

UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSING THE EFFECTIVENESS OF SCHOOL SUPERVISION IN
PUBLIC BASIC SCHOOLS: THE CASE OF AGONA ODOBEN**



2023

UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSING THE EFFECTIVENESS OF SCHOOL SUPERVISION IN
PUBLIC BASIC SCHOOLS: THE CASE OF AGONA ODOBEN**

**DANIEL ENCHILL
(220026712)**



**A dissertation in the Department of Educational Foundations,
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
(School Supervision)
in the University of Education, Winneba**

OCTOBER, 2023

DECLARATION

Student's Declaration

I, Daniel Enchill, declare that this dissertation, except for quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:

Supervisor's Declaration



I hereby declare that the preparation and presentation of this work were supervised following the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

Supervisor's Name:

Signature:

Date:

DEDICATION

To my family and friends.



ACKNOWLEDGEMENTS

I would like to express my profound appreciation to my supervisor, Dr. Joseph Appianing, of the University of Education, Winneba, for his guidance and constructive criticisms throughout the preparation of this material. I am also thankful to all the headteachers, students and teachers in Agona Odoben who participated in the study. Finally, I acknowledge my friends and family members for their support.



TABLE OF CONTENTS

Content	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.0 Background to the Study	1
1.1 Statement of the Problem	3
1.2 Purpose of the Study	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	6
1.7 Limitations of the Study	7
1.8 Organization of the Study	7
CHAPTER TWO: LITERATURE REVIEW	8
2.0 Introduction	8
2.1 Conceptual Review	8
2.1.1 The Concept of Supervision	8
2.1.2 The Concept of Educational Supervision	10

2.1.3 Types of Supervision	12
2.1.3.1 Internal Supervision	13
2.1.3.2 External Supervision	14
2.1.3.3 Inspection Supervision	15
2.1.3.4 Laissez-faire Supervision	15
2.1.3.5 Coercive Supervision	16
2.1.3.6 Supervision as Training and Guidance	17
2.1.3.7 Supervision as Democratic Professional Leadership	17
2.1.4 Challenges of Effective Supervision of Teaching and Learning	18
2.1.5 Effectiveness of School Supervision	21
2.1.6 Measures to Improve School Supervision	22
2.2 Theoretical Review	25
2.2.1 Theory X	25
2.2.2 Theory Y	26
2.3 Empirical Review	28
2.4 Summary of Literature Review	30
CHAPTER THREE: RESEARCH METHODOLOGY	33
3.0 Introduction	33
3.2 Population of the Study	34
3.3 Sample and Sampling Procedure	34
3.4 Research Instrument	36
3.5 Instrument Validity	37
3.5.1 Face Validity	37
3.5.2 Content Validity	38
3.6 Reliability	38



3.7	Data Collection Procedure	38
3.8	Data Analysis Procedure	39
3.9	Ethical Considerations	39
CHAPTER FOUR: RESULTS AND DISCUSSION		40
4.0	Introduction	40
4.1	Demographic characteristics of respondents	40
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		57
5.1	Introduction	57
5.2	Summary	57
5.3	Key Findings	57
5.4	Conclusions	58
5.5	Recommendations	59
5.5	Suggestion for Further Study	60
REFERENCES		61
APPENDIX A: RESEARCH QUESTIONNAIRE		65



LIST OF TABLES

Table	Page
3.1: Sample for the Study	36
4.1: Educational qualification of respondents	43
4.2: Type of supervision practiced by basic school supervisors in Agona Odoben	45
4.3: Kinds of supervision practiced in Agona Odoben Basic Schools	45
4.4: Effectiveness of basic school supervision in Agona Odoben	47
4.5: Challenges of effective supervision of teaching and learning	50
4.6: Measures to improve the supervision of teaching and learning in basic schools in Agona Odoben	54



LIST OF FIGURES

Figure	Page
4.1: Schools of respondents	41
4.2: Sex of Respondents	42
4.3: Ages of respondents	42



ABSTRACT

Academic performance in basic schools in Agona Odoben has been abysmal in recent years. To ensure that both teacher and student performance are improved to match standards, effective school supervision is key. It is for this reason that this study was set up to assess the effectiveness of supervision in public basic schools in Agona Odoben in the Asikuma Odoben Brakwa district in the Central region of Ghana. The study adopted a quantitative approach with a descriptive survey design. Teachers, headteachers, and supervisors in basic schools in Agona Odoben served as the population. The quota and simple random sampling techniques were used to select the 82 respondents. A questionnaire was the instrument used to gather data. It was found that both internal and external supervision were practiced in the schools. Also, supervision in public basic schools was effective because it led to improved teacher and student performance, created a pleasant, stimulating, and wholesome environment for teachers and students, and led to clear staff authority and responsibilities. However, numerous challenges, such as the attitude of teachers, the enormity of tasks of supervisors, and limited resources, were major challenges of supervision. It was then recommended that the GES review the criteria for the selection and appointment of basic school supervisors. Also, government-level policies should be instituted to address the various challenges confronting effective basic school supervision.



CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The concept of supervision in the workplace and especially our schools is nothing new. With this, Alzamili and Mohammed (2019) are of the view that the beginnings of the inspection method go back to the beginning of the nineteenth century in the United States of America, where committees of citizens were formed to inspect the school buildings and equipment used, as well as to inspect the teachers and collect the students to include the methods used by the teachers in teaching. This was meant to check if the desired work is being done by field officers and also inspect if equipment and facilities are in their right state as intended. Again, inspection and supervision also evolved in the Middle East with a similar aim of ensuring that the right things are being done by educators. Eisner (cited in Azamili & Mohammed, 2020) posited that the concept of educational supervision and inspection prevailed in most Arab countries where the method of inspection was the method of surprise visits, monitoring errors and reporting them, and in light of this, feelings of fear and apprehension prevailed instead of human relations based on friendliness and respect between inspectors and school workers, where inspection was linked to reparation and coercion, and some inspectors forced teachers to carry out their orders, thinking that this approach will advance the educational process.

The situation is no different in Ghana as teaching and learning in Ghanaian schools mostly occur in the formal school setting where goals to be achieved are standardized. Over the years, the Monitoring and Evaluation Division of the Ministry of Education has been responsible for the assessment, evaluation, and supervision of educational system in Ghana, and considering the decentralization policy, the function

of the external supervision was assigned to the District, Municipal and/or Metropolitan Education Directorates. This function has since been carried out by supervisors and inspectors who have the essential duty of putting educational policies into practice and ensuring that these policies and practices conform to policies and regulations approved by the government through the Ministry of Education (MOE) and the Ghana Education Service (GES) (Appiah, 2009). These supervisors and inspectors visit schools and classrooms to see the teachers at work, hold occasional conferences with teachers and write reports to the respective District, Municipal and/or Metropolitan Education Directorates

The effectiveness of the educational system especially, basic school education is at the heart of the Ghana government and previous government have instituted policies to ensure quality. Government of Ghana (2013) report on the educational system brought to light that improving the quality of Basic education in Ghana is crucial to the nation's quest for improved living conditions, increased economic development and hope for a better future, especially for the nation's children. Ensuring quality basic education implies teaching for effectiveness, improved instructional strategies towards attaining the vision of the curriculum, and adoption of quality measures to monitor standards in the education the schools offer. This will enable the government of Ghana realise its goal of improving access and quality of basic education (Action Aid Ghana, 2003).

The important role basic school supervision plays in ensuring quality cannot be overlooked. School monitors and supervisors, now designated circuit supervisors, are the officers in charge of educational standards in specific communities (circuit) only. They are under the supervision of the Deputy Director in charge of supervision. The District Director and the remaining three front line Deputy Directors are not left

out in supervision in the district. At the school level, the headteacher/headmaster also plays a crucial role in instructional supervision of classroom teachers hence the issue of external and internal supervision respectively. All the functions played by these officers is to ensure that performance in schools conforms to national standards.

Considering the above important roles of supervision on the development of the educational system, the researcher sought to investigate the effectiveness of school supervision in public basic schools in Agona Odoben.

1.1 Statement of the Problem

Over the years, quality education for the Ghanaian child has been and continues to be a key issue of great concern to governments and people of Ghana. Governments have demonstrated their desire for quality education for Ghanaian children by allocating a high percentage of their budgets to the education sector. All these numerous reforms that have taken place over the years bear testimony to the premium that governments have placed on quality education (Kpatapka, 2017).

However, there is a widespread feeling that academic standards are fast falling. According to Dayalle (2013), the falling standards of education at the basic level in Ghana continues to be a major concern of government, parents and other stake holders in education. The situation is not different in basic schools. Most people are of the view that the problem is due to poor performance of supervisors. This is in line with the president committee's report on Education in Ghana (2004) which stated categorically that the problem plaguing the system of school inspection in Ghana is lack of personnel with the requisite academic qualification and/or rank for appointment as circuit supervisors.

Even though many new approaches have been worked out to enhance teaching and learning in schools, the public outcry about academic performance of pupils as

well as the general standard of education of Public Basic schools in the country is said to be on the decline. Stakeholders and many parents have blamed this situation on lack of commitment by administrators of schools and poor performance of teachers (Alzamili & Mohammed, 2019).

The situation is not different in Agona, Odoben, a town in the Asikuma Odoben Brakwa District in the central region of Ghana. Many students are performed abysmally. This was evident in the 2019 Basic Education Certificate Examinations where a lot of pupils in the public basic schools failed and could not be placed in Senior High Schools (B.E.C.E Report, 2019). A study by Obo (2012) to investigate the causes of basic school poor performance in selected schools in the central region of Ghana established that poor supervision by basic school supervisors was one of the numerous reasons. The study further claimed that ineffective supervision on the part of supervisions contributes to teacher and student incompetence.

Assessing the effectiveness of school supervision in Agona Odoben has become important for the fact that academic performance has dipped over the years as this is evident in the constantly dwindling performance in the Basic Education Certificate Examination. Also, earlier studies on the topic have mostly focused on different populations, for example Tetteh (2011), Obu (2012), Dayalle (2013). This has left a gap in literature that the researcher is motivated to fill. It is in this regard that this study is set up to assess the effectiveness of school supervision in public basic schools in Agona Odoben

1.2 Purpose of the Study

The main purpose of this study is to assess the effectiveness of supervision in public basic schools in Agona Odoben in the Asikuma Odoben Brakwa district in the Central region of Ghana.

1.3 Objectives of the Study

1. Identify the types of supervision of teaching and learning practiced by public school supervisors in Agona Odoben
2. Assess the effectiveness of school supervision in public basic schools in Agona Odoben
3. Examine the challenges associated with supervision of teaching and learning in public basic schools in Agona Odoben.
4. Suggest measures to improve supervision on teaching and learning in the district.

1.4 Research Questions

The following questions are formulated to guide the study.

1. What types of supervision are practiced in Agona Odoben?
2. How effective is supervision of public basic schools in Agona Odoben?
3. What are the challenges associated with the supervision of teaching and learning in public basic schools in Agona Odoben?
4. What measures can be put in place to improve supervision of teaching and learning?

1.5 Significance of the Study

The study will be of great benefit to many stakeholders in education in Ghana. Firstly, the study will be of great importance to the Asikuma Odoben Brakwa District Education Directorate in educational planning and administration. For instance, the study results will provide information and form the basis for budgeting and forecasting, supply of logistics and TLMs, designing of action plan, training gaps for teachers, headteachers and supervisors etc. for their development.

Again, headteachers and school administrators will get access to information about areas that need re-enforcement by headteachers, makes good use of the information in his/her action plan and lastly, be well informed with training and logistical needs of headteachers. Circuit Supervisors strength, weaknesses and the way forward will be identified to enhance their performance.

The study will also suggest measures that could be taken to ensure effective school monitoring and supervision. This will inform supervisors and headteachers how to go about with their day-to-day supervision and monitoring as internal supervisors. Chairpersons of both Parent Teachers Association (PTA) and School Management Committee (SMC) will know what is expected of them in their normal routine monitoring of school activities.

Furthermore, agencies and Non-governmental Organisations such as Plan Ghana, JICA and UNICEF who are currently supporting educational delivery in Ghana will know their success stories and way forward in getting value for their investment.

