UNIVERSITY OF EDUCATION, WINNEBA

SUPERVISION PRACTICES AND SUPPORT SYSTEMS IN PUBLIC BASIC SCHOOLS IN EFFUTU MUNICIPALITY

EVELYN OBENG-AFARI
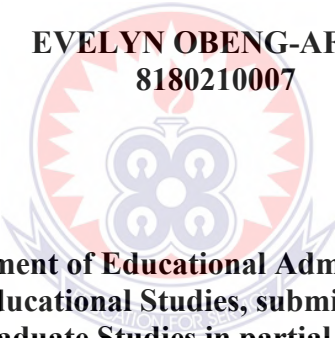
MASTER OF PHILOSOPHY

2022

UNIVERSITY OF EDUCATION, WINNEBA

**SUPERVISION PRACTICES AND SUPPORT SYSTEMS IN PUBLIC BASIC
SCHOOLS IN THE EFFUTU MUNICIPALITY**

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**A thesis in the Department of Educational Administration and Management,
Faculty of Educational Studies, submitted to the School of
Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Educational Administration and Management)
At the University of Education, Winneba**

SEPTEMBER, 2022

DECLARATION

Candidate's Declaration

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

Signature:…………....................………

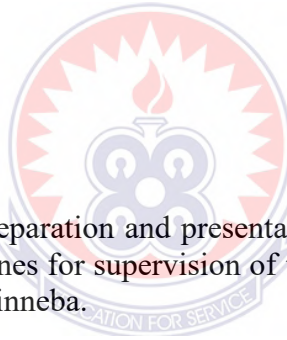**Date**:…………………….....................

Supervisor's Declaration

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

Supervisor: Dr. Kwame Odei-Tettey

Signature:…………....................………

Date:…………………….....................

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DEDICATION

To my caring and loving husband Ing. Kwasi Obeng-Afari and my lovely daughters

Adubea, Gyamfua and Maame Efua Obeng-Afari.

ACKNOWLEDGEMENTS

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GLOSSARY

BECE	:	Basic Education Certificate Examination
CPD	:	Continuous Professional Development
CST	:	Collegial Supervision Theory
FCUBE	:	Free, Compulsory Universal Basic Education
GES	:	Ghana Education Service
INSET	:	In-Service Training
MMDAs	:	Metropolitan, Municipal and District Assemblies
MOFEP	:	Ministry of Finance Economic Planning
NaSIA	:	National Schools Inspectorate Authority
SCT	:	Social Cognitive Theory
SHS	:	Senior High School
SISO	:	School Improvement Support Officer
US	:	United State

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ABSTRACT

This study sought to examine the supervision practices in public basic schools in the Effutu Municipality. A sample size of 220 basic school teachers and 43 basic school head teachers was used for the study. The study adopted a mixed method concurrent design, gathering both qualitative and quantitative data for the study. Stratified and purposive random sampling techniques were used to select the participants of the study. A closed-ended questionnaire and a semi-structured interview guide were used as the data collection instrument. The quantitative data were analyzed using descriptive statistics. A p-value of 5% was used as the threshold for statistical significance. The qualitative data were analyzed using thematic analysis to substantiate the quantitative results. The results of the analysis revealed that supervisors at the public basic schools in the Effutu Municipality carry out a low to moderate level of administrative, curricular, and instructional supervision. The results of the study also revealed that the supervision in the public basic schools in the Municipality is affected by instructional, curriculum, and physical and material challenges. The results of the study also revealed that there are not enough supervision support systems available to supervisors at the public basic schools in the Municipality. It is recommended that the Effutu Municipal Education Directorate should intensify its support services by organizing regular refresher courses for head-teachers to equip them with the requisite supervisory skills.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Today, education is regarded as an individual's most valuable asset, serving as a tool to aid humans in learning how to think, work, and make decisions (Hoque et al., 2020). Some of the most effective approaches to improve and maintain the quality of education are to supervise classroom instruction and provide ongoing assistance to instructors (Apolot et al., 2018). Teachers are one of the most important inputs to education delivery, hence the quality of education is influenced in part by how they are taught and overseen (Esia-Donkoh & Baffoe, 2018). This is because supervisors are really interested about learners' progress and development. Furthermore, many academics believe that through boosting teachers' professional growth and work performance, monitoring can enhance classroom practices and contribute to student achievement (Kholid & Rohmatika, 2019).

Hoque et al. (2020) described supervision as a kind of advice for instructors to improve their teaching abilities through a variety of ways, such as classroom visits, educational workshops, seminars, and training courses that help satisfy the needs of teachers. By having continual interaction between the supervisor and the instructor to improve teaching and learning processes, supervision gives equal emphasis to students and teachers (Kilminster & Jolly, 2000). Supervision, according to Stephen (2014) is a separate professional activity in which education and training targeted at improving science-informed practice are enabled through a collaborative interpersonal process. It includes observing, facilitating supervise self-assessment, evaluating, providing feedback, and acquiring information and skills through training, modeling,

and reciprocal problem resolution. Based on their research Kilminster and Jolly (2000), defined educational supervision as "the giving of direction and feedback on aspects of personal, professional, and educational growth in the context of a trainee's experience delivering safe and acceptable patient care." This differs from clinical supervision, which is characterized as an interaction between practicing professionals to allow the development of professional abilities.

There are several types of educational supervision models, including clinical, peer coaching, and developmental supervision. Clinical supervision is a therapy practice that tries to enhance clients' professional competency. One of the pioneers of this paradigm of educational supervision, Cogan (1973), described supervision as a continuous process in which the most experienced therapist guides his or her less experienced supervisee. Peer coaching supervision entails two or more professional colleagues working together to reflect on their classroom practices and handle problems that arise by guiding each other and exchanging ideas that aid in the development of new abilities (Robbins, 1991). The goal of developmental supervision is to help teachers become more self-reliant in their classrooms. However, not all instructors will benefit from this because their growth level, as well as their personal and professional talents, may differ (Hoque et al., 2020).

These models demonstrate the importance of instructional supervision in achieving educational goals, professional development for instructors, and increased academic performance for students (Baffour-Awuah, 2011; Anyagre, 2016). Teachers, on the other hand, have differing perspectives on instructional monitoring. According to Cobbold et al. (2015), some teachers view supervision as a fault-finding process in which they are subjected to unnecessary criticism by supervisors, whereas others see

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it as a valuable tool for improving teachers' skills and efficiency during the teaching and learning process, as well as providing up-to-date information on practical approaches to curriculum implementation. Baffour-Awuah (2011), further claims that some supervisors regard monitoring as taking on the role of all-knowing moralist, putting them at odds with instructors and denying them crucial feedback.

Supervision actions are no different in Ghana. The 1992 Republican Constitution, which gave birth to the Free, Compulsory Universal Basic Education (FCUBE), places a high value on efforts to improve school administration for efficiency at all levels of education (Baffour-Awuah, 2011; Anyagre, 2016). The decentralization of most governmental institutions, including the education sector, highlights the Ghana Education Service's (GES) critical role in the execution of national educational policy (Anyagre, 2016a). Education policymakers create national objectives, which are then executed at decentralized levels of governance, where local governments and schools set targets and take steps to achieve them in order to fulfill national goals holistically (Esia-Donkoh & Baffoe, 2018). At the local level, instructors in both public and private schools at the pre-tertiary level are expected to follow the Ministry of Education's GES rules. Head teachers are appointed to oversee administrative concerns, with the primary task of monitoring, supervising, and inspecting the work of teachers and pupils/students, as well as ensuring that key resources are utilized for the proper growth of the school (Baffour-Awuah, 2011; Anyagre, 2016).

In addition to the head teacher, the School Improvement Support Officer (SISO), who is in charge of a number of schools in a defined area of operation (circuit), is required to make frequent or periodic visits to schools for the purposes of monitoring and supervision in collaboration with the head teacher for further reporting to the GES's

district, regional, and national headquarters (Baffour-Awuah, 2011; Anyagre, 2016). Aside from the normal routine, school inspections are carried out by other officers from the district, region, or national level, including the new National Schools Inspectorate Authority (NaSIA), a body established by Act 778 of Ghana's 2008 Education Reforms for the purpose of periodic inspection of schools at the pre-tertiary level (Anyagre, 2016a).

In Ghana, public basic schools are managed by head teachers with the assistance of teachers, parents, and other significant stakeholders, all of whom play various and vital responsibilities in keeping the school functioning efficiently and successfully (Baffour-Awuah, 2011; Anyagre, 2016). The function that each of these human resources plays, as well as how successfully they collectively work to achieve school goals, is critical. School administration has seen significant changes as a result of the adoption of democratic and team-spirited professional ways of addressing common school difficulties for improvement (Baffour-Awuah, 2011; Anyagre, 2016).

A number of studies have been conducted on supervision in educational institutions in Ghana. Ankoma-Sey and Maina (2016) examined the role of supervision of academic performance in Senior High Schools (SHS) in Ghana. This study employed the descriptive research survey design. The study revealed that there was a positive weak significant relationship between supervision roles of heads and academic performance of students. More so, there was a positive weak significant relationship between gender of heads and their supervisory roles. Appiah (2009) assessed the type(s) of supervision emphasized in the junior high schools, the extent to which supervision is carried out in the Junior High Schools, how supervision affects teaching and learning and the problem(s) that is/are associated with supervision within the Junior High

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Schools in urban and rural communities in the Akwapim North District. The design used for the survey was the descriptive design. Head-teachers and teachers, especially, those in the rural areas, viewed external supervision to be inadequate.

Mohammed (2014) examined the effects of educational supervision on students' academic performance in the Nadowli District in the Upper West Region of Ghana. Both the purposive and simple random sampling techniques were used to select 30 education officers and 100 teachers respectively for the study. The study revealed that most of the respondents agreed that educational supervision helped to improve quality of education. Anyagre (2016) examined the views of teachers and head teachers on supervision and collective school management in contemporary Ghana. This descriptive study was an attempt to contribute to the many studies regarding supervision with the aim of gathering the views of teachers and school heads on their various roles in improving quality education through effective Teacher-Head teacher collaborations. The study was descriptive; employing the mixed method.

Esia-Donkoh and Ofosu-Dwamena (2014) investigated the perception of public basic school teachers at Winneba, Ghana, on educational supervision in relation to their professional development. In all, 106 teachers of the public basic schools in Winneba who had spent at least a year at their respective schools were randomly selected and used for the study. Esia-Donkoh and Baffoe (2018) examined the supervisory practices of head-teachers and how these supervisory practices relate with teacher motivation in public basic schools in the Anomabo Education Circuit of the Mfantseman Municipality in the Central Region of Ghana. Using purposive and stratified random sampling techniques, 69 respondents, made up of 15 head-teachers and 54 teachers were used for the study.

Arthur (2011) sought to find out the state of supervision of teaching and learning in Public Junior High Schools in Sekyere East District of Ashanti Region. Dewodo et al. (2019) investigated the problems associated with school supervision at the basic school level in the Hohoe Municipality of the Volta Region in Ghana. Tettey (2011) examined supervision in basic schools in the New Juaben Municipality of Ghana. The purpose of the study essentially was to find out about how supervision is being done in the public basic schools and its improvement on teaching and learning Schools and teachers were selected by the lottery technique whilst the head-teachers and circuit supervisors were chosen using purposive sampling approach. Baffour-Awuah (2019) assessed supervision of instruction in public primary schools in Ghana from the teachers' and head-teachers' perspectives. Anab (2018) assessed the role of teacher supervision in the promotion of quality education. It focused specifically on how teacher supervision is conducted and how effective it is in the improvement of the quality of education in Public Junior High Schools in the Tamale Metropolis.

Despite these numerous previous studies on supervision in the educational sector in Ghana, we do not know, however, the extent to which supervision in public basic schools is being carried out in the Effutu Municipality in the Central Region of Ghana. We are not clear about teachers' and head-teachers' attitude, the challenges, and supervision support systems in public basic schools in the Effutu Municipality in the Central Region of Ghana. This study, therefore, addresses these issues.

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1.2 Statement of the problem

The lowering standards of education in the public basic schools in Ghana, that is, from primary school to Junior High School is of prime concern to all Ghanaians. There are a lot of possible factors attributed to this unfortunate phenomenon but most prominent among them according to literature is ineffective supervision (Mankoe 2002) Research has shown that supervision in the public basic schools in Ghana falls below expectations (Harris 1985: Ministry of Education, 2002) This notion of supervision in basic schools is so held on the premises that because proper supervisory mechanisms are put in place in private basic schools and because proprietors own the schools and view as a profit making entrepreneurs, performances there are relatively higher than that of public basic schools (Banaseh, 2004). This opinion of Banaseh is confirmed by the Education Review Committees Report (2003) which categorically states that "it is the fact that internal supervision in many private schools is very good .It is the belief that the quality of supervision is one of the factors responsible for high academic performance in many of the private basic schools" The report goes on to say that many of their products enter the best senior high schools and universities.

The Annual report of Education Directorate over the years in Effutu Municipality repeatedly revealed poor performance of basic pupils in the BECE exams (Effutu Municipal Directorate, 2019). In 2019 the Ghana News Agency reported that the Plan International Ghana sponsored School Performance Appraisal Meeting (SPAM) in some selected communities in Effutu Municipality. In one of such meetings informal discussions which suggested that the low academic performance of the learners in public basic schools is as a result of ineffective supervision of teachers, head teachers and other supervisors.

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Despite the availability of competent instructors and the efforts of stakeholders in the municipality to assure quality in learners' examination results, much has still to be accomplished. This study, therefore attempts to fill these identified gaps by investigating the supervision practices and support systems available to supervisors in the public basic schools in the Effutu Municipality in the Central Region of Ghana.

1.3 Purpose of the study

The purpose of this study is to examine the supervision practices in the public basic schools of the Ghana Education Service in the Effutu Municipality, and find out the requisite support systems available to supervisors.

1.4 Objectives of the study

The objectives of the study are to:

1. Determine the supervisory practices carried out in public basic schools in the Effutu Municipality.

2. Examine the attitudes of supervisors towards supervision in public basic schools in the Effutu Municipality.

3. Find out the challenges associated with supervision in public basic schools in the Effutu Municipality.

4. To find the supervision support systems available to supervisors in the Effutu Municipality.

1.5 Research questions

To achieve the objectives of the study, the following research questions were formulated to guide the study:

1. What are the supervisory practices carried out in public basic schools in the Effutu Municipality?

2. What are the attitudes of supervisors towards supervision in public basic schools in the Effutu Municipality?

3. What are the challenges associated with supervision in public basic schools in the Effutu Municipality?

4. What are the supervision support systems available to supervisors in the Effutu Municipality?

1.6 Significance of the study

The study is significant in various ways. First and foremost, the study's results will assist supervisors such as school improvement support officers, school heads, and instructors in improving their supervisory duties in schools in order to increase academic achievement and the overall level of education. Secondly, it will assist the Ghana Education Service and the Ministry of Education in becoming aware of the problems associated with supervision in the Municipality and in taking a more serious look at supervision in the Municipality in order to develop new policies that would promote quality teaching and learning through supervision. Thirdly, the study will serve as a starting point for future study into improving supervision as a tool for assessing the efficiency and effectiveness of teaching and learning. The study's findings will also contribute to current knowledge in school administration and to the literature on supervision.

1.7 Delimitation of the study

The study was confined to public basic schools in the Effutu Municipality. The public basic schools in the Effutu Municipality were chosen for the study for two major reasons. The first explanation was that this municipality's elementary schools had a high rate of inefficient instructional monitoring. The second reason was the lack of research on supervision at the Municipality. The study was also delimited to the supervisory practices carried out in public basic schools in the Effutu Municipality, as well as attitudes (self-efficacy, professional efficacy, and collective efficacy) of supervisors towards supervision in public basic schools in the Effutu Municipality, in addition to the challenges and the support systems associated with supervision in public basic schools in the Effutu Municipality.

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The research concentrated on the views of teachers, head-teachers, and school improvement support officers (SISO) in the Effutu Municipality. The views of the teachers were particularly sought because of the fact that teachers in school may have different attitude on their supervisor's technique used to improve their instructional supervision. This is due to the teachers' developmental level, expertise, and commitment. This can influence their attitude toward supervision that they experience which ultimately influences their performance.

1.8 Limitations of the study

The research was planned to cover the whole Effutu Municipality and Gomoa Central in Ghana's Central Region. This would have required a significant amount of time and appropriate resources to cover the entire Municipality and the District. Due to lack of time and resources, the researcher researched a cross-section of the population, specifically Effutu Municipality, although covering the entire two Districts may have uncovered additional problems, thereby improving the study's quality.

Another limitation of the study was the respondents' hectic schedules, which did not allow them enough time to answer to surveys and interview at the appropriate times. Those who had adequate time were likewise hesitant to complete and submit the surveys on time. Despite these difficulties, the researcher was able to manage them and accomplish the study task as intended.

1.9 Organization of the study

This study is organized into five chapters. Chapter One contains the introduction part which comprises the background of the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, the delimitation and limitations of the study and organization of the study. Chapter Two

deals with Literature review. Chapter Three embodies the research methodology that incorporates, research design, the population sample and sampling technique, research instrument and administration of the instrument and ethical consideration. Chapter Four presents the results and the discussions of the study. Chapter Five gives the summary of findings, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This study seeks to examine the supervision practices in the public basic schools of the Ghana Education Service in the Effutu Municipality. This chapter deals with the literature review related to the study. The literature deals with the theoretical review related to the study. The literature is presented on four themes arising from the research questions of the study. The concepts include:

a) The nature of supervisory practices in basic schools

b) Attitudes of supervision in basic schools

c) Challenges associated with supervision in basic schools

d) Supervision support systems in basic schools.

The study is based on two key theories- Collegial Supervision Theory (CST) and Social Cognitive Theory (SCT). These theories are explored in this chapter and are used as analytical framework to guide the study. Thus the collegial supervision theory and the social cognitive theory are used to analyse the supervision practices in the public basic schools of the Ghana Education Service in the Effutu Municipality. In all, the discussions of the literature under these four main themes eventually highlight the gaps in the literature in which this study is attempting to bridge. The literatures under the four main themes are discussed as follows:

2.1 The nature of supervisory practices in basic schools

This discussion of the literature is based on the concept derived from research objective 1 which seeks to determine the nature of supervisory practices carried out in public basic schools in the Effutu Municipality. The research objective holds that there are various supervisory practices carried out in public basic schools. The researcher is of the view that the various supervisory practices have a significant role to play in the quality of teaching and learning. The current researcher is of the view that if these supervisory practices are examined well it will help to know the weaknesses of these practices as far as teaching and learning in the classroom are concerned and this will help to address these weaknesses to achieve quality teaching and learning in the classroom which will have a positive effect on teaching and learning outcomes. To the best knowledge of the researcher, since no study has been carried out to examine the supervisory practices in public basic schools of the Ghana Education Service in the Effutu Municipality, this study attempts to fill up the gap by examining the supervision dimensions, supervision approaches, and mode of supervision at the public basic schools of the Ghana Education Service in the Effutu Municipality. The discussions of the review of the literature on the supervision practices under the stated areas, including the concept of supervision are presented as follows:

2.1.1 Concept of supervision

Supervision has its origin from the Latin word "super video" meaning "to oversee" (Adenaike & Adebanjo, 2000). Supervision connotes different meanings to different people (Wanzare & Costa, 2008) are of the view that there are many definitions of supervision in the literature, of which each is unique in its focus and purpose ranging from a custodial orientation to a humanistic orientation. From the custodial

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perspective, supervision can denote overseeing and controlling, managing, administering, evaluating, or any activity in which the school head is undertaken in the process of running the school. Adeel (2010) argues that the custodial orientation is not targeted to help teachers, but to discover their weakness; eliminate and isolate them; and replace them with who could do better. However, instructional supervision is a behaviour that is officially designed which directly affects teachers' behaviour in such a way to facilitate student learning and achieve the goals of the school system.

