

UNIVERSITY OF EDUCATION, WINNEBA

**CHALLENGES AND TRAINING NEEDS OF CIRCUIT SUPERVISORS IN
AWUTU BREKU DISTRICT OF CENTRAL REGION**



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**CHALLENGES AND TRAINING NEEDS OF CIRCUIT SUPERVISORS IN
AWUTU BREKU DISTRICT OF CENTRAL REGION**

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190012523

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Faculty of Educational Studies, submitted to the School of
Graduate Studies in partial fulfillment**

**of the requirements for the award of the degree of
Master of Education
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DECLARATION

Candidates Declaration

I, Miriam Ankrah hereby declare that apart from the references to other peoples work which have been duly acknowledged, this project work is of the result of my own original investigation and that no part of it has been presented for another degree in this university or elsewhere.

Signature.....

Date.....

Supervisor's Declaration

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

Patricia Amos (Mrs)

Signature:.....

Date:.....

DEDICATION

I dedicate this project work to my husband Mr. Edward Kwamina Dontoh. My children Nana Esi Nyameye Dontoh, Papa Ekow Dontoh and Nyamede Dontoh.



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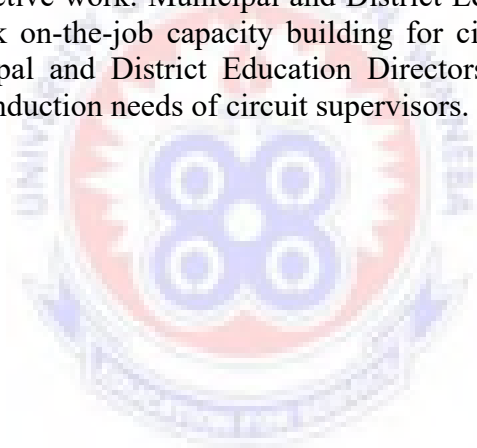
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ABSTRACT

This research sought to identify the challenges facing circuit supervisors and their needs in the Awutu Breku District of Central Region. The target population for this study comprised of all the 10 circuit supervisors of Awutu Breku District Education Directorate. Purposive sampling was employed to select the 10 circuit supervisors. The study employed descriptive case study design. Qualitative techniques were employed in order to analyse the obtained data. Results emanating from the study points to the following: poor perception of teachers towards supervision and lack of knowledge and experience were the challenges facing circuit supervisors in the District, Lack of adequate skills to ensure effective and quality supervision of schools were the factors contribute to the challenges facing circuit supervisors in the District. Challenges faced by circuit supervisors included but not limited to; job training and induction needs. It was recommended that Government, Municipal and District Directorate should embark on workshops to educate teachers to help circuit supervisors for effective work. Municipal and District Education Directors should be fairness and embark on-the-job capacity building for circuit supervisors and lastly, Metropolis, Municipal and District Education Directors should embark on-the-job training needs and induction needs of circuit supervisors.



CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is a process, which takes place in every society. It is concerned with the development of human potentials that individuals possess at birth. Thus, education has become one of the fundamental bases on which the prosperity and future of the nation depend (Baffour-Awuah,. 2011). Without education, no country or nation would be able to achieve social progress and prosperity, nor would the dignity and a bright future be realized. The aim of education is to provide men and women with a minimum of skills necessary for them to take their place in society and to seek for future knowledge; to provide them with a vocational training that will enable them to be self-supporting; to waken an interest in and a taste for knowledge; to make them critical thinkers, and to put them in touch with and train them to appreciate the cultural and moral achievements of humanity (Oduro & MacBeath, 2003). Consequently, formal or school education has become the means by which these objectives and aims of education in a country are achieved.

Circuit supervisors are the main supervisors at circuit levels of the district, municipal and metropolis educational level (Oduro, 2003). A circuit supervisor is the most common type of educational supervisor at circuit levels. Circuit supervisors are responsible for overseeing all the supervisory duties at circuit level, though they may sometimes work at directorate as well. An educational supervisor keeps the circuit running in terms of promoting teaching learning in schools, interpreting educational policies, promoting effective school management and liaising between the school and the direct education authority.

Sergiovanni (2005) opined that circuit supervisors' work is a helping relationship whereby the supervisor guides and assists the teachers and head teachers to meet the set targets. Similarly, Glickman, Gordon and Ross-Gordon, (2014) added that circuit supervisors help, guide, stimulate and lead teachers through criticism, appraisal and practices in their education and procedures. Rana and Kumar (2015) opined that for circuit supervisors to function effectively the circuit supervisors should be honest, objective, fair and firm. He or she has to be open and democratic, approachable, friendly, courteous and consistent in his interactions with teachers and others and also be an educational facilitator.

The professional capacity of circuit supervisors has always been a crucial factor in enhancing the efficiency and effectiveness of the circuits (Oduro, 2003). These circuit supervisors usually lack the required supervisory skills to manage an educational institution. Moreover, there are no arrangements for building the capacity of these circuit supervisors to supervise these circuits. While supervising the circuits, circuit supervisors have to perform various important functions for which they need managerial skills. It has been discovered that circuit supervisors needed training in different areas for effective supervision (Oduro, 2003). However, effective supervision does not come naturally in the appointment process of circuit supervisors; hence, it is essential that circuit supervisors must undergo professional training programs, which can impart the necessary competencies, knowledge, and dispositions to enable them to function and perform effectively (Oduro & MacBeath, 2003).

Accordingly, there is the need of ensuring that the school heads play the effective role through providing knowledge; skills and attributes to enhance effectiveness and efficiency. This can be realized largely if such heads are specifically prepared for

school leadership before appointment and then developed continuously to enhance the performance of their duties. Preparation and development of school heads will provide a framework within which they will operate to achieve not only the school's objective but also the national objectives of education (Bernard & Goodyear, 2008).

As one of the basic strategies in the pursuit of modernization and development is to keep abreast of all new developments in the educational field, the Ministry of Education has made an effort to adopt training need scheme for circuit supervisors. Sergiovanni and Starratt (2002) stated that supervisors will not be able to carry out their duties effectively if they are not well qualified and trained in techniques of evaluation; a sound update knowledge of the subject matter, a good organizing skill, and ready to accept teachers' ideas and interests. Acheson and Gall (2007) cited limited circuit supervisors' experience and a lack of skills as being problems in teacher supervision, untrained circuit supervisors, lack of commitment, teachers' negative approach towards the circuit supervisors among others.

Overcoming obstacles and ensuring the development of their circuits with regard to modern educational supervisory practices. The problems mentioned make these tasks very difficult for circuit supervisors to accomplish satisfactorily. Circuit supervisors must be trained to cope with advances in the supervisory practices so as to be able to supervise their circuit effectively, so that their pupils reach the required standard in both basic education. Therefore, for circuit supervisors to meet the required standards, they can only do this if they are adequately trained.

1.2. Statement of Problem

Education is a sound investment that is expected to enhance economic growth of individuals and the society. It is a known fact that education is a strong factor of

social mobility which implies that education has the ability to influence a person's future economic status in the society. Contrary, there is falling standards of education at the basic level in the world continues to be a major concern of the stakeholders in education (Garubo & William, 2011). Lighthouse (2003) in Finland noted that the issue of ineffective practices and challenges of circuit supervisors is equally weighty and needs urgent attention. Alimi and Akinfolarin (2012) in Nigeria shares similar idea on circuit supervisors supervision practices has exposed to multiple problems such as; lack of professional supervisory skills, poor circuit supervisors among others that have dwindle academic performance. Naaso (2005) in Ghana added that circuit supervisors lack effective supervisory skills and knowledge of human behaviour and called for training for circuit supervisors for effective work performance.

In Ghana, great attention is given to education. Oduro (2003) noted that supervision is the main pillar for upcoming education. Ghana government in general and the Ministry of Education in particular exert a lot of effort to make sure that the educational organizations deliver high quality and top-notch education via supervision. According to Oduro (2003), the behaviour of teachers and pupils towards the teaching and learning process in our schools these days makes one to reconsider what has been the state of supervision in the schools in the country. The opinion of the public seems to indicate that the academic performance of pupils in basic schools leaves much to be desired and these lapses are often blamed on absence of effective supervision. A casual observation of teachers in the Awutu Breku during the past two years shows that the issue of ineffective supervision is equally grave and needs urgent attention. The Basic Education Certificate Examination (BECE) results' order of merit for Districts/Municipalities all over Ghana shows that Awutu Breku District was among the poor Districts/Municipalities (GES, 2015).

These point to the fact that there is a continuous trend of decline in the academic performance of pupils in the Awutu Breku District. Even though other factors might be contributing to this poor performance, it appears ineffective supervision plays a key role.

1.3. Purpose of the study

The purpose of this study is to identify the challenges facing circuit supervisors and their needs in the Awutu Breku District of Central Region

1.4. Objectives of the Study

The study will seek to:

1. Determine the challenges facing circuit supervisors in the Awutu Breku District of Central Region.
2. Determine how can the challenges facing circuit supervisors' in the Awutu Breku District of Central Region be curbed.
3. Determine the training needs of circuit supervisors to curb their challenges in the Awutu Breku District of Central region.

1.5. Research Questions

The study was guided by these research questions.

1. What are the challenges facing circuit supervisors in Awutu Breku District of Central Region?
2. How can the challenges facing circuit supervisors in the Awutu Breku District of Central Region be curbed?
3. What are the training needs of the circuit supervisors that might best address their challenges?