Lastly, the study will serve as a source of relevant literature and suggest areas of further studies.

1.6 Delimitations of the Study

Geographically, the study is delimited to public basic schools in Agona Odoben, a town in the Asikuma Odoben Brakwa District in the Central region of Ghana. In terms of content, the study investigated the effectiveness of public-school supervision in the town. The study did not capture management practices such as educational planning, organisation, control, co-ordination, staffing and many others which indeed when not well managed can also impact negatively on teaching and learning in our basic schools.

1.7 Limitations of the Study

The study encountered some difficulties, and it is essential that these are highlighted. First of all, the main instrument used for data collection is questionnaire which has the tendency of non-response from the respondents. Also, responses from respondents may not represent the true situation on the ground. Respondents may also fail to submit the questionnaire after answering it. This can affect the validity and reliability of findings.

Also, due to the busy schedules of teachers and headteachers, getting them to participate in the study was difficult. The researcher had to go the homes of some of them to collect the filled questionnaire. Also, some were reluctant participate in the study because they felt that they were not getting any financial rewards.

1.8 Organization of the Study

The study is organised into five chapters. The first chapter comprised the background to the study, statement of the problem, the purpose of the study, specific objectives of the study, research questions, significance of the study, limitations and delimitation of the study, and the definition of significant terms. The second chapter contained literature review. Introduction, previous studies related to headteachers' instructional supervisory practices and teachers' job performance, theoretical framework, conceptual framework and summary of literature review. Chapter three comprises research methodology which included research design, target population, sample size and sampling techniques, research instruments, pretesting, validity and reliability of the instruments, data collection data collection procedures and ethical considerations. Chapter four consisted of data analysis, presentation, and analysis of the findings. Chapter five provided summary of the study, conclusions, recommendations, and suggestions for further studies.

CHAPTER TWO

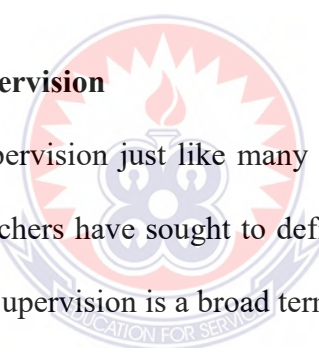
LITERATURE REVIEW

2.0 Introduction

This chapter discusses relevant and related literature associated with the study. The themes discussed have been grouped under conceptual, empirical and theoretical reviews. The themes discussed include the concept of supervision, the concept of educational supervision, types of supervision, challenges of effective school supervision, Theory X and Theory Y and empirical studies associated with the topic under discussion.

2.1 Conceptual Review

2.1.1 The Concept of Supervision



The concept of supervision just like many other concepts does not have one uniform definition. Researchers have sought to define the concept to suit the context in which it is being used. Supervision is a broad term because of the myriad of criteria used in its definition. In as much as there is a plethora definition of supervision, many are those that contextualize the concept as a professional guidance and support provided by a superior. Freeman (2017) traces the root of the word. He claimed that ‘Supervision’ comprises two words, namely ‘super’, that is, superior or extra, and ‘vision’, that is, sight or perspective. The literal meaning of the term ‘supervision’ is to ‘oversee’ or ‘to inspect the work of other persons. Thus, ‘supervision’ refers to an act by which any person inspects or supervises the work of other people, that is, whether they are working properly or not.

Klicker (2019) also defines supervision as direction, guidance and control of working force with a view to see that they are working according to plan and are

keeping time schedule. Further, they are getting all possible help in accomplishing their assigned work. According to Moorer (cited in Tetteh, 2011), supervision is activities that go to ensure the improvement of conditions that promote learning. He describes supervision as all those activities that are primarily and directly concerned with studying and improving the condition which surrounds the learning and growth of pupils and teachers. Vitiates (2014) also adds that supervision refers to the direct and immediate guidance and control of subordinates in the performance of their task. Thus, the supervision is concerned with three main functions of management, i.e., direction, immediate guidance and control with a view.

Jones (1998) (cited in Mankoe, 2002) also argues that supervision is the process of getting the job done through others by influencing their effort and behaviour through encouragements, inspirations, motivations, and direction of their activities to achieve the organizational goals. He continued that supervision is an important ingredient for administrative success. Instructional supervision therefore involves the close collaboration of both teachers and supervisors to make effective use of available resources to improve the quality of teaching and learning. Hence, supervision should be done in a purposeful, friendly and democratic atmosphere.

Looking at the various definitions of supervision, three categories of emphasis are highlighted. The first is the goal of maximising production. With this, Freeman (2019) is of the view that supervision is associated with output that is, because of their skills, expertise and experience etc., supervisors help their subordinates to improve their output in terms of both quantity and quality. Thus, supervision implies guiding and looking after the work of the subordinates so as to ensure that the work is being done according to the norms laid down for the purpose. In this way, the primary objective of a supervisor is to help in getting the production maximized both quality-

and quantity-wise. The second category of emphasis is the fact that emphasis is on workers' performance and human relations aspect. In this category, we include those definitions that lay emphasis on workers' performance and human relations aspect, and which accept the worker as a part of the social system. Thus, according to this view, supervision is the process by which a supervisor helps the supervisee to adjust to his/her job, to develop team spirit and to assume even greater responsibility (Freeman, 2019).

The last category of emphasis in the meaning of supervision is the emphasis on the development of the personality of the worker. that lay emphasis on the development of personality of the worker. According to the experts holding this view, supervision is the act of 'guiding the workers to develop their self in the best possible manner'.

2.1.2 The Concept of Educational Supervision

Various writers and authorities have given many interpretations of educational supervisions, and all the sources seem to agree that this is intended to improve monitoring structures of an and educational institution or organization and bring about effectiveness and efficiency. Educational goals and objectives can be achieved through effective supervision.

According to Bernard and Goodyear (1992) (cited in Mensah & Boakye-Yiadom, 2019), instructional supervision is normally understood to mean the formal process of professional support accorded to practitioners to enable them develop knowledge, competence and assume responsibility for their own practice. They continue that it is the process of helping, guiding and mentoring a teacher with the sole purpose of improving their delivery of classroom instruction and consequently student learning. It is an intervention that is provided by a senior member of a profession to a junior

member(s) of that profession with the intention of enhancing professional functioning of the junior member(s). Blunder (2015) also adds to the argument. He posited that instructional supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole school action. To him, instructional supervision is the co-operative ability of the schools to link their instruction, classroom management and discipline to staff development, direct assistance to teachers, curriculum development and action in research under common purpose to achieve their objective.

Gokah (1990) (cited in Kpatakpa, 2017) also sees supervision as a very important instrument which ensures that facilities are effectively used to enhance teaching and learning, that educational policies are adhered to, discipline and high educational standards are maintained in educational institutions and that scientific management practices are adopted in educational institutions to help produce well educated manpower for the benefit of the entire nation. To Pajah (1989) (cited in Tettey, 2011), educational supervision is the services provided for the purpose of improving teaching and learning and the effectiveness of it depends on the skills and competency of the supervisor in working with the entire staff, classroom teachers, and other administrators. Again, supervision may be considered as the positive democratic action aimed at improving classroom instruction through the continual growth of all concerned. The child, the teacher, the supervisor, the administrator, the parent and all other interested persons. The literature suggests that supervision draws together many persons or group from school or outside the school to help in the supervising process.

On the purpose of instructional supervision, Ebele and Olofu (2017) postulated that through supervision of instruction, “the supervisors assist in improving classroom instructions because teachers are made more competent and efficient,

parent are satisfied with the performance of their children, children are motivated to work harder in order to achieve the required standard; hence in the long run, the goal of education is achieved. Also, Aguba (2009) postulated that instructional supervision ensures quality assurance in education which aims at preventing quality problems and ensures that the products of the system conform to the expected standards. Aguba further notes that instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behaviour. Newstrom and Bittel (2012) state that the purpose of supervision is not to find fault or to punish, but rather to work cooperatively with the teacher. Thus, supervision as the element of the administrative process is concerned with efforts to guide the day-to-day activities of the work group by stimulating, directing and coordinating the workers and their efforts.

2.1.3 Types of Supervision

The supervision of the educational process occurs in the school. This can either be from persons within the four walls of the school or an external person mostly from the educational directorate. At the school, the headteacher is always the core supervisor both administrative and classroom teacher performance. Besides that, officers from the local unit, District office, regional, and head office can also visit the school on the purpose of supervision depending on the circumstances. Based on this, many experts classify educational supervision into two groups thus, internal and external supervision. According to Evans (2014), internal supervision involves supervision with the various institutions by individual heads while external deals with supervision outside that and is from the local, district or national of schools' system. In Ghanaian context, the external and internal supervision which are the main types include the child, the teacher, the head teacher as an internal supervisor, the external

supervisor like the SISO, the administrator, the parent the District Assembly and the entire community including structures like Parent Teacher Association (PTA) and School Management Committee (SMC).

Burton and Brueckner (1995) (cited in Nutor, 2010) have categorized school supervision into five types. These are inspection, Laissez-faire, coercive, supervision as training and guidance and supervision as democratic professional leadership.

2.1.3.1 Internal Supervision

According to Alkrdem (2011), internal supervision is a situation where the school headteacher ensures the improvement in the teachers' work and the making of the instructional process more effective. To him, the headteacher of the school in his or her supervisory role must help the teachers to grow professionally and also ensures the provision of teaching-learning resources as well as the creation of congenial learning environment for effective teaching and learning in the school. By this, internal supervision as a situation where the head is to ensure the improvement and making of the instructional process more effective Neagley and Evans (1990) (cited in Kpatakpa, 2017) say that internal supervision involves supervision with the various institutions by individual heads while external deals with supervision from outside, that is from the local, district or national of the school system. They continue that as far as internal supervision is concerned, the head teacher in present day public school is the chief school administrator and has the duty to see to the day-to-day administration and supervision of the school.

Furthermore, Carey (1990) (cited in Tetteh, 2011) notes that internal supervision is concerned with all the activities performed by teachers and heads to enhance teaching and learning. To him, internal supervision involves all the internal measures taken by the school staff to ensure effective attainment of the school

objective. Internal supervision therefore involves all the procedures, activities and measures put in place by heads, teachers and the student body within a school system to help achieve quality teaching and learning. So, the main agents in the internal supervision process are within the walls of the school. They are the head teacher and teachers. This is affirmed by Harold (2014) when he stated that internal supervision is where internal measures are taken in the school by teachers and the school head to ensure the attainment of the school objectives. Internal supervision therefore consists of all the actions taken by schoolteachers and heads in the course teaching and learning so that objectives set out could be achieved.

2.1.3.2 External Supervision

Agents of supervision do not always come from the school. External officers are also tasked with monitoring school activities to ensure successful attainment of educational goals and objectives. External supervision basically, deals with supervision by other officer from outside the school like, the circuit supervisor, school coordinators, subject officers, and officers from the District, Regional Headquarters to the school in order to monitor, check, assess and give guidelines to headteachers and teachers to improve teaching and learning. Kpatakpa (2017) maintained that external supervision deals with supervision from outside the institution, that is, from the local community, district, regional or national officers of education. The external supervision is of several types depending on the visit and activities to be performed by the supervisor. These visits include brief visits, comprehensive visits, follow-up, and special visits. Mankoe (2002) posits that external supervision plays complementary role in the supervisory process and also provides professional guidance to teachers. This is mainly to evaluate the effectiveness of the instructional programme in terms of what it does to students in the programme.

2.1.3.3 Inspection Supervision

The first among these five types of supervision is inspection. Nutor (2010) posits that inspection is the earliest form of supervision which involves monitoring the work of teachers by the school inspector. This term is still applied to certain offices in England and the British Commonwealth. During the initial stages, supervision was simply a matter of inspecting the work of the teacher, and in many school districts, the person responsible for that task was known as the school inspector (Nutor, 2010). According to Chidinma (2019), Inspection supervision focuses on the monitoring and evaluation of performance. It is a critical examination and evaluation of a school as a place of learning. Through inspection, necessary and relevant advice may be given for the improvement of the school. Such advice is usually registered in a report.