Baffour-Awuah (2011) is of the view that despite the several definitions and interpretations to supervision, almost all of them center on a common aim or objective. The main objective of supervision is to improve teachers' instructional practices, which may in turn improve student learning. According to the author, researchers have offered several purposes of supervision of instruction, but the ultimate goal is to improve instruction and student learning (Baffour-Awuah, 2011).

Anab (2018) was of a similar view that "the primary purpose of supervision is to help and support teachers as they adapt and adopt, and refine the instructional practices they are trying to implement in their classrooms." Thus, the supervision of teachers' instructional work helps supervisors to offer suggestions on how teachers can maintain, improve or change their way of teaching. For example, using multiple approaches, which are more pupil-centered such as discussion, role play and group work, instead of lecturing which is mainly teacher centered.

Onasanya (2006) defined supervision as the act of monitoring the performance of the schools' staff, noting their strength wind weakness, using befitting and appropriate techniques to improve the flaws and using their strength to increase the school standard in order to achieve the educational goals.

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Subair et al. (2018) defined supervision in educational context as an expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development. James (2009) is of the view that supervision is all efforts of school officials towards providing leadership to teachers and other educational workers in other to improve instruction. Supervision is a way of helping, guiding, stimulating and improving the professional growth of teachers to develop appropriate techniques, methods and procedures of teaching in ways that will improve their overall performance or effectiveness (Igwe, 2006).

According to Mankoe (2007), supervision is a function of the person who, either through working with other supervisors, school heads or others at the central office level contributes to improvement of teaching and the implementation of the curriculum. Mankoe (2007) opines that there are two critical dimensions in educational enterprise. These are pupil-related and instruction-related. The pupil-related dimension includes distribution of instructional materials, conferences with parents, and rescheduling of classes. The instruction-related dimension includes classroom presentations, educational counseling, and assisting children in selecting library books, conducting achievement test, completing continuous assessment forms, preparing terminal reports for parents, selecting appropriate instructional materials and conducting In-Service sessions. Because these functions overlap, it is not easy to determine precisely where supervision of instruction ends and where the general administration begins.

Anab (2018) views supervision as an activity. The author describes supervision as "consisting of all the activities leading to the improvement of instructions, activities related to morale, improving human relations, in-service education and curriculum

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development" (p.4). This means supervision helps to ensure that teachers and pupils go through all the necessary processes designed by the GES to promote effective teaching and learning such as attending school regularly and punctually, preparing lesson notes and teaching according to the syllabus. Segun (2004) contends that supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction (Bessong & Ojong, 2009). Esia-Donkoh and Ofosu-Dwamena (2014) also explains supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their co-operation to enable supervisors become successful in their supervision tasks.

Supervision, as noted by Bailey et al. (2001) is characterized among others as a technical process which seeks at improving teaching and learning through the care, guidance and simulation of continued development for not only teachers but also any other person having an impact on the educational context. Bailey et al. (2001) also sees educational supervision as a collaborative process in different stages because it welcomes various views that represent the proper relationship between the supervisor and the teacher so as to address the educational problems and find appropriate solutions to them.

Based on the definitions of supervision, Hismanoglu and Hismanoglu (2010) outlined functions that are grouped under six main categories, namely, development of curricula, supervision and organization of the educational setting, supervision of the teachers' professional development, supervision of the teaching methods and techniques, supervision of the novice teacher, and evaluation of the educational

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process. This means that the contemporary concepts of supervision are moving gradually from the negative notion of "watching over," "directing," and checking teachers to an area of supportive, democratic and flexible activity (Anab, 2018).

2.1.2 Dimensions of supervision

Supervision in education is multifaceted especially external supervision; this is a major component that has an oversight responsibility over internal supervision in basic school. This type of supervision is mainly performed by circuit supervisors. The role of supervisors, both internal and external therefore cannot be over emphasized. These include:

a) **Trust and respect**: Researchers believe that teachers have trust and confidence in a supervisor who is knowledgeable and an instructional expert. Supervisors are expected to be knowledgeable in content and teaching strategies to be able to provide assistance and support to teachers. Teachers' trust in the principal's ability to assist and support them in their instructional practices is essential in the supervisory process (Sullivan & Glanz, 2000). They suggest that teachers must be able to rely on supervisors for instructional assistance, moral boosting, and curriculum planning. They also suggest that supervisors should be honest to their teachers and be open to discussions. They finally propose that supervisors must have a working knowledge of the curriculum and pedagogy and, be a "master teacher".

Similarly, Holland (2004) posits that educators (supervisors) must demonstrate evidence that they have the necessary knowledge and skills to make important decisions about what they do and how they do it. She believes that credentials alone do not inspire trust, but rather how they are applied in practice. She also believes that

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teachers would trust a supervisor with whom they can confide. Teachers will not trust a supervisor who discusses teachers' performances and instructional practices with other people, whether openly or surreptitiously.

Sullivan and Glanz (2000), on their part, believe the supervisor's continued attendance at in-service training helps him/her to be able to provide useful assistance, advice, and support for teachers; and thereby develop the trust that teachers have in him/her. Having knowledge alone is not important, but using it judiciously to help teachers grow professionally is the ultimate objective. Pansiri (2008), in his study of teachers' perspectives of "instructional leadership for quality learning" in Botswana, found that seventy-seven percent of the public primary teachers who participated in his study trusted their supervisors. Rous's (2004) study of public primary schools in the US state of Kentucky revealed, however, that although the supervisors in her study were knowledgeable, they neglected the teachers most of the time.

Rous (2004) in her study in the US public primary schools on teachers' perspectives about instructional supervision and behaviour that influence preschool instruction" found out that instructional supervisors in her study who showed respect for staff, families, and children and demonstrated caring for children and teachers facilitated classroom instruction. Teacher participants in this study reported that their supervisors did not force them to teach in limited ways, nor were they criticized by their instructional leaders for trying out new approaches and teaching strategies.

b) **Listening:** Listening to, and hearing the needs of teachers is one of the responsibilities of supervisors (Sullivan & Glanz, 2000). Teachers in Blasé and Blasé' (1999) study indicated that their supervisors listened to their concerns and tried to assist them in any way possible. One respondent remarked that his

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supervisor shared upcoming units with him, and often offered additional ideas to enhance his lessons. Public primary school teachers in Botswana who participated in Pansiri's (2008) study also indicated that their supervisors listened to their concerns, as well as being accessible and approachable.

c) **Praise**: Researchers have theorized and shown empirically that praising teachers significantly affects teacher motivation, self-esteem, and efficacy (Blasé & Blasé, 1999, 2004). They are also of the view that praise fosters teachers' reflective behaviour, by reinforcing teaching strategies, risk-taking, and innovation/creativity. Praising teachers is a critical function in instructional leadership (Blasé & Blasé, 2004) and pedagogical leadership (Pansiri, 2008). In his study in Botswana, Pansiri (2008) reported that 70 percent of the public primary school teachers who participated in his study indicated that their supervisors praised them for demonstrating good teaching strategies. Blasé and Blasé (1999) also found that principals (instructional supervisors) in their US study gave praise that focused on specific and concrete teaching behaviour.

d) **Planning for lesson observation**: Lesson observation is one major function of supervisors; in almost all models discussed earlier, lesson observation has been seen as a major tool supervisors use to assess the content knowledge of teachers and their competency in instructional strategies and practices, so as to provide the necessary assistance to improve instruction. During such visits, it is imperative for the supervisor to focus on what was agreed upon to be observed during the pre-observation conference (Arthur, 2011). This is supposed to guide supervisors to stay on track and be objective in their practices. Proponents of clinical supervision, such as Cogan and Goldhammer

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advise that supervisors mutually plan lesson observation with teachers, rather than supervisors entering the classroom unexpectedly, and with pre-determined rating items.

Blasé and Blasé (2004) suggest that supervisors should mutually decide with their teachers on what and how to observe before proceeding to the classroom to observe a lesson. Some participants in Pansiri (2008) study indicated that their supervisors visited classrooms with the intention of supervising instruction, but were unable to provide professional support to the teachers. However, other participants reported that their supervisors observed classes and wrote notes based solely on what was occurring in the classroom.

Pansiri (2008) did not show the proportion in each case. The group of participants who received feedback reported that their supervisors carried out classroom supervision positively. Pansiri did not, however, indicate whether those supervisors who could not offer professional support to the teachers were not knowledgeable in the subjects being taught or limited in expertise. Rous (2004) also reported that supervisors in her US study did not have enough time to observe lessons. Some participants in her study reported that their supervisors were not seen in their classrooms enough. Ayse (2002) study of Turkish private schools found, however, that the principal determined when visits would be conducted without consulting with teachers.

e) **Informal visits**: Some researchers have theorized that supervisors' frequent visit classrooms (walk-through) make their presence felt in the school (Blasé & Blasé, 2004; Rous, 2004). Such visits are usually not planned, but to put teachers on the alert to ensure that they (teachers) make good use of

instructional time, and chip in support to teachers when necessary. Rous (2004) reported that lack of contact between teachers and instructional supervisors in her study negatively affected instructional practices. Empirical studies have also shown that informal visits motivated teachers to improve their instructional strategies and teachers" time-on-task. In her study of selected public primary school teachers in the US, Rous (2004) found that most teachers believed that their supervisors' frequent visits and calls were important activities, whereas others reported that their supervisors were not seen in the classrooms enough. She observed that teachers were energized when supervisors "dropped by" the classrooms and interacted with the students. This was seen as a demonstration of supervisors' concern for teachers, students and programme.

Similar studies conducted in Ghana have shown that frequent visits to classrooms are necessary to improve teachers' time-on-task. Oduro (2008) and the World Bank report (Education in Ghana: Improving equity, efficiency and accountability of education delivery, 2011) have found that some teachers in public primary schools in Ghana are in the habit of absenting themselves from school. The World Bank report revealed that only 109 out of 197 school days are fully operational as teachers spent the other days engaged in activities such as collecting salaries, attending funerals, and travelling long distances to their schools.

f) **Observing lessons**: Lesson observation is one major function of supervisors. In almost all models discussed earlier, lesson observation has been seen as a major tool supervisors use to assess the content knowledge of teachers and their competency in instructional strategies and practices, so as to provide the

necessary assistance to improve instruction. During such visits, it is imperative for the supervisor to focus on what was agreed upon to be observed during the pre-observation conference (Hoque et al., 2020; Glickman et al., 2004; Glathorne, 2000). This is supposed to guide supervisors to stay on track and be objective in their practices. Empirical studies have shown that although some supervisors were able to observe lessons, others were unable to do so.

Some participants in Pansiri's (2008) study indicated that their supervisors visited classrooms with the intention of supervising instruction, but were unable to provide professional support to the teachers. However, other participants reported their supervisors observed classes and wrote notes based solely on what was occurring in the classroom. Pansiri did not show the proportion in each case. The group of participants who received feedback reported that their supervisors carried out classroom supervision positively. Pansiri did not, however, indicate whether those supervisors who could not offer professional support to the teachers were not knowledgeable in the subjects been taught or limited in expertise. Rous (2004) also reported that supervisors in her US study did not have enough time to observe lessons. Some participants in her study reported that their supervisors were not seen in their classrooms enough.

g) **Questioning**: Proponents of clinical supervision, such as Arthur (2011) suggest that supervisors use questioning to guide and assist teachers improve their instructional strategies. Supervisors are expected to use probing questions during pre-observation conferences, classroom observations, and post-observation conferences to guide and assist teachers plan their lessons, use appropriate teaching techniques, and take decisions to improve instruction

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(Blasé & Blasé, 1999). Arthur (2011) posits that questioning could be used at any stage of the supervisory process- planning a lesson, selecting instructional materials, during teaching, and assessing students.

A study of public school teachers' perceptions about instructional leadership in the US revealed that supervisors who participated in the study often used questioning approach to solicit teachers' actions about instructional matters (Blasé & Blasé, 1999). Participants in that study remarked that such questions served as a guide to make them reflect on their actions, know what to do next, and evaluate what they did.

In a similar study, all five participants in a 3-year longitudinal study agreed that using thought-provoking questions to guide teachers improved their instructional practice (Holland, 2004).The participants indicated that such questions are designed to reassure teachers that supervisors are simply seeking information, but do not put teachers on the defensive by telling them what they should do or what they are not doing. The participants were from the same large urban school district and were being groomed as secondary administrators. Holland did not, however, mention the place (context) in which the study took place. It could be helpful if supervisors use probing questions to assess the individual teacher's content knowledge and instructional skills so as to provide the necessary guidance and assistance to improve instruction.

h) **Offering suggestions**: Another supervisory practice which researchers have found to be fruitful is the provision of suggestions to guide instruction (Blasé & Blasé, 2004). Suggestions serve as guides to help teachers choose among alternative plans, varied teaching strategies, and classroom management practices. Blasé and colleague (2004) observe that principals (supervisors) make suggestions in such a way as to broaden, or enrich teachers" thinking

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and strengths. They note that suggestions encourage creativity and innovation, as well as supportive work environment. The teachers in Blasé and Blasé's (1999) study overwhelmingly reported that successful principals (supervisors) offered suggestions to improve teaching and learning, vary their instructional methods, and help solve problems. The participants found principals' suggestions fruitful and strongly enhanced reflection and informed instructional behaviour. Rous's (2004) findings were consistent with the one mentioned above. Public primary school teachers in her US study reported that their principals commonly offered suggestions. The teachers acknowledged that when their supervisors offered helpful suggestions on instructional practices, it increased their ability to solve classroom problems. Rous observed that teachers in her study were willing to try suggestions which were offered sincerely and positively. The use of the word "helpful" in the report suggests that not all suggestions may be useful to the teachers.

i) **Feedback**: Visiting classrooms and providing feedback to teachers is considered one of the major roles of supervisors. Feedback provides teachers help them reflect on what actually took place in the teaching-learning process. Blasé and Blasé (2004) believe that feedback should not be a formality, but should serve as a guide for instructional improvement when it is given genuinely. Similarly, feedback (whether formal or informal, written or oral) should focus on observations rather than perspectives. Blasé and Blasé (2004) theorize that feedback reflectively informs teacher behaviour; and this result in teachers implementing new ideas, trying out a variety of instructional practices, responding to student diversity, and planning more carefully and achieving better focus. Teachers in Blasé and Blasé's (1999) study reported

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that effective principals provided them with positive feedback about observed lessons. They indicated that such feedback was specific; expressed caring, interest and support in a non-judgmental way; and encouraged them to think and re-evaluate their strategies. Similarly, Rous (2004) also reported that in the US public schools, feedback offered by supervisors was a formal behaviour, and was objective and based solely on class observation. Teachers in this study saw feedback to be constructive, and very helpful to them in their instructional practices.

Pansiri (2008) also reported that 70 percent of public primary school teachers in Botswana who participated in his study indicated their supervisors provided them with constructive feedback about classroom observation. However, these findings are inconsistent with Bays" (2001) findings in rural districts in the state of Virginia. She found that instructional support and specific feedback from teacher participants in the area of special education appeared to be limited.

j) **Modelling lessons**: Researchers have theorized that lesson demonstration can improve teachers' instructional practices (Blasé & Blasé, 2004; Glanz et al., 2006). Supervisors use demonstration lessons to assist teachers individually and in groups. This practice is not only used to guide new and inexperienced teachers, but veterans as well. Supervisors may learn strategies from teachers during their classroom observations, and transfer such learned activity to other teachers to try them out in their classrooms. Research studies have shown that supervisors use lesson demonstrations to help teachers to improve their instructional practices. US pre-school teachers in Rous' (2004) study reported that their instructional supervisors modelled appropriate techniques, and

admitted that such practices were a good source of assistance in dealing with children with special needs.

Similarly, Blasé and Blasé (1999) found in the US that those supervisors in their study demonstrated teaching techniques during classroom visits. In Blasé and Blasé's study, participants did not consider the supervisors" actions as intrusive, because the latter had already cultivated respectful and trusting relationship with teachers. On the flip side, 71 percent of the teachers in Botswana who participated in Pansiri's (2008) study indicated that their supervisors neither gave demonstration lessons nor coached them how to handle certain topics or lessons. Glanz et al. (2006) also found in the US that supervisors in their study never modelled teaching. One participant remarked "she (principal) doesn't model anything".

k) **Professional development**: In-service training in the form of workshops, conferences, and symposia, as well as distributing literature about instruction, equip teachers with expertise as a form of professional development (Blasé & Blasé, 1999; Glickman, 2002). It is the responsibility of supervisors to provide teachers with in-service training sessions, as well as encourage them to attend workshops and conferences to bring them abreast with time in their instructional practices. In their study, Blasé and Blasé (1999) found in their study that successful principals provided teachers with information about and encouraged teachers to attend workshops, seminars, and conferences about instruction. These supervisors were also reported to have provided their teachers with funds, informed teachers of innovative seminars, and workshops. Teachers in this study admitted they had learnt a lot of new techniques and

challenges to stay abreast with recent development. Similarly, 83 percent of public school teachers who participated in a study in Botswana indicated that their supervisors ran school-based workshops to address the curriculum needs of teachers, and 73 percent of them were given the opportunity to facilitate such workshops (Pansiri, 2008).

Another form of support supervisors is expected to provide to teachers is professional literature and current issues about instruction. Blasé and Blasé (1999) indicated supervisors in their study regularly distributed professional literature about current and useful instructional practices to their teachers. Supervisors in government and private-aided senior secondary schools who participated in Tyagi's (2009) study in India used weekly staff meetings to make teachers aware of current educational programmes. In addition, teachers in that study were given access to relevant professional literature, journals and magazines.

l) **Promoting collaboration**: Researchers suggest that supervisors provide time and opportunities for teachers to collaborate with one another to improve their instructional strategies and skills (Blasé & Blasé, 1999; Glickman, Gordon & Ross- Gordon, 2001; Sergiovanni & Starratt, 1993). DuFour describes collaboration as a systematic process in which teachers work together to analyse and implement their classroom practices to improve instruction. He suggests that formal teams must have time to meet during the weekday and throughout the school year. Promoting collegiality (collaboration) among teachers has been theorised by researchers as an important way to help schools change for the better (Sergiovanni & Starratt, 1993) because interaction with

one another influences what one does (Fullan & Stiegelbauer, 1991; cited in Sergiovanni & Starratt, 1993).