1.6. The Significance of the Study

The findings of this study will be useful in improving Metropolis, Municipal and District Directorates ability in managing circuit supervisors in most effective way. The identified training needs for the circuit supervisors may help the Ministry of Education to have a point of reference in preparing the training needs of circuit supervisors. In so doing, the programs will be effective since they would meet the needs of circuit supervisors so as to improve the circuit supervisors' supervisory practices

This study will become necessary as the outcome of this study will provide educational directors on useful information on the skills needed for the instructional leadership. It will help heads to update their personnel management skills and improve their personnel management and administrative competence which could reduce incidence of poor circuit supervisor's job performance.

1.7. Delimitations of the study

This study will be delimited to the Awutu Breku Educational directorate. Moreover, the study will be delimited to the challenges and training needs of circuit supervisors. Again, only the circuit supervisors of Awutu Breku Educational Directorate will be asked to participate in the study.

1.8. Limitations of the Study

A study such as this could have been more beneficial if a large number of schools were covered in several more communities. The study was conducted only in Awutu Breku District with a small sample size and therefore could not generalize the findings for the whole country.

The interviewees had a negative attitude towards the researcher for fear that the information given might threaten their job security. Some of the interviewees could have provided socially acceptable responses, however, due to perceived fear of intimidation for revealing the truth on the ground made them slack. This might negatively affect the findings of the study. In addition, qualitative research, usually involves relatively small numbers of participants, and this can mean that it is less likely to be taken seriously by other academic researchers or by practitioners and policy makers. The differences were inherent in human language, could also influence the analysis and interpretation of the participant's experiences which can affect the findings of the study.

1.9. Operational Definition of Terms

Training needs: These are the resources needed a supervisor need to become more proactive and productive, efficient, innovative in the course of exhibiting their skills in the field of their job.

Circuit supervisor: This is an officer or administrator in charge of school setting to make sure that educational goals are been met.

CSV: Circuit supervisor

Challenges: These are hindrances that deter the achievement of learning objectives in the course of learning, teaching and assessment and associated requirements for professional development.

1.10. Organization of the Study

The study will be organized in five chapters. The first chapter deals with the introduction which consist of background of the problem, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study and organization of the study. The second chapter

presents literature review. The third chapter discusses the research methodology employed in this study. In chapter four the presentation, analysis and discussion of data were the issues of concern. Lastly, the fifth chapter will presents the summary, conclusion, and recommendation for the study findings.



CHAPTER TWO

LITERATURE REVIEW

2.1. Over view

This chapter reviews literature related to this study. This was done with the expectation that relevant information would be obtained to help shape and enrich the study. Knowledge of what has been done on this topic is important in helping to clarify issues. The literature for this study was organised under the following headings.

2.2. Theoretical Framework

This study was guided by Herzberg (2009) Two-Factor Theory. According to Herzberg (1966) two-factor theory, cited by Schulze & Steyn (2003), the satisfaction of a need has one of two effects. It either causes employees to be satisfied with their jobs or it prevents employees from being dissatisfied with their jobs. Herzberg labeled the factors associated with job dissatisfaction “hygiene factors”, indicating an analogy to the concept of preventive maintenance.

The factors associated with job satisfaction were labeled “motivators” to suggest their effectiveness in evoking individual behaviour toward superior performance. Interestingly, Herzberg’s hygiene factors correspond closely to Maslow’s two lower-level needs (physical and safety needs). The motivators identified by Herzberg are akin to Maslow’s higher-level needs of esteem and self-actualization. This suggests that meeting lower-order needs can only prevent job dissatisfaction; to achieve job satisfaction requires the fulfillment of higher-order needs (Schulze & Steyn, 2003).

The theory has direct link with school administration and management, as administrators have their needs (training and professional development needs) which need to be fulfilled for them to attain effective school management. Failure to fulfill the desired needs may lead to job dissatisfaction which in turn may lead to ineffective school management and the opposite is true.

2.3. The Concept of Supervision

According to Glickman (2010), the detailed definitions of supervision by authors and experts on supervision could give a useful idea of the term but many experts on this subject have defined supervision in their own way and style. According to Davies (2013), supervision is the phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of the educational system. Davies (2013) further indicated that supervision requires a superior perspective attained by special preparation and position.

Sergiovanni and Starratt (2007) also discussed supervision as administrative action. Their description about supervision was that supervision is what school personnel do for the purpose of maintaining or changing the operation of the school in order to directly influence the attainment of major instructional goals of the school. Marchand (2006) added that supervision consists of all the activities leading to the improvement of instruction, related to morale, improving human relations, in-service education and curriculum development.

Sergiovanni and Starratt (2007) indicated that the immediate purpose of supervision is co-operatively to develop favourable settings for teaching and learning and ultimate purpose of supervision as the promotion of pupil growth and hence eventually the improvement of the society. Glickman (2010) added that supervision is an

instructional behaviour system that interacts with teaching, administrative and student behaviour system.

2.4. Concept of School Supervision

Supervision of instruction is directed towards both maintaining and improving a teaching-learning process of the school (Harris, 2005). Supervision in schools is the glue to a successful school (Glickman, 2010). It is successful school supervision that draws together the various instructional effectiveness into whole-school action. These schools link their instruction, classroom management, direct assistance to teachers and curriculum development under a common purpose to achieve their objectives (Glickman, 2010). In other words, teachers accept common goals for students and consequently complement each other's teaching. Supervisors therefore work with teachers in a manner that is consistent with the way teachers are expected to work with students (Sergiovanni and Starratt, 2005). Thus, regardless of the socio-economic setting or physical characteristics of the school, there is a common bond that keeps the staff together and creates consistency among the schools' various elements. This bond is the vehicle by which some persons or group of people are responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work in harmony towards their vision of what the school should be. It must therefore be emphasised that supervision is not the act of instructing students but rather the action that enables teachers improve instruction for students (Sergiovanni & Starratt, 2005).

According to Mankoe (2007), supervision is a function of the person who, either through working with other supervisors, school heads or others at the central office level, contributes to improvement of teaching and the implementation of the

curriculum. Mankoe opines that there are two critical dimensions in educational enterprise. These are pupil-related and instruction-related. The pupil-related dimension includes distribution of instructional materials, conferences with parents, and rescheduling of classes. The instruction-related dimension includes classroom presentations, educational counseling, assisting children in selecting library books, conducting achievement test, completing continuous assessment forms, preparing terminal reports for parents, selecting appropriate instructional materials and conducting In-Service sessions. Because these functions overlap, it is not easy to determine precisely where supervision of instruction ends and where general administration begins.

Davies (2013) sees supervision as an active, a process, occupation of supervising, a critical watching and directing of activities or a course of action. According to Davies (2013) supervision has a wider scope and its main purpose is to improve factors affecting teaching and learning. Davies (2013) added that instructional supervision covers factors affecting teaching and learning and maximum utilization of resources towards the accomplishment of school goals and objectives.

2.5. External Supervision

This is a type of supervision mostly conducted by the inspectorate division of the education service, especially circuit supervisors. This external supervision, according to the Ghana Circuit Supervisors' Handbook (2002), is the one carried out by persons/officers who are not part of the particular institution and whose work is to compliment the role and duties of the internal supervisor(s) by providing professional advice and guidance to teachers. External supervisors play a very significant role in school administration. Prominent among them are the circuit supervisors. External

supervision is therefore the supervision which comes from outside, notably from the district office, regional or national office. The types of external supervision include brief visit, familiarization visit, assessment for promotion visit, special visit, follow up visit and intensive or comprehensive visit (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 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 (Ministry of Education, 2010).

Assessment for promotion visit is a situation whereby a team of supervisors may be asked to visit a school to inspect the work of a teacher who is due for promotion. Special visit refers to a situation by which a supervisor may be asked to visit a school to investigate a malpractice in the school or allegation against a headmaster, teacher or pupils. This type of visit is special and sometimes called an investigative visit. Intensive or comprehensive visit is also carried out by a team of officers especially circuit supervisors from the district education office to assess the entire school programme to ensure that effective teaching and learning goes on well in the school. Such visits are characterized by clinical support and may take three days depending upon the number of officers concerned. 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 instruction through direct interaction with the

classroom teacher. According to the Circuit Supervisors' Handbook (2002), there are two types of supervision. These are traditional and clinical supervision.

In traditional supervision, the supervisor provides suggestions to the teacher after lesson delivery which the latter often does not find helpful. The basic problem is that supervisors usually provide information and suggestions on problems they themselves are concerned with but not on the problems experienced by the teachers in their classroom. Besides, the supervisory conference tends towards a pattern in which the supervisor talks while the teacher listens.

This type of supervision emphasises problems or defects of teachers and casts the supervision in the role of a superior telling the teacher (subordinate) what needs to be changed and how to change it. Commenting on the Clinical supervision, the Circuit Supervisors' Handbook (2002) identifies a five step process that aims at helping the teachers identify and clarify problems, receive data from the supervisor, and develop solutions with the aid of supervisor. The five steps of Clinical supervision are:

- i. Pre-observation Conference
- ii. Observation
- iii. Analysis and strategy
- iv. Supervisory or post-observation conference
- v. Post-conference analysis

Pre- observation conference is a meeting of a teacher and a supervisor who intends to sit in a teacher's class and observe him/her teach. The objectives are to establish rapport; get a briefing on the group of pupils to be observed, receive information on the lesson to be taught and suggest minor changes that might improve the lesson; set targets or develop a contract. For observation, the observer enters the room as

unobtrusively as possible to avoid eye contact with children and teacher. The primary purpose is to record in writing all that goes on in the lesson.