2.1.3.4 Laissez-faire Supervision

The second type of supervision is Laissez-faire. According to Nutor (2010), the laissez-faire type of supervision is actually not constructive supervision at all, because it is a policy which makes each teacher teach as he or she pleases, without reference to other teachers to improve the instructional programme or to develop any consensus among teachers with respect to philosophy or practice. According to Chand (2019), laissez-faire supervision is also known as independent supervision and under this type of supervision, maximum freedom is allowed to the subordinates. The supervisor never interferes in the work of the subordinates. In other words, full freedom is given to workers to do their jobs. Subordinates are encouraged to solve their problems themselves. Nutor (2010) notes that a school authority who follows this type of “hands off” policy in supervision will not gain the respect of his teachers for his professional leadership, for he will be exerting none, and he will be evading his responsibility for the improvement of his school’s learning programme. School

authorities who adopt this method of supervision do so because they want to evade their responsibilities as professional leaders.

2.1.3.5 Coercive Supervision

The third type of supervision is coercive supervision. Chand (2019) notes that under this type, the supervisor wields absolute power and wants complete obedience from his subordinates. He wants everything to be done strictly according to his instructions and never likes any intervention from his subordinates. This type of supervision is resorted to tackle indiscipline subordinates. According to Grimsley (2018), in coercive supervision, the manager has the ability to force an employee to follow an order by threatening the employee with punishment if the employee does not comply with the order. The most important concept to understand about coercive supervision is that it uses the application of force. It seeks to force or compel behaviour rather than to influence behaviour through persuasion. Examples of coercive supervision include threats of write-ups, demotions, pay cuts, layoffs, and terminations if employees don't follow orders. In order to be effective, the manager must be able to follow through on the threat. If failure to comply doesn't result in punishment, threat of punishment becomes meaningless and even counterproductive because employees may cease to respect the legitimacy of the manager's authority (Chand, 2019). Grimsley (2018) draws attention to the fact that while coercive supervision may be effective in the short-term, it can create serious problems for organizational effectiveness in the long run. Coercion tends to lower job satisfaction, which should not be too much of a surprise - who likes being intimidated on a daily basis? If you are not satisfied with your job, you will bail as soon as possible for a better one. Constant turnover is costly, and it also hurts productivity, efficiency, and effectiveness.

2.1.3.6 Supervision as Training and Guidance

The fourth type of supervision is supervision as training and guidance. Nutor (2010) notes that supervision as training and guidance developed when teachers and supervisors realized how ineffective coercive supervision was as a teaching technique. He continues that it was also realized that the learner's voluntary co-operation in the learning process was very important. An effort was made to change teaching from rote memorizing process to one that sought to stimulate children's interests and to enlist their active participation in the learning process. It was also realized that instead of trying to force teachers to follow prescribed methods, emphasis should be placed upon the teaching of the teachers. As more new teachers were entering classrooms with an appreciable amount of pre-service preparation in normal schools, supervision assumed the task of containing that training on the job. Teachers were themselves interested in doing a better job.

2.1.3.7 Supervision as Democratic Professional Leadership

Supervision as democratic professional leadership gives a modern view of supervision, which calls for co-operation. The school instructional staff, including the principal and others with supervisory responsibility, together in groups study the factors in the learning situation and together decide upon the "what, when, how and why" to teach. The principal's responsibility is to release and coordinate, not to control the creative abilities of the teachers. Supervision as democratic professional leadership is a modern form of supervision which concerns itself with the improvement of the total teaching learning process. The purpose of the modern supervision, therefore, is to supply the leadership which will help the staff to improve the instructional situation, and in doing that to grow professionally themselves (Nutor, 2010).

2.1.4 Challenges of Effective Supervision of Teaching and Learning

As much as educational supervision is critical in the successful achievement of educational goals, the process is fraught with many challenges in Ghanaian schools. These problems do not come from one source as major stakeholders are sometimes a source these challenges. According to Alimi and Akinfolarin (2012), the behaviour of teachers towards supervision has been something that has engaged the attention of policy planners in education. Since teachers are at the centre of most of this increasing supervisory effort, their attitude towards supervision is important. They asserted that supervision itself has a history of subservience to administrative convenience which causes teachers to view supervisors as system executioners. These inherent difficulties have led educational authorities to develop models that to them, could be used as blue-prints for effective supervision.

A major challenge to the supervision process is the task of the supervisor balancing and directing the supervision process. A position which is supported by Sullivan and Glanz (2015) when they stated that the supervisor is limited with the problem of balancing the process of directing and controlling the supervision process. This process affects the interrelationship between supervisors and teachers. Since teachers do not have the time and opportunity to go beyond their own curriculum, it is the supervisor who normally initiates improvement of teaching and learning. In doing this, the supervisor must also be willing to hear and evaluate teachers' ideas, since supervision should also involve a process of analysing and appraising other views.

The enormity of the task of the employee can prove to be a major hindrance to effective supervision. Teachers are also agents of supervision and when they are confronted with challenges such as big class size, it limits their ability to ensure effective supervision in the classroom. This position is shared by Naaso (2015). He

claims that too many pupils per class are threatening the quality of teaching and learning and the respect of professional freedom. Studies have found that large class sizes limit effective supervision since the teacher's attention is always divided (Naaso, 2015). U-Sayee and Adomako (2020) also add that that it is difficult for both teachers and principals to supervise a significant amount of student enrolment. A large number of students per class have been found difficult to handle by teachers.

Resources are needed to ensure the effective implementation of any educational policy. Without the right resources, the effectiveness of the supervision process becomes really difficult. This is further advanced by U-Sayee and Adomako (2020) who found that school principals lacked the resources necessary to fulfil their supervisory roles as needed. In improving teaching and learning in their respective schools, the lack of resources restricted them. In their study, a principal disclosed that she lacked the money to buy textbooks to help teaching and learning. Unrch (1973) (cited in Tetteh, 2011) also adds to this position. He claimed that sometimes economic constraints make supervisor face situation which induces some supervisor to seek for monetary favours indirectly, and teachers readily accede to their request. In return for the teacher's favours, supervisors tend to tune down professional sanctions. Thus, resulting to ineffective supervision. Mankoe (2002) revealed that, owing to lack of official vehicles supervisors have to rely on public means of transport. In this case, schools in the very remote areas may never be visited.

Another factor that has been cited as a challenge hindering the effective supervision in schools is the attitude of teachers and students. U-Sayee and Adomako (2020) found that the supervisory roles of principals were threatened by behaviour of certain teachers and students. In their study, a participant reported that some poor attitudes of male teachers caused them to sexually harass female students that created

school problems. Tetteh (2011) noted that in some instances, teachers regarded supervision as a form of witch-hunt, or fault finding by supervisors, thus resulting to its ineffectiveness in the schools. He continued that the response of teachers to supervision is normally characterized by suspicion and mistrust, which may be due to the fact that supervision has a history of teachers always submitting as servants to their master (supervisor). Also, though some circuit supervisors have been supplied with motor bikes many have problems with fuelling and maintenance and therefore cannot take regular visits to schools.

Too much friendship between the supervisor and the employee has also proven to upset the supervision process. Baafi-Frimpong (2012) contended that over fraternization among supervisors and supervisees also affects the effectiveness of supervision in the schools. This occurs because supervisors had become too closed to their subordinates that they find it difficult to sanction the teachers and may lack the moral authority to enforce policies because they themselves may be found wanting in professional effectiveness and efficiency.

Lack of the right qualification on the part of the supervisor can also be a barrier to effective supervision in schools. If the supervisor does not possess the right skill set, it would be difficult that effective supervision can be done in the school. Mankoe (2002) stated that the job requirement of supervision expects the supervisor to possess professional competence, confidence, expertise and high academic qualification, which on the normal circumstance should be higher than those he or she supervises. In a situation where the Ghana Education Service appoint higher rank but lower academic qualification officers in supervisory positions, breeds a feeling of insufficiency on the part of the supervisor and a feeling of superiority on the part of the teacher –the supervised. These negative feelings render supervision ineffective.

2.1.5 Effectiveness of School Supervision

In order to ensure the effective attainment of educational goals, supervision would play a key role. Effective supervision has been identified by many authors as one of the major factors which contribute positively to the raising of standards in schools. It has been observed that if teachers are provided with an appropriate environment and effective supervision: they can attain high levels of personal and professional development. In view of this, various writers have written on the effectiveness of supervision. Some of these writers contend that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervisory staff are able to function effectively as a team.

Tetteh (2011) notes that effective supervision is not the act of instructing students, but rather the actions that enable teachers to improve instructions for students. He continues that effective supervision requires knowledge, interpersonal skills and technical skills and aims at improving teaching and learning. This means that effective supervision aims at helping the teacher to identify, clarify problems, receive data from the supervisor and develop solutions with the aid of the supervisor. According to Oghuvbu (2014), effective supervision in schools is evidenced by good administrative procedure characterized by disciplined behaviour by teachers and students demonstrated through positive implementation of school rules and regulations directed towards the achievement of the aims and objectives of the school in particular and education in general.

Effective supervision is also characterized by the results of improving the process of instruction in school. A position shared by Musaaazi (cited in Nutor 2010). He is of the view that if supervision is to achieve its goal by improving the process of instruction in the school, then supervision must take the lead in providing a pleasant,

stimulating and wholesome environment in which teachers will want to work. Musaaazi also pointed out that the supervisor must arrange courses or workshops for teachers and head-teachers to infuse in them new techniques in teaching. He continues that supervision achieves its aims by equipping teachers with ideas that enhance teaching and learning.

Again, Neagley and Evans (1990) (cited in Tetteh, 2011) are of the opinion that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervisory staff are able to function effectively as a team. That is to say that the quality of supervision should not be undermined. Just like many other educational targets, supervision can be effectively carried out when materials and logistics are provided to support it.

The heart of supervision is interaction through communication, for it is the major key for good human relationship. Effective supervisors should therefore learn how to listen attentively and offer constructive criticisms and guidance to their teachers and headteachers to enhance teaching and learning, as well as to raise the educational standard of the pupils in the schools. Figueroa (2018) is of the opinion that effective supervision is that one that makes workers Communicate and listen. He continues that the process also serves as a source of motivation for the employees. A supervisor must know how to communicate effectively to deliver his message promptly. Also, they should be able to listen actively and empathize. On the contrary, lack of effective communication will lead to many conflicts and production mistakes.

2.1.6 Measures to Improve School Supervision

In order to improve supervision in schools, Enaigbe (2014) suggests the following measures.

Training and retraining of supervisor: Training equips the individual with the required skills needed for the job. Equipping supervisors with the right skills will ensure that they become tactful in what they are doing. Enaigbe (2014) notes that the training of new supervisors and the retraining of old ones should be taken seriously. He continues that special training centres where experienced and practicing supervisors are available should be established for this purpose. This is important because the ideas of using old or obsolete techniques or method negate the spirit of the inspection of primary education. Supervisors could be sponsored to seminars and workshops or conference to update their knowledge and skills on modern and acceptable techniques of supervision.

Morale Boosting: Employees' morale is essential for organizational performance. Researches are replete with the relationship between motivation and performance of skills. If supervisors are properly motivated with available work materials such as stationery, transportation, conducive working environment and enhanced salaries and allowances the morale of the supervisor could be boosted thereby affecting the skills (Enaigbe, 2014)

Employment of supervisors with higher educational qualifications: Supervisors with higher qualifications are more likely to perform better in the field than those with lower qualification. According to Okoro (2004), education personnel with higher qualifications display more confidence in their workplace. In addition, they are more accessible to quality information, and adapt to changing occupational conditions than their counterparts with lower qualification, who are usually more indisposed and ill-equipped in adapting to modern changes.

International and inter-state exchanges: According to Enaigbe (2014), it is suggested that deliberate and government sponsored international and interstate

exchange of supervisory personnel and experiences could boost the skills of supervisors. Countries with similar educational policies such as Nigeria, Gambia or Sierra Leone could be involved in such exchange programmes. The purpose is to ensure cross-fertilization of ideas, and explore way of tackling similar problems or challenges.