Blasé and Blasé (2004) argue that collaboration results in teacher motivation, self-esteem, efficacy, and reflective behaviour, such as risk taking, instructional variety, and innovation/creativity. Public primary school teachers who participated in a study in the US reported that their supervisors recognized that collaboration among teachers was essential for successful teaching and learning (Blasé & Blasé, 1999). Supervisors in their study modelled teamwork, provided time for teams to meet regularly, and advocated sharing, and peer observation. The supervisors were also reported to have encouraged teachers to visit other teachers, even in other schools, to observe their classrooms and programmes. Similarly, study participants (heads) in government and private-aided senior secondary schools in India provided further opportunity for teachers to meet with other teachers in their discipline from different schools to discuss programmes (Tyagi, 2009).

In a similar study, Rous (2004) found that supervisors in her study in the US promoted interaction among staff members through meetings. Teachers in this study admitted that such meetings were helpful in increasing creativity in their instruction. The teachers further indicated such meetings provided an opportunity for them to take part in decisions about issues that affected their classrooms. Similarly, in Bays' (2001) study, teachers in rural district schools in the US mentioned interaction with peers as helpful and desirable, and that she envisaged potential for collegial supervisory processes in the districts in terms of teachers being receptive to the idea of learning from peers. This supports the call for the collegial supervision model as espoused by Ankoma-Sey and Maina (2016) and Sullivan and Glanz (2009).

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2.1.3 Supervision approaches

Glickman et al. (2010) identified various approaches as being used by head teachers in their supervisory functions with the most common being:

a. **Directive approach:** Supervisors who use a directive approach believe that teaching consists of technical skills with known standards and competencies for all teachers to be effective in their instructional practices (Glickman, 2002). According to this approach, the roles of the supervisor are to direct, model, and assess competencies. These researchers observe that supervisors using this approach present their own ideas on what information is to be collected and how it will be collected, direct the teacher on the action plan to be taken, and demonstrate the appropriate teaching methods. The direct supervisor sets standards for improvement based on the preliminary baseline information from classroom observation, shows teachers how to attain standards, and judges the most effective way to improve instruction.

The directive supervisory approach takes two forms: directive control and directive informational. In both situations, the supervisor and teacher go through the clinical supervisory stages up to the post-conference phase where action plans for improvement are to be taken (Glickman, 2002). Glickman et al. (2004), Glickman (2002) indicates that, in the directive control supervisory approach, the supervisor details what the teacher is to do, and spells out the criteria for improvement. But in the directive informational approach, the supervisor provides alternative suggestions from which the teacher can choose, instead of telling the teacher what actions to take. The supervisor does not directly determine what action a teacher should embark upon. However, the ideas come from the supervisor.

The directive approach in clinical supervision is a reminiscent of the traditional form of supervision. It presumes that the supervisor is more knowledgeable about instructional procedures and strategies than the teacher, and that his/her decisions are more effective than those of teachers in terms of instructional improvement. However, in the directive approach to supervision the supervisor employs the clinical techniques discussed above, especially a vast array of data collecting instruments. In the traditional model of supervision, all teachers are thought to be at the same level at the same time, and are expected to use the same approach to teaching similar contents. The directive approach to clinical supervision does not emphasize fault-finding as practiced by inspectors in traditional supervision.

Researchers suggest the directive approach to supervision should be employed when dealing with new and inexperienced teachers (Glickman, 1990). They believe that this approach should be used in an emergency situation in which the teacher is totally inexperienced, or incompetent in the current classroom situation. Similarly, Glickman (1990) believes this approach is useful when the teacher does not have awareness, knowledge, or inclination to act on issues that the supervisor thinks to be of crucial importance to the students. According to Glickman (1990), this approach is employed "to save the students by keeping the teacher from drowning in the sea of ineffective practice". Daud et al. (2018) also suggests the directive approach should be used for new and inexperienced teachers. They argue that a new teacher may have difficulty grappling with a problem presented in a straightforward manner. They, however, cautions that being overly directive can easily encourage dependency in the new teacher toward the supervisor.

b. **Collaborative approach**: Supervisors who employ this approach believe that teaching is primarily problem-solving, in which two or more people pose a problem, experiment and implement those teaching strategies that are deemed relevant. According to Glickman (1990), the supervisor's role in this approach is to guide the problem-solving process, be an active member of the interaction and help keep teachers focused on their common problems. The leader and teacher mutually agree on the structures, processes, and criteria for subsequent instructional improvement. In the collaborative approach to supervision, both the supervisor and teacher mutually negotiate the plan of action (Glickman, 1990). Views of both parties are included in the final plan of action for instructional improvement.

Glickman (1990) is of the view that both the supervisor and teacher review, revise, reject, propose and counter propose until they both come to a mutual agreement. He posits that each party must accept modifications of ideas, rather than taking a hard stand. Glickman (1990) contends that the final product of the collaboration is a contract agreed upon by both and carried out as a joint responsibility.

The assumption underlying this approach is that both supervisors and teachers perceive each other as valuable partners in the supervisory process. There is, therefore, a sense of trust and respect between the two parties. The supervisee in this approach is likely to not feel threatened in pursuit of his/her instructional practices, and will probably welcome the observation processes. Collaborative supervision is premised in participation. Glickman (1990) suggests that this approach is employed when both the supervisor and teacher intensely care about the problem at hand, and will be involved in carrying out a decision to solve the problem. Glickman and

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colleague also suggest that this approach should be employed when both the supervisor and teacher have approximately the same degree of expertise on an issue to decide on. The more supervisors involve teachers in decisions affecting their instructional practices, the more the latter makes an effort to contribute and are willing to implement a plan they have been part of.

c. **Non-directive approach**: This approach is based on the premise that teachers are capable of analysing and solving their own instructional problems. Glickman (2002) argues that when an individual teacher sees the need for change and takes responsibility for it, instructional improvement is likely to be meaningful. The leader in this approach is only a facilitator who provides direction or less formal structures to the plan. This behaviour of the leader (supervisor), according to Glickman, should not be misconstrued as passive, or allowing complete teacher autonomy. Instead, the supervisor actually uses the behaviour of listening, clarifying, encouraging and presenting to guide the teacher towards self-recovery. The leader who adopts the non-directive approach may not use the five steps of the standard format of clinical supervision.

Glickman indicates that the supervisor may simply observe the teacher without analysing and interpreting, listen without making suggestions, or provide requested materials and resources rather than arrange in-service training. A non-directive approach to supervision is often employed when dealing with experienced teachers (Glickman, 2002). Glickman (2002) suggests that the non-directive approach to supervision should be employed when a teacher or groups of teachers possess most of the knowledge and expertise about an issue and the supervisor's knowledge and expertise is minimal. Glickman and Tamashiro also suggest that a non-directive

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approach should be employed when a teacher or a group of teachers has full responsibility for carrying out a decision, or care about solving a problem and the supervisor has little involvement. When a supervisor has little knowledge and expertise about an issue, he/she can still employ the collaborative approach. On such occasions, the supervisor should not lead the discussion, but rather solicit opinions, ask for clarification, reflect on issues being discussed, and present his/her opinions and suggestions.

2.1.4 Models of supervision

Researchers and supervision experts have identified different models that supervisors like head teachers of public basic schools apply in their supervisory practices. Some of these models are peer supervision, clinical supervision, developmental supervision, and differentiated supervision theory. In selecting a supervisory model however, Glickman (2002) maintains that it is imperative for a supervisor to consider teachers' level of experience in instructional practices, their developmental level, and the contexts within which a supervisor works. Bays (2001) trace the evolution of models of supervision from the 19th century to the present day.

Sullivan and Glanz (2000) observed that supervisory practice has evolved from its origin in colonial time, and that its effectiveness as a means of improving instruction depends on the ability of educational leaders to remain responsive to the needs of teachers and students. Daresh (2001) propounded supervision models named 'perspectives'; and it includes inspection, scientific activity, human relations activity and human resource development. Some of the models of supervision are discussed as follows:

a. **Supervision as inspection**: Supervision as inspection, also termed the traditional form of supervision, was the dominant method for administering schools in the 19th century (Sullivan & Glanz, 2000). According to Sullivan and Glanz in that era, teachers were viewed as deficient and inspectors inspected their practices for errors. Supervisors employed the tools of directing, controlling and overseeing the activities of teachers to ensure that teachers performed their duties as expected. In this form of supervision, supervisors are seen to devote most of their time and attention to finding out what is wrong with what teachers are doing in their classrooms (Daresh, 2001). The behaviour of supervisors using inspectional practices reflects the view that most teachers are incompetent. Teachers were seen by 19th century supervisors as inept (Sullivan & Glanz, 2000).

Daresh (2001) also explains that it is doubtful if those employed (teachers) knew much more than the students. According to Daresh (2001), this resulted in employing more experienced teachers (inspectors) who provided basic oversight to ensure that teachers provided quality instruction. The consequence of this model is that the supervisor has the responsibility of intervening directly in the work of teachers to correct faulty performance. Sullivan and Glanz (2000) refer to the first textbook on supervision in which it is stated emphatically that "teachers must be held responsible for the work performed in the classroom and that the supervisor, as expert inspector, would oversee and ensure harmony and efficiency." Because of this, educational supervisors as inspectors were very popular in the earliest period of formal schooling in the US (Daresh, 2001).

b. **Supervision as social efficiency**: Supervision as social efficiency was espoused at the beginning of the twentieth century. This model of supervision

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was greatly influenced by technological advancement over time. Sullivan and Glanz (2000) have noted that supervision at that time was influenced by the scientific principles of business management and industry, and was aimed at making teaching more efficient. Sullivan and Glanz tried to apply the ideas espoused by Taylor to the problems of educational management and supervision. According to them, what Anyagre (2016) called scientific and professional supervisory methods were, in fact, scientific and bureaucratic methods of supervision, which were aimed at finding a legitimate and secure niche for control-oriented supervision within the school bureaucracy, but not to provide professional assistance and guidance to teachers. Anyagre (2016) also maintain that supervision is an essential function to coordinate school affairs. They are said to maintain that "supervisory members must co-ordinate the labours of all to find the best methods of work, and enforce the use of these methods on the part of the workers" (Sullivan & Glanz, 2000). That assertion, suggests that this model of supervision is similar to supervision by inspection. The only difference between the social efficiency model and inspection is the attempt to introduce impersonal methods in the process of supervision.

Sullivan and Glanz (2000) also note that supervisors believe, as did Anyagre (2016) themselves, that "the way to eliminate the personal element from administration and supervision is to introduce impersonal methods of scientific administration and supervision". This brought about the development of rating schemes, and supervision became synonymous with teacher rating. Supervisors who use this model of supervision rely heavily on teacher rating and evaluation. These supervisors, as well as the proponents, hold the view that rating schemes are objective and purposeful.

c. **Democracy in supervision**: this model came about as a result of growing opposition to autocratic supervision methods (Suvillan & Glanz, 2000). Supervision between the 1920s and 1940s saw an attempt to make it more a democratic process. According to Bays (2001), supervision at this time was seen as a helping function and aimed at improving instruction through paying attention to human relations. Suvillan and Glanz (2000) note that democratic supervision was influenced by Dewey's (1929) theories of democratic and scientific thinking as well as Hosic's (1920) ideas of democratic supervision. This model of supervision advocated respect for teachers and cooperation in the supervisory process. Suvillan and colleagues posit that the tenets of democratic supervision assumed that educators, including teachers, curriculum specialists, and supervisors would cooperate to improve instruction" (Baffour-Awuah, 2011, p.30).

d. **Scientific supervision**: Scientific supervisory practices, the dominant model between the 1920s and 1950s, were advocated by Burton, Barr and Stevens (Sullivan & Glanz, 2000). These advocates thought the use of rating cards as a scientific tool for supervising teachers was inadequate.

According to Sullivan and Glanz (2000), Burton (1930) recognized the usefulness of rating scales in some instances and believed it was desirable to devise more objectively pre-determined items to evaluate teaching procedures. They also cited Barr (1931), as having stated emphatically that the application of scientific principles "is a part of a general movement to place supervision on a professional basis". Like other models discussed, proponents of the scientific model of supervision suggest that supervisors should have some level of expertise and skill to direct teachers the way they should teach.

e. **Supervision as leadership**: This phase of supervision emerged in the 1960s by Leeper (1969) in Suvillian and Glanz (2000), whose series of publications argued against 'supervision as inspection' which saw prominence in the production oriented, social efficiency era and bureaucratic supervision. The model of supervision, as propounded by Leeper (1969) and others, according to Suvillan and Glanz (2000) maintain that supervisors must extend democracy in their relations with teachers and providing leadership in five ways: developing mutually acceptable goals, expending cooperative and democratic methods of supervision, improving classroom instruction, promoting research into educational problems, and promoting professional leadership.

f. **Clinical supervision**: Clinical supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovanni & Starratt, 2007). This means that in clinical supervision, supervisors work with teachers in a collaborative way, and provide expert assistance to teachers with the view of improving instruction in the classroom. Hence, it opens up channels of communication; provide feedback to teachers about their teaching in an objective non-judgmental manner and to dialogue about teaching and learning.

This model emerged in the 1970s and originated from the pioneering work of Robert Gold hammer and Morris Cogan in a collaborative study of teaching through Harvard University (Miller & Miller, 1987 in Baffour-Awuah 2011). This emerged at a time when supervision was surrounded with uncertainty and ambiguity as suggested by Suvillan and Glanz, (2000), as part of efforts to bring reforms to the practice of supervision and to attempt to seek alternatives to traditional education practice.

Suvillan and Glanz (2002) as cited in Anyagre (2016) assert that clinical supervision model came as a result of concerns raised about weaknesses and dissatisfaction with traditional education practice and supervisory methods.

According to Thomas (2011) clinical supervision has five stages: pre-observation conference, classroom observation, analysis and interpretation of data from the observation, planning for post-observation conference, and supervisor's analysis of the post-observation conference. This is why Sullivan and Glanz (2009) argue that clinical supervision is focused on the improvement of instruction by means of systematic cycles of planning, observation, and intensive intellectual analysis of actual teaching performance in the interest of rational modification.

g. **Developmental supervision**: This model emerged in the late 1990s by Glickman Gordon and Ross-Gordon (Sullivan & Glanz, 2009). With the developmental model, Bernard and Goodyear (2009) postulate that the progress of teachers is seen in different stages or levels continuing to develop more complex skills which require supervisors to adopt different styles, strategies and approaches. In view of this, Glickman et al. (2010) identified four approaches of the developmental model as directive control, directive informational, collaborative, and non-directive styles that can be utilized to best meet the needs of teachers.

According to Leddick (1994) the notion underlying this model is that, each person is continuously growing in fits and starts in growth spurts and patterns. "The supervisor might choose to use directive, collaborative or non-directive approaches when working with each teacher". Other contemporary models of supervision, as cited in

Baffour-Awuah (2011) are the differentiated model of supervision and collegial supervision.

Hoque et al. (2020) in their various studies found that, most teachers would prefer immediate discussions with their supervisors about the lessons observed. They (Teachers) also expected the supervisor to be caring, understanding and helpful. The relationship between the teacher and the supervisor was expected to be collegial rather than authoritarian. According to teachers, it gave them an idea of what the supervisor's report would look like, at the same time exposing weaknesses and strengths of teachers, and helping them to improve their teaching methods.

h. **Differentiated model of supervision**: Sergiovanni (2009) asserts that "a differentiated system of supervision which is more in tune with growth levels, personality characteristics, needs and interests, and Sergiovanni professional commitments of teachers is needed". Glathorne (2000) further explains that differentiated supervision is an approach to supervision where teachers are given options on the kinds of supervisory methods they will like to adopt. The model assumes that all teachers should involve themselves in teacher evaluation, staff development and informal observation to improve instruction, irrespective of their experience and competence. It could be inferred from the description that differentiated supervision is not a different type of supervision model, but rather the use of an approach based on different supervisory models considering the supervisees and the appropriateness of the model.

Glathorne (2000) therefore argues that it is a model that involves clinical supervision, co-operative development and self-directed development aimed at working towards teachers' growth. The differentiated supervision was considered for the study because

of the diversity of the teachers which may make it inappropriate for a "one-size-fits-all" approach to supervision. Teachers have different personal and professional levels, and because of this, their needs also differ.

In addition, they have different preferences regarding the type of support they may need, and this diversity requires an adapted form of supervision (Bouchamma et al., 2014). With this, it is pertinent that the teachers are provided an opportunity to choose from a number of approaches that would prove effective in their peculiar setting and situations. All models of supervision are relevant in particular situations, so the supervisor (head-teacher) needs to be abreast with each model so that they could be adopted when the need arises. Consequently, supervisors are encouraged to take into account the individual differences of the teachers when choosing a supervision model (Glickman, 1981). Professional development support for teachers can be produced by "listening and attending to individuals' opinions and needs" (Leithwood & Sun, 2012).
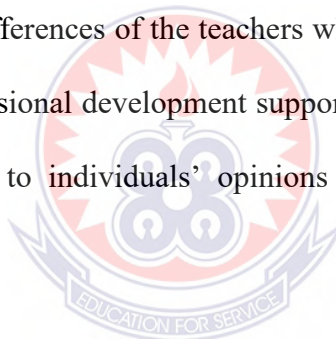
2.2 Attitudes of supervision in basic school

The discussion in this session is drawn from research question 2 which examines attitudes of supervisors towards supervision in public basic schools in the Effutu Municipality. Achieving a good supervision in the classroom requires a positive attitude from both the supervisors and the supervisee. Attitude towards supervision has been found to be associated with the factors that could be a challenge to supervision. The researcher holds the view that for effective supervision to be carried out to ensure quality of teaching and learning in the classroom, both teachers and supervisors must have the right attitude toward supervision.

The current researcher also holds the view that examining the attitude of teachers and supervisors towards supervision is the first step towards realizing the goal of achieving quality of teaching and learning in the classroom. This will help to address the issue and help both the teachers and the supervisors have the right attitude towards supervision. Unfortunately, the attitude of supervisors and teachers towards supervision in public basic schools in the Effutu Municipality, to the best knowledge of the researcher, has not been investigated. This has led to the present discussions of the attitude of supervision which was drawn from research objective 2 which explores the attitudes of supervisors towards supervision in public basic schools in the Effutu Municipality.

2.2.1 Supervisor and supervisees' attitude toward supervision

Historically, teachers saw themselves as tools that could be closely examined to ensure that they carried out methods and procedures settled by the supervisors. Over the years this attitude has been noted and still exists among teachers, but some teachers now see the more positive aspects of supervision. For example, in his study about the perceptions of Canadian and Ukrainian beginning high school teachers Kutsyuruba (2003) shows that the Canadian and Ukrainian participants indicated the importance of supervision for their professional growth and future career. The participants agreed that as beginning teachers they needed to grow and improve in order to become effective teachers.