In analysis and strategy, the supervisor reviews his notes for significant teacher patterns and critical incidents. Teacher patterns refer to recurring verbal and nonverbal behaviour such as repeating a word, calling on the same pupils, or frowning often during the lesson and critical incidents are those teacher activities that profoundly affect the lesson in either a positive or negative direction. A strategy to conduct the supervisory or post-observation conference is considered once the analysis is completed (Edson, 2003).

During supervisory or post-observation conference which is to review the contract items, make specific reference from notes; give chance to the teachers to comment on their own performance and what they think you have observed; discuss your monitoring instrument and plan cooperatively with teachers a lesson that incorporates your suggestions. The teacher also gets feedback on those aspects of teaching that are of concern to him/her. The supervisor may help the teacher plan the next lesson incorporating the improvements both the supervisor and the teacher have identified. Post-conference analysis, the final step in clinical supervision, represents self-evaluation for the supervisor. The supervisor evaluates the strengths and weaknesses of the conference (Edson, 2003).

2.6. Purpose of School Supervision

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

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

Supervision for professional development: Heads and other supervisors help teachers to grow and develop their understanding of teaching and classroom life, in improving basic teaching skills, and in expanding their knowledge and use of teaching repertoires.

Supervision for teacher motivation: Mankoe (2007) further says that supervision builds and nurtures teachers' motivation and commitment to teaching, to the school's overall purposes, and to the school's defining educational platform. The achievement of these purposes, however, depends on the quality of supervisory practice and effective supervisory system.

Mankoe in addition categorizes the following as purposes of supervision in schools.

1. Seeks to improve methods of teaching and learning.
2. Seeks to create a physical, social and psychological climate or an environment that is favourable to learning.
3. Seeks to co-ordinate and integrate all educational efforts and materials in order to ensure continuity.
4. Ensuring in teaching and learning quality, professional development and teacher motivation.

In connection with the above, De Grauwe (2007) also categorizes the importance or purpose of supervision as follows:

- i. Improvement of teaching and learning.
- ii. Helps teacher in school management.

- iii. Assessment of teaching and learning.
- iv. Linking teachers with the ministry of education.
- v. Assistance in development of needed teaching competencies.
- vi. To obey the education law that makes supervision mandatory.
- vii. Helps to interpret school programme to the community

2.7. Areas of School Supervision

Certo (2006) lists the following as areas of school supervision:

Supervision of Instructional work: School supervision is a planned programme for the improvement of instruction. The supervisor checks the effectiveness of the methods of teaching in a particular institution, the audio-visual aids used to make teaching interesting and effective, the timetable enforced to carry out the instructional work, distribution of work among the members of staff, distribution of the prescribed curriculum, terminal written work done by the students. A supervisor checks up the teacher's scheme of work also to find out the planning of daily programme (Certo, 2006).

Supervision of school environment: The supervisor also checks cleanliness of the school surroundings, beautification of the school and hygienic conditions of the canteen, proper drinking water arrangement and cleanliness of lavatories. He evaluates the steps taken by the school authorities for the welfare and the safety of the students (Daresh, 2001).

Supervision of school records: The supervisor examines all sorts of school records and registers. He scrutinises accounts and funds. He checks the usage of school funds, for instance, the capitation grant to schools (Certo, 2006).

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

2.8. Qualities of a Supervisor

The implementation of supervision requires personnel of high educational leadership. The supervisor should be equipped with supervisory skills and competencies to be able to carry out his duties (Beach and Reinhartz, 2012). Beach and Reinhartz (2012) identified the following qualities of supervisors:

Excellent communication skills: Supervisors are to relay instructions very clearly so every part is well understood in order to avoid mistakes. Supervisors also need to listen carefully to what the teachers have to say (Beach and Reinhartz, 2012).

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

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

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

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

Social skills: The supervisors should be courteous at all times. When supervisors have to tell a teacher off, it should be done assertively but politely and never in front of other teachers. Everyone makes mistakes and nobody needs to be humiliated.

Shouting at teachers is not a good idea as they will become resentful and unhappy. The supervisors will get more done with a smile than with rudeness. Do not be afraid to praise your teachers for a task well done.

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

Beach and Reinhartz (2012) state that the above qualities will help supervisors to supervise well and this will help improve teaching and learning in the schools and as a result, the standard of education will also improve. In addition, Beach and Reinhartz (2012) maintain that the modern supervisor must have the personal attributes of a good teacher. He or She needs to be intelligent, demonstrate a broad grasp of the educational process in society, have a good personality and great skills in human relations. The supervisor needs to show a working understanding of the team concept in democratic supervision (Davies, 2013). In addition to these, the supervisor must be willing to subordinate his own personal ideas to the judgment of the team at times. The supervisor must possess the ability and fortitude to hold fast to his convictions. A good supervisor should always be guided by the findings of educational research and should have enough time for good opinion in group discussion and individual conference (Davies, 2013).

Moreover, the supervisor cannot possibly be an expert in all the fields which the supervisor co-ordinates. The supervisor may be a specialist in certain disciplines but has to be generalist in the approach to total school programme. In short, Beach and Reinhartz (2012) maintain that the modern supervisor must be capable to supervise, well trained in education and psychology, and an expert in the democratic group

process. Supervisor should recognise his role as a leader and co-operatively involve the fellow administrators and teachers in all major decisions affecting them in the teaching – learning situation (Beach and Reinhartz, 2012)

2.9. Models of Supervision

Whatever titles supervisors possess, they ought to lead towards the improvement of instruction. Glickman (2010) however sketched five models of supervision picked up from different studies, such as directive, non- directive, collaborative, alternative and creative supervision.

2.9.1. Directive Supervision

According to Glickman (2010), this model of supervision is the one which most teachers and many teacher educators express as their idea of what supervision is. In this type of supervision the role of supervisor is to direct and inform the teacher, model teaching behaviours and evaluate the teacher's mastery of defined behaviours (Glickman, 2010).

2.9.2. Non- Directive Supervision.

In this type of supervision, the supervisor does not tell the teacher what to do to improve teaching, but rather restates how he has understood the teacher's comments in a way which encourages the teacher to develop by self-analysis (Glickman, 2010).

2.9.3. Collaborative Supervision

Within this model the supervisor's role is to work with teachers but not to direct them (Glickman, 2010). The supervisor actively participates with the teacher in any decisions that are made and attempts to establish a sharing relationship. According to Glickman (2010), this is similar to Cogan (2003) clinical supervision. Cogan (2003)

believes that teaching is mostly a problem-solving process that requires a sharing of ideas between the teacher and the supervisor. The teacher and supervisor work together in addressing a problem in the teacher's classroom teaching.

2.9.4. Alternative Supervision

In this model the supervisor's role is to suggest a variety of alternatives to what the teacher has done in the classroom (Glickman, 2010). This limits the number of choices for teachers and it can reduce anxiety over not knowing what to do next. However it still keeps the responsibility for decision making with the teacher. This type of supervision works best when the supervisor does not favour any one alternative and does not sound judgmental. The purpose of offering alternatives is to widen the scope of what a teacher will consider doing (Sergiovanni and Starratt, 2007).

2.9.5. Creative Supervision

This model allows freedom to become creative not only in the use of models, but also in other behaviours by testing supervisory efforts (Glickman, 2010). This model can be used in at least three ways. Firstly it can allow a combination of models or a combination of supervisory behaviours from different models. Secondly a shifting of supervisory responsibilities from the supervisor to other sources. Thirdly an application of insights from other fields which are not found in any of the models.

Working with only one model can be appropriate, or it can be limiting. Sometimes a combination of different models or combination of supervisory behaviours from different models might be needed. A Creative model of supervision can be used by allowing a shift of supervisory responsibility from the supervisor to another source (Glickman, 2010). Lastly, creative supervision can be used through the application of

insights from other fields which are not found in any of the models, for example, some teacher educators have adopted observation systems originally developed for research. The application of observation systems has been a valuable asset to supervisors. It allows supervisors to describe rather than prescribe teaching. This system provides a means through which teachers can continue to monitor and study their own teaching (Glickman, 2010).

2.10. Skills of Circuit Supervisors

According to Edson (2003), skills means being able to accomplish work quickly and accurately, so in this sense skill is different from power, which signifies authority and does not refer to the speed or accuracy of the performance. Skill is an advantage which can be acquired, and develops the expertise and hence the practice of those who acquire it (Bush, 2009).