Improved Selection Criteria for Supervisors: To ensure the effectiveness of the supervision process the selection process for supervisors must be on effective criteria. Enaigbe (2014) posits that supervision is a technical task that requires meticulous, firm, and objective assessment therefore, those saddled with this responsibility should be carefully selected from among the available education personnel in the schools or state ministries of education. A special aptitude test could be administered testing various aspect of candidates' personality to determine their suitability. This rigorous exercise, according to Obanya (2005), stimulates confidence, which is a necessary ingredient for skill acquisition and performance.

Disciplinary Action Against Unprofessional or Unethical Conduct or Performance: Punitive measures should also be instituted against unacceptable conduct. In order to improve the skills of school supervisors, appropriate sanctions should be levelled against any erring or deviant supervisor who tends to undermine the expected standard (Enaigbe, 2014). He continues that a situation whereby mediocrity is exalted and standard sacrificed, while supervisors who excel in their assignment should be rewarded accordingly, either in kind or cash sanctioning unacceptable performance could serve as a deterrent to others.

Reward for Performance: Even though reward of various kinds has a way of boosting the morale of workers, it also has the capacity of instigating increased performance and development of quality skills. Therefore, supervisors with excellent

performance should be rewarded accordingly in order to maintain, and if possible, improve their skills (Enaigbe, 2014).

2.2 Theoretical Review

Business owners have a key responsibility in supervising and managing employees. There are three models and theories on supervision that have become widely popular: theory X and theory Y (Bradley, 2019). While these three models take different approaches to supervision, skilled and experienced managers can combine elements of each and to apply different models to varying workplace situations.

2.2.1 Theory X

Theory X and Theory Y are theories of human work motivation and management. They were created by Douglas McGregor while he was working at the MIT Sloan School of Management in the 1950s and developed further in the 1960s. McGregor's work was rooted in motivation theory alongside the works of Abraham Maslow who created the Hierarchy of Needs. The two theories proposed by McGregor describe contrasting models of workforce motivation applied by managers in human resource management, organizational behaviour, organizational communication, and organizational development.

According to Bradley (2019), Theory X states that most people innately dislike work; they do it because they need the money, because it provides some security or because it helps them feel safe. As a supervision model, theory X advocates the close monitoring of employees, saying managers constantly should be encouraging their employees to do more. The theory holds that employees will do as

little as possible whenever possible; therefore, managers have to keep employees as motivated and productive as possible.

Fischer (2010) posits that managers who believe employees operate in this manner are more likely to use rewards or punishments as motivation. Due to these assumptions, Theory X concludes the typical workforce operates more efficiently under a hands-on approach to management. Theory X managers believe all actions should be traceable to the individual responsible. This allows the individual to receive either a direct reward or a reprimand, depending on the outcome's positive or negative nature. This managerial style is more effective when used in a workforce that is not essentially motivated to perform.

According to McGregor, organizations with a Theory X approach tend to have several tiers of managers and supervisors to oversee and direct workers. Authority is rarely delegated, and control remains firmly centralized. Although Theory X management has largely fallen out of fashion in recent times, big organizations may find that adopting it is unavoidable due to the sheer number of people that they employ and the tight deadlines that they have to meet (MindTools, 2019).

2.2.2 Theory Y

According to Bradley (2019), Theory Y also was proposed by McGregor, but it contends that some employees like working and even enjoy it. These workers find satisfaction in a job well done, and they may have personal or professional goals that serve as innate sources of encouragement and motivation. According to Fischer (2010), Theory Y managers assume employees are internally motivated to enjoy their job, and work to better themselves without a direct reward in return. These managers view their employees as one of the most valuable assets to the company, driving the internal workings of the corporation. Employees additionally tend to take full

responsibility for their work and do not need close supervision to create a quality product. It is important to note, however, that before an employee carries out their task, they must first obtain the manager's approval. This ensures work stays efficient, productive, and in-line with company standards.

As a supervision model, theory Y advocates that managers spend less time looking after their employees and more time providing a comfortable and friendly work environment. The idea is that employees who are happy at work will do a better job and will strive to be the best they can be. According to MindTools (2019), Theory Y has become more popular among organizations. This reflects workers' increasing desire for more meaningful careers that provide them with more than just money. It is also viewed by McGregor as superior to Theory X, which, he says, reduces workers to "cogs in a machine," and likely demotivates people in the long term.

Worth (2019) posits that Theory Y managers gravitate towards relating to the worker on a more personal level, as opposed to a more conductive and teaching-based relationship. As a result, Theory Y followers may have a better relationship with their boss, creating a healthier atmosphere in the workplace Fischer (2010). In comparison to Theory X, Theory Y incorporates a pseudo-democratic environment to the workforce. This allows the employee to design, construct, and publish their work in a timely manner in co-ordinance to their workload and projects. Although Theory Y encompasses creativity and discussion, it does have limitations. While there is a more personal and individualistic feel, this leaves room for error in terms of consistency and uniformity (Carson, 2018). The workplace lacks unvarying rules and practices, which could potentially be detrimental to the quality standards of the product and strict guidelines of a given company.

2.3 Empirical Review

Mbezi (2016) conducted a study to assess the effectiveness of school heads supervision on students' academic performance in government secondary schools in Mkinga district, Tanzania. Qualitative data was gathered through Semi-structured interview, few open-ended questions and document analysis. The study findings indicated that head of schools were aware and oriented on the activities and significance of supervision. On the other hand, supervision helps teachers get new skills, motivates teachers and stimulates them. In view of the findings, the study concluded that effective supervision of teachers by school heads enhances teaching and learning which develops students' performance in examinations. Challenges related to supervision reported by head of schools were negative perception of teachers towards supervision, the shortage of allocated budget to facilitate supervision activities, the head of school's heavy workload by usual tasks, and the absence of supervision manual in the school. Finally, to minimize the challenges of supervision in government secondary schools, it was recommended to give relevant in-service trainings for supervisors to upgrade their supervisory activities, necessary resources such as supervision manuals and an adequate budget for the success of supervision at the school level was suggested.

In connection with internal supervision, a study conducted by Scott (1998) (cited in Dayelle, 2013) in the United States of America involving three schools, which were referred to as Prairie Lily School Division. Two of the Principals of elementary schools and an alternate school were of the opinion that supervision in both schools took the form of daily supervision in which they practised what is referred to as Supervision by Walking Around. Both Principals stated that they

believed that they were most effective as supervisors when they were visible in the hallways and classrooms of their schools.

A study was conducted by Dayelle (2013) to assess supervision of teaching and learning in basic schools in Wa West district. The design used was descriptive survey. Questionnaires were the main instrument used. The findings of the study indicated that both internal and external supervision are practiced in the district. Majority of teachers (96%) and headteachers (97%) were of the opinion that supervision enhances instruction in the teaching and learning process. The study revealed that supervision also enhances teacher's career development. Some challenges indicated by the study includes: inadequate means of transport for supervisors, inadequate teaching and learning materials, indiscipline among some teachers and inadequate professional teachers.

Nutor (2010) also conducted a study to assess the effectiveness of supervision of Junior High Schools in The Yilo Krobo District. Major findings of the study were that internal supervision was being emphasized and it also promoted effective teaching and learning in the schools. Supervision in the district was found to be facing a number of problems which affected the positive impact that it should have on education delivery in the district. It was recommended that both internal and external supervision be supported; with more emphasis on internal supervision. In this regard, GES should give more authority to heads of schools to function better as instructional leaders. It is also recommended that pragmatic steps be taken to resolve the challenges that impede supervision processes in the Yilo Krobo District

Also, Obo (2010) conducted a study to ASSESS the effectiveness of supervision in basic schools in Asikuma-Odoben-Brakwa District. The main findings of the study were that internal supervision was mostly carried out in the schools with

external supervision being in the form of brief and occasional visits. Also, it was found out that students and teachers especially view supervision as a threat and become anxious interacting with supervisors. Again, instructional supervision in the district is faced with problems such as lack of logistics, a feeling of insufficiency on the part of supervisors, and lack of means of transport for external supervisors which rendered supervisors' work less effective. It was recommended that internal supervision should be strengthened, regular in-service training programme be organized for supervisors. The appointment of supervisors should take into consideration the qualification and experiences of teachers. Heads of schools should be attached to schools and an evaluation programme should be instituted for supervisory activities to enable supervisors perform their work more effectively.

In a similar vein, Tetteh (2011) conducted a study to assess the supervision in basic schools in the New Juaben Municipality of Ghana. The study was a descriptive study and was conducted among the headteachers, teachers, circuit supervisors, parents and opinion leaders in the municipality. In all 180 respondents were selected. Schools and teachers were selected by the lottery technique whilst the headteachers and circuit supervisors were chosen using purposive sampling approach. A set of questionnaire and interview guide was prepared for each of the respondents. Some of the key findings were that, both internal and external supervision as a form of supervision was preferred; the municipal director and unit manager was not regular in visiting the schools. It was recommended that in service training (INSET) should be organized for teachers and headteachers to highlight the essence of supervision.

2.4 Summary of Literature Review

The literature provided in this chapter has shown clearly that supervision implies working with and through people with available resources to achieve

organizational goals and objectives. Effective supervision is a key factor in the improvement of teaching and learning. To supervise means, to rigorously find out that all targeted are working according to plan. School supervision is a consciously planned programme for the improvement and consolidation of instructions. Also, the enhancement of quality education generally in the schools. Supervision started in colonial days where government officials appointed inspectors of schools and charged them with the responsibility of providing directions and guidance to teachers and headteachers. It requires the commitment of all stakeholders to make the process effective. In order for the school supervisor to achieve his goals, he should be equipped with technical skills, interactive or interpersonal skills, and conceptual skills. An effective supervisor acknowledges that no situation or circumstance is permanent, and people vary in nature, so he adopts the leadership style according to the needs of a particular situation or circumstance of his staff.

Two main types of supervision are seen in our schools, and both play enormous roles in the attainment of educational goals. While internal supervision takes place within the individual schools and institutions by Headteacher or principal of training colleges, the external form deals with supervision by officers from the District, Regional and the Headquarters, to the schools in order to monitor, assess and give guidelines to teachers and heads to improve teaching and learning. Aside the two main forms of supervision discussed, authors also identified other types of supervision that happen in our schools. These include (a) inspection (b) laissez-faire supervision (c) coercive supervision (d) training and guidance and (e) democratic professional leadership.

As much as supervision is important in our schools its implementation does not come without notable challenges. Factors ranging from the attitudes of teachers,

unavailability of resources and too much casual relationships between supervisors and teachers have been cited to impede the supervision process.

Finally, the literature also based this study on two main theories thus Theory X and Theory Y by Douglas McGregor. Theory X states that most people innately dislike work; they do it because they need the money, because it provides some security or because it helps them feel safe. As a supervision model, theory X advocates the close monitoring of employees, saying managers constantly should be encouraging their employees to do more. The theory holds that employees will do as little as possible whenever possible; therefore, managers have to keep employees as motivated and productive as possible. Theory Y on the other hand gives a contrasting view. The theory suggests that managers assume employees are internally motivated and enjoy their job, and work to better themselves without a direct reward in return. These managers view their employees as one of the most valuable assets to the company, driving the internal workings of the corporation. Employees additionally tend to take full responsibility for their work and do not need close supervision to create a quality product. It is important to note, however, that before an employee carries out their task, they must first obtain the manager's approval.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter considers the design used for this work, the population, sample and sampling procedure, the instrument used to collect data and the data collection processes. Finally, the tools for the analysis of the data obtained.

3.1 Research Design

Research design is the framework of research methods and techniques chosen by a researcher. The design allows researchers to hone research methods that are suitable for the subject matter and set up their studies up for success (Bhat, 2020). Descriptive survey was adopted for this work. Descriptive research involves collecting data to test hypothesis or answer research questions concerning the current status of the subject of study (Gay, 1992) as cited in 2019). The design was chosen because according to Burns and Grove (2003) (cited in Momoh, 2021), descriptive survey design provides a picture of a situation as it naturally happens or occurs. The design is also known to offer confidentiality as identified by Mbah (2015)

Specifically, quantitative data was used by relying on the perceptions of teachers, headteachers and the SISO to assess the effectiveness of schools' supervision in Agona Odoben. According to Bhat (2020), quantitative research is appropriate for cases where statistical conclusions to collect actionable insights are essential. Numbers provide a better perspective to make critical business decisions. Insights drawn from hard numerical data and analysis prove to be highly effective when making decisions related to the future. Against this background, quantitative data was chosen.