Rahmany et al. (2014) too says that some teachers now consider supervision as a necessary part of the administration. They see the merit of the whole program if the supervisors are democratic and fair. Gordon (1990) shows that although American teachers conveyed generally positive perceptions of the three supervisory approach of

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directive, non-directive, and collaborative, their response to non-directive supervision was less positive compared with the directive and collaborative approaches. He explains this by proposing the probability that these teachers might not be used to being given decision making responsibilities.

In Turkey, however, the situation was not the same. In an attempt to explore the supervisory process from the standpoint of Turkish supervised English language teachers Kayaoglu (2012) found that most of the EFL teachers were found to be pessimistic, depicting the current supervision as a negative experience and supervisors as bureaucratic administrators. Kayaoglu concluded that the current supervision that teachers of English receive does not lead to the growth of teachers and to the improvement of instruction. He proposed that some of the negative attitude towards the supervision results from the fact that most of the supervisors have no expertise in the field, and fail to diagnose problems specific to the field.

A study in Zimbabwe revealed that many teachers dislike or even fear being supervised because historically supervision has always been biased towards evaluation or inspection. Zimbabwean teachers seemed to have a negative view about supervision because supervisors were seen as inspectors who came on a fault-finding mission to the teachers' classroom (Hoque et al., 2020). Human relations in supervision play an important role.

Wiles (2000) suggests that one of the main factors that affect supervision efficiency is the "unqualified, ambivalent relation of teachers to supervisors". Teachers prefer discussions with their supervisors about the observation. The relationship between teacher and supervisor is expected to be collegial rather than authoritarian. Segun (2004) suggests that teachers can perceive supervision as a useful activity if the

supervisor gives teachers security by supporting their judgments and treat them fairly in the supervisory activities.

In Guinea, when teachers were asked about their opinion on utility of different sources of professional support, placed visits by different categories of inspectors at the bottom of the list, below, in decreasing order of importance, personal reading and pedagogical meetings, discussions with colleagues, support by principals, model lessons and in-service training (Grégoire et al., 2000). Subair et al. (2018) in his study on teachers' perception of leadership functions in secondary schools in Tanzania, found out that teachers preferred male heads because they were perceived to be more initiating structure whereas the female heads were perceived to be strong in consideration structure. Gokce (2010) in their study on teaching in educational administration and supervision preparation programs in Malaysia found out that teachers and principals showed a strong desire for supervisors to use modern concepts and supervisory techniques during supervision. They used questionnaires to collect data.

Bouchamma and Michaud (2014) investigated supervisory practices used by teacher educators in agriculture in the USA. They used a survey questionnaire to elicit information. Their findings were that supervisors expressed significant positive feelings that clinical supervision objectives were being met by the teachers. Stephen (2014) in his critical study of supervisory practices in Kimilili division of Bungoma district used interview schedule and questionnaire methods. He used random sampling to gather data. His research revealed that a good percentage of teachers supported the view that teachers be frequently supervised. Some supervisors were friendly and kind in their approach to teachers while others still harassed and threatened the teachers.

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That frequency of supervision decreased with distance from the education office. He recommended further research on the effectiveness of head teachers' supervision of teachers as compared to supervision of teachers by office based officers.

Kabui (2013) in his study based on the attitudes of teachers towards primary head teachers' administrative behavioral in Kirinyaga District used questionnaires as his instrument to elicit information. He used random sampling. His findings were that teachers possessing highest grades professionally displayed a more positive attitude towards head teachers' supervision. Those teachers possessing highest academic qualifications displayed negative attitudes towards the head teachers' supervision and that there was no difference in attitude towards supervision among teachers of different teaching experiences.

The study also revealed that female teachers generally displayed more positive attitudes towards the head teachers' supervisory behaviour. Almost a similar study was carried out by Khumalo (2015) on teachers' perception on supervisory duties of primary school head teachers in Nyandarua district. He used questionnaires. His finding was that teachers neither benefited from supervision by external supervisors nor the head teachers. From the above literature available, nothing can be said about the attitude of teachers and supervisors toward supervision in public basic schools in the Effutu Municipality in Ghana, the need to fill this knowledge gap.

2.2.2 Supervisor and supervisee's self-efficacy, professional efficacy, and collective efficacy

This section of the literature review looks at the supervisor and the supervisee's self-efficacy, professional efficacy, and collective efficacy.

a. Self-efficacy is defined as an individual's belief in the ability to perform a particular task or to deal effectively with a specific situation. This is not necessarily a rational estimate of the actual abilities of the person. Rather, it is the result of a process between the estimate that the person makes concerning what is required for a given task, the resources that the person has or believes to have, and particularly the ability to use these resources properly in that specific situation. The conviction of self-efficacy concerns only the person's judgment regarding what he or she believes to be able to do in a particular situation given their knowledge and expertise (Grégoire et al., 2000, as cited in Kalule & Bouchamma, 2014).

Self-efficacy or the confidence individuals have in their ability to produce a desired effect, influences their aspirations, choices, efforts, and level of perseverance (Bandura, 2003). The more a person believes in the ability to produce behaviour and that this behaviour leads to important results for that person, the more motivated that person will be to adopt it (Bandura, 1993). Self-efficacy influences the activities that individuals choose to undertake as well as the situations and environments within which they choose to develop (Bandura, 1997). People therefore generally avoid undertaking or engaging in situations requiring competency, knowledge, or skills which they believe they do not have. Conversely, people willingly undertake activities that they believe they can do and that represent some sort of challenge for them.

The researcher holds the view that the self-efficacy of the supervisor and the supervisee translates to the effect that both of them is perceived to have influence on the other being supervised, while the researcher also holds that the professional efficacy of both the supervisor and the supervisee makes both of them have high regard for each other. The researcher therefore contends that a negative attitude

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toward supervision comes in when there is a no balance in the self-efficacy and professional efficacy of the supervisor and the supervisee. The supervision must have regard for the supervisee and the supervisee must also have high regard for the supervisor. This balance is very necessary for a positive attitude toward supervision.

b. Collective efficacy: Similar to self-efficacy and professional efficacy, collective efficacy is based on the social cognitive theory developed by Bandura, which explains that the control exercised by individuals and groups is strongly influenced by their perceptions of efficacy (Bandura, 1997). Brennan (2017) argued that teachers measure their perception of personal competence regarding the demands of a task when they evaluate their efficacy in a given situation. This implies that perceptions of efficacy are both specific to the task and adapted to a situation. The present writer holds the view that collective efficacy of the supervisor and the supervisee, has a strong influence on their attitude toward supervision in the classroom.

The researcher holds that view that if supervisors and the supervisees from onset of supervision see it as a difficult task they will develop a negative attitude toward supervision. However, if they perceive supervision as less cumbersome as a result of their personal competence and ability to carry out their assigned role they will attach a positive attitude to the work. This underscores the need to measure the self-efficacy, professional efficacy, and collective efficacy of the supervisors and supervisees towards supervision in public basic schools in the Effutu Municipality.

c. Professional efficacy: Professional efficacy is defined as the beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1997). These beliefs in one's own capacities may develop through successful past experiences, vicarious learning, verbal persuasion, and

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physiological and psychological states (Bandura, 1997), in such a way that self-efficacy may determine motivation, how we feel, what we think, and what we do (Bandura, 2003; Garrido, 2000). In this sense, people avoid doing tasks which are beyond their capacities, and they do those tasks that they feel they are able to control (Ventura et al., 2015).

2.2.3 Collegial supervision theory (CST)

Sergiovanni and Starratt (2007) believe that promoting collegiality among teachers is an important way to help schools change for the better. Collegial supervision, according to Sergiovanni and Starratt refer to "the existence of high levels of collaboration among teachers and between teachers and principals and is characterized by mutual respect, shared work values, cooperation, and specific conversations about teaching and learning". Principals and head of schools cannot work in isolation; heads cannot have a field day supervising all other things without having to supervise their staff, especially, teachers. More than a few authorities in the area of supervision recommend collegial processes as options for the supervision of teachers (Sullivan & Glanz, 2000).

Sergiovanni (2009) note that in collegial supervision, teachers engage in frequent, continuous, and increasingly concrete talk about teaching practice, frequently observe one another and provide useful critiques of their teaching practice. Collegial supervision affords teachers the opportunity to plan, design, research, evaluate and prepare teaching materials together. In collegial supervision, teachers take turns assuming the role of clinical supervisor as they help each other. But for teachers to assume the position of supervisors (peer), Sergiovanni (2009) suggests that they (peers) need training and experience.

According to Sergiovanni (2009), participation requires much more training in conferencing, information collecting, and other supervisory techniques than typically necessary for other forms of supervision. He asserts that for teachers to be clinical supervisors, they will need to receive the proper training; and training takes time and experience. Even though this model may have its inherent weaknesses having to work in a group, Sergiovanni and Starratt (1993) stood by the conjecture that the most telling mark of any practitioner's commitment and fitness to perform professional work is the readiness to have such work examined and critiqued by other competent workers.

2.2.4 Social cognitive theory (SCT)

The overarching theory guiding this study is SCT formally called social learning theory by Albert Bandura (Bandura, 1993). It is a theoretical construct that grew out of analyzing the shortcomings of learning theory as articulated in the 1950s (Bandura, 1993). Bandura initially developed SCT and the concept of modelling for the treatment of fears and phobias. As originally conceived, SCT situates behavior change within the influences of the environment on the person and the resulting cognitive processes that alter behavior (Bandura, 2003). Individuals learn behaviors through observation (i.e., modelling), prompting cognitive consideration, and resulting in the incorporation of new behaviour through imitation (Bandura, 1993).

An assumption of SCT is that it focuses on current behaviour and the social influences to modify, change, extinguish, and develop new behaviours. It is also assumed that behaviour is learned and can be changed without exploration of early history as in psychodynamic theory. In 1997, Bandura continued the development of SCT with the publication of Self-efficacy: The exercise of control. In this seminal text, Bandura

(1997) elucidates the role of human agency that is, perceived self-efficacy in human functioning. Bandura maintained that just as the larger environment influences behavioural change so does self-concept and beliefs of self-competence (Bandura, 1997).

The cognitive learning of behaviours and the role of self-efficacy has direct implications not only for clinical use with clients but also in the professional teaching of practitioners. The collegial supervision theory (CST) and social cognitive theory (SCT) are adopted by the current writer to understand the relationship between supervision, particularly the attitude of supervisors and teachers (self-efficacy, professional efficacy and collective efficacy), and the challenges confronting supervision in the public basic schools of the Ghana Education Service in the Effutu Municipality.

2.3 Challenges associated with supervision

The discussion in this section is drawn from research question 3 which seeks to find out the challenges associated with supervision in public basic schools in the Effutu Municipality. The present researcher holds the view that there are various challenges confronting supervision in public basic schools in the Effutu Municipality of Ghana. However, since no studies have conducted to find out those specific challenges, we cannot pinpoint the challenges that are impeding the progress of supervision in the Municipality and that are also impeding the quality of teaching and learning in the public basic schools in the Municipality. It is because of this lack of knowledge that this research objective was framed to determine the specific challenges confronting supervision in the Municipality. Several challenges are encountered by supervisors in

their instructional supervision practice. Some of these challenges encountered by supervisors in their instructional supervision practices are discussed as follows:

a. **Workload**: The first challenge is related to the workload that the supervisors' encounter on the daily basis (Ndung'u, 2015). Head teachers, for instance, are considered as leaders, supervisors, administrators, managers and inspectors of schools. They are, therefore, "teacher of teachers" and the frontline mirror in the school plan of action (Wanjiku, 2018). Studies have shown that these responsibilities pose challenges to the head teachers in their day to day management and administrative duties of which supervision of instruction is among. The challenge as a result of too many administrative duties has been found by various researchers (Kilminster & Jolly, 2000; Banoglu et al., 2015; Glickman, 1990). These studies, however, do not show how the head teachers approached the workload issue and finding a balance with instructional supervision.

b. **Staffing**: Another challenge identified is that related to the staffing levels in the schools (Ndung'u, 2015). Human resource is the most valuable asset in a school. Sullivan and Glanz (2009) assert that when considering staff capacity, both competence and the number of staff needed to deliver services to the client is important. The challenge of inadequate staffing levels in the public secondary schools has forced the head teachers to attend classroom lessons at the expense of undertaking classroom observation. In Kenya, for instance recruitment of teachers is done due demand and at the same time when there is availability of financial resources. This therefore implies that some vacancies could remain unfilled due to lack of finances. This ultimately affects the

quality of education since the head teachers may not be able to carry out instructional supervision for lack of adequate number of teachers.

c. **Lack of delegation**: The inability and reluctance of the head teachers in delegating the instructional supervisory roles to subject panels, departmental heads and senior teachers has been cited as a challenge in instructional supervision (Ndung'u, 2015). Classroom observation is neglected even in the event of having adequate staffing levels (Apolot et al., 2018). This situation negates the essence according to the responsibility of instructional supervision to head teachers. However, the literature available does not provide the reasons as to why the head teachers are reluctant to delegate the instructional supervision role to the deputies, senior teachers or heads of departments.

d. **Attitude to supervision**: The teachers' attitude towards instructional supervision has been associated with the factors that could be a challenge (Ndung'u, 2015). The studies by (Gachoya, 2008) reveal that teachers have a negative attitude towards instructional supervision and hence are likely not to take any guidance resulting from instructional supervision seriously. This assertion is also supported by Wanjiku (2018) who notes that teachers today are more ambivalent about supervision. The evaluative approaches have left teachers with little experience with negative perceptions about the practice supervision than the teachers with more experience. Patel (2016) however, is of different opinion. The author observes that majority of teachers have positive attitude towards instructional supervision. They do not mind presenting their records of work for scrutiny to the head teacher and this encourages the head teacher to offer guidance where needed. The two

controversies in literature made it necessary for this study to be conducted to find out whom the study would be in agreement with.

e.   Qualification of supervisors: The supervisors' professional qualifications are also important in determining how successful instructional supervision would be (De Grauwe, 2016). Their professional qualifications have to be higher than those of the other teachers or be at lowest at par with those of the other teachers. Without the requisite professional qualifications then this would pose a challenge to instructional supervision. De Grauwe (2016) in a study of four African nations found that though some of the supervisors had low professional qualifications, they had many years of experience. This was attributed to the fact that they entered the teaching profession at a time when the qualification requirements were low. De Grauwe (2016) associated the poor instructional supervision practices in these countries to the professional qualifications of the supervisors despite having a mass of experience in the teaching profession.
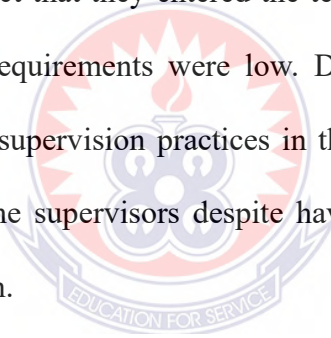
2.4 Supervision support systems

The discussion in this section is drawn from research question 4 which seeks to find out the supervision support systems available to supervisors in public basic schools in the Effutu Municipality. The present researcher holds the view that there are various supervision support systems that will enhance supervision in public basic schools in the Effutu Municipality of Ghana. However, since no studies have conducted to find out those specific support systems, we cannot pinpoint the supervision support systems in the Municipality available to supervisors and in the long term affects quality of teaching and learning in the public basic schools in the Municipality. Some of the supervision support systems are as follows:

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Supervision support is a process through which employees who are interested in increasing their skills receive constructive, useful feedback, set goals for their professional growth and develop plans to improve their performance so that they meet the defined standards of the organization. Recognizing the importance of a well organised and structured support systems in schools, numerous studies have illustrated how supervision can meet developmental needs of teachers, help ensure effective working conditions, and provide them with information and resources that facilitate classroom practices to ensure students' learning and achievement (Sergiovanni & Starratt, 2002; Sullivan & Glanz, 2000).

2.4.1 Supervision training

Senior teachers play crucial role in providing leadership and guidance to subordinates to ensure quality outcomes of teaching and learning are achieved. For this to happen, adequate support through the use of strategies is essential to prepare supervisors so that necessary assistance and guidance is offered to teachers to improve their practice. Supervision strategies in this context means ways or approaches head teacher use to assist senior teachers to understand and dispense their supervisory role effectively.

Research studies in other countries found that lack of training for supervisors was among the many reasons for ineffective supervision in primary schools (Fagbamiye, 2004; Ekyaw, 2014; Onum, 2016; Tesema, 2014). Such a lack is an obstacle to the supervisors (Merga, 2007) which adversely hampers the professional development of teachers. As a consequence, Harris (1976) describes the struggle of supervisors with inadequacy of skills as 'foundering, inundated by teacher competence, over-worked and over-extended' (pg. 333).

2.4.2 Induction

Induction is a structured and supportive method of introducing a new staff member to an organisation. Induction situation occurs when the most experience teacher is promoted to take up the new role and responsibility or when teachers move to a new work environment (Deruage, 2007). Induction programs encompasses, the planning of good programme to introduce the new employee to the organization (school system/ as a whole, department, his job and his colleagues or co-workers. It also involves a formal tour of the organization buildings giving the information about the organization activities, its structure, his job and relationship to other job in the organization. A new employee needs proper introduction to the organization (school system) to function effectively.

Armstrong (2009) sees induction programs as a process of welcoming and acquainting employees as soon as they join an organization and indoctrinating them on the relevant information that will help them function effectively. Snell (2006) observed that induction programs is a systematic process of combining or integrating the new employees to the culture, operations, processes, and technology of the organization so as to optimize teaching and learning process. For Derven (2008), induction programme is a process of passing feelings, knowledge ideas and sense of belongings to the new employees in order to help them adapt to these new work environments. In the word of Koko (2005), induction is a necessary, and foremost form of training new employee should receive after been offered a job.

Effective inductions are timely, organized and engaging, and give a good first impression of a company. If done well, the induction process will allow a new starter to lay the foundations for important relationships within their team and across the

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wider organization, and give them the best possible start in the organization. Induction is essential to help new senior teachers orient themselves with the supervision protocols and procedures. Previous research indicates that training and induction are the preferred strategies head teacher use to fit in the school annual plan.

2.4.3 Continuous professional development (CPD)

According to Gray (2005), continuous professional development embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job. In teaching, such development was used to be called 'in-service training', or INSET, with the emphasis on delivery rather than the outcome. Similarly, CPD is viewed as professional growth that a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically (Reimers, 2003; Institute for Learning, 2009).

More specifically, supervisor professional development is the professional growth a supervisor achieves as a result of gaining increased experiences and examining his or her supervisory role systematically (Glatthorn, 1995). Professional development includes formal experiences such as attending workshops and professional meetings, mentoring, etc and informal experiences such as reading professional publications, watching on television documentaries related to academic discipline, etc. (Ganser, 2000).

It is found that supervisors have to engage themselves in planning and executing their professional development on continuous basis to cope-up with the rapidly changing world. In this regard, Amare and Temechegn (2002) noted that supervisor

development is an essential element to bring meaningful changes in addressing equity, quality, relevance and efficiency in supervision.