Like other professionals, circuit supervisors should apply some required skills in their field of work i.e. in the supervisory activities. Glickman (2004) stated that educational supervision requires necessary professional skills in helping and guiding teachers as ultimate end to increase opportunity and the capacity of schools to contribute more effectively students' academic success. Thus, according to Glickman (2004), the important skills that the educational supervisors should possess are:

2.10.1. Human Relation /Interpersonal Skills

These skills consist of the ability to understand the feeling of others and interact with them positively for harmonious and peaceful environment of the working area. Attention has to be given for such skills, because it results success if good relation of supervisor and teachers achieved and causes failure if bad relation is attained (Glickman, 2010). Glickman (2010) further argued that it is in humanistic relations

that the supervisor plays a key role in initiating people to work effectively and efficiently together. The supervisor as a leader must have a strong interest in and concern for the human welfare who work in the organization. For this reason, supervisor ought to have an understanding of the principles of humanism that best sweet them in day-to –day relationship with teachers (Sergiovanni and Starratt, 2008). Glickman (2010) visualizes humanism as being genuine, caring, accepting, and empathetic and trusting unselfishly committed to giving time energy, and talents to helping others. Thus, supervisors need to establish a warm, congenial, human relationship with teachers and seeks to develop a social and educational climate that fosters excellence in all aspects of the school program (Glickman, 2010). On the other hand developing educational and social climate only would not strengthen teachers-supervisors intimacy. Hence, supervisors have to leader for teachers’ voice and give appropriate recognition. For this reason, teachers’ performance will be enhanced. In relation to this Beach and Reinhartz (2012) workers may have a better solution to a problem than the supervisor has. So, the instruction supervisor should listen to suggestions regardless of how rushed he or she may be. Listening provides workers with recognition. If the supervisor listens, workers will know that their ideas or suggestions are important (Beach and Reinhartz, 2012). On the other hand regarding recognizing ones work (Glickman, 2010) points, works usually want to be recognized for the ability to do a job better. Nevertheless, if a supervisor neglect them and shut the door the loss in initiation and serious morale problem can develop (Glickman, 2010).

2.10.2. Conceptual Skills

A conceptual skill involves the formulation of ideas, understand abstract relationship, develop ideas, and problem solving creativity. Meaning a supervisor has to be a

resource person (Glickman, 2010). He has to have conception as such on policies proclamations and guidelines those different activities to be led. He/ she have to be a creative person to perform the task effectively and tackle problems to facilitate situations. Thus, supervisors in this respect need to have conceptual skills for effective practices of supervision (Glickman, 2010). According to Beach and Reinhartz (2012) a supervisor needs reasonableness, judgment, and acute mind with plenty of common sense quick witted, able to distinguish between major and minor problems, apportioning sufficient item to deal with each problem and understand clearly the many and varied written and spoken instructions and be able to pass on information clearly to a number of different types of subordinates”. According to Beach and Reinhartz (2012) this skill relates to the ability to integrate and coordinate the organizations activities. It concerns the ability to see the “total picture” how different parts of the organization fit together and depend on each other, and how acting in one part of the organization can influence a change in another part.

2.10.3. Technical Skills

This skill consist of understanding and being able to perform effectively the specific process, practices, or techniques required of specific jobs in an organization(Beach and Reinhartz, 2012). Beach and Reinhartz(2012) further added that the supervisors need to have enough of these skills to perceive that their day- to-day operations are performing effectively i.e; this skill involves processes or technical knowledge and proficiency of a specific area. In the context of education, technical skill refers to know and understand how the process and techniques which enables teachers to perform a given task during the teaching-learning process. For this reason, instructional supervisors need to have competence regarding technical skills. In this

way this skill is a skill basically involved the use of knowledge, methods, and technique in performing a job effectively (Sergiovanni and Starratt, 2007). So the supervisors can play the role of instructional leadership in promoting teacher development and building professional community among teachers that leads them to effective school workers'. Having this in mind, other scholars emphasized this idea with identifying three types of technical skills required for effective supervisory performances (Glickman, 2010).

2.11. Challenges Faced by Circuit Supervisors in Performing their Supervisory Roles

Circuit supervisors like other administrators face many challenges as they carry out their instructional roles in the schools (Komoski, 2007). The challenges range from material resources, professionalism, management of staff and inter-relationship

2.11.2 Teachers' Negative Attitudes Towards Supervision

The way and manner that teachers react to supervision of instruction is another concern to supervisory practices (Ogunsaju, 2006). 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 circuit supervisors to control and intimidate them (Ogunsaju, 2006). This notion makes teachers feel unsafe and form of supervision. Gordon (2005) found that teachers bemoaned that circuit supervisors intrusive monitoring and physical presence changes the 'setting' in the classrooms which resulted in false impressions. According to Gordon (2005), some teachers

noted that there was always an element of stress and ever reaction on the part of teachers and students during classroom observations.

2.11.3 Teachers Perception on Supervision: Instructional supervision aims at improving the quality of education by improving the teacher's effectiveness. Sergiovanni (2011) noted that the improvement of the teaching-learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. It is similar to Tanzanian context where by teachers has negative perception about supervision process and it is a major challenge why supervision in Tanzania does not bring positive outcome (Sergiovanni, 2011).

2.11.4. Negative approach to supervision by some supervisors

According to Sergiovanni (2011), supervisors used controlling and intimidation approaches in their supervisory practices. This made teachers lived in a state of fear in a state of fear and frustration of dismissal due to the system's summative nature (Sergiovanni, 2011). This is supportive of Glickman (2010) perception that some circuit supervisors continue to fulfil their tasks with an authoritarian approach. Jahanian & Ebrahimi (2013) on the other hand emphasised that the undesired supervisory by some circuit supervisors made teachers expressed feelings of fear and disappointment.

2.11.5 Inadequate Training of Instructional Supervisors

Another issue of concern as far as challenges to instructional supervision are concerned is whether supervisors are given enough training to function properly in their practice. De Grauwe (2007) expressed little about that advisers, inspectors and

other such staff need regular training, but they seldom receive it. De Grauwe (2007) believes that whatever pattern of recruitment and promotion procedures, supervisors needs regular training but they are seldom provided with pre-service or in-service training.

Bush (2009) added that supervisors need continuous and sufficient training to carry out their responsibility effectively. Bush (2009) further pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision. This challenge is seen in Ghana where there is insufficient ongoing training of supervisors so that they can be able to cope with different challenges in teaching and learning due to technological changes (Mankoe, 2007).

2.11.6 Lack of Knowledge and Experience on the Part of Circuit Supervisors

Another obstacle to instructional supervision in the public basic schools is lack of knowledge and experience. Grauwe (2005) that both qualifications and experience seemed important in the selection of circuit supervisors but at the basic 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.

In Ghana, circuit supervisors are appointed on the basis of seniority and experience and by virtue of their position as heads, they automatically become the instructional supervisors at the school level (Mankoe, 2007). It would be proper for circuit supervisors to possess higher qualifications in school supervision. Such supervisors would have sufficient knowledge and experience in both content and pedagogy to be able to confidently assist, guide and support their teachers (Mankoe, 2007).

2.11.7 Lack of Formal Training for Supervisory Roles: Gurr (2009) argued that while the importance of supervision remain paramount, many school do not include formal courses of supervision in the curriculum, and some have dropped supervision courses completely as the knowledge explosion has placed more demands for the inclusion of various content areas. Komoski (2007) comments that limited supervisors experience and a lack of skills as being problems in teacher supervision. He also reported that supervisors did not have enough training in providing constructive feedback while maintaining relationships. This challenge is similar to Ghanaian context where supervisors in those schools without any training skills (Mankoe, 2007).

2.11.8 Poor Techniques and Methods of Supervision: Mankoe(2007) argued that this can be problematic since field instruction and supervision of professional practice often requires different techniques. In Ghana, most of the supervisors relying on their experience of how they were supervised and they fail to integrate various ways of supervision process (Mankoe, 2007). For example the use of collaborative method, self-directed and portfolio methods in assisting teachers during supervision is not applicable to the most of the majority of supervisors of Ghana (Mankoe, 2007).

2.12. Concept of Training

Nonaka and Tecce(2001) defined training as a behavioural process which aims to change and develop the capacity of individuals and improve their competence, while Guskey (2002) put forward the view that training is a process for developing the personal behaviour of an individual in certain areas of knowledge, skills and attitudes, in order to achieve the desired level of performance.

According to Ganser (2010) some experts define leadership development as the training needed to help managers motivate, hire, communicate, retain, inspire, discipline, evaluate, and coach employees. Others define the term broadly as teaching executives the unique skills they need to be dynamic leaders who can adapt and make the best decisions, regardless of conditions (Ganser, ,2010). Atay (2008) on the other hand defined training as the activity of transferring knowledge for the development of models of thinking and patterns of actions and changing the individual's behaviour, habits, skills and abilities necessary to do the work in order to reach the desired goal with the help of an effective trainer.

Obisi, (2011) defined training as a planned and organized effort by an organization to provide employees with specific knowledge, improve and develop their skills and abilities and change their behaviours and attitudes in a positive and constructive way. In the same vein, Burns & Stalker (2006) viewed training as a planned activity aimed at bringing about changes in the individual and the group in terms of information, experience, skills, rates of performance, methods of work, behaviour, and trends; it enables individuals to do their work efficiently and productively. Moreover, according to Mitchell (2012), training is a systematic effort aimed at providing certain members of the organization with knowledge and trying to bring about positive change in their skills and abilities on the one hand, and in their behaviour and attitudes, on the other.

In the light of the above, it could be argued that training is any programme that is planned and designed to increase productive efficiency by remedying deficiencies or by providing the workers in the teaching profession with all new information, skills and attitudes to increase their professionalism and refine their expertise (Ganser, 2010).

2.13. Objectives of Training

It is only comparatively recently, however, that the importance of the training of educational managers, in general and head teachers in particular, has become the subject of research. It is clear from the recent literature that it is not only training prior to taking up the post of head teacher that is important, but also the ongoing professional development of head teachers (Ganser, 2010). The importance of training lies in its role in creating a strong and positive relationship between the institution and its personnel, increasing the capacity of directors in terms of creative thinking, making them able to adapt to the requirements of their new jobs, raising the level of individual performance and the development of knowledge, skills, and trends in their work fields, and finally, the planning of the work force and the development of human resources in order to facilitate the achievement of the objectives of comprehensive development in general and administrative development in particular (Nonaka and Tece, 2001).