3.2 Population of the Study

According to the Merriam-Webster Online Dictionary (2018), population refers to a body of persons or individuals having a characteristic in common. The total of individuals occupying an area or making up a whole. A group of individuals, persons, objects, or items from which samples are taken. Target population is also the particular entity of people, objects, or units to which a researcher can reasonably generalize his or her research findings (Mugenda & Mugenda, 2012). The target population consists of teachers, headteachers and supervisors of public primary and junior high schools in Agona Odoben. There are 14 public basic schools consisting of about 15 headteachers, 196 teachers and 1 School Improvement Support Officer (SISO) in the town.

3.3 Sample and Sampling Procedure

According to Amedahe and Gyimah (2004), sampling involves the process of selecting a portion of the population to represent the entire population in a given study. The sample was drawn from the 96 teachers, 15 headteachers and 1 SISO that make up the sample for the study. The researcher employed the multistage sampling technique in determining the sample for the study. With 15 schools, the researcher used a simple random sampling to select six schools. Thus, 15 pieces of paper of equal sizes were cut. The researcher wrote Yes on 6 of them and No on the rest. They were neatly folded and put into a container. These papers were shuffled, and the researcher drew the 6 schools from the container without looking into it. After every draw, the papers were reshuffled.

The headteachers of the six (6) selected schools were purposively selected but the teachers were selected using simple random sampling. In doing this, the total teacher population of each school was obtained and these were summed up to 96

teachers. With reference to the Krejcie and Morgan (1970) sampling table, a sample of 76 was selected. According to the table, 76 is the appropriate sample for a population of 96.

Having determined the sampling size, the quota sampling and simple random sampling technique were used to select the respondents. Thus, the quota sampling was done whereby the computed sample size was apportioned proportionately to the various schools based on their respective teacher population. Then the simple random sampling was used to select the teachers from each of the selected schools. According to DeFranzo (2012), the simple random sampling method is the most basic of the probability design. This type of sampling gives all units of the target population an equal chance of being selected. This method is appropriate when a population of a study is similar in characteristics.

A sample frame containing the names of each of the teachers in the selected schools was fed into the Microsoft Excel Application and the RAN function was used to generate random numbers for each of the teachers. The number of teachers representing the apportioned quota of the respective school with their names elected and used for the study. In all 76 teachers and 6 headteachers were used in the study. The table below gives a summary of the sample for the study.

Table 3.1: Sample for the Study

S/N	School	No. of Teachers	Quota	No. of Headteachers	Sample size
1.	Odoben D/A JHS	11	9	1	10
2.	Odoben Islamic JHS	10	8	1	9
3.	Odoben Catholic JHS	10	8	1	9
4.	Methodist Basic School	24	20	1	21
5.	Presbyterian A Basic	19	14	1	15
6.	Presbyterian B Basic	22	17	1	18
	Total	96	76	6	82

Source: Field data (2022)

3.4 Research Instrument

According to Gay (cited in Antwi, 2019), all research studies involve data collection. Since all studies are designed to either test hypotheses or answer research questions, they all require with which to do so. The data of a study are the pieces of information obtained during investigation. A research instrument is a tool used to collect, measure, and analyze data related to your research interests. These tools are most used in health sciences, social sciences, and education to assess patients, clients, students, teachers, staff, etc. A research instrument can include interviews, tests, Surveys, or checklists. The research instrument is usually determined by researcher and is tied to the study methodology (Teachers College, Columbia University, 2016). The instrument used for data collection was self-developed questionnaire. Debios (2019), is of the opinion questionnaire is an instrument for collecting data, which almost always involves asking a given subject to respond to a set of oral or written questions. To him, an advantage of using questionnaire is that it allows easy analysis and visualization. He explained that most survey and questionnaire providers are

quantitative in nature and allow easy analysis of results. With built-in tools, it is easy to analyze your results without a background in statistics or scientific research. However, a major drawback of the instrument is that when using questionnaires, there is a chance that some questions will be ignored or left unanswered. Despite this potential drawback, the instrument was seen as the most appropriate.

The questionnaire was in five sections, thus, sections A, B, C, D and E. Section A sought data on the demographic characteristics of respondents. Section B sought data on the type of supervision that is implemented in public basic schools in Agona Odoben. Section C was a four-point Likert scale coded as 5= strongly agree, 3= agree, 2= disagree and 1= strongly disagree which sought data on effectiveness of supervision in the town. Similarly, Sections D and E were a four-point Likert scale that sought data on the challenges of supervision and the measures to improve supervision respectively.

3.5 Instrument Validity

Instrument validity is concerned with structuring a study's questions in a manner that can measure exactly what the questionnaire intends to measure (Kumar, 2014). This study employed face validity and content validity to assess the validity of the instrument.

3.5.1 Face Validity

Face validity is the measurement of an instrument's appearance by a group of experts and/or potential participants. It establishes an instrument's ease of use, clarity, and readability. Per the account of Ary et al. (2010), the face validity shows that the underlying tool is very convincing upon visual checks and can help elicit the required information. This dimension of validity holds that the questionnaire is up to the

expected extent to which an instrument for measuring such a construct should have. Based on the above explanation, the questionnaire for this study was reviewed by experts to incorporate any necessary suggestions and corrections. As mentioned earlier, the corresponding supervisors were engaged to verify the face validity of the instrument.

3.5.2 Content Validity

According to Biddix (2017), content validity is the appropriateness of the content of a data collection instrument. This signifies that content validity determines whether the questions completely measure what a researcher wants to know. It includes taking representative questions from each of the sections of the unit and evaluating them against the desired outcomes. The items on the questionnaire were constructed based on the literature review. The items were constructed to generate responses to answer the research questions and hypotheses as much as possible. Also, the content of the instruments was assessed by the supervisor in charge.

3.6 Reliability

In this study, the reliability of the test was determined through internal consistency. Using the Cronbach's Alpha coefficient, internal consistency measures how homogeneous and reflective a scale or measurement device's items are of the same underlying concept (Cooper & Schindler, 2011). These scholars recommended that the acceptable value of alpha should be equal to or greater than 0.70. The overall Cronbach Alpha value of the study instrument was 0.83.

3.7 Data Collection Procedure

Questionnaire was the main instrument of data collection. Prior to the administration of the questionnaire by the researcher, the researcher made visits to the

schools and informed the teachers and headteachers about the purpose of the study and what is required of the respondents. A date for the data collection was scheduled at the convenience of respondents. Respondents were given a week to complete the questionnaire.

3.8 Data Analysis Procedure

The data was first checked for errors and cleaned. The data collected with the questionnaires were coded and inputted using the Statistical Package for Service Solutions (SPSS) software version 25.0. Descriptive statistical tools such as frequency distribution tables, mean, standard deviation, pie and bar charts were used to analyze the results.

3.9 Ethical Considerations

The study was conducted under ethical considerations. Thus, to make the research process professional, ethical consideration were made. The researcher informed the respondents about the purpose of the study i.e., purely for academic. The purpose of the study was also introduced in the introductory part of the questionnaires. The respondents were also assured with the confidentiality of information they provide as well as the anonymity of their identities.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

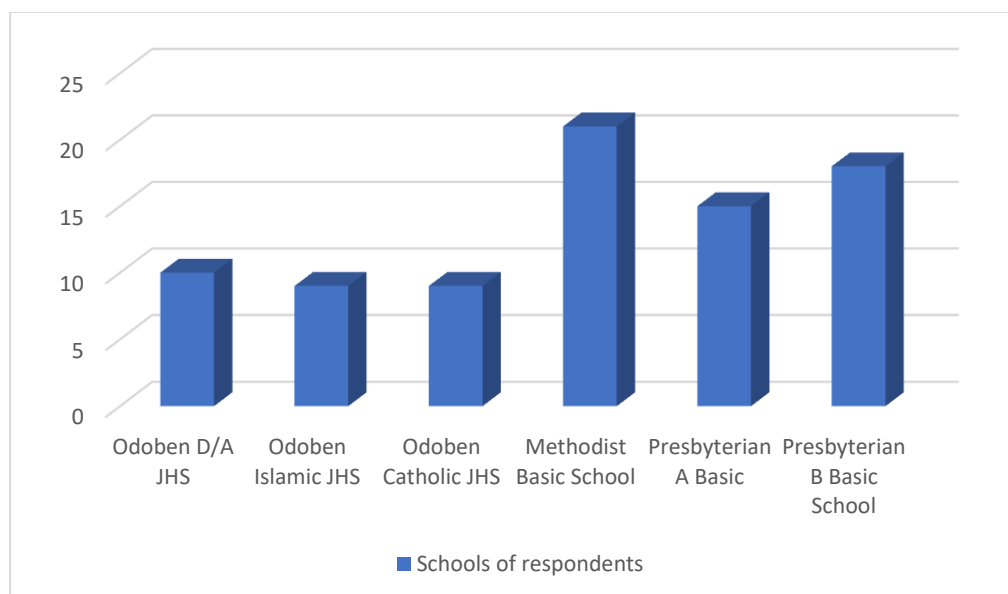
This chapter of the study presents the results obtained for the various research questions. This study was set up to assess the effectiveness of school supervision in public basic schools in Agona Odoben. Four research questions were then formulated to guide the study. These were:

1. What types of supervision are practiced in Agona Odoben?
2. How effective is supervision of public basic schools in Agona Odoben?
3. What are the challenges associated with the supervision of teaching and learning in public basic schools in Agona Odoben?
4. What measures can be put in place to improve supervision of teaching and learning?

The chapter presents the results for these questions as well as the demographic characteristics of the respondents.

4.1 Demographic characteristics of respondents

In this study, the demographic variables that were of concern to the researcher were name of schools of respondents, sex, ages, and educational qualifications. These variables were considered important because they may influence the responses that respondents may give for the various questions.

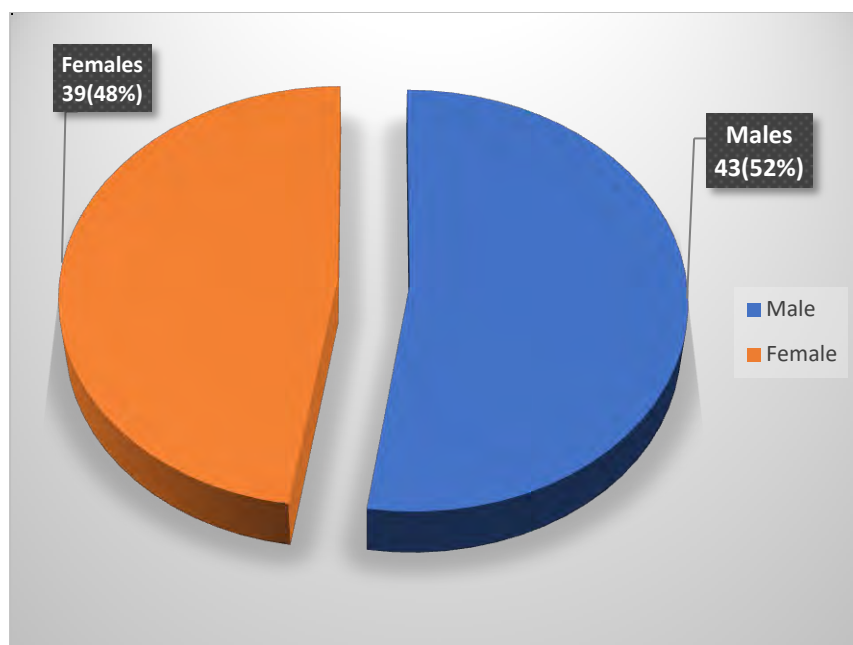
Figure 4.1: Schools of respondents

Source: Field data (2022)

Results from Figure 1 show that a majority of 21 respondents representing 25.6%) were from Odoben Methodist Basic School. This was followed by respondents from Presbyterian B Basic School who were 18 representing 22%. Also, 15 respondents (18.3%) were from Presbyterian A Basic School. Respondents from Odoben DA Basic School were 10 representing 12.2%. Finally, 9 respondents each (11%) were from Odoben Islamic Basic School and Odoben Catholic Basic School.