2.4.4 In-service training

Rycus and Hughes (2000) define in-service training as training carried out in one's work. The assessment can be carried out on its own, with the help of supervisors, coaches or mentors. The activities are often informal even though they use instruments used in formal training. In essence, in-service training is a form of on-the-job training that is usually done when there are new employees in a work organization. Periodic in-service training programs about new developments in the education system could be provided to head-teachers to keep them abreast with current trends and practices. Every professional teacher (including head-teachers) would then be conversant with, and more likely to practice these desired aspects of contemporary supervision, which may consequently improve instruction and student learning.
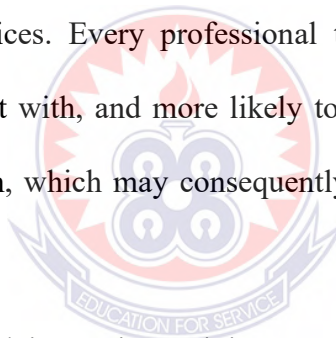
Providing pre-service and in-service training programs to teachers, and especially head-teachers (Blasé & Blasé, 2004; Glanz, Shulman & Sullivan, 2006; Pansiri, 2008; Rous, 2004; Tyagi, 2009). These researchers have found that teachers tend to learn new ideas about instructional supervision from these programmes. The training increase teachers' repertoire of knowledge and skills, enhance their reflective behaviour, and foster their sense of creativity. In the absence of pre-service or in-service training, supervisors may be inclined to rely on their experiences with their previous supervisors over the years, as well as their existing knowledge in administration and pedagogy. In such situations, practices may differ from one

supervisor to another in the same education system. There is also the possibility of stagnation in practice, instead of innovation and improvement.

Carron and De Grauwe (1997) expressed little doubt that advisers, inspectors and other such staff need regular training, but they seldom receive it. They believe that whatever pattern of recruitment and promotion procedures, supervisors (advisers, inspectors or other such staff) need regular training but they are seldom provided with pre-service or in-service training. They note that throughout the history of supervision, training of supervisors has been considered important. They referred to the International Conference on Education (1937) "that persons appointed to supervisory positions be placed on a period of probation or by following a special course organised by a postgraduate Institution" (p.30). They acknowledged, however, that "pre-service or in-service training programmes are still few and far between" (p. 30).

2.4.5 Conferencing

An equally important aspect of supervision support system advocated by researchers is the post-observation conference proposed by Cogan and Goldhammer. Empirical evidence has shown that this strategy provides supervisors the opportunity to provide feedback and suggestions to teachers about lessons observed (Blase & Blase, 2004; Dufour, 2004; Glanz, Shulman & Sullivan, 2006; Pansiri, 2008; Rous, 2004; Tyagi, 2009). Feedback that is non-judgemental and/or not characterised by fault-finding has potentially positive effects on teacher motivation, self-esteem, efficacy, and sense of security (Blasé & Blasé; 1999). Feedback focused on classroom behaviour encourages teachers to reflect upon their performances and re-evaluate their strategies to improve student learning. These researchers also believe that suggestions given by supervisors

during post-observation meetings strongly enhance teachers" reflective behaviour and their thought processes, and also enhance their planning to improve instruction.

Theorists and empirical researchers consider collegial meeting (where teachers meet and collaboratively discuss and take decisions on instruction) an important aspect of instructional supervision (Bays, 2001; Blase & Blase, 2004; Sergiovanni & Starrat, 1993; Sergiovanni, 2009; Sullivan & Glanz, 2000). According to these researchers, when teams of teachers meet to analyse and plan instruction together, members gain insight into what is working and what is not. The team discusses new strategies to implement in their classrooms to improve instruction and, eventually, raise student learning. Researchers believe that collegial meeting encourages teacher reflection, creativity, and risk-taking (Blasé & Blasé, 2004; Dufour, 2004). Collaboration among teachers and between teachers and their supervisors can help schools become learning communities.

2.4.6 Provision of facilities

Apart from the training supervisors will receive, there is the urgent need for support instruments and materials to support practice. Data bases are needed to prepare and monitor the supervision work (Carron & De Grauwe, 1997). Access to the internet, bulletins and journals is another source of support to supervisors. Supervision guides and manuals may serve as reminders to supervisors about how certain practices and behaviour.

Contemporary researchers of supervision have also found benefits in the provision of professional literature to guide teachers' instructional practices (Blasé & Blasé, 1999; Tyagi, 2009). Providing materials about instruction can increase teachers" repertoire of knowledge and equip them with new strategies and skills to improve their

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instructional practices. Another form of support supervisors are expected to provide to teachers is professional literature and current issues about instruction. Blasé and Blasé (1999) indicated supervisors in their study regularly distributed professional literature about current and useful instructional practices to their teachers. Supervisors in government and private-aided senior secondary schools who participated in Tyagi's (2009) study in India used weekly staff meetings to make teachers aware of current educational programmes. In addition, teachers in that study were given access to relevant professional literature, journals and magazines.

In this era of technological advancement, literature on current instructional practices and content knowledge abound on the internet data bases, bulletins and journals. Blasé & Blasé (1999) found in the US that principals who participated in their study enhanced their teachers' reflective behaviour by distributing literature on instructional practices to them. Such materials are relatively inaccessible to supervisors/educators in less-developed countries. Schools in developing countries often do not have access to computers, let alone being connected to the internet. Searching the internet and data bases for relevant instructional materials and making them available to their teachers is relatively difficult, therefore, for supervisors in developing countries. Similarly, most schools do not have access to education newsletters, bulletins and journals that cover current issues about supervision and instructional practices. The presence of supervision guides and manuals has the potential to improve supervision practices because they serve as reference materials for practice. Similarly, education newsletters, bulletins and journals provide supervisors with current trends in instructional strategies and content materials which they can make available to the teachers they supervise.

2.5 Summary of Literature Review

The literature forms the theoretical framework of the study. The literature was reviewed on the ideas that underpin the research questions which constituted the concepts of the study. Research question 1 examines the supervisory practices carried out in public basic schools in the Effutu Municipality. Research question 2 talked about the attitudes of supervisors towards supervision in basic schools. It further discussed Collegial Supervision Theory (CST) and Social Cognitive Theory (SCT). Research question 3 finds out the challenges associated with supervision in public basic schools in the Effutu Municipality, and finally, research question 4 investigates the supervision support systems in the Effutu Municipality.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This study sought to investigate supervision practices in the public basic schools in of the Ghana Education Service in the Effutu Municipality. The study is to also find out the attitudes of supervisors towards supervision in public basic schools in the Effutu Municipality, as well as the challenges associated with the supervision and supervision support systems in public basic schools in the Effutu Municipality. This chapter presents the research methodology or the material and methods that were used for the study. The chapter provides information regarding the philosophical orientation, research approach, research design, site and sample characteristics, population, sample size, sampling techniques, data collection instruments, validity of instrument, reliability, data collection procedure, data analysis procedure, and ethical considerations.
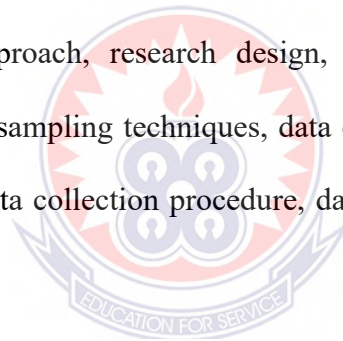
3.1 Philosophical orientation

The study used pragmatism as philosophical orientation. Pragmatism research philosophy accepts concepts to be relevant only if they support action. Pragmatism recognize that there are many different ways of interpreting the world and undertaking research, that no single point of view can ever give the entire picture and that there may be multiple realities (Saunders, Lewis & Thornhill, 2012)

3.2 Research approach

There are several research approaches to pursue a research project, namely, quantitative, qualitative, and mixed methods. (Grover, 2015).The study used a mixed

method research approach, both quantitative and qualitative. The first consideration in using a mixed method research approach is the data collection method. Qualitative and quantitative data can be collected either sequentially or concurrently.

3.3 Research design

The study used mixed method concurrent design. The concurrent research design involves a single study containing qualitative and quantitative data collection which is conducted at the same time. The purpose of this type of investigation is to validate the findings generated by each method through evidence produced by the other. This study applied concurrent method in the collection of the qualitative and the quantitative data.

Another consideration for using a mixed method research design is whether one of the methods (qualitative or quantitative) will have priority or greater emphasis than the other in the study. In other words, priority refers to the relative weight assigned to the qualitative and quantitative research components (Kroll et al. 2005). In this study priority is given to the quantitative component of the design. The qualitative component was used to substantiate the findings generated in the quantitative component.

3.4 Population

The Effutu Municipality has forty-eight (48) public basic schools, comprising of 26 primary schools and 22 Junior High Schools. At the primary level it is estimated that there are 255 teachers and 26 head teachers at post. On the other hand, it is estimated that there are 233 teachers and 22 head teachers at post at the Junior High School level. Hence, the target population comprises of 488 teachers and 48 head teachers (MOFEP, 2015).

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Hence, the population for this study consisted of all head teachers, and all the teachers in the public basic schools of the Ghana Education Service in the Effutu Municipality. The head teachers were selected for the study because their main role is to supervise their teachers in their various schools. On the other hand, the teachers were selected because they are at the receiving end of the head teachers' supervision.

3.5 Sample size

In this study the probability sample size of stratified sampling technique was used to select the estimated sample size of 220 basic school teachers and 43 basic school head teachers. The target population were put into four stratified sampling - primary school, junior high school, male teachers and female teachers and a proportional sampling procedure was followed to select from each stratum so that the sample represents the target population.

In selecting a sample for a study, usually, sample size calculations are done (Banerjee & Chaudhury, 2010). This is to ensure that the sample selected is representative of the target population or the population of the study. The sample size for the study was estimated using the Slovin's sample size determination formula:

$$SS = \frac{N}{1 + (N \times e^2)}$$

where

- □ SS = required sample size;

- □ N = target population;

- □ e = margin error (5%).

$$SS = \frac{488}{1+(488 \times 0.05^2)} = 219.82 \approx 220$$

In a target population of 488 basic school teachers, a sample size of 220 basic school teachers was used for the study, while in a target population of 48 basic school head teachers, a sample size of 43 basic school head teachers was used for the study using the Slovin's sample size determination formula.

Secondly, non-probability sample size of purposive sampling was used to select the teachers and the head-teachers who have spent at least two years at their current school. This non-probability sampling procedure was chosen because, purposive sampling procedure, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses. It is a non-random technique that does not need underlying theories or a set number of informants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard, 2002; Lewis & Shep-pard, 2006).

Purposive sampling, when used appropriately, is more efficient than random sampling in practical field circumstances (Bernard, 2002) because the random member of a community may not be as knowledgeable and observant as an expert informant (Topp et al., 2004). This method is especially useful when there is not enough funds and other resources (Topp et al., 2004). Purposive sampling can be more realistic than randomization in terms of time, effort and cost needed in finding informants (Topp et al., 2004).

3.6 Inclusion-exclusion criteria

Inclusion criteria are characteristics that the prospective subjects must have if they are to be included in the study, while exclusion criteria are those characteristics that disqualify prospective subjects from inclusion in the study. This study involves teachers and head teachers of the Ghana Education Service in the Effutu Municipality. They include teachers and head-teachers who had spent at least two years at their current school. It therefore implies that teachers and head teachers who had spent less than two years at their current school were excluded from the study.

3.7 Data collection instrument

Data collection instrument refers to the device used to collect data, such as a paper questionnaire or computer assisted interviewing system (Census Bureau, 2010). A data collection instrument is also a means by which necessary information about a research is collected by a researcher (Mugenda & Mugenda, 2003; Kothari, 2004). Both questionnaire and interview guide were used to collect the data for the study.

3.7.1 Questionnaire

With the survey, a closed-ended data collection instrument entitled "Supervision Practices Questionnaire" was used to collect the data for the study (See Appendix B). The response format was based on a five-point Likert scale. Questionnaires were used in the collection of quantitative data. The rationale for such a choice of instrument was based on its convenience to respondents in terms of completing them at the speed they want to go (Cohen et al., 2011). The researcher ensured that the wording of the questions was clear, unambiguous and structured logically into sections and subsections so as to ensure maximum reliability of the instrument (Somekh & Lewin, 2005).

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The questionnaire sought to collect diverse responses from participants on the supervision practices, attitudes of supervisors toward supervision, the challenges of supervision and supervision support systems in the Effutu Municipality. It was structured into four sections namely; Sections A, B, C, D and E respectively.

Section A gathered demographic data on the characteristics of the respondents. Sections B gathered data on the supervisory practices, whiles Section C focused on attitudes of supervisors towards supervision. Section D gathered data on challenges associated supervision, whiles section E focused on supervision support systems available to supervisors. The items in sections B, C, D and E were structured using a 5 point Likert scale ranging from "Strongly disagree" to "Strongly agree." The questionnaire which was self-administered was used to elicit information from the head teachers and teachers who are two and at their various schools. Each of these respondents was given ample time to read the questions, understand them and respond to them as objectively as possible.
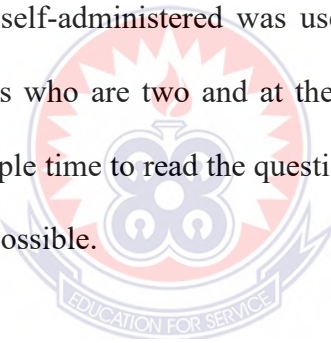
3.7.1 Interview guide

For the qualitative data collection instrument, a semi-structured interview guide (See Appendix C) was used to conduct a face-to-face interview among 15 participants, comprising of 10 teachers and 5 head teachers. To corroborate, validate and substantiate the data from the survey, an interview guide was structured to gather the needed qualitative data by means of a face-to-face interview which was recorded using an audiotape recorder. A face to face interview was considered appropriate because it has the efficacy in helping the researcher understand how participants feel about the phenomenon under study. Moreover, the use of semi-structured interview guide has the strength of increasing the comprehensiveness of the data and also makes

data collection systematic for each participant (Patton cited in Cohen et al., 2011). Accordingly, qualitative data were gathered on all four research questions.

3.8 Validity

Validity of a research instrument refers to the degree to which the research instruments measure what it is supposed to measure (Joppe 2000; Mugenda, 2008). It is usually categorized into two - face validity and content validity. Copies of the research instrument were given to my colleague masters' students for their perusal. The comments which were constructive were included in the development of the main instrument of the study. This procedure was used because face validity is usually granted by the peers of a researcher. Content validity is normally granted by experts in the area. The content validity of this study was determined by first discussing the items in the instrument with three experts who were asked to indicate against each item (with a rating scale of 1- 5) in the questionnaire whether it measures what it is meant to measure or not in relation to the research objectives. The comments given by the experts were considered in the development of the main research instrument.

3.9 Pretesting of questionnaire

The data collection instrument was pre-tested on a sample of 30 teachers and 20 head teachers in the Gomoa Central District near the Effutu Municipality. This allowed for reliability and validity of the questionnaire to be computed and changes made before the actual study was conducted.

Moreover, the rationale for pre-testing the questionnaire was to enhance the reliability of the instrument by administering it to a sizeable number (30) to generate data and subject it to reliability analysis. The pre-test was done among teachers and head

teachers at Gomea Central District who shared similar characteristics to those in the Effutu Municipality; a process strongly recommended by Bryman (2012).

3.10 Reliability

Reliability of a research instruments measures the degree to which the research instrument is free from bias and therefore ensures consistent measurement across time and several items within the instrument (Kothari, 2004). Usually, the Cronbach's alpha coefficient is used to determine the internal consistency of the scale. The reliability of the data collection instrument was measured using Cronbach's alpha. Cronbach alpha was computed on the interval or ratio measured variable, since those are the variables fit for Cronbach alpha. A Cronbach's alpha of 0.7 to 0.8 was obtained for questionnaire for the teachers and the head-teachers, respectively. According to literature, a Cronbach's alpha of 0.7 - 0.8 is usually considered to be good (Cooper & Schindler 2008; Mugenda & Mugenda, 2003; Sekaran & Bougie, 2013).
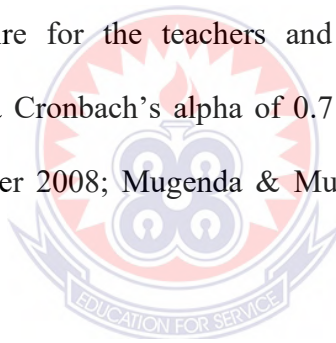
3.11 Trustworthiness of the interview data

According to Silverman (cited in Cohen, Manion, & Morrison, 2011) having a highly structured interview with an unchanged format and sequence of words for each of the respondents enhances reliability. Guided by this principle, the researcher ensured that the interview was highly structured using the same interview guide without drifting from the format that had been outlined in the interview guide. However, the researcher probed with follow-up questions whenever there was the need, but did this with caution.

Also, Agar (cited in Cohen et al., 2011) has argued that in qualitative data collection, the intensive data collection and in-depth responses of respondents secure a sufficient

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level of validity and reliability. Hence, the researcher ensured to gather detailed information from participants recruited for the study by probing deeply when necessary.

3.12 Data collection procedure

Data collection procedure is the process one follows to collect and measure the data on the variables of the study, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes, in an ethical manner, and also to ensure anonymity (Singh, 2007). According to Trochim (2006), the participants of a study need to be made aware of the purpose of the study so that the participant is able to make an informed decision as to whether they will participate in the study or not. In this study, an introductory letter was sent to the heads of the participating schools for permission to collect data from their entity (See Appendix A).

According to Trochim (2006), the participants of a study need to be made aware of the purpose of the study so that the participants are able to make an informed decision as to whether they will participate in the study or not. As a result, the purpose of the study was explained to the participants and informed consent was sought and obtained from each of the participants at the time of the study. The administration and collection of the questionnaire and the interview took a period of two-months.

3.14 Data analysis

In terms of the qualitative data from the interviews, after data transcription, the data were coded and thematic analysis was used to analyse the result. In terms of the quantitative data, the data collected through the use of the questionnaire were also coded, entered into the IBM SPSS statistical software and cleaned for quantitative

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data analysis. The quantitative data collected was analysed using descriptive statistics. Table 3.1 shows the data analysis plan for each of the research questions. The IBM SPSS program version 20 was used to aid in the analysis of the quantitative.

Table 3.1: Data analysis

Research Question	Approach	Data Collection Method	Dependent Variable	Independent Variable	Level of Measurement	Analytical Tool
RQ1.	Mixed Method	Interview Guide and Questionnaire	None	None	Qualitative-Nominal Quantitative - interval/ratio	Thematic Analysis, Descriptive Statistics
RQ2.	Mixed Method	Interview Guide and Questionnaire	None	None	Qualitative-Nominal Quantitative - interval/ratio	Thematic Analysis, and Descriptive Statistics
RQ3.	Quantitative	Questionnaire	None	None	Interval/Ratio	Descriptive Statistics
RQ4.	Quantitative	Questionnaire	None	None	Interval/Ratio	Descriptive Statistics

Source: Author (2021).