Training also contributes to increasing material benefit, improving staff morale, improving product quality and quantity, reducing accidents and work injuries, helping individuals to make better decisions, helping workers overcome anxiety, tension, and conflict in the area, opening doors to individuals for promotion and career advancement, deepening the sense of career satisfaction and achievement, and finally developing an appropriate environment for growth and communication between employees in the organization (England, 2008).

As human society is in permanent renewal and rapid change, it is also necessary to renew the demands of the profession continually with it, and therefore the need of training become necessary. The training process is in itself a renewal process. Perhaps

the need for training programmes in developing countries is becoming more urgent in order to be able to fill the skills deficits in these countries and allow expansion in the areas of economic and social development (Cascio, 2012).

Cascio (2012) goes on to list the basic purposes of training objectives, as follows:

- i. To enhance the performance of the individual through the acquisition of scientific knowledge and skills developed in his/her work.
- ii. To increase the capacity of the individual's creative thinking so that it helps him/her to accommodate his/her work, and to face up to and overcome his/her problems.
- iii. To develop the tendency of the individual towards the appreciation of the value and importance of work and the social impacts relating to it.

Amstrong (2003), who views training as an ongoing activity, which includes all the different functional levels and occurrence of which in the organization is repeated for life; training is an integrated system consisting of interrelated parts and components between which there are interactions for raising the productive efficiency of workers. Training is an activity of renewal and involves both trainer and trainee, as well as an administrative process in terms of the inclusion of administrative work components such as the clarity of policies and objectives, the provision of human and material resources, and the provision of specialized expertise in the various areas of training needs (Amstrong, 2003).

Cole (2004) states that head masters have the responsibility of making sure that specific tasks are completed by teachers and other staff members and keeping the school running smoothly on a day-to-day basis. In order to do this, they must, among other things, define school objectives, make plans and schedules, deal with

community relations and deal with problems with students and staff. Cole (2004) further added that the role of head mastership acquires a complex set of relationships and emphasized that training plays a vital role for schools in the achievement of their goals and that the success and failure of any learning system depends on the effectiveness of its head masters, and how head masters confront problems and obstacles and overcome them.

2.14. Identification of Training Needs

Training needs represent a set of desired changes in the skills, knowledge, attitudes and behaviour of the manager to become qualified to take over the functions of his job, and to be able to overcome the obstacles in his performance in job. If the skills, knowledge, attitudes and behaviours of the individual are less than the required level, this indicates that there is a need for training (Desimone & Harris, 2002).

Atay (2008) points out that, with the huge expansion in school administration, and the many complex skills and responsibilities required of head teachers, discovering their training needs is a necessity. In this statement, Mitchell (2012) stated that to hold training courses for heads and design a training programme to begin to develop the skills required to carry out their jobs and responsibilities, it is necessary to identify their training requirements. He continued by saying that these requirements represent the fundamental starting point in a series of interrelated seminars which form the whole training process. It can be said that the identification of training needs is the foundation on which proper training is built in order to achieve efficiency of the performance of the individuals within the existing organizational construction, and to improve both their skills and their attitudes (Mitchell, 2012).

Bush (2003) emphasized that: the process of identifying training needs is the basis of all the elements of the training process, the process of identifying training needs indicates the people to be trained, the diversity of the training required for them, and the results expected of them and lastly, the identification of training needs assists in the detection of problems and constraints of work that result from the organization or one of its main activities, which are not necessarily among the problems that could be addressed through training(Bush, 2003).

Desimone & Harris (2002) state that training is fundamentally a tool which can be used to effect desired changes in an organization. They further state that the process of identifying a training programme must begin with the identification of training needs, and that this identification will assist the following: determining the training objectives; designing the curriculum and identifying teaching content; selecting training modalities and planning a training strategy; and evaluating training. They suggest that training before taking up a particular post should concentrate on the knowledge, skills and attitudes required for that particular role, while training needs for those already holding a particular post may be identified by finding gaps in the capabilities of the person in that post through an evaluation of the functions that he or she performs. They suggest several methods for identifying these training needs, including an analysis of the problems faced by in a particular role which may be carried out by administering a survey questionnaire to those currently in that role. They also suggest interviewing a selection of those who interact with the person in the post (Desimone & Harris, 2002).

According to Bush (2003) training is designed to produce competent behaviour that will result in accomplishments that have value for society and its institutions. It

outlines two methods of training needs assessment. The first is the problem-analysis method, which responds to what has gone wrong in the past and how to make sure it does not happen again. This method depends on the organization analyzing with the goal of revealing deficiencies in the performance of an individual, a unit or the organization as a whole (Bush, 2003).

The second method is the competency-based method, which is proactive and puts emphasis on locating and describing characteristics critical to successful performance in all types of organization. These characteristics can then be used to measure actual performance and the results can be used in planning appropriate training for categories of workers with similar job requirements (Bush, 2003). Mitchell (2012) noted various methods of determining training needs, i.e. “training needs assessment”, and concludes that in order to design appropriate training programmes, trainers must know:

1. The purposes of training is to serve (and whether or not training can serve those purposes;
2. The nature of the audience for training, so as to best position and present the training and;
3. How to design and develop training using a wide range of methods and techniques, so as to engage the audience and achieve the purposes of training.

2.15. The Importance of Training for Circuit Supervisors Skills

Bush and Heystek (2006) indicated that the circuit supervisor has a key role as the commander of change and the tool of continued development, and represents a phenomenon and a feature of the modern school. From their observations and impressions emerges the importance of focusing on school leadership and the

necessity of activating its role, which has been resulted of improving the quality of education, developing the school and upgrading its performance in order to meet the diverse and changing needs of learners and the immediate and future demands of community (Mullins, 2012). When examining the management skills necessary for circuit supervisors, it is important to take note of their training needs (Dean, 2003).). Dean (2003) emphasized that in an era of higher standards and greater accountability, it is critical that schools have leaders who are prepared to do everything necessary to improve teaching and learning. Dean (2003) further noted that head masters preparation programs can help put a quality head master in every school who knows how to lead changes in school and classroom practices that result in higher student achievement.

Training is simply giving the trainee the skill or skills necessary for the efficient exercise of a profession or work (Guskey, 2002). It is a means not an end, concerned with quality not quantity, the goal of which is to enhance the performance level rather than raising the income, and to upgrade capabilities not qualifications (Guskey, 2002). He also points out that training which is successful at a certain point in time may not be successful at another stage, unless it takes into account any new variables which occurred. Then he goes on to list important obstacles that may prevent training from achieving its ends and reduce its efficiency and effectiveness. These are the lack of a standardized mechanism for identifying training needs and knowledge being priority rather than the cognitive aspect or the practical application. In addition, he cites the differences in certain procedures and working methods used by some government bodies, adding that standardized training requires the standardization of procedures and working methods. Furthermore, there is lack of theoretical or practical

background derived from the actual experiences and requirements of the beneficiaries of the training (Guskey, 2002).

According to Day (2009) many of the trainees participating in the training are doing so only for the purpose of gaining promotion, thereby weakening the level of participation expected of them, and reducing the desire for the optimum utilization of training. Moreover, some trainers lack the capability for delivering skills to others, or transferring information and delivering it to the trainees in a non-complex manner, and frequently there is no follow-up of trainees or evaluation of their performance after training (Day, 2009).

It is unlikely that any positive educational change will occur without effective educational leadership, and that good teaching relies on excellent leaders. They mention three ways of developing teachers in order to create a set of shared directions for the school and to pursue them successfully. These are the provision of individualized support; the creation of intellectual stimulation; and the modeling of practices and values important for the school (Alkhateeb and Alkhateeb, 2001).

Individualized support is motivational as it assures teachers that the leader respects them and their problems will be taken seriously and efforts made to help them. Leaders should encourage individual staff members to try new practices and, as often as possible, provide money for professional development. Leaders should get to know individual teachers well and be aware of their particular skills and interests. They should also express support through recognition of good work and effort. Head teachers opinions should be taken into consideration when initiating actions that may affect their work (Alkhateeb and Alkhateeb, 2001).

Alkhateeb and Alkhateeb (2001) noted that majority of those involved in managing schools would greatly improve their performance if they received down-to-earth training in what a leader needs to be effective. It is possible for a head teachers to improve their performance in a particular area of weakness, while pointing out that some areas are easier to improve than others, with creativity perhaps being the most difficult to improve. She goes on to say that training courses can assist head teachers to improve performance and develop confidence.

According to Bansal (2009), to have high-performing schools, it is necessary to have head teachers who can lead them to success and that several decades of research have proved that this formula works. Bansal (2009) states that a high-performing head master is one who understands which school and classroom practices improve student achievement; knows how to work with teachers to bring about positive change; supports teachers in carrying out instructional practices to help all students succeed; and can prepare accomplished teachers to become head teachers. There are some teachers who have administrative credentials and who may wish to become head teachers, but lack the requisite leadership qualities, while there are others who may have the potential to become head teachers, but whose university preparation programmes did not provide them with the knowledge and skills needed to succeed in this position (Bansal, 2009).

CHAPTER THREE

METHODOLOGY

3.1. Over view

This chapter discusses philosophical and theoretical perspectives in research and how they influenced methodological choices in this particular study. Again, the chapter it discusses trustworthiness, data collection analysis of the study and concludes with a brief look at the ethical considerations of the study.

