find solutions to problems with instructional practices of the school					
5	Encouraging the use of action research in the schools					
6	Regularly offering useful suggestions to improve the instructional practices					
7	Regularly providing objective feedback about					

	observation of lesson					
8	Regularly commending teachers for specific improved instructional behaviours					
9	Regularly ensuring that teachers have adequate teaching-learning materials					
10	Regularly inspecting teachers' instructional practices					
11	In-service training to teachers to improve their skills					
12	Supervision to instructional and classroom management practices					
13	Evaluating teachers' classroom instructional practices					
14	Assessing teachers' knowledge on content being impacted					

SECTION D: PERCEIVED IMPACT OF HEAD TEACHERS INSTRUCTIONAL SUPERVISION ON TEACHERS' PERFORMANCE

Please tick (✓) in the appropriate box to indicate your opinion on the impact of head teachers' instructional supervision on teachers' performance.

Key: Strongly Disagree (SD)=1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4, Strongly Agree (SA)=5.

	Impact of instructional supervision on teachers' performance	SD	D	N	A	SA
1.	Instructional supervision contributes to continuous professional development of teachers.					
2.	Instructional supervision provides support					

	and guidance for teachers.					
3.	Instructional supervision builds and improves pedagogical skills of teachers.					
4.	Instructional supervision encourages teachers to develop a repertoire of teaching strategies					
5.	Instructional supervision clarifies the policies and ambitions of a school					
6.	Instructional supervision improves teachers' performance to improve students' learning.					
7.	Supervision increases teacher's confidence					
8.	Instructional supervision enables teachers to use variety of teaching techniques.					
9.	Instructional supervision fosters teacher motivation, inspiration and trust.					
10.	Instructional supervision encourages teachers to reflect on their challenges to find solutions					
11.	Instructional supervision helps to facilitate teacher effectiveness					
12.	Instructional supervision improves classroom practices of teacher, and contributes to student success					