3.14 Ethical considerations

Ethical considerations are a constant companion for any researcher. Whether one is in the hard sciences, social sciences, humanities, or some inter- or interdisciplinary space, researchers face a continuum of choices and decision points around benefits, harms, and risks in their work. Ethical research explores what is possible, just, and fair in a given context (Markham & Buchman, 2015). First of all, the researcher acknowledged to the participants of the study that she was responsible for protecting the participants' identity, and that of their company. To do this, the researcher sought approval from the Ethics Committee of the University of Education, Winneba, to carry out the study.

The study participants were informed about the study purpose and the researcher made sure that the questionnaires were answered anonymously. On the other hand, the qualitative interviews were done to avoid the use of personal names and any other

records that could identify the respondents. Meanwhile, the participants of the study were informed to skip any question or item they do not wish to answer for any reason. The questionnaire was discarded as soon as the study is completed with the analysis done and work submitted.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This study sought to investigate the supervision practices in the public basic schools of the Ghana Education Service in the Effutu Municipality. The study further sought to find out the attitudes of supervisors towards supervision in public basic schools in the Effutu Municipality, as well as the challenges associated with the supervision and supervision support systems available to supervisors in public basic schools in the Effutu Municipality. To achieve the objectives of the study, both quantitative and qualitative data were collected using closed-ended questionnaire and semi-structured interview guide. The qualitative interview data were used to substantiate the quantitative data.

The questionnaire for the study was distributed to 220 basic school teachers and 43 basic school head teachers. In all, 263 questionnaires were distributed to the participants of the study. Two hundred and eight of the questionnaires administered to the basic school teachers were returned, yielding a response rate of 94.5 percent, while 42 of the questionnaire administered to the basic school head teachers were retrieved yielding a response rate of 97.7 percent. The data collected from the questionnaire were analysed using IBM SPSS. Descriptive statistics was used for the analysis of the data. The descriptive statistics used for the analysis of the study include frequency, percentage, mean (M) and standard deviation (SD). This chapter presents the results of the analysis.
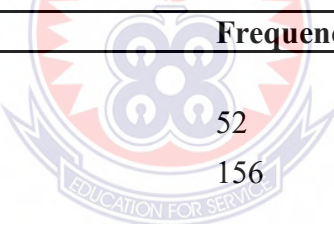
4.1 Demographic characteristics

This section presents the demographic characteristics of the respondents of the study. The demographic characteristics of the respondents are categorized into two - demographic characteristics of the teachers, and the demographic characteristics of the head-teachers.

4.1.1 Demographic characteristics of teachers

This section presents the demographic characteristics of the teachers who participated in the study. The demographic characteristics of the teachers comprise gender, age, location, educational level, professional status. Table 4.1 provides the results of the demographic characteristics of the teachers.

Table 4.1: Demographic characteristics of teachers

Variables	Frequency	Percent
Gender		
Male	52	25.0%
Female	156	75.0%
Age		
18-29 years	26	12.5%
30-39 years	104	50.0%
40 years and above	78	37.5%
Location		
Rural	78	37.5%
Urban	130	62.5%
Educational Level		
Diploma/Post-Diploma	26	12.5%
Degree	182	87.5%
Professional Status		
Untrained	4	1.9%
Trained	204	98.1%

Source: Fieldwork data (2021).

As shown in the Table, 25.0% of the teachers who participated in the study were male, while 75.0% of the teachers were female. This result suggests that the majority of the teachers in the Municipality are females. In terms of the age distribution of the teachers, 12.5% of the teachers were 18-29 years, 50.0% of the teachers were 30-39 years, while 37.5% of the teachers were 40years and above. The age distribution of the teachers reveals that the teachers in the Municipality are advanced in years, likely revealing that the teachers in the Municipality have a lot experience in the teaching profession. The location of the teachers who participated in the study revealed that 37.5% of the teachers reside in the rural areas, while 62.5% resides in the urban areas. The educational background of the teachers revealed that 12.5% of the teachers had Diploma/Post-Diploma, while majority (87.5%) of the teachers had Degree. The professional status of the teachers revealed that 1.9% of the teachers who participated in the study were untrained, while majority (98.1%) of the teachers were trained.

4.1.2 Demographic characteristics of head-teachers

This section presents the demographic characteristics of the head-teachers who participated in the study. The demographic characteristics of the head-teachers include gender, age, location, educational level, professional status, and current position.

Table 4.2 shows the demographic characteristics of the head-teachers.

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Table 4.2: Demographic characteristics of head-teachers

Variables	Frequency	Percent
Gender		
Male	16	38.1%
Female	26	61.9%
Age		
30-39 years	12	28.6%
40-49 years	12	28.6%
50 years and above	18	42.9%
Location		
Rural	18	42.9%
Urban	24	57.1%
Educational Level		
Diploma/Post-Diploma	2	4.8%
Degree	40	95.2%
Professional Status		
Trained	42	100.0%
Years in Current Position		
1-5 years	7	16.7%
5-10 years	16	38.1%
11-15 years	6	14.3%
More than 15 years	3	7.1%

Source: Fieldwork data (2021). .

As shown in the Table, majority (61.9%) of the head-teachers who participated in the study were female, while 38.1% of the head-teachers were male. This finding coincides with that of the teacher, where majority of the teachers were female. The age distribution of the head-teachers revealed that 28.6% of the head-teachers were aged 30-39 years and 40-49 years respectively, while 42.9% of the head-teachers were aged 50years and above. In terms of location, majority (57.1%) of the head-teachers lived in the urban areas, while 42.9% of the head-teachers lived in the rural areas. The educational level of the head-teachers revealed that majority (95.2%) of the head-

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teachers had Degree, while 4.8% of the head-teachers had a Diploma/Post-Diploma. The professional status of the head-teachers reveal that all the head-teachers who participated in the study are trained.

The distribution of the number of years in the current position as head-teachers revealed that 16.7% of the head-teachers have been in the current position for 1-5 years, 38.1% have been in the current position for 5-10 years, 14.3% have been in the current position for 11-15 years, while 7.1% of the head-teachers have been in the current position for more than 15 years. The distribution of the number of years in the current position reveals that the head-teachers are more experienced in the teaching profession.

4.2 Research question 1: What are the supervisory practices carried out in public basic schools in the Effutu Municipality?

The first objective of the study was to determine the supervisory practices carried out in public basics in the Effutu Municipality. To achieve this objective the study asked the research question, what are the supervisory practices carried out in public basic schools in the Effutu Municipality? The results of the analysis are presented and discussed as follows.

4.2.1 Administrative practices

The teachers as well as the head-teachers in the public basic schools in the Effutu Municipality were asked about their perception of the administrative supervisory practices being carried out in the public basic schools in the Effutu Municipality. This section presents the results and the discussion of the administrative supervisory practices being carried out in the public basics in the Effutu Municipality as indicated

by both the teachers and the head-teachers. Table 4.3 shows the results of the mean

perception of the teachers on administrative supervisory practices.

Table 4.3: Mean perception values of teachers on administrative supervisory

practices

No.	Items	M	SD
1	Involves staff in decision making	3.25	1.57
2	Holds staff meetings regularly and effectively	3.50	1.50
3	Delegates duties to staff	3.50	0.87
4	Makes allocation of classes and shares responsibilities to teachers according to abilities	3.00	1.33
5	Plans effective time table for school	2.88	1.27
6	Ensures that co-curricular activities effectively supplement classroom work	3.38	1.11
7	Ensures regular attendance and punctuality of staff to school	3.75	1.40
8	Administers reprimands and sanctions as appropriate	2.63	1.41
9	Ensures adequate storage and effective use of school textbooks, equipment and other supplies	3.00	1.00
10	Submits end of term and end of year reports to the District Education Office through the SISO	3.38	0.86
11	Provide suggestions to improve teaching and ensure the teacher follows them	2.75	1.40
12	During the discussion with the observed teacher, he/she make the final decision on what needs to be improved	3.00	0.87
13	Find the solutions for the teacher to solve the problem	2.63	1.22
14	Tell the teacher what he or she has to do to improve their teaching	3.00	1.33
15	Listen and accept the teacher's suggestions for improvement	3.25	1.20
16	Accept disagreement from the teacher while discussing	2.50	0.50
17	Share decision making responsibility with the teacher to select best teaching practices	3.25	1.40
18	Work as a team with teachers to overcome issues on classroom teaching	2.88	1.46
19	Allow my teachers to find the best practice to solve the problem in their classroom teaching	3.25	1.30
20	Let teachers explore and generate variety alternatives and choose the most appropriate plan for them	3.13	1.27
21	Encourage teachers to be creative and innovative in their classroom teaching	3.25	1.64
22	Support teacher's suggestions to improve classroom teaching	3.00	1.58

Source: Fieldwork data (2021).

In line with this result, one of the respondents who participated in the qualitative interview said:

> I must say the supervision in this school, although is not the highest of the standards, it is not bad. The head-teacher does his best to encourage and play his supervisory role. The teachers also do their best to apply whatever correction and direction we are given, but like I said earlier, things have always not been up to the highest standards [Interview data, respondent # 2].

The teachers perceived as low the plans for effective time table for school (M=2.88, SD=1.27), the administration of sanctions as appropriate (M=2.63, SD=1.41), the provision of suggestions to improve teaching and learning (M=2.75, SD=1.40), the finding of solution for teachers to solve problems (M=2.63, SD=1.22), the acceptance of disagreement from teachers (M=2.50, SD=0.50), and the working as a team with teachers (M=2.88, SD=1.46).

In line with these results one of the respondents who participated in the qualitative interview commented:

> The problem we have here is that, the head-teacher does not seem to agree and accept the views of the teachers. His decisions are always the final one we are to take. In fact, he is making things difficult for us. This has made some of us to advise ourselves, either we will leave or seek for transfer to another school or stay and do whatever we can but not from our heart [Interview data, respondent # 10].

This result is in line with the findings of Hoque et al. (2020). The authors in a study carried out to determine the relationships between supervision and teachers' performance and attitude found that the current status of supervisory practices, teachers' attitude toward supervision, and teachers' performance after supervision is on the moderate level. A similar result was also found by Nyaaba (2016) who studied the practices and challenges of instructional supervision in public basic schools in the West circuit of the Bongo district in Ghana. Baffour-Awuah (2011) also found a similar result. The results of the author's study on instructional supervision in Ghana

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from the perspective of the teachers and the head-teachers revealed that while the teachers were mostly happy about the traditional supervisory practices, they also thought that all of the contemporary aspects of instructional supervision should be practiced much more often than they currently experienced.

Table 4.4 shows the results of the mean perception of the head-teachers on administrative supervisory practices.

Table 4.4: Mean perception values of head-teachers on administrative

supervisory practices

No	Item	M	SD
1	Involves staff in decision making	3.64	1.38
2	Holds staff meetings regularly and effectively	3.52	1.11
3	Delegates duties to staff	3.48	1.21
4	Makes allocation of classes and shares responsibilities to teachers according to abilities	3.48	1.31
5	Plans effective time table for school	2.93	1.11
6	Ensures that co-curricular activities effectively supplement classroom work	3.43	1.31
7	Ensures regular attendance and punctuality of staff to school	3.90	1.19
8	Administers reprimands and sanctions as appropriate	3.00	1.53
9	Ensures adequate storage and effective use of school textbooks, equipment and other supplies	3.48	1.13
10	Submits end of term and end of year reports to the District Education Office through the SISO	3.43	1.23
11	Provide suggestions to improve teaching and ensure the teacher follows them	3.10	1.16
12	During the discussion with the observed teacher, he/she make the final decision on what needs to be improved	3.00	0.94
13	Find the solutions for the teacher to solve the problem	3.00	1.04
14	Tell the teacher what he or she has to do to improve their teaching	3.45	1.29
15	Listen and accept teacher's suggestions for improvement	3.60	1.17
16	Accept disagreement from the teacher while discussing	3.21	1.09
17	Share decision making responsibility with the teacher to select best teaching practices	3.36	1.08
18	Work as a team with teachers to overcome issues on classroom teaching	3.40	1.36
19	Allow my teachers to find the best practice to solve the problem in their classroom teaching	3.60	1.23
20	Let teachers explore and generate variety alternatives and choose the most appropriate plan for them	3.29	0.99
21	Encourage teachers to be creative and innovative in their classroom teaching	3.62	1.41
22	Support teacher's suggestions to improve classroom teaching	3.24	1.21

Source: Fieldwork data (2021).

As indicated in the Table, with the exception of plans for effective time table for school, the head-teachers indicated as moderate the involvement of teachers in decision making (M=3.64, SD=1.38), meetings being held regularly and effectively (M=3.52, SD=1.11), duties being delegated to staff (M=3.48, SD=1.21), and allocation of responsibilities to teachers based on abilities (M=3.48, SD=1.31). The head-teachers also perceived as moderate ensuring co-curricular activities (M=3.43, SD=1.31), ensuring regular attendance and punctuality of teachers (M=3.90, SD=1.19), ensuring administering sanctions (M=3.00, SD=1.53), and ensuring adequate storage and effective use of textbooks (M=3.48, SD=1.13). In addition, the head-teachers perceived as moderate, the ensuring the submission of end of term and end of year report to higher supervisors (M=3.43, SD=1.23), providing suggestions to improve teaching (M=3.10, SD=1.16), making of final decisions on what needs to be improved (M=3.00, SD=0.94), and finding solutions for teachers to solve problems (M=3.00, SD=1.04). On the other hand, the head-teachers perceived as moderate, telling the teachers of what needs to be improved in their teaching (M=3.45, SD=1.29), listening and accepting teachers' suggestions for improvement (M=3.60, SD=1.17), accepting disagreement from teachers (M=3.21, SD=1.09), and sharing of decision making responsibility with the teachers to select the best teaching practices (M=3.36, SD=1.08).

In addition, the head-teachers viewed as moderate, working as a team with the teachers (M=3.40, SD=1.36), allowing teachers to find the best practice to solve classroom problems (M=3.60, SD=1.23), allowing teachers to explore and generate variety of alternatives (M=3.29, SD=0.99), encouraging teachers to be creative and innovative (M=3.62, SD=1.41), and supporting teachers' suggestions to improve classroom teaching (M=3.24, SD=1.21).

The results of the qualitative interviews with the head-teachers revealed a similar result as the quantitative interviews. The results of the qualitative interviews revealed that the head-teachers overall perceive their supervision as good though not the best. They see their administrative supervision as being in line with the laid down guidelines of the Ghana Education Service (GES).

One of the head-teachers who participated in the study commented:

> Although I cannot say our administrative supervision is perfect, because there is more room for improvement, I will say that the supervision is good. I go according to the laid down guidelines and procedures of the GES [Interview data, respondent # 2].

> Another head-teacher commented: My administrative supervision is very good. I do exactly what is expected of me as a head-teacher. I make sure I follow the instructions of the Ghana Education Service in my administrative role. And I must say, doing so has really helped me to do my work to be best of my ability [Interview data, respondent #1].

This result is in line with the findings of Baffour-Awuah (2011) in a study on instructional supervision in Ghana from the perspective of the teachers and the head-teachers. The author found that head-teachers are mostly happy about their administrative supervisory practices as compared to the teachers whom they supervise. Anyagre (2016) found a similar result. In a study examining the views of teachers and head-teachers on supervision and collective school management in contemporary Ghana, the author found that unlike the teachers most head teachers view their administrative supervision as effective and efficient. This result is not surprising as no one would want to express negative feelings about himself or herself. This underscores the importance of a second opinion or view about the situation.

4.2.2 Curricular practices

The teachers and the head-teachers in the public basic schools in the Effutu Municipality were asked about their perception about the curricular supervisory practices being carried out in the public basic schools in the Effutu Municipality. This section presents the results and the discussion of the views of the teachers and the head-teachers. Table 4.5 shows the results of the mean perception of the teachers on the curricular supervisory practices being carried out in the public basic school in the Effutu Municipality.

Table 4.5: Mean perception values of teachers on curricular supervisory

practices

No.	Item	M	SD
1	Lay instructions that help teachers to implement the educational curriculum effectively.	2.75	1.09
2	Assists teachers in analyzing the content of the educational curricular	2.63	1.22
3	Direct the teacher to make benefit from local environment in enriching the curriculum.	3.25	1.64
4	Make aware of other sources that can help the teacher to revise without the educational curricula.	3.00	1.33
5	Assists the teacher in connecting the curriculum with life reality	2.75	1.40
6	Assists the teacher in facing difficulties that confront implementation of the educational curriculum	2.88	1.27

Source: Fieldwork data (2021).

As indicated in the Table, the teachers perceive as moderate, the direction of the head-teachers in enriching the curriculum (M=3.25, SD=1.64), and the making aware of other sources that can help the teachers revise without the educational curricular (M=3.00, SD=1.33). On the contrary, the teachers perceive as low, the giving of instructions that help teachers to implement educational curriculum effectively (M=2.75, SD=1.09), assisting teachers in analysing the content of the educational curricular (M=2.63, SD=1.22), assisting teachers in connecting the curriculum with

life reality (M=2.75, SD=1.40), and assisting teachers in facing difficulties that confront the implementation of the educational curriculum (M=2.88, SD=1.27).

In line with this result, one of the respondents who participated in the qualitative interview conducted reported:

> The head-teachers are not really supportive when it comes to curriculum supervision. I think that they lack knowledge and expertise in that area in that they are not able to provide enough and satisfying direction when it comes to curriculum supervision. Most of the time we as teachers have to search out information on how to do things by ourselves [Interview data, respondent # 5].

One of the respondents who participated in the interview also commented:

> The supervision of the head-teachers on the application of the curriculum is very minimal. They seem to be interested more in the administrative supervision than the curriculum one. I think that the problem has to do with the fact that most of the head-teachers do not have extra knowledge of the curriculum as the teachers do. And so we see their knowledge and expertise in the curriculum supervision as normal, as something that we are teachers all know and do. And so, whenever we face problem with regards to the curriculum, they are not able to provide us with solutions to the problem [Interview data, respondent # 3].

This result is, however contrary to the findings of Anyagre (2016) who in a study of the views of teachers and head-teachers on supervision and collective school management in contemporary Ghana, found that head-teachers are more knowledgeable and have the expertise in the curriculum of GES than the ordinary teachers. However, this result is in line with the findings of Appiah (2009) who in a study of supervision in rural and urban Junior High Schools in the Akuapim North District found that head teacher's knowledge, especially those in the rural areas, on curriculum supervision is inadequate.

Table 4.6 shows the results of the mean perception of the head-teachers on the curricular supervisory practices being carried out in the public basic schools in the Effutu Municipality.

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Table 4.6: Mean perception values of head-teachers on curricular supervisory
practices

No	Item	M	SD
1	Lay instructions that help teachers to implement the educational curriculum effectively.	3.31	1.22
2	Assists teachers in analyzing the content of the educational curricular	3.05	1.03
3	Direct the teacher to make benefit from local environment in enriching the curriculum.	3.62	1.41
4	Make aware of other sources that can help the teacher to revise without the educational curricula.	3.45	1.29
5	Assists the teacher in connecting the curriculum with life reality	3.10	1.10
6	Assists the teacher in facing difficulties that confront implementation of the educational curriculum	3.14	1.03

Source: Fieldwork data (2021).