3.2. Research Approach for the Study

Given the nature of the stance of both ontology and epistemology, a qualitative research approach within the interpretive paradigm was employed. According to Crotty (2003), qualitative research seeks to explain and understand social phenomena within their natural setting. In terms of this study, the researcher constructed empirical evidence to gain an understanding of the internal communication as a tool for enhancing lecturers work commitment. Creswell (2007) explains that qualitative research involves data constructed in the participants' setting; data analysis that builds from particulars to general themes; and the researcher having to interpret the data. In addition, says Crotty (2008), qualitative research usually involves fieldwork, which requires the physical presence of the researcher.

In this regard, the researcher conducted interviews with 10 circuit supervisors to gain insight into their experiences on their challenges and training needs. According to Bryman (2008), qualitative research seeks to gain an in-depth understanding of individual experiences. It provides an in-depth understanding of the issues at stake. In a qualitative study, participants are encouraged during interviews to express their views and opinions on a particular topic relating to the research question. Cohen,

Manion & Morrison (2007) explain that the main aim of qualitative research is to gain an understanding of a particular phenomenon in its real-world context. In this study, qualitative research was employed to gain an understanding of how internal communication contributes to lecturers work commitment.

Bryman (2012) describes qualitative research as using an approach that accommodates a wide range of different views. This research allows participants to express their views in an open-ended way. Grix (2010) notes that qualitative research acknowledges that participants know themselves best and can describe, interpret and discuss their own experiences and environment from their own perspective. Only by obtaining in-depth information on the principals' experiences can these leadership practices that affect learners' academic performance be clarified and understood. In addition, Creswell (2013) states that, in qualitative research, the researcher builds a complex, holistic picture, analyses words, reports the detailed views of the respondents and conducts the study in a natural setting.

3.3. Research Design

The choice of research design was based on the research question of exploring the challenges and training needs of circuit supervisors. Bryman & Bell (2011) describe designing research as going back to one's research questions and thinking about what one is hoping to do with the data collected in order to be able to address those research questions. Bryman (2006) describes a research design as the outline plan, or strategy the researcher is going to use to seek an answer to the research question or questions. In other words, when one gets to the stage of designing an experiment, one has to identify the plan or strategy to be used in collecting the data that will adequately answer research questions or test the hypothesis. Planning a research

design means that one must specify how the participants are to be assigned to the comparison groups, how the researcher is going to collect and analyze data (Creswell, 2013).

Creswell (2013) defines a research design as a procedural plan that is adopted by the researcher to answer the questions objectively, accurately and economically. A research design is the arrangement of conditions of collection and analysis of data in a manner that aims to combine relevance of the research to the research purpose with economy in procedure. In addition, Creswell (2013) emphasizes that through a research design the researchers decide for themselves and communicate to others their decisions regarding what study design you propose to use, how you are going to collect information from your participants, how the information is going to be collected, analyzed and the findings communicated. In this research, the case study research design was employed.

A case study, according to Maxwell (2013), is defined as an empirical inquiry that investigates a phenomenon in depth and within its real-life context. Using a case study allows the researcher to look at the phenomenon in context and create further insights regarding the phenomenon. This corresponded well to the design of this study, both in terms of research questions and use of different data collection techniques. Case studies can be performed with both qualitative and quantitative methods or in combination (Bryman & Bell 2011). A qualitative approach has been adopted in this study which, according to Maxwell (2013) is appropriate if the area to be investigated requires a deeper understanding, and since this thesis aim was to investigate “how” something works, a qualitative approach was necessary. A qualitative data collection method is preferred in a study like this because the intention is to describe people's

experiences and view of reality (Saunders, Lewies & Thornhill, 2009). The study has been performed with an inductive approach where conclusions have been drawn from experiences. Inductive reasoning starts with observations and the theories are proposed towards the end of the research process as a result of the observations. Patterns, practices, resemblances and regularities in experience have been observed in order to reach a conclusion (Saunders, Lewies & Thornhill, 2009).

3.4. Target Population

The target population is the population that the researcher uses to generalize the findings of the study (Creswell (2014). The population for this study will comprise of all circuits supervisors of Awutu Breku District Education Directorate that comprised of 10 circuit supervisors.

3.5. Sample and Sampling Procedure

According to Creswell (2014), a sample can be defined as a set of respondents selected from a larger population for the purpose of the research study. Creswell (2014) further contends that, a sample can be a choice of restricted small numbers, representative of the bigger population in trying to understand the phenomenon to be studied in greater detail. Creswell (2014) asserts that, a sample of 6-9 interviews for qualitative case studies may be enough to enable development of meaningful themes and useful interpretations especially for studies with a high level of homogeneity among the populations. The sample sizes for this study were 10 circuit supervisors. The sample size used for this research was appropriate, because it was a qualitative case study.

Creswell (2013), defined sampling as the act, process or technique of selecting a suitable sample or a representative part of the population for the purpose of determining parameters or characteristics of the whole population. Purposive sampling was employed to select the 10 circuit supervisors. Purposive sampling procedure was adopted for the study because the researcher obtained information from particular sources (circuit supervisor).

3.6. Interview Guide for Circuit Supervisors

According to Maxwell (2013), the interview guide is a flexible tool for data collection, enabling multisensory channels to be used; verbal, non-verbal, spoken and heard. Moreover, the interview may be controlled while still giving space for spontaneity, and the interviewer can ask for responses about deep and complex issues. Probing is used to get deeper information from the respondents and good rapport with participant being a prerequisite for obtaining maximum cooperation and accurate information (Maxwell, 2013).

Therefore, the interview guides were employed in soliciting information from the purposively sampled circuit supervisors. A friendly relationship with prospective respondents prior to the actual interview was a prerequisite for obtaining maximum cooperation and accurate information. Unstructured and open ended questions were administered to elicit views and opinions from the participants. Probing was used by the researcher to obtain potentially important information from the circuit supervisors. The flexibility of the interview guide yielded high response rates, offering opportunity to collect in-depth information. Interviews were audio taped with the consent of the respondents. The personal in depth interviews were carried out for duration of about one hour for each respondent

3.7. Trustworthiness of the Data

According to Maxwell (2013) and Creswell (2013), the reliability of research instruments in qualitative data, focuses on the researcher since he or she is the primary instrument. Both validity and reliability of research instruments in qualitative studies are treated together in what is referred to as trustworthiness. Lincoln and Guba (1985) cited by Creswell (2009) asserted that, trustworthiness of qualitative research is done through developing standards of quality which involves four criteria. First, is the credibility the (true value) accuracy, established confidence in the truth of the findings from the informants, the context in which the study was undertaken and the authenticity of the information collected. This was ensured by use of member check in which the respondents were asked to corroborate findings and made segments of raw data available for other readers who analyzed it.

Transferability or applicability is a criterion of the fittingness, showing that findings could be applied to other contexts and settings depending on the degree of similarity between the original situations to which it was transferred (Glesne, 2006). This was ensured by researcher presentation of reports that provided sufficient details to other readers for assessment. In the current study, the findings could be applied to other lecturers and head of departments if from similar contexts.

Dependability (consistency) ensured that the findings were steady if the study would be repeated (Creswell, 2013). This criterion was ensured through auditing the research process, documenting all the data generated and assessing the method of data analysis. Finally, Confirmability ability (neutrality) is the objectivity of data, the degree of neutrality of data, and the extent to which the study findings were shaped by the respondents' motivations and perspective, with another researcher agreeing about the

meanings emerging from the data (Bryman & Bell, 2011). The researcher ensured neutrality in the study by scrutinizing the data from the three study respondents.

3.8. Data Collection Procedure

In addition, I used interview guide to measure the opinion of 10 interviewees of circuit supervisors comprised of 7 male and 3 females on their perception on the challenges and training needs of circuit supervisors. It was a face-to-face interview at a location free from distractions. Each session lasted for about 45 minutes. Prior to the day for the interview, the research described the purpose and steps being taken to maintain confidentiality and their anonymity were made known to them. Moreover I sought the interviewees' consent to tape record and took brief notes in the event of tape recorder malfunctions. This was useful for gathering in-depth information on the subject under investigation.

3.9. Data Analysis Procedure

In qualitative research, data analysis is a rigorous process involving working with the data, organizing data into manageable units, categorizing, comparing and searching for patterns (Creswell, 2013). It is a difficult task because qualitative research usually generates voluminous data as the researcher is found with many transcripts of verbatim accounts of what transpired in the interview questions (Bryman, 2006).

In this study, data were studied systematically, by using thematic analysis. The transcripts were re-read several times to give the researcher an overall idea of the content. Following this, concepts i.e. working codes – were allocated to significant sentences. Then, the concepts were grouped into themes. These themes were largely descriptive and represented a wide scope to allow for variation. Instead of imposing a preselected theoretical grid on the data, this method ensured that the elements of the

coding frame reflected the language of the participants (Creswell, 2013). Coding was undertaken manually, using techniques such as cut and paste and colored pens to categorize data. After the categorization and coding of data into themes, the researcher analyzed and interpreted the themes to find answers to the research questions.

3.10. Ethical Considerations

Ethical issues arise from the kind of problems that social scientists investigate and the methods used to obtain valid and reliable data. Ethical considerations were pertinent to this study because of the nature of the problem, the methods of data collection and the kind of persons serving as research participants. While carrying out this study, cognizance was taken of the fact that this study would be investigating very sensitive issue and as such followed ethical procedures suggested by (Creswell, 2013).