The results imply that Odoben Methodist Basic School has most teachers.

Figure 4.2 Sex of Respondents



Source: Field data (2022)

Results in Figure 4.2 show that a majority of 43 respondents representing 52% were males and 39 respondents (48%) were females. The results imply that there are more male teachers in Agona Odoben than there are males.

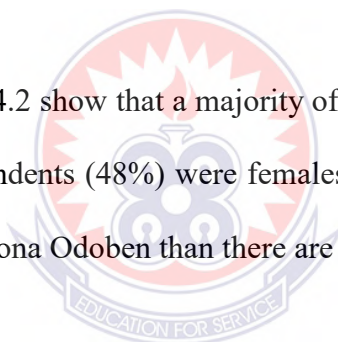
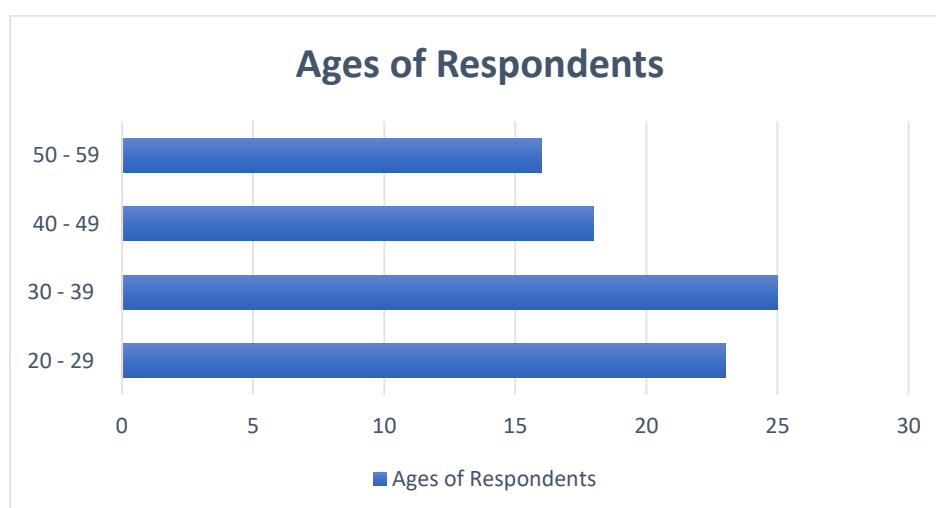


Figure 4.3: Ages of respondents



Source: Field data (2022)

Results in Figure 4.3 show that a majority of 25 respondents representing 30.5% were aged from 30 – 39 years old. This was followed by those aged 20 – 29 years old who were 23 representing 28%. For those aged from 40 – 49 years, they were 18 representing 22%. Finally, 16 respondents (19.5%) were aged from 50 – 59 years old.

The results imply that majority of teachers in Agona Odoben are aged from 20 – 29 years old.

Table 4.2: Educational qualification of respondents

S/N	Highest qualification	Frequency	Percentage
1.	Master of Philosophy (M.Phil.)	3	3.7
2.	Master of Education (M.Ed.)	5	6.1
3.	Master of Art (MA)/ Master of Science (MSc)	4	4.9
4.	Bachelor of Education (B.Ed. Maths, Sci, Arts etc.)	28	34.1
5.	Bachelor of Arts/Sci/Mgt (BA, BSc, B.Com. etc.)	2	2.4
6.	Higher National Diploma (HND)	2	2.4
7.	Diploma in Basic Education (DBE)	35	42.7
8.	Senior High School (SHS)	2	2.4
9.	Others	1	1.2
10.	Total	82	100

Source: Field data (2022)

Results in Table 2 show that a majority of 35 respondents representing 42.7% had Diploma in Basic Education as their highest qualification. This was followed by those who had bachelor's degree who were 28 representing 34.1%.

The results imply that majority of the teachers have DBE as qualification.

Research question 1: What types of supervision are practiced in Agona Odoben?

This question was asked in order to investigate the types of supervision that are practiced by basic school supervisors in Agona Odoben. To this end, respondents were required to respond to questionnaire items by ticking the type of supervision practiced in their school. The tables below present the results.

Table 4.3: Type of supervision practiced by basic school supervisors in Agona Odoben

S/N	Type of Supervision	Frequency	Percentage
1.	Internal Supervision	6	65.9
2.	External Supervision	4	58.5
3.	Both Internal and External Supervision	72	87.8

Source: Field data (2022)

Results in Table 4.2 show the types of supervision that are practiced in basic schools in Agona Odoben. From the table, majority of respondents thus 62 representing 87.8% said both internal and external supervision are practiced in their school. The finding agrees with the position of Evans (2014) who claimed that in the Ghanaian school context, both internal and external supervisions are practiced in schools. He explained that internal supervision involves supervision with the various institutions by individual heads while external deals with supervision outside that and is from the local, district or national of schools' system. In Ghanaian context, the external and internal supervision which are the main types include the child, the teacher, the head teacher as an internal supervisor, the external supervisor like the SISO, the administrator, the parent the District Assembly and the entire community

including structures like Parent Teacher Association (PTA) and School Management Committee (SMC).

Only 6 respondents (7.3%) indicated that only internal supervision is practiced in their school. Also, 4 (58.5%) respondents said only external supervision is practiced in their school.

After investigating the types of supervision practiced in the schools, it was necessary to assess the various forms these supervisions take. The results are summarised in Table 4.3

Table 4.4 Kinds of supervision practiced in Agona Odoben Basic Schools

S/N	Kinds of Supervision	Frequency	Percentage
1.	Inspection supervision	52	63.4
2.	Laissez-faire supervision	28	34.1
3.	Coercive supervision	44	51.8
4.	Supervision as guidance	30	36.6
5.	Supervision as democratic professional leadership	30	36.6

Source: Field data (2022)

Results in Table 4.3 show that a majority of 52 respondents representing 63.4% said school supervisors practice inspection supervision in their school. According to Chidinma (2019), inspection supervision focuses on the monitoring and evaluation of performance. It is a critical examination and evaluation of a school as a place of learning. Through inspection, necessary and relevant advice may be given for the improvement of the school. Nutor (2010) posits that inspection supervision is the earliest and oldest form of supervision which involves monitoring the work of teachers by the school inspector.

From the Table 4.3, the majority of respondents (N=44, 53.7%) also indicated that supervision in their schools also take the form of coercive supervision. Grimsley (2018) warns educators that while coercive supervision may be effective in the short-term, it can create serious problems for organizational effectiveness in the long run. Coercion tends to lower job satisfaction, which should not be too much of a surprise - who likes being intimidated on a daily basis? If teachers are not satisfied with their job, they will bail as soon as possible for a better one. Constant turnover is costly, and it also hurts productivity, efficiency, and effectiveness.

However, responses from the table show that school supervisors do not practice supervision as guidance (n=30, 36.6%), supervision as democratic professional leadership (n=30, 36.6%) and Laissez-faire supervision (n=28, 34.1%).

Forms of supervision in basic schools in Agona Odoben

The researcher also assessed the various forms that supervision in the basic schools take in Agona Odoben. The results obtained indicate that supervision in schools took the form of intensive visits, brief visits, occasional visits and follow-up visits.

Research question 2: How effective is supervision of public basic schools in Agona Odoben?

This question was asked in order to investigate how effective supervision in Agona Odoben basic schools is. The question required that respondents provided answers to questionnaire items on a 5-point Likert scale which was coded as Strongly Disagree (SD)=1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4, Strongly Agree (SA)=5. For the purpose of analysis, a mean score of 3.0 or more indicate that respondents agree to the item. However, a mean score of less than 3.0 indicate that

respondents disagree to the item. Results for this research question are summarised in Table 4.4.

Table 5.4 Effectiveness of basic school supervision in Agona Odoben

S/N	Effectiveness of basic school supervision	Mean	Standard Deviation
1.	Supervision in schools has led to improved teacher performance	4.2	0.9
2.	Supervision in schools has led to disciplined teacher and student behaviours	3.8	1.1
3.	Supervision in schools has led to a pleasant, stimulating and wholesome environment in for teachers and students	3.1	1.0
4.	Supervision in schools has led to clear staff authority and responsibilities	3.2	1.0
5.	Supervision in schools has led to the creation of clear communication channels in schools	2.8	1.3
6.	Supervision in schools has led to increased teacher motivation	2.4	1.3
7.	Mean of means	3.3	1.4

Source: Field data (2022)

Results in Table 4.4 indicate that respondents agree to most of the items as presented by the mean of means ($M=3.3$, $SD=1.4$).

From the table, respondents agree ($M=4.2$, $SD=0.9$) that supervision in schools has led to improved teacher performance in Agona Odoben. This shows that supervision in schools have been effective. Tetteh (2011) notes that effective supervision is not the act of instructing students, but rather the actions that enable teachers to improve instructions for students. He continues that effective supervision requires knowledge, interpersonal skills and technical skills and aims at improving

teaching and learning. This means that effective supervision aims at helping the teacher to identify, clarify problems, receive data from the supervisor and develop solutions with the aid of the supervisor. Musaazi also pointed out that the supervisor must arrange courses or workshops for teachers and head-teachers to infuse in them new techniques in teaching. He continues that supervision achieves its aims by equipping teachers with ideas that enhance teaching and learning. Similarly, according to according to

Results from Table 4.4 also show that respondents agree ($M=3.8$, $SD=1.1$) that supervision in schools has led to disciplined teacher and student behaviours. These behaviours are required for improved teaching and learning. Oghuvbu (2014), effective supervision in schools is evidenced by good administrative procedure characterized by disciplined behaviour by teachers and students demonstrated through positive implementation of school rules and regulations directed towards the achievement of the aims and objectives of the school in particular and education in general.

Moreover, results from Table 4.4 show that supervision in the schools have been effective because it has led to clear staff authority and responsibilities ($M=3.2$, $SD=1.0$). According to Neagley and Evans (1990) (cited in Tetteh, 2011) for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervisory staff are able to function effectively as a team. Just like many other educational targets, supervision can be effectively carried out when materials and logistics are provided to support it.

Results from Table 4.4 also show that respondents agree ($M=3.1$, $SD=1.0$) that supervision in schools has led to a pleasant, stimulating and wholesome environment in for teachers and students. According to Musaazi (cited in Nutor 2010), if

supervision is to achieve its goal by improving the process of instruction in the school, then supervision must take the lead in providing a pleasant, stimulating and wholesome environment in which teachers will want to work.

However, respondents disagreed ($M=2.8$, $SD=1.3$) that supervision in schools has led to the creation of clear communication channels in schools. However, according to Figueroa (2018), effective supervision is that one that makes workers communicate and listen. He continues that the process also serves as a source of motivation for the employees. A supervisor must know how to communicate effectively to deliver his message promptly. Also, they should be able to listen actively and empathize.

Similarly, respondents disagreed ($M=2.4$, $SD=1.3$) that Supervision in schools has led to increased teacher motivation. However, Tetteh (2011) notes that effective supervisions should lead to motivated staff.

Research question 3: What are the challenges associated with the supervision of teaching and learning in public basic schools in Agona Odoben?

This question was asked to assess the challenges that are confronting effective supervision of teaching and learning in public basic schools in Agona Odoben. The question required that respondents provided answers to questionnaire items on a 5-point Likert scale which was coded as Strongly Disagree (SD)=1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4, Strongly Agree (SA)=5. For the purpose of analysis, a mean score of 3.0 or more indicate that respondents agree to the item. However, a mean score of less than 3.0 indicate that respondents disagree to the item. Results for this research question are summarised in Table 4.5.