As indicated in the Table, in line with the views of the teachers the head-teachers perceive as moderate, the direction of the head-teachers in enriching the curriculum (M=3.62, SD=1.41), and the making aware of other sources that can help the teachers revise without the educational curricular (M=3.45, SD=1.29). However, contrary to the perception of the teachers, the head-teachers perceive as moderate, the giving of instructions that help teachers to implement educational curriculum effectively (M=3.31, SD=1.22); assisting teachers in analysing the content of the educational curricular (M=3.05, SD=1.03); assisting teachers in connecting the curriculum with life reality (M=3.10, SD=1.10); and assisting teachers in facing difficulties that confront the implementation of the educational curriculum, the head-teachers (M=3.14, SD=1.03).

The results of the qualitative interview conducted among the head-teachers revealed similar results. The head-teachers reported that it is one of their primary responsibilities to ensure that the teachers under their supervision have access to the curriculum and apply the curriculum in the classroom. They indicated that from time

to time they supervise the lesson notes and observe the lessons of the teachers in the classroom to ensure that they are teaching what is in the GES syllabus.

One of the respondents who participated in the study reported:

> One of primary responsibility is to ensure that the teachers teach what is in the syllabus and if they have any difficulty I assist them to find solutions to their problems. I make sure that teachers comply with the curriculum by regularly checking their lesson notes and observing their lessons [Interview data, respondent # 3].

Another respondent also commented:

> I make sure that teachers follow the curriculum. I also make sure that they prepare their lesson notes according to the guidelines of GES and offer their lessons according to the laid down rules as well. Although some of the lessons require that the teachers use their ingenuity, I make sure that they do not go over the prescribed curriculum and the syllabus [Interview data, respondent # 5].

This result confirms the findings of Mohammed (2014) who in a study on the effects of educational supervision on students' academic performance in the Nadowli District in the Upper West Region of Ghana found that the role of head-teachers was providing curriculum assistance to teachers as well as providing feedback to teachers. A similar finding was reported by Hoque et al. (2020). The authors in a study on the relationships between supervision and teachers' performance and attitude reported that head-teachers perform their curriculum supervisory role by ensuring that teachers teach what is in the syllabus and provide help to the teachers when they encounter difficulties in their teaching.

4.2.3 Instructional practices

Both the teachers and the head-teachers in the public basic schools in the Effutu Municipality were asked about their perception about the instructional supervisory practices being carried out in the public basic schools in the Effutu Municipality. This

section presents the results and the discussion of the perception of the teachers and the head-teachers.

Table 4.7 shows the results of the mean perception of the teachers on the instructional supervisory practices being carried out in the public basic schools in the Effutu Municipality.

Table 4.7: Mean perception values of teachers on instructional supervisory practices

No	Item	M	SD
1	Suggesting to teachers how they should teach	2.13	0.60
2	Using control to affect teachers' instructional practices	1.88	0.60
3	Inspecting teachers' instructional practices for errors	2.00	0.87
4	Helping teachers find solutions to problems they encounter in their instructional practices	2.88	1.06
5	Readily availing himself/herself for advice and instructional support	3.13	1.27
6	Evaluating teachers' classroom instructional practices	2.38	1.11
7	Assessing teachers' content knowledge.	2.13	0.93
8	Ensuring that teachers make good use of instructional time	2.75	1.30
9	Engaging teachers in mutual dialogue about ways to improve teaching	2.88	1.27
10	Offering useful suggestions to improve instructional practices	2.63	1.22
11	Praising teachers for specific teaching behaviour	3.00	1.33
12	Ensuring that teachers have adequate teaching-learning materials to teach	2.38	1.32
13	Providing teachers with articles on research findings about instruction	2.00	0.87
14	Demonstrating teaching techniques.	2.38	1.11
15	Making informal visits to classrooms.	2.88	1.27
16	Formally observing teaching and learning.	2.50	1.00
17	Conferencing with teacher to plan for lesson observation	2.25	0.83
18	Providing objective feedback about classroom observations	2.25	0.97
19	Encouraging teachers to observe other teachers' classrooms and programmes	2.25	0.83
20	Providing opportunities for teachers to meet and share ideas about instruction	2.75	1.40
21	Providing in-service workshops for teachers to develop their skills	2.88	1.70
22	Establishing open and trusting relationships with teachers	2.50	1.12
23	Treating teachers professionally with a sense of caring and respect	3.50	1.23
24	Implementing the use of action research in the school	2.25	1.20

Source: Fieldwork data (2021).

As shown in the Table, the teachers perceive as moderate, the head-teachers availing themselves for advice and instructional support (M=3.13, SD=1.27), praising teachers for specific teaching behaviour (M=3.00, SD=1.33), and the treating of teachers professionally with a sense of caring and respect (M=3.50, SD=1.23).

On the contrary, the teachers perceived as low in relation to the head-teachers suggesting to teachers on how to teach (M=2.13, SD=0.60), the head-teachers using control to affect teachers' instructional practices (M=1.88, SD=0.60), the head-teachers inspecting teachers' instructional practices for errors (M=2.00, SD=0.87), as well as the head-teachers helping the teachers to find solution to problems they encounter in their instructional practices (M=2.88, SD=1.06).

In addition, the teachers perceived as low the evaluating of teachers' classroom instructional practices (M=2.38, SD=1.11), assessing teachers' content knowledge (M=2.13, SD=0.93), ensuring that teachers make good use of instructional time (M=2.75, SD=1.30), engaging teachers in mutual dialogue about ways to improve (M=2.88, SD=1.27) and offering useful suggestions to improve instructional practices (M=2.63, SD=1.22). Furthermore, the teachers perceived as low the head-teachers ensuring that teachers have adequate teaching-learning materials to teach (M=2.38, SD=1.32), the head-teachers providing teachers with articles on research findings about instruction (M=2.00, SD=0.87), the head-teachers demonstrating teaching techniques (M=2.38, SD=1.11), and head-teachers making informal visits to classrooms (M=2.88, SD=1.27).

Moreover, the teachers also perceived as low the head-teachers formally observing teaching and learning (M=2.50, SD=1.00), conferencing with teachers to plan for lesson observation (M=2.25, SD=0.83), providing objective feedback about classroom

observations (M=2.25, SD=0.97) and encouraging teachers to observe other teachers' classrooms and programmes (M=2.25, SD=0.83). Finally, the teachers perceived as low the provision of opportunities for teachers to meet and share ideas about instruction (M=2.75, SD=1.40), the provision of in-service workshops to teachers to develop their skills, the establishment of open and trusting relationships with teachers (M=2.50, SD=1.12), and the implementation of the use of action research (M=2.25, SD=1.20).

In the qualitative interview conducted with the teachers, they expressed that the head-teachers are not up to the task when it comes to their instructional supervision. They expressed that the head-teachers fail to provide the instructional direction they need. The teachers attributed this to the administration and the teaching responsibilities of the head-teachers. According to the teachers, the head-teachers are bedeviled with several administrative duties that they pay little attention their instructional supervisory roles.

In line with this issue, one of the respondents who participated in the interview commented:

> The head-teachers are really providing the instructional direction we, the teachers need. They focused too much on the administrative duties more than their instructional supervisory role. I don't blame them because the administrative duties are too much for them [Interview data, respondent # 6].

Another respondent who participated in the interview also commented:

> Because of the administrative duties, the head-teachers are not up to the task when it comes to their instructional supervisory role. They pay too much attention to their administrative to the extent that they most of the time fail to provide the instructional supervisory direction we need to do better as teachers [Interview data, respondent # 7].

This finding is consistent with the assertion of Oduro (2008) that head-teachers of public basic schools in Ghana perform magnitude of tasks especially those in the remote and deprived communities who combine their supervisory roles with full time teaching and visiting pupils in their homes. This finding is also in consonance with results of studies conducted by Baffour-Awuah (2011), Cobbold et al. (2015) and De Grauwe (2007) that head-teachers' instructional supervision is affected by a myriad of factors, including more administrative responsibilities, and engagement with students in the classroom. Anab (2018) in a study to examine the role of teacher supervision in the promotion of quality education in Public Junior High Schools in the Tamale Metropolis revealed that the roles of the supervisors were not effective in promoting quality education as a result of inadequate supervision. The author revealed that effective instructional supervision was short of commitment to achieve quality education due to inadequate logistic sand in-service training for head-teachers.

Table 4.8 shows the results of the mean perception of the head-teachers on the instructional supervisory practices being carried out in the public basic schools in the Effutu Municipality.

Table 4.8: Mean perception values of head-teachers on instructional supervisory practices

No	Item	M	SD
1	Suggesting to teachers how they should teach	3.24	1.34
2	Using control to affect teachers' instructional practices	2.40	1.56
3	Inspecting teachers' instructional practices for errors	2.50	1.61
4	Helping teachers find solutions to problems they encounter in their instructional practices	3.40	0.96
5	Readily availing himself/herself for advice and instructional support	3.79	1.22
6	Evaluating teachers' classroom instructional practices	3.40	1.38
7	Assessing teachers' content knowledge.	3.05	1.15
8	Ensuring that teachers make good use of instructional time	3.60	1.33
9	Engaging teachers in mutual dialogue about ways to improve teaching	3.67	1.26
10	Offering useful suggestions to improve instructional practices	3.71	1.50
11	Praising teachers for specific teaching behaviour	3.45	1.29
12	Ensuring that teachers have adequate teaching-learning materials to teach	2.90	1.16
13	Providing teachers with articles on research findings about instruction	2.43	0.80
14	Demonstrating teaching techniques.	3.12	1.37
15	Making informal visits to classrooms.	3.38	1.13
16	Formally observing teaching and learning.	3.43	1.31
17	Conferencing with teacher to plan for lesson observation	3.29	1.35
18	Providing objective feedback about classroom observations	3.52	1.58
19	Encouraging teachers to observe other teachers' classrooms and programme	3.05	1.29
20	Providing opportunities for teachers to meet and share ideas about instruction	3.57	1.36
21	Providing in-service workshops for teachers to develop their skills	3.17	1.64
22	Establishing open and trusting relationships with teachers	3.21	1.30
23	Treating teachers professionally with a sense of caring and respect	3.74	0.91
24	Implementing the use of action research in the school	2.81	1.15

Source: Fieldwork data (2021).

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As shown in the Table, the head-teachers perceive as moderate, suggesting to teachers on how to teach (M=3.24, SD=1.24), helping the teachers to find solution to problems they encounter in their instructional practices (M=3.40, SD=0.96), availing themselves for advice and instructional support (M=3.79, SD=1.22), and evaluating teachers' classroom instructional practices (M=3.40, SD=1.38). In addition, the head-teachers perceived as moderate assessing teachers' content knowledge (M=3.05, SD=1.15), ensuring that teachers make good use of instructional time (M=3.60, SD=1.33), engaging teachers in mutual dialogue about ways to improve teaching (M=3.67, SD=1.26), and offering useful suggestions to improve instructional practices (M=3.71, SD=1.50).

Furthermore, the head-teachers perceived as moderate praising teachers for specific teaching behaviour (M=3.45, SD=1.29), demonstrating teaching techniques (M=3.12, SD=1.37), making informal visits to classrooms (M=3.38, SD=1.13), and observing formally the teaching and learning lessons of teachers (M=3.43, SD=1.31). Moreover, the head-teachers perceived as moderate, conferencing with teachers to plan for lesson observation (M=3.29, SD=1.35), providing objective feedback about classroom observations (M=3.53, SD=1.58), encouraging teachers to observe other teachers' classrooms and programmes (M=3.05, SD=1.29), and providing opportunities for teachers to meet and share ideas about instruction (M=3.57, SD=1.36).

The head-teachers also perceived as moderate, providing in-service workshops for teachers to develop their skills (M=3.17, SD=1.64), establishing open and trusting relationships with teachers (M=3.21, SD=1.30), and treating teachers professionally with a sense of caring and respect (M=3.74, SD=0.91). Meanwhile, the head-teachers perceived as low, using control to affect teachers' instructional practices (M=2.40,

SD=1.56), inspecting teachers' instructional practices for errors (M=2.50, SD=1.61), ensuring that teachers have adequate teaching-learning materials to teach (M=2.90, SD=1.16), providing teachers with articles on research findings about instruction (M=2.43, SD=0.80), and implementing the use of action research (M=2.81, SD=1.15).

In the qualitative interview with the head-teachers, it came to the fore that the head-teachers perceive their instructional supervision more positive than the teachers. The head-teachers indicated that although there are issues with their instructional supervision, they are of the view that their instructional supervision is better taking consideration the issues they encounter in their supervision. They are of the view that these issues are of external nature, which are beyond their control. For instance, they indicated that instructional delivery materials are supposed to be provided by the government, theirs is to request for those materials. Hence lack of instructional materials for effective teaching and learning at the schools should not be a sign of failure or non-supervision. One of the respondents who participated in the interview reported:

> As a head-teacher it is my responsibility to ensure proper instructional delivery to the pupils. However, in the course of performing this role there are problems and challenges which are beyond me, problems that I cannot sit here and resolve. It has been resolved at the national level before it be resolved at the local or circuit and school level. And so if I am not able to provide instructional supervision as it should be, all the blame should be put on my side. It does not mean I am a failure, I do my best with the available time, logistics and information I have at my disposal [Interview data, respondent # 5].

This finding is in consonance with the results of Danquah et al. (2018) who in a study of supervisors' and supervisee's perception of instructional supervision in ten basic schools in the central region of Ghana, found that the majority of the head-teachers have positive views about their instructional supervision in the basic schools than the

teachers. The authors reported that head-teachers perceive instructional supervision is a beacon for teachers' professional development and a potent tool for improved students' academic development and scholastic achievement.

Meanwhile, in line with the findings of Sullivan and Glanz (2000) and Cobbold, Kofie, Bordoh and Eshun (2015) the teachers see instructional supervision by the head-teachers as a fault-finding process where teachers are subjected to unnecessary criticism by the supervisors. Anyagre (2016) indicated the outcome of such perception. According to the author, when teachers see instructional supervision from a negative perspective, it often makes them defensive, with the notion that the supervisor is just there to criticize them or portray them as incompetent to handle their job assignment which will affect their professional development and students' achievement. However, contrary to that claim, the head-teachers in the public basic schools in the in the Effutu Municipality who participated in the study perceived as low, using control to affect teachers' instructional practices, and inspecting teachers' instructional practices for with the main objective of finding errors.

4.3 Research question 2: What are the attitudes of supervisors towards supervision in public basic schools in the Effutu Municipality?

The second objective of the study was to examine the attitudes (self-efficacy, professional efficacy, and collective efficacy) of supervisors towards supervision in public basic schools in the Effutu Municipality. To achieve this objective, the study asked the research question, what are the attitudes (self-efficacy, professional efficacy, and collective efficacy) of supervisors towards supervision in public basic schools in the Effutu Municipality? The results of the analysis are presented and discussed as follows.

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4.3.1 Self-efficacy

The self-efficacy attitude of the both the teachers and the head-teachers in the public basic schools in the Effutu Municipality were ascertained by asking the participants to indicate their level of perception of school management competencies of supervisors. This section presents the results and the discussion of the perception of both the teachers and the head-teachers. Table 4.9 shows the results of the mean perception of the teachers on the self-efficacy attitude of supervisors in the public basic schools in the Effutu Municipality.

Table 4.9: Mean perception values of teachers on self-efficacy attitude

No	Item	M	SD
1	Organize the school to focus on the students' academic needs	3.25	1.48
2	Support the development of instructional practices adapted to the students' needs.	3.00	0.87
3	Assist the school council as mandated by law.	3.50	1.12
4	Head the development of a school initiative and the implementation of a results-oriented academic achievement plan	2.38	1.11
5	Foster the development of collaborations and partnerships centered on student achievement.	3.00	1.12
6	Ensure effective action in my practice and in that of my staff members.	2.88	1.27
7	Ensure effective action by each work group.	3.00	0.87
8	Continue to develop skills and those of staff members.	3.00	1.42
9	Effectively and efficiently manage the school's financial resources.	2.38	1.11
10	Effectively and efficiently manage the school's material resources.	2.75	1.40

Source: Fieldwork data (2021).

As shown in the Table, the mean value of most of the items shows moderate level of self-efficacy of supervisors toward supervision in the areas of, organizing the school to focus on the students' academic needs (M=3.24, SD=1.48), supporting the development of instructional practices adapted to the students' needs (M=3.00, SD=0.87), assisting the school council as mandated by law (M=3.50, SD=1.12), fostering the development of collaborations and partnerships centered on student achievement (M=3.00, SD=1.12), ensuring effective action by each work group (M=3.00, SD=0.87), and continuing to develop skills and those of staff members (M=3.00, SD=1.42). On the other hand, as shown in the Table, the mean value of some of the items shows low level of self-efficacy of supervisors toward supervision, as in the areas of heading the development of a school initiative and the implementation of a results-oriented academic achievement plan (M=2.38, SD=1.11), ensuring effective action in practice and in that of staff members (M=2.88, SD=1.27), effectively and efficiently managing school's financial resources (M=2.38, SD=1.11), and effectively and efficiently managing school's material resources (M=2.75, SD=1.40).

In line with this quantitative finding, one of the respondents who participated in the qualitative interview reported:

> … and I am of the view that they perform better when it comes to school management than the other management, that is, teacher management, and instructional management. To me, I think their level of self-efficacy is quite good. They support the professional development of teachers, and provide other opportunities for teachers [Interview data, Teacher Respondent #2].

Another respondent who participated in the interview also commented along similar line Said:

> The level of self-efficacy of the head-teacher our school is quite good. He makes sure things are done properly, and he is able to manage the school well.

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He provides opportunities for teachers for professional development. To me he is doing his best looking at the prevailing circumstances [Interview data, respondent #4].

This finding is consistent with the literature. Supervisors with a good level of self-efficacy ensures provides opportunities for teachers (Zepeda, 2007), and ensures teachers' professional development. They also interact with teachers to find out their needs and want in order to assist them. These interactions involve listening and attending to the teachers' individual opinions and needs (Leithwood & Sun, 2012) also provide an opportunity for supervisors to discover necessary skills that their teachers may lack.

Table 4.10 shows the results of the mean perception of head-teachers on the self-efficacy attitude of supervisors in the public basic schools in the Effutu Municipality.

Table 4.10: Mean perception values of head-teachers on self-efficacy attitude

No	Item	M	SD
1	Organize the school to focus on the students' academic needs	3.62	1.31
2	Support the development of instructional practices adapted to the students' needs.	3.48	1.06
3	Assist the school council as mandated by law.	3.50	1.35
4	Head the development of a school initiative and the implementation of a results-oriented academic achievement plan	3.88	0.99
5	Foster the development of collaborations and partnerships centered on student achievement.	3.00	1.08
6	Ensure effective action in my practice and in that of my staff members.	3.38	1.29
7	Ensure effective action by each work group.	3.48	1.06
8	Continue to develop my skills and those of my staff members.	3.45	1.35
9	Effectively and efficiently manage the school's financial resources.	3.36	1.41
10	Effectively and efficiently manage the school's material resources.	3.57	1.36

Source: Fieldwork data (2021).