Creswell (2013) advise that researchers should ensure that participants are protected from any physical or psychological harm that may arise from research procedures. In line with international best practices in education, I revealed the intentions of the study to the participants and sought informed consent for their participation. I verbally assured the participants of anonymity of their identities and confidentiality of the data I got from them. I also promised to assign them pseudonyms during the writing of the report. All the participants to be interviewed agreed before I commenced the research.

With regard to the ethical issue of confidentiality, I stored all information from the study safely. Hard copies were locked in a cabinet and soft copies stored in files protected with a password which was only accessible to me.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1. Over view

The chapter begins by presenting the demographic characteristics of the respondents. This is followed by the answering and discussions of the research questions.

4.2. Analysis of Demographic Characteristics of Respondents

It was important to analyze the background characteristics of the various respondents of the study. The sex distribution of the respondents (10 circuit supervisors) indicated a difference of 7 male personnel representing 70% and 3 female representing 30%. With regard to their ages, all of them age ranges between 40 to 50 years. Moreover, they have had work experience above ten years. Concerning their educational statuses, 6 of them representing 60% were first degree holders, while 4(40%) were second degree holders.

4.3. Analysis of Qualitative Data and discussions of Findings

4.3.1. Research question 1: What are the Challenges Facing Circuit Supervisors in the Awutu Breku District of Central Region?

This question was meant to determine the challenges facing circuit supervisors in the Awutu Breku District of Central Region. The interviewees indicated that supervision is the service provided to help teachers in order to aid their own professional development so that the goals of the school might be better attained. They asserted that in spite of good use on supervision, there are several factors which tend to militate against effective supervision of instruction in schools and the following themes emerged:

1. Poor perception of teachers towards supervision
2. Lack of knowledge and experience.

Theme one: Poor Perception of Teachers Towards Supervision

The interviewees indicated that the behaviour of teachers towards supervision has been something that has engaged the attention of policy planners in education. They further expressed that since teachers are at the centre of most of this increasing supervisory effort, their attitude towards supervision is important.

One of the interviewee stated that:

I see that lot of teachers in my circuit expressed that supervision is as ineffectual and at worst a harmful form of interference with the work of the teachers that yielded effective co-operation between teachers and circuit supervisors [CSV-6]

Another interviewee stated that:

Teachers were not in good on supervision and this has been a strain on the effective co-operation that should exist between the supervisor and the supervised [CSV-1]

Another interviewee reported that:

I see that teachers in my circuit view supervision as interference in their work, and this I think hinder new ideas and innovation which might be given them at in-service training courses. This has undoubtedly been one of the problems facing supervision [CSV-3].

The finding was in line with that of Elsbeen (2007) who noted that although there are undoubtedly many instance of well-received supervisory practices, a common response of teachers to supervision was that supervision is as harmful form of interference of teachers work. The finding further supports that of Eye & Netzer (2015) who noted the improvement of the teacher learning process is dependent upon

teacher attitudes towards supervision and concluded that unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. The finding further support that of Mankoe (2002) who indicated that teachers strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice.

Theme Two: Lack of Knowledge and Experience

The respondents asserted that circuit supervisors should possess some working knowledge and experience to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices. They further indicated that lack of these knowledge and experience serve as a challenges for circuit supervisors.

One of the participants stated that:

I believe that circuit supervisors must offer evidence that they have the necessary knowledge and experience to make important decisions about instruction and lack of these knowledge and experience hinder their effective work [CSV-9]

Another interviewees reported that:

I think that academic qualifications and long term working experience provide people with knowledge and experience to be able to perform satisfactorily and lack of the circuit supervisors knowledge and experience make circuit supervisors face work challenges [CS-5]

Another interviewee stated that:

I think in Ghana education system, teaching experience is a requirement for head teachers appointment but in the appointment to circuit supervisor lack supervisory Experience [CSV-7]

The finding was in line with Knezevich(2012) who observed that virtually all head teachers in are experienced teachers selected on the basis of seniority, but the appointment to circuit supervisors lack supervisory experiences. The finding further support that of Harries (2015) who noted that teaching experience is considered an important factor in the success of a head teacher in his duties, but circuit supervisors lack supervisory skills and experiences and at times fresh from school. The finding corroborate with that of Glickman (2015) who noted that one's supervisory approach is influenced by among other factors, past supervisory encounters, either as a supervisor or as a supervisee that lack the professional knowledge that pose challenges to circuit supervisors

Theme three: Lack of Adequate Skills to Ensure Effective and Quality Supervision of Schools

The respondents asserted that lack of appropriate supervisory skills to ensure effective and quality supervision of schools lead to the circuit supervisors' challenges. They further reported that In recognition of centrality of school-based supervisors in facilitating teaching and learning, the circuit supervisors should have adequate skills in promoting teacher performance and student learning, they must be equipped with supervisory skills.

One of the interviewees stated that:

I think most of circuit supervisors are mostly teachers who have risen through the ranks to become supervisors; they do not receive any formal training in the area of supervision [CSV-4].

Another interviewee reported that:

I think the challenges facing the circuit supervisors were as the result of the lack of skills.. The lack of skills impact on the work performance [CSV-8].

One of the interviewees reported that:

I see that most circuit supervisors tend to lack the appropriate skills and experience to perform their role as school supervisors [CSV-2].

The finding was in line with Glickman (2004) who noted that lack of adequate skills to ensure effective supervision of schools influence the circuit supervisors work challenges. The finding also support that of Certo (2006) who indicated that circuit supervisors will not be able to carry out instructional supervision effectively if they are is not well trained in techniques of supervisory skills. Moreover, the finding supported that of Ozigi (2009) who asserted that limited circuit supervisors experience and a lack of skills serve as problems in circuit supervisors work. The finding further corroborated with Glatthorn (2010) that like other professionals, instructional circuit supervisors should apply some required skills in their field of work i.e. in the supervisory activities and the lack of the skills make their supervisory work challenging.

Theme four: Lack of adequate support

The circuit supervisors indicated that they need continuous and sufficient support to carry out their responsibility effectively. The interviewees further emphasized that they need support from their head of department and the Directorate to function effectively.

One of them stated that:

The attempt of Director to work with me co-operatively improves my supervisory work. I think the Director who function in supervisory positions in the Municipality, who provide leadership to circuit supervisors, and who have the primary responsibility for working with circuit supervisors demote quality of supervision via poor leadership [CSV-3]

One of the interviewee stated that:

I think Director who is the chief instructional supervisor leadership role is central to establishing and maintaining an effective circuit supervisors roles [CSV-10]

Another respondent stated that:

Hardly the Director had any financial support for supervisors and negatively affect the supervisory practice in the Municipality [CSV-7].

The finding supported that of Burton (2012) who noted that sometimes economic constraints make circuit supervisors face situation which induces some supervisor to seek for monetary favours indirectly, and teachers readily accede to their request. In return for the teacher's favours, supervisors tend to tune down professional sanctions. The finding further support that of Brickel (2011) who noted that lack of the directorate support and the lack of official vehicles made circuit supervisors have to rely on public means of transport. In this case, schools in the very remote areas may never be visited.

4.3.3. Research question 2: How can the challenges facing circuit supervisors be curbed?

This research question was intended to determine the way the challenges facing circuit supervisors be curbed. With this question, the interviewees reported that the main purpose of supervision is to evaluate the instructional process and improve teaching and learning in schools. They further asserted that in spite of the important

role supervision plays in enhancing the quality of education, there are issues which act as barriers to its effectiveness and the following themes emerged:

1. Directorate fairness
2. On-the-Job Capacity Building for Circuit Supervisors

Theme one : Directorate fairness

With this theme, the respondents reported that the director fairness behaviors and attitudes towards circuit supervisors and some head teachers will help curb the challenges facing circuit supervisors. They further emphasized that circuit supervisors work are influenced by the director or management practices on the fairness issues in the organization.

Another respondent stated that:

I think if the director exhibit fairness and enforce the fairness procedures and policies, there will less problem cases and the work culture will be enhanced [CSV-4].

One of the interviewees reported that:

I hope that when circuit supervisors judges the behavior of the director and their resulting attitude and behavior that comes from the circuit supervisors work behavior, the circuit supervisors will be satisfied and will work effectively [CSV-7].

Another interviewee asserted that:

Justice is the loveliest, holiest and most perfect words in the human development that its observation is considered the most essential affairs in term of every human perspective. I think the director making the circuit supervisor exhibiting equality at work serve to minimize the circuit supervisors challenges at work [CSV-3].

This finding was in line with Mathis & Jackson (2015) who noted that circuit supervisors as human resource in education are the most valuable asset having the

greatest potential in determining the effective teaching and learning and that the Educational Directors should be fair by effectively managing this vital resource. This further support that of Mullins (2005) who indicated that Educational Directors should recognize that circuit supervisors deserve attention because they are crucial in enhancing teaching and learning. The finding further supported that of Fisher and Shaw (2005) who indicated that Educational Directors management fairness provide specific information needed to improve the effectiveness of the performance of circuit supervisors in achieving their supervisory goals. The finding support that of Armstrong (2003) who noted that knowing the exhaustive role of organizations in the human's work life, the role of justice in the organizations has been obvious more and more and that the exhibition of fairness by educational heads enhance employees work commitment with reduced challenges at workplace.