Table 4.6 Challenges of effective supervision of teaching and learning

S/N	Challenges of supervision	Mean	Standard Deviation
1.	Teachers' and students' attitude presents a challenge to effective supervision	3.5	1.2
2.	Problem of supervisors balancing the directing and controlling the supervision process	2.2	1.0
3.	The enormity of the task for supervisors	3.3	1.4
4.	Limited resources	4.0	0.5
5.	Too much friendship between supervisors and teachers	3.1	1.1
6.	Supervisors do not have the right qualification and training	2.1	0.8
7.	Mean of means	3.0	1.0

Source: Field data (2022)

Results from Table 4.5 show that respondents agree to majority of the items on the questionnaire as presented by the mean of means (M=3.0, SD=1.0).

From the table, respondents agree (M=4.0, SD=0.5) that a major challenge that confront the effectiveness of the supervision of teaching and learning in basic schools in Agona Odoben is limited resources. Similarly, U-Sayee and Adomako (2020) found that school principals and supervisors lacked the resources necessary to fulfil their supervisory roles as needed. In improving teaching and learning in their respective schools, the lack of resources restricted them. In their study, a principal disclosed that she lacked the money to buy textbooks to help teaching and learning. Unrch (1973) (cited in Tetteh, 2011) also adds to this position. He claimed that sometimes economic constraints make supervisor face situation which induces some supervisor to seek for monetary favours indirectly, and teachers readily accede to their

request. In return for the teacher's favours, supervisors tend to tune down professional sanctions. Thus, resulting to ineffective supervision. Mankoe (2002) revealed that, owing to lack of official vehicles supervisors have to rely on public means of transport. In this case, schools in the very remote areas may never be visited.

Also, the study has revealed that teachers' and students' attitudes present a challenge to effective supervision in basic schools in Agona Odoben. U-Sayee and Adomako (2020) also found that the supervisory roles of principals and supervisors were threatened by behaviour of certain teachers and students. In their study, a participant reported that some poor attitudes of male teachers caused them to sexually harass female students that created school problems. Tetteh (2011) noted that in some instances, teachers regarded supervision as a form of witch-hunt, or fault finding by supervisors, thus resulting to its ineffectiveness in the schools. He continued that the response of teachers to supervision is normally characterized by suspicion and mistrust, which may be due to the fact that supervision has a history of teachers always submitting as servants to their master (supervisor).

Another challenge of effective supervision in schools as revealed by results from the table is the enormity of the task for supervisors ($M=3.3$, $SD=1.4$). Respondents believe that the task of supervision is too broad for supervisors. Similar findings were made by Naaso (2015). He claimed that too many pupils per class are threatening the quality of teaching and learning and the respect of professional freedom. Large class sizes limit effective supervision since the teacher's attention is always divided. U-Sayee and Adomako (2020) also add that that it is difficult for both teachers and principals to supervise a significant amount of student enrolment.

The study has also found that too much friendship between supervisors and teachers impedes effective supervision in schools ($M=3.1$, $SD=1.1$). In a similar

study, Baafi-Frimpong (2012) contended that over fraternization among supervisors and supervisees also affects the effectiveness of supervision in the schools. This occurs because supervisors had become too closed to their subordinates that they find it difficult to sanction the teachers and may lack the moral authority to enforce policies because they themselves may be found wanting in professional effectiveness and efficiency.

However, respondents disagreed ($M=2.2$, $SD=1.0$) that a challenge confronting effective supervision in the schools was as a result of the problem of supervisors balancing the directing and controlling the supervision process. In sharp contrast, Sullivan and Glanz (2015) found that the supervisor is limited with the problem of balancing the process of directing and controlling the supervision process. This process affects the interrelationship between supervisors and teachers. Since teachers do not have the time and opportunity to go beyond their own curriculum, it is the supervisor who normally initiates improvement of teaching and learning. In doing this, the supervisor must also be willing to hear and evaluate teachers' ideas, since supervision should also involve a process of analysing and appraising other views.

Finally, respondents disagree ($M=2.1$, $SD=0.8$) that a challenge of supervision in schools is that supervisors do not have the right qualification and training. This means supervisors are adequately qualified. This finding contradicts the position of Mankoe (2002) who stated that the job requirement of supervision expects the supervisor to possess professional competence, confidence, expertise and high academic qualification; which on the normal circumstance should be higher than those he or she supervises, however, in any Ghanaian schools, the Ghana Education Service appoint higher rank but lower academic qualification officers in supervisory positions which breeds a feeling of insufficiency on the part of the supervisor and a

feeling of superiority on the part of the teacher –the supervised. These negative feelings render supervision ineffective.

Research question 4: What measures can be put in place to improve supervision of teaching and learning?

Having identified the challenges associated with effective supervision of teaching and learning in basic schools in Agona Odoben, it was necessary to investigate the measures that could be adopted to overcome these challenges and improve the supervision process, hence, the purpose of this question. This question required responses from respondents on questions on a 5-point Likert scale. Results are presented by Table 4.6

Table 4.7: Measures to improve the supervision of teaching and learning in basic schools in Agona Odoben

S/N	Measure to improve supervision	Mean	Standard Deviation
1.	Training and retraining of supervisors	4.1	1.1
2.	Boosting the morale of teachers and supervisors	3.1	1.3
3.	Employing supervisors with high qualifications	3.0	1.5
4.	Improved selection criteria for supervisors	3.4	1.4
5.	Disciplinary actions against unprofessional and unethical conducts	3.8	1.0
6.	Reward for good performance	4.2	0.9
7.	Mean of means	3.6	1.2

Source: Field data (2022)

Results in Table 4.6 gives a summary of respondents' perception of the topic. From the table, respondents agreed to all the items as presented by the mean of means

($M=3.6$, $SD=1.2$). Also, respondents indicated their agreement ($M=4.2$, $SD=0.9$) that reward for good performance is an effective measure to improve supervision in schools. Similarly, Enaigbe (2014) claimed that even though reward of various kinds has a way of boosting the morale of workers, it also has the capacity of instigating increased performance and development of quality skills therefore, supervisors and supervisees with excellent performance should be rewarded accordingly in order to maintain, and if possible, improve their skills.

Again, results from Table 4.6 indicate that respondents agree (4.1, $SD=1.1$) that there should be training and retraining sessions for supervisors. Enaigbe (2014) also suggested that the training of new supervisors and the retraining of old ones should be taken seriously in order to improve supervision. He continues that special training centres where experienced and practicing supervisors are available should be established for this purpose. This is important because the ideas of using old or obsolete techniques or method negate the spirit of the inspection of primary education. Supervisors could be sponsored to seminars and workshops or conference to update their knowledge and skills on modern and acceptable techniques of supervision.

In order to improve supervision in basic schools, respondents believe that disciplinary actions should be taken against unprofessional and unethical conducts on the part of both supervisors and supervisees ($M=3.8$, $SD=1.0$). This will deter others from behaving same and also encourage good behaviour from unprofessional employees. Enaigbe (2014) also suggested that in order to improve supervision, punitive measures should also be instituted against unacceptable conduct. In order to improve the skills of school supervisors, appropriate sanctions should be levelled against any erring or deviant supervisor who tends to undermine the expected

standard. He continues that a situation whereby mediocrity is exalted and standard sacrificed, while supervisors who excel in their assignment should be rewarded accordingly, either in kind or cash sanctioning unacceptable performance could serve as a deterrent to others.

Results also indicate that there should be improved selection criteria for supervisors ($M= 3.4$, $SD=1.0$). This would ensure that qualified and competent supervisors are selected. Enaigbe (2014) also suggests that supervision is a technical task that requires meticulous, firm and objective assessment therefore, those saddled with this responsibility should be carefully selected from among the available education personnel in the schools or state ministries of education. A special aptitude test could be administered testing various aspect of candidates' personality to determine their suitability. This rigorous exercise, according to Obanya (2005), stimulates confidence, which is a necessary ingredient for skill acquisition and performance.

Also, respondents believe that boosting the morale of teachers and supervisors can help improve the supervision process ($M=3.1$, $SD=1.3$). Enaigbe (2014) also believes that if supervisors are properly motivated with available work materials such as stationery, transportation, conducive working environment and enhanced salaries and allowances the morale of the supervisor could be boosted thereby affecting the skills.

Finally, the results indicate that respondents agree ($M=3.0$, $SD=1.5$) that employing supervisors with high qualifications will help improve the supervision process. According to Okoro (2004), education personnel with higher qualifications display more confidence in their workplace. In addition, they are more accessible to quality information, and adapt to changing occupational conditions than their

counterparts with lower qualification, who are usually more indisposed and ill-equipped in adapting to modern changes.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study was set up to assess the effectiveness of supervision in public basic schools in Agona Odoben in the Asikuma Odoben Brakwa district in the Central region of Ghana. This chapter therefore presents summary of findings, draws some conclusions and make recommendations for policy. It also makes suggestion for further study.

5.2 Summary

The aim of the study was to assess the effectiveness of supervision in public basic schools in Agona Odoben. Therefore, four research questions were formulated to guide the study. The quantitative approach to research was adopted for the study. Specifically, the descriptive survey design was used to generalize about the population which were all teachers, headteachers and SISOs in public basic schools in Agona Odoben. The instrument used for data collection was a questionnaire which gathered data from the 82 respondents who participated in the study. Descriptive statistics, particularly mean, standard deviation, frequency, and percentages were the tools used for data analysis with the help of the Statistical Package for Social Sciences software.

5.3 Key Findings

The study made the following key findings:

1. The study found that both internal and external supervisions are practiced in public basic schools in Agona Odoben. This supervision usually took the form of inspection and coercive supervision. Also, SISOs and other supervisors

used intensive visits, brief visits, occasional visits and follow-up visits to supervise teaching and learning in schools.

2. The study also found that supervision in basic schools in Agona Odoben has been effective. This has resulted in improved teacher and student performance, improved teacher and student behaviour, created a pleasant, stimulating and wholesome environment for teachers and students, and led to clear staff authority and responsibilities.
3. On the challenges of effective public-school supervision, the study found that these included teachers' and students' attitude presents a challenge to effective supervision, the enormity of the task for supervisors, limited resources and too much friendship between supervisors and teachers.
4. Finally, the study revealed that supervision in public basic schools can be significantly improved through training and retraining of supervisors, boosting the morale of teachers and supervisors, employing supervisors with high qualifications, improved selection criteria for supervisors, taking disciplinary actions against unprofessional and unethical conducts and rewarding good performance.

5.4 Conclusions

The following conclusions are drawn based on the key findings made:

1. The SISO, headteachers and other supervisors of public basic schools in Agona Odoben use both internal and external supervision to monitor and supervise performance. The use of both internal and external supervision is effective because resorting to using just one type of supervision will create over familiarization in the system which can encourage incompetence from teachers. Also, occasional brief visits that supervisors use will encourage

teachers to always do what they are expected to because they could be surprised by such visits.

2. An effective and robust supervision system in public basic schools in Agona Odoben will ultimately result in improved educational delivery which will ensure that pupils improve their lives. Because supervision is effective, standards in public basic school education will be significantly improved to help the development of students into civilized adults.
3. However, if the major challenges confronting basic school supervision such as teachers' and students' attitude presents a challenge to effective supervision, the enormity of the task for supervisors, limited resources and too much friendship between supervisors and teachers, are not confronted, it will erode the gains made so far. This can negatively impact quality teaching and learning in public basic school.
4. It is essential that measures that will help improve public basic school supervision are adopted to effectively improve teaching and learning. Such measures include training and retraining of supervisors, boosting the morale of teachers and supervisors, employing supervisors with high qualifications, improved selection criteria for supervisors, taking disciplinary actions against unprofessional and unethical conducts and rewarding good performance.

5.5 Recommendations

The following recommendations are made based on the key findings made:

1. The Ghana Education Service must ensure that the criteria for the selection and appointment of basic school supervisors are reviewed. The criteria should not only consider long service as a basis for appointments but must also ensure

that supervisors appointed have the right qualification both professionally and academically.