Theme Two: On-the-Job Capacity Building for Circuit Supervisors

The interviewees asserted that circuit supervisors need training from time to time as training on the job will offer them necessary knowledge and skills. They further indicated that circuit supervisors require some training to face the challenges they encounter in their work.

One of them stated that:

I think on-the-job training for circuit supervisors will enhance the circuit supervisors capacity building to face the challenges the circuit supervisors encounter. This will even help the experienced circuit supervisors to change from average to expert supervisors[CSV-1].

Another respondent reported that:

I think on-the-job training for circuit supervisors will help the circuit supervisors to improve upon their

work concept and practices to minimize their work challenges[CSV-10].

One of the interviewees indicated that:

I hope on-the-job training for circuit supervisors will help the circuit supervisor to improve upon their supervisory methods by equipping the circuit supervisory with supervisory skills[CSV-6].

Another interviewee reported that:

I think challenges or problems of circuit supervisors could be curbed via on the job training. This is because I think on the job training serve as a tool which is used to enhance individual skills, knowledge and abilities to enable employees to face work challenges[CSV-1].

This finding was in line with DeNisi (2011) who noted that instructional circuit supervisors challenges could be curbed via on the job training as it enables the circuit supervisors to evaluate themselves and to upgrade their professional skills. The finding further supported that of Ejiogu (2010) who indicated that on-the-job training programmes help circuit supervisors to acquaint themselves with supervisory changes in the school system and also to minimize their work challenges. The finding also corroborate with that of Mathis and Jackson (2010) who noted that on the job training help employees in reducing frustration and anxiety which is created by heavy workloads and also enables them to handle their work challenges effectively. The finding also supported that of Cohen (2017) who noted that on the job training increases employees' confidence, recognition, enhanced responsibility with a possibility of leading to motivation of the employee.

4.3.4. Research Question 3: What are the Training Needs of Circuit Supervisors in the Awutu Breku District of Central region?

The interviewees indicated that their training needs are increasingly important in light of their continuing professional development because giving them training is sufficient to achieve the supervisory objectives. They further emphasized that their training needs will increase in their knowledge and skills for their development in their work. The following themes emerged:

1. On-the-job Training Needs
2. Induction Needs

Theme One: On-the-job training needs

The interviewees presented that training needs are essential in a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. They further emphasized that on-the-job training needs are essential and also focus of training on the effective job or task to be performed.

One of them stated that:

I think on the work training is for improvement of a circuit supervisor to help the circuit supervisors to effectively train perform the tasks ahead of them. I hope that on-the-job training needs aids in encouraging and achieving self-development and self-confidence of circuit supervisors[CSV-5].

Another interviewee asserted that:

I think for effective work performance of circuit supervisors, on the job training is required to increase the circuit supervisors job satisfaction and recognition. I believe that on the job training is essential as it provides the circuit supervisors an avenue for growth[CSV-9].

Another interviewee stated that:

I think that on – the job training of circuit supervisors provides information about the current circuit supervisors efficiency level, the skill areas most in need of development and the ways in which this might best be achieved [CSV-1].

Another participant reported that:

I see that circuit supervisors practices shows that lot of training programs are required to circumvent the challenges the circuit supervisors face in their supervisory practices[CSV-10].

This finding was in line with Lynch (2011) who noted that on -the-job training enhance employees working skills, knowledge, and competencies needed for employees to perform a specific job within the workplace. The finding added to Eck (2013) who noted that on -the-job training makes employees learn in an environment where they will need to practice the knowledge and skills obtained during their training for effective work performance. The finding support that of Castle (2011) who indicated that on-the-job training enhances employees knowledge on how to effectively do their job.

The finding further support that of Bartlett (2011) who noted that on-the-job training is considered as the process of improving the existing skills, knowledge, exposure, and abilities in an individual. The finding also was in line with Burke (2015) who noted that on-the-job training is an organized increase from the know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underling situation. Moreover, the finding support that of Heyes & Stuart (2016), who indicated that on-the-job training enhances the capabilities of a panel of employees in very effective way by motivating them and transforming them

into well organized and well-mannered employees that ultimately affects the performance of organization.

Theme two: Induction Need

The interviewees presented that induction programmes serve as the proper orientation programme for the new circuit supervisors to meet their needs for effective work and direction in the job. They further gave credit to induction in that induction make them feel part of the directorate, associate them with the goals and strategic aims of the directorate.

One of them asserted that:

Induction programme for the new circuit supervisors to circuit supervisors professional needs and also provide effective direction in the job endeavor[CSV-3].

Another interviewee stated that:

I think circuit supervisors induction needs played a significant role in resolving professional deficiencies in the circuit supervisors work. It also helps circuit supervisors to make proper use of their abilities to achieve the educational goals [CSV-7].

Another interviewee reported that:

I think circuit supervisors are in need of induction to provide the knowledge and skills necessary to adapt and be successful in the supervisory practices and also to serve as the instructional effort to maximize problems confronting new personnel, so that they can contribute maximally to their work [CSV-8].

This finding was in line with Amos and Ristow(2004) who noted that environmental problems cause tremendous stress and eventually leads to physical and emotional problems of employees and concluded that novice supervisors tend to get work experience via induction programmes. The finding further supported that of Bush and

Middlewood (2005) who noted that the induction programme function to convey to new employees the expected standards of behaviour and to deal with anxieties the employee may have. Moreover, the finding was in line with Bartell (2005) who noted that the induction programme are necessary in the sense that it helps employees to be less absent from work, fit in easier and quickly at work, make policies and procedures more clearly to employees.

The finding further corroborate with Boase (2007) who indicated that supervisors induction enhances supervisory skills in that induction help in acquiring and developing the necessary knowledge, skills and attitudes for the supervisory practices.

The finding further support that of Bubb and Early (2007) who noted that induction create the feeling of belongings and loyalty with the employee.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Over view

This chapter presents a summary of the major findings of the study, which to to identify the challenges facing circuit supervisors and their needs in the Awutu Breku District of Central Region. This chapter includes the summary of the research findings, and conclusions from the results and finally the recommendations for further studies.

5.2. Summary of Findings

The study attempted to identify the challenges facing circuit supervisors and their needs in the Awutu Breku District of Central Region. The following research questions guided the study:

1. What are the challenges facing circuit supervisors in the Awutu Breku District of Central Region?
2. How can the challenges facing circuit supervisors be curbed?
3. What are the training needs of circuit supervisors in the Awutu Breku District of Central region?

5.3. Main Findings of the Study:

1. The research question one that sought to find out the challenges facing circuit supervisors in the Awutu Breku District of Central Region revealed that of poor perception of teachers towards supervision and lack of knowledge and experience.

2. The research question three that sought to find out on how challenges facing circuit supervisors be curbed revealed that of Directorate fairness and on-the-job capacity building for circuit supervisors
3. The research question four that sought to find out the training needs of circuit supervisors in the Awutu Breku District of Central region revealed that of on-the-job training needs and induction needs.

5.3. Conclusions

Based on the findings of the study, it was concluded that:

- Poor perception of teachers towards supervision and lack of knowledge and experience were the challenges facing circuit supervisors in the Awutu Breku District of Central Region
- Lack of adequate skills to ensure effective and quality supervision of schools and lack of adequate support were the factors contribute to the challenges facing circuit supervisors in Awutu Breku District of Central Region
- The training needs of circuit supervisors in the Awutu Breku District of Central region were that of on-the-job training needs and induction needs.

5.4. Recommendations

Based on the findings of the study, the following recommendations were made:

- Government should and that of Metropolis, Municipal and District Directorate embark on workshops to educate teachers to help circuit supervisors for effective work and also to have positive attitude towards supervision
- Metropolis, Municipal and District Education Directors should be fairness and embark on-the-job capacity building for circuit supervisors

- Metropolis, Municipal and District Education Directors should embark on-the-job training needs and induction needs of circuit supervisors

5.5. Suggestions for Future Research

The following areas were suggested for further research:

- The factors hindering the effective supervisory practices of circuit supervisors
- Exploring the effectiveness of an induction programme for newly appointed circuit supervisors



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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL FOUNDATION

INTERVIEW GUIDE FOR CIRCUIT SUPERVISORS

Dear Respondent,

I am carrying out a study on the topic “ *Challenges and Training Needs of Circuit Supervisors in Awutu Breku District of Central Region*”. You have been there been purposively selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist to be interviewed. You are required to provide the most appropriate answer in your opinion. Your contributions and responses will highly be appreciated and the information provided will be treated very strictly and utmost confidentiality it deserves.

Thank you.



SECTION A

DEMOGRAPHIC INFORMATION OF RESPONDENTS

Researcher ticked (✓) where appropriate as guided by respondents.

Sex Status: Male []. Female []

1. Age: Less than 31 years [] 31 – 39 [] 40 – 49 [] 50 – 59 []
60 and above []
2. Educational level:
3. Work Experience: 1 -5years [], 6 – 10 years [], 11 – 15 years [], 16 years
and above []

SECTION B

INTERVIEW GUIDE QUESTIONS

1. What are your roles as a circuit supervisor?
2. What challenges you encountered in the performance of the circuit supervision in Awutu District?
3. Could you please mention any three of these factors?
4. What do you think accounted to these challenges?
5. How do these challenges affect circuit supervision in Awutu Breku District of Central Region?
6. What training needs you require in order to minimize these challenges or how can the challenges be minimized or prevented?
7. Please do you have any comments' based on what we have discussed so far?

Thank you for your responses.