2. Also, the Ghana Education Service through policy must discourage the old approach to supervision such as the use of coercion and fault-finding approaches. Such approaches in the long run become counterproductive. Instead, supervision as training and guidance, and supervision as democratic professional leadership approaches should be used. Such approaches are proven to be effective in the long run.
3. Government level policies should be instituted to address the various challenges confronting effective basic school supervision. Such include training programmes for supervisors, the provision of supervision logistics and motivation of supervisors.
4. Teachers must be properly trained to carry out their responsibilities religiously even in the absence of robust supervision systems.

5.5 Suggestion for Further Study

The study suggests that the mixed method approach should be used to replicate this study in other basic schools in Ghana.

REFERENCES

- Action Aid Ghana (2003). *Ghana strategic plan for the commonwealth education fund*, Accra: Action Aid Ghana.
- Aguba, C. R. (2009) *Educational Administration and Management: Issues and Perspectives*. Enugu, Nigeria: Tons and Tons PDS Publishers.
- Alkrdem, M. (2011). *School-Based Instructional Supervision in Saudi Arabian Public Secondary Schools*. Unpublished Doctoral Thesis. The University of York
- Alzamili, R .A. J., & Mohammed, F. H. (2019). Organizational Commitment to Preparatory Stage Teachers. *psihologija*, 52(5), 341-347
- Alzamili, R. A. J., & Mohammed, F. H. (2020). Ethical Leadership and its Relationship to the Occupational Competency of University Staff. *psihologija*, 52(6), 355-360.
- Amedahe, F. K. & Gyimah, A. (2004). *Introduction to educational research*. Cape Coast: CCE
- Amoako, S. (2017). *Reading difficulties among pupils in Takorasi M/A Basic School*. Unpublished project work, University of Education, Winneba.
- Antwi, J. J. (2019). *Pre-service management teachers' motivation to teach*. Unpublished master's thesis, University of Cape Coast, Cape Coast.
- Appiah, M. R. (2009) A Study of Supervision in Rural and Urban Junior High Schools in the Akuapim-North District. [Online] Available: <http://www.ir.ucc.edu.gh/dspace/bitstream/123456789/.../APPIAH%202009%202.pdf>.
- Baafi-Frimpong, S. (2000). *Educational management and administration*. Unpublished handout, University of Cape Coast, Cape Coast.
- Bhat, K. (2020). *Research methodology, qualitative or quantitative?* New York: Bureau Publication.
- Blunder, E. (2015). *Considerations for Analyzing Educators' Contributions to Student Learning in Non-Tested Subjects and Grades with a Focus on Student Learning Objectives*. Dover, NH: Center for Assessment.
- Bradley, J. (2019). *Supervision models and theories*. Retrieved on March 2022 from <https://smallbusiness.chron.com/supervision-models-theories-61052.html>
- Chand, Y. (2019). Types of supervision. Retrieved from <http://www.imaginesolutions/supervision/chand-York-types>
- Chindima, R. L. (2019). *Supervision of education*. Unpublished Term paper, University of Ghana, Legon.

- Dayelle, M. D. (2013). *Assessment of Supervision of Teaching and Learning in Basic Schools in Wa West District*. Unpublished dissertation, University of Cape Coast, Cape Coast.
- Debois, F. K. (2019). Research Methodology. *BMC Medical Research Methodology* 11(100), 303 – 309.
- DeFranzo, E. S. (2012). *Advantages and disadvantages of surveys*. Bristol, UK: Snap Surveys Ltd
- Ebele, U., & Olofu, P. (2018) “Enhancing the Standard of Teaching and Learning in the 21st Century via Qualitative School-based Supervision in Secondary Schools in Abuja Municipal Area Council (AMAC)”, *International Journal of Educational Administration and Policy Studies*, 9(6), 79-83.
- Enaigbe, A. P. (2014). Strategies for improving supervisory skills for effective primary education in Nigeria. *Edo Journal of Counselling* 12(2), 235 – 24
- Evans, S. (2014). *The Supervision Model of the Educational Service Office in Agona West*. Unpublished Master’s thesis, University of Education, Winneba.
- Figuroa, R. V. (2018). The effectiveness of school supervision. *Annals of GIS*, 22(4), 273-285.
- Fischer, E. (2010). "Motivation and Leadership in Social Work Management: A Review of Theories and Related Studies". *Administration in Social Work*: 356.
- Freeman, R. (2019). An Appraisal of Some Recent Trends. *Educational research* 42(12) p.15.
- Government of Ghana, (2013). *A report on the implementation of the Ghana poverty reduction strategy*. Accra: GoG.
- Grimsley, H. J. (2018). Effectiveness of supervision in schools. *Journal of Educational Progress*, 12(5), 606 – 612.
- Harold, T. (2014). Implementation of inclusive education in Ghana primary schools: A look at teachers’ attitudes. *American Journal of Educational Research*, 2(3), 142-148.
- Klicker, R. (2019). The role of motivation on employee performance. Retrieved on March 10, 2022 from <http://www.workersolution.com>
- Kpatakpa, E. H. A. (2017). *Supervision of Basic School Teachers in Jasikan District*. Unpublished dissertation, University of Cape Coast, Cape Coast.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement* 30(3), 607 – 610.

- Mankoe, J. O. (2002). *Educational administration and management in Ghana. Madina – Accra: Progressive Star Printing Press*
- Mankoe, J. O. (2002). *Educational administration and management in Ghana. Accra: Progressive Stars Printing Press*
- Mbah, P. (2015). *Research methods. Journal of educational and social research, 2(4), 111-131.*
- Mbezi, M. (2016). *Effectiveness of school heads supervision on students' academic performance in government secondary schools in Mkinga District, Tanzania. Unpublished dissertation, University of Iringa, Tanzania.*
- Mensah, K. E., Boakye-Yiadom, M. (2019). Assessment of Instructional Supervision Practices at Efutu Circuit in the Cape Coast Metropolis. *Journal of Education and Practice 10 (31) 38 – 43*
- MindTools, (2019). *Theory X and Theory Y, Understanding People's Motivation. Retrieved on March 2022 from https://www.mindtools.com/pages/article/newLDR_74.htm*
- Mugenda; A., & Mugenda, O. (2012). *Research Methods, Quantitative and Qualitative approaches, Nairobi: Kenya Acts Press.*
- Naaso, P. (2015). *Educational Reforms in Ghana. Accra: Universities Press*
- Newstrom, J. W., & Bittel, L. R. (2012) *Supervision: Managing for Results (8th ed). New York, NY: Glencoe McGraw-Hill.*
- Nutor, R. A. (2010). *Effectiveness of supervision in Junior High Schools in Yilo Krobo. Unpublished master's thesis, University of Cape Coast, Cape Coast, Ghana.*
- Obanya, R. A. (2005). *Evaluation of School Performance in West Africa. Benin City: Ambik Press.*
- Obo, K. S. (2010). *An assessment of effectiveness of supervision in basic schools in Asikuma-Odoben-Brakwa District. Unpublished dissertation, University of Cape Coast.*
- Oghuvbu, E. P. (2014). Indiscipline among teachers: causes and influence on school administration in Nigeria. *Journal of Social Sciences 13 (3), 205 – 213*
- Okoro, N. J. (2004). The Role of Sex in Education Achievement. *Journal of Teachers Perspective. Benin: 4(2), 12-14.*
- Sullivan, S., & Glanz, J. (2015). *Supervision That Improves Teaching: Strategies and Techniques (2nd ed.). Thousand Oaks, CA: Corwin Press.*

- Teachers College, Columbia University (2016). *Research methodology*. Retrieved on September 5, 2022 from <https://www.tc.columbia.edu/sla/research-methodology/>
- Tetteh, C. L. (2011). *Supervision In Basic Schools in the New Juaben Municipality of Ghana*. Unpublished Dissertation, University of Cape Coast, Cape Coast, Ghana.
- U-Sayee, R. C. & Adomako, E. B. Supervisory practices and challenges faced by senior high school principals in Greater Monrovia, Liberia: implications for quality education. *Heliyon* 7(21), 1 – 8.
- Vitiates, R. (2014). Supervision, Meaning and Significance. Retrieved on March 11, 2022 from http://socialwork.uw.edu/siteed/default/files/sswfiles/field-ed/FITP/Module5_SupervisionFull.pdf
- Vitiates, R.O. (2019). The motivation of Employees. *Handbook for effective supervision of instruction*. Englewood Cliff, New York: Prentice Hall Inc.
- Worth, M. (2019). *Nonprofit Management: Principles and Management*. United States of America: SAGE. p. 248. [ISBN 978-1-5063-9686-6](https://doi.org/10.1080/15457249.2019.1644444).



APPENDIX A

RESEARCH QUESTIONNAIRE

UNIVERSITY OF EDUCATION, WINNEBA QUESTIONNAIRE FOR TEACHERS AND HEADTEACHERS

The purpose of this questionnaire is to assess the effectiveness (quality) of public basic school supervision in Agona Odoben. It is hoped that the results of the research will help expose the lapses in our educational system in terms of supervision and identify ways of improving it which would subsequently aid in policy decisions. Please, respond to all items and do it honestly. No attempt will be made to associate your name with the completed instrument. All information will be kept confidential. Thank you for your time.

Instructions:

Please read each question carefully and indicate the response that appropriately applies to you. Please indicate your response to each item by ticking [] or writing in the appropriate space provided.

Section A: Demographic Information

Please tick [] the appropriate box or provide the needed response.

1. Name of your school

2. Sex:

a. Male []

b. Female []

3. Which of the following describes your highest educational achievement?

a. Master of Philosophy (M.Phil.) []

b. Master of Education (M.Ed.) []

c. Master of Art (MA)/ Master of Science (MSc) []

d. Bachelor of Education (B.Ed. Maths, Sci, Arts etc.) []

e. Bachelor of Arts/Sci/Mgt (BA, BSc, B.Com. etc.) []

f. Higher National Diploma (HND) []

g. Diploma in Basic Education (DBE) []

- h. Senior High School (SHS) []
- i. Others (Please specify).....

4. Age of respondents

- a. 20 – 29 []
- b. 30 – 39 []
- c. 40 – 49 []
- d. 50 – 59 []

Section B: Type and forms of School Supervision in Agona Odoben

1. What type of supervision is employed in your school?
Only Internal [] Only External [] Both []
2. What form of supervision do supervisors employ in your school?
Inspection supervision []
Laissez-faire supervision []
Coercive supervision []
Supervision as guidance []
Supervision as democratic professional leadership
3. In what form does external supervision take? I. Intensive visits, II. Brief visits, III. Occasional visits IV. Follow-up visits
a. I, II & III []
b. I, II & IV []
c. I, III & IV []
d. II, III & IV []

Section C: Effectiveness of supervision in public schools in Agona Odoben

For each of the statement, indicate by ticking the degree to which you agree to them or otherwise. Use the scale Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD)

S/N	Statement	SD	A	N	A	SA
1.	Supervision in schools has led to improved teacher performance					
2.	Supervision in schools has led to disciplined teacher and student behaviours					
3.	Supervision in schools has led to a pleasant, stimulating, and wholesome environment in for teachers and students					
4.	Supervision in schools has led to clear staff authority and responsibilities					
5.	Supervision in schools has led to the creation of clear communication channels in schools					
6.	Supervision in schools has led to increased teacher motivation					

Section D: Challenges with the supervision of teaching and learning in public schools in Agona Odoben

For each of the statement, indicate by ticking the degree to which you agree to them or otherwise. Please be guided by this scale: Strongly Disagree (SD) =1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4, Strongly Agree (SA)=5

S/N	Statement	SD	A	N	A	SA
1.	Teachers' and students' attitude presents a challenge to effective supervision					
2.	Problem of supervisors balancing the directing and controlling the supervision process					
3.	The enormity of the task for supervisors					

4.	Limited resources					
5.	Too much friendship between supervisors and teachers					
6.	Supervisors do not have the right qualification and training					

Section E: Measures that can be put in place to improve supervision of teaching and learning.

S/N	Statement	SD	A	N	A	SA
1.	Training and retraining of supervisors.					
2.	Boosting the morale of teachers and supervisors.					
3.	Employing supervisors with high qualifications.					
4.	Improved selection criteria for supervisors.					
5.	Disciplinary actions against unprofessional and unethical conducts.					
6.	Reward for good performance .					