As shown in the Table, the mean value of all the items shows moderate level of self-efficacy of supervisors toward supervision in the areas of, organizing the school to

focus on the students' academic needs (M=3.62, SD=1.31), supporting the development of instructional practices adapted to the students' needs (M=3.48, SD=1.06), assisting the school council as mandated by law (M=3.50, SD=1.35), heading the development of a school initiative and the implementation of a results-oriented academic achievement plan (M=3.88, SD=0.99), fostering the development of collaborations and partnerships centered on student achievement (M=3.00, SD=1.08), ensuring effective action in practice and in that of staff members (M=3.38, SD=1.29), ensuring effective action by each work group (M=3.48, SD=1.06), continuing to develop skills and those of staff members (M=3.45, SD=1.35), effectively and efficiently managing school's financial resources (M=3.36, SD=1.41), and effectively and efficiently managing school's material resources (M=3.57, SD=1.36).

In the qualitative interview conducted among some of the head-teachers, it was revealed that the head-teachers provides teachers with opportunities for professional development, guides the teachers to set and to achieve goals, helps them understand how their students learn, and supports them to become better teachers, with the added incentive of improving student achievement.

One of the respondents who participated in the study commented:

> I give my teachers the opportunities for professional development. I encourage them to further their education. And when it is time for their promotion I assist them in ways I can. I try to understand their needs and wants and see how best I can help them [Interview data, respondent #2].

Another respondent also commented:

> I do my best in the management of the teachers and the pupils, although it has not always been easy. I focus on the positives more than the negatives of my teachers. I encourage them to pursue further education that will enhance their professional development. I give each and every teacher the opportunities to further their education [Interview data, respondent #5].

This result confirms the findings in the literature. For instance, according to Sullivan and Glanz (2005) head-teachers who have a high level of self-efficacy provides teachers with opportunities to collaborate, guides them to set and to achieve goals, helps them understand how their students learn, and supports them to become better teachers, with the added incentive of improving student achievement. Sergiovanni and Starratt (2007) reported that the primary purpose of supervisors is to help teachers improve their knowledge, hone their teaching skills and abilities to make more focused professional decisions, and develop better ways of solving problems and reviewing their own practice.

4.3.2 Professional-efficacy

The professional-efficacy attitude of the both the teachers and the head-teachers in the public basic schools in the Effutu Municipality were ascertained by asking the participants to indicate their level of perception of professional management competencies of supervisors. This section presents the results and the discussion of the perception of both the teachers and the head-teachers. Table 4.11 shows the results of the mean perception of the teachers on the professional-efficacy attitude of supervisors in the public basic schools in the Effutu Municipality.

Table 4.11: Mean perception values of attitude of teachers on professional-efficacy attitude

No	Item	M	SD
1	I always manage to solve difficult problems at work when I try hard enough.	3.00	1.33
2	If a staff at work opposes me, I find ways and means to get what I want.	3.13	0.78
3	I am certain that I can accomplish my goals at work.	3.13	1.06
4	I am confident that I could deal efficiently with unexpected events at work.	2.75	1.09
5	Thanks to my resourcefulness, I can handle unforeseen situations at work.	2.50	1.12
6	I am able to solve most problems at work when I invest the necessary effort.	2.75	1.09
7	I remain calm when facing difficulties at work because I rely on my coping abilities.	2.38	1.32
8	When I am confronted with a problem work, I find several solutions.	2.88	0.93
9	When I am in trouble at work, I think of a good solution.	3.13	1.37
10	I am able to handle whatever comes my way at work.	3.25	1.30

Source: Fieldwork data (2021).

As shown in the Table, the teachers indicated as moderate, the head-teachers managing to solve difficult problems at work (M=3.00, SD=1.33), trying to find ways and means to get what they want even if they are opposed by the staff (M=3.13, SD=0.78), being certain that they can accomplish their goals (M=3.13, SD=1.06), finding several solutions when they confronted with a problem at work (M=3.13, SD=1.37) and being able to handle whatever comes on their way (M=3.25, SD=1.30)

On the contrary, as indicated in the table, teachers indicated that the head-teachers have a low level of professional -efficacy when it comes to being confident that they could deal efficiently with unexpected events at work (M=2.75, SD=1.09), being resourceful (M=2.50, SD=1.12), being able to solve most problems at work when they invest the necessary effort (M=2.75, SD=1.09), being able to remain calm at work

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when facing difficulties at work because of their coping capabilities (M=2.38, SD=1.32), and being able to find several solutions when confronted with problems at work (M=2.88, SD=0.93).

In the qualitative interview conducted among the teachers, the teachers expressed reactions concerning the professional-efficacy of the head-teachers. For example, while some of the teachers expressed that the head-teachers have a high level of professional-efficacy when it comes to professional management competencies, others viewed the professional- efficacy in terms of the professional management competencies of their head-teachers as very low. One of the respondents who expressed a high level of professional management competencies among the head-teachers during the qualitative interview commented:

> My head-teacher is very competent when it comes to professionalism. He has the professional management competencies it comes to the management of the school. He demonstrates it in the way he handles problems, and how he is able to find solutions to the difficult problems we at the normal circumstance will run away [Interview data, respondent #8].

On the other hand, a comment from one the respondent highlighting the low level of professionalism among the head-teachers relates:

> My head-teacher lacks the level of professionalism when it comes to the management of the school. This is reflected in the way he handles matters. When problems arise, he shows signs of fear, and lack of knowledge on how to handle matters [Interview data, respondent #4].

This finding is inconsistent with the findings in the literature. For instance, Cobbold et al. (2015), Anyagre (2016), Baffour-Awuah (2011) found in their study that supervisors are expected to show a high level of professionalism in their line of duty. They are to leave no room for incompetency, otherwise it will be difficult if not impossible to efficiently and effectively perform their role as supervisors.

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Professional management competencies are part and parcel of effective supervision (Nolan & Hoover, 2005). As the instructional leader, the head-teacher must show a high level of professionalism that will instill confidence in the teachers (Zepeda, 2007).

Table 4.12 shows the results of the mean perception of the head-teachers on the professional-efficacy attitude of supervisors in the public basic schools in the Effutu Municipality.

Table 4.12: Mean perception values of attitude of head-teachers on professional-efficacy attitude

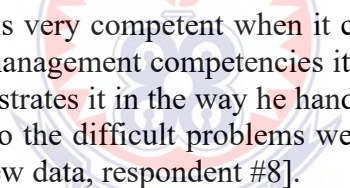| No	Item	M	SD
1	I always manage to solve difficult problems at work when I try hard enough.	3.24	1.01
2	If a staff at work opposes me, I find ways and means to get what I want.	3.79	0.95
3	I am certain that I can accomplish my goals at work.	3.55	0.89
4	I am confident that I could deal efficiently with unexpected events at work.	3.10	0.96
5	Thanks to my resourcefulness, I can handle unforeseen situations at work.	3.21	1.09
6	I am able to solve most problems at work when I invest the necessary effort.	3.60	1.21
7	I remain calm when facing difficulties at work because I rely on my coping abilities.	3.12	1.29
8	When I am confronted with a problem work, I find several solutions.	3.40	0.89
9	When I am in trouble at work, I think of a good solution.	3.52	1.09
10	I am able to handle whatever comes my way at work.	3.60	1.01

Source: Fieldwork data (2021).

As indicated in the Table the head-teachers indicated a moderate level of professional efficacy when it comes to managing to solve difficult problems at work (M=3.24,

SD=1.01), trying to find ways and means to get what they want even if they are opposed by the staff (M=3.79, SD=0.95), being certain that they can accomplish their goals (M=3.55, SD=0.89), being confident that they can efficiently deal with unexpected events at work (M=3.10, SD=0.96), and being resourceful (M=3.21, SD=1.09).

Furthermore, the head-teachers perceived as moderate when it comes to being able to solve problems at work when they invest the necessary efforts (M=3.60, SD=1.21), being able to remain calm at work when facing difficulties at work because of their coping capabilities (M=3.12, SD=1.29), being able to find several solutions when confronted with problems at work (M=3.40, SD=0.89), being able to find a good solution when in trouble at work (M=3.52, SD=1.09) and being able to handle whatever comes on their way (M=3.60, SD=1.01).

These quantitative results are supported by the results of the qualitative interview conducted among some of the head-teachers. The qualitative interview conducted among the head-teachers revealed that from the perspective of the head-teachers, they show a high level of professionalism in the discharge of their duties.

One of the comments of the respondent highlighting this finding relates:

> I think as well as all my colleagues in the municipality exhibit a high level of professionalism in the discharge of our duties. Of course we are up to the task when it comes to problem solving and finding ways to handle matters as soon as they arise. We are able to achieve our target, we are resourceful, diligent, and very effective when it comes to handling problems [Interview data, respondent #3].

This results which has clearly demonstrated that supervisors have a high level of knowledge and skills in carrying out supervision is supported by Anusuya (2013), and Mohd Munaim (2013) who reported similar findings in their studies and indicated that

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such high level of professional competence helps to provide confidence in the teachers, which in turn helps to improve teachers' classroom delivery.

4.3.3 Collective-efficacy

The collective-efficacy of the both the teachers and the head-teachers in the public basic school in the Effutu Municipality were ascertained by asking the participants to indicate their level of perception of collective management competencies of supervisors. This section presents the results and the discussion of the perception of both the teachers and the head-teachers.

Table 4.13 shows the results of the mean perception of the teachers on the collective-efficacy attitude of supervisors in the public basic schools in the Effutu Municipality.

Table 4.13: Mean perception values of teachers on collective-efficacy attitude

No	Item	M	SD
1	Work in a team spirit with whom he/she deals with	3.25	1.48
2	Direct the teachers how to control the class.	2.50	1.00
3	Follow up the final evaluation at the end of class together with the teachers.	3.00	1.33
4	Follow up the continuous assessment evaluation along with the class teachers.	2.63	1.11
5	Participate with teachers in organizing educational services	3.00	1.33
6	He/she in cooperation with teachers employs the technological education means.	2.75	1.20
7	Encourage mutual visits among teachers to exchange educational experience	2.75	1.30
8	Work with the teachers in school developmental projects	2.63	1.41
9	Encourage the teaching staff to find an educational environment that meets users' needs	2.75	1.30
10	Consults with individuals of the local community to discuss the school and the students' progress.	3.00	1.23

Source: Fieldwork data (2021).

As shown in the Table, the teachers indicated that the head-teachers have a moderate level of collective - efficacy when it comes to working as a team (M=3.25, SD=1.48), following ups (M=3.00, SD=1.33), participating with teachers in organizing educational services (M=3.00, SD=1.33), and consulting with individuals of local community to discuss the school and the students (M=3.00, SD=1.23). However, the teachers indicated that the head-teachers have a low level of collective-efficacy in relation to directing teachers on how to control the class (M=2.50, SD=1.00), following up on continuous assessment evaluation (M=2.63, SD=1.11), cooperating with teachers to employ technological education means (M=2.75, SD=1.20), encouraging mutual visits among teachers to exchange educational experience (M=2.75, SD=1.30), working with the teachers in school developmental projects (M=2.63, SD=1.41), and encouraging the teaching staff to find an educational environment that meets user's needs (M=2.75, SD=1.30).

In the qualitative interview to support the quantitative results, the teachers indicated that collective efficacy of the head-teachers is very low. They expressed that the head-teachers lack certain key qualities such as team spirit, cooperation, motivation of teachers, and enthusiasm.
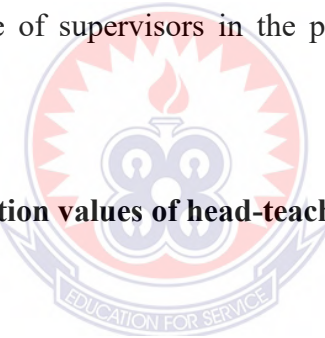
One of the comments of the respondent that highlights this point relates: "The head-teachers lack collective-efficacy. They have a low level of team spirit, they lack cooperative spirit, and they lack enthusiasm. They lack the motivation to encourage the teachers whom they supervised" [Interview data, respondent #6].

This result is contrary to the findings in the literature. Anyagre (2016) in a study of the views of teachers and head-teachers on supervision and collective school management in contemporary Ghana, found that most head-teachers exhibit team

spirit, they view teachers as very vital resources for effective school management and would encourage teachers' full involvement in school management. However, this result is in line with other findings. According to Anyagre (2016), the most important reason for a lack of success in schools is the low motivation of head-teachers. Although head-teachers themselves state that they contribute sufficiently to their teachers' motivation, research reveals that the motivation levels of head-teachers is very low in most schools most of the time, and rather than teachers' professional competence, motivation level of head-teachers play the more important role in teachers' delivery in the classroom, as well as pupils' learning outcomes.

Table 4.14 shows the results of the mean perception of the head-teachers on the collective-efficacy attitude of supervisors in the public basic schools in the Effutu Municipality.

Table 4.14: Mean perception values of head-teachers on collective-efficacy attitude

No	Item	M	SD
1	Work in a team spirit with whom he/she deals with	3.62	1.31
2	Direct the teachers how to control the class.	3.98	0.98
3	Follow up the final evaluation at the end of class together with the teachers.	3.21	1.05
4	Follow up the continuous assessment evaluation along with the class teachers.	3.26	1.08
5	Participate with teachers in organizing educational services	3.45	1.09
6	He/she in cooperation with teachers employs the technological education means.	3.55	1.29
7	Encourage mutual visits among teachers to exchange educational experience	3.57	1.36
8	Work with the teachers in school developmental projects	3.57	1.47
9	Encourage the teaching staff to find an educational environment that meets users' needs	3.64	1.41
10	Consults with individuals of the local community to discuss the school and the students' progress.	3.98	1.67

Source: Fieldwork data (2021).

As indicated in the Table, head-teachers indicated they have a moderate level of collective - efficacy when it comes to working as a team (M=3.62, SD=1.31), directing teachers on how to control the class (M=3.98, SD=0.98), following up the final evaluation at the end of class (M=3.21, SD=1.05), following up on continuous assessment evaluation (M=3.26, SD=1.08), participating with teachers in organizing educational services (M=3.45, SD=1.09), cooperating with teachers to employ technological education means (M=3.55, SD=1.29), encouraging mutual visits among teachers to exchange educational experience (M=3.57, SD=1.36), working with the teachers in school developmental projects (M=3.57, SD=1.47), encouraging the teaching staff to find an educational environment that meets user's needs (M=3.64, SD=1.41), and consulting with individuals of local community to discuss the school and the students (M=3.98, SD=1.67).

The results of the qualitative interview conducted among the head-teachers revealed that the head-teachers view their collective-efficacy as high contrary to the views of the teachers. The head-teachers reported that they have the team spirit, they are a source of motivation to the teachers, and they cooperate with the teachers as well as the communities to achieve a common goal.

One of the comments of the respondent that highlights this point relates:

> We have the team-spirit. We serve as a source of encouragement to the teachers, and we cooperate with the local communities to achieve a common goal for the school. We are also a source of motivation to the teachers as they look up to us for direction [Interview data, respondent #2].

This result is in line with the findings in the literature. Cobbold et al. (2015), Anyagre (2016), and Baffour-Awuah (2011), in their study of supervision among teachers and head-teachers revealed that the head-teachers view themselves to have a high level of

collective-efficacy than the teachers. They see themselves as cooperative and agents of change in their respective schools.

4.4 Research question 3: What are the challenges associated with supervision in public basic schools in the Effutu Municipality?

The third objective of the study was to find out the challenges associated with supervision in public basic schools in the Effutu Municipality. To achieve this objective, the study asked the research question, what are the challenges associated with supervision in public basic schools in the Effutu Municipality? The results of the analysis are presented and discussed as follows.

4.4.1 Instructional perspective

The teachers as well as the head-teachers were asked to indicate the instructional challenges confronting supervision of the public basic schools in the Effutu Municipality. This section presents the results and the discussions of the analysis. Table 4.15 shows the results of the mean perception of the teachers of the instructional challenges confronting supervision of the public basic schools in the Effutu Municipality.

Table 4.15: Mean perception values of teachers on instructional challenges of supervision

No	Item	M	SD
1	Teachers see supervision as a fault finding mechanism rather than a means to improve instructional process	4.75	1.09
2	Teachers do not like suggesting to them what they should do	4.00	0.50
3	Teachers do not readily avail themselves for advice and instructional support	4.88	0.33
4	Teachers are not cordial and do not communicate freely during instructional supervision	4.00	1.00
5	Teachers tag supervisors as enemies rather than a people who are there to help them improve upon their professional career	4.75	1.09
6	Teachers do not cooperate with supervisors during instructional supervision	4.88	0.93
7	Offering useful suggestions to teachers to improve instructional practices is not always easy because of the atmosphere	4.88	1.06
8	Teachers do not like providing to them objective feedback about classroom observations	4.88	0.93
9	Teachers do not see the difference between personal life and work life during supervision	4.00	0.50
10	Teachers take instructional supervision for granted	4.38	1.11
11	Teachers resist supervision because they lack awareness	4.88	1.17

Source: Fieldwork data (2021).

As indicated in the Table, the mean value of the perception of the teachers on most of the items indicate a very high level of instructional challenges in the areas of teachers seeing supervision as a fault finding mechanism rather than a means to improve instructional process (M=4.75, SD=1.09), teachers not availing themselves for advice and instructional support (M=4.88, SD=0.33), teachers not being cordial and not communicating freely during instructional support (M=4.88, SD=0.33), and teachers tagging supervisors as enemies (M=4.75, SD=1.09).

On the other hand the mean values of the items show a very high level of instructional challenges in the areas of teachers not cooperating with supervisors during

instructional supervision (M=4.88, SD=0.93), difficulty in offering suggestions to teachers because of the atmosphere (M=4.88, SD=1.06), teachers not liking objective feedback about classroom observations (M=4.88, SD=0.93), teachers taking instructional supervision for granted (M=4.38, SD=1.11), and teachers resisting supervision because of the lack of awareness (M=4.88, SD=1.17).

Table 4.16 shows the results of the mean perception of the head-teachers on the instructional challenges confronting supervision of the public basic schools in the Effutu Municipality.

Table 4.16: Mean perception values of head-teachers on instructional challenges of supervision

No	Item	M	SD
1	Teachers see supervision as a fault finding mechanism rather than a means to improve instructional process	4.88	1.09
2	Teachers do not like suggesting to them what they should do	4.48	0.94
3	Teachers do not readily avail themselves for advice and instructional support	4.64	0.93
4	Teachers are not cordial and do not communicate freely during instructional supervision	4.50	1.01
5	Teachers tag supervisors as enemies rather than a person who are there to help them improve upon their professional career	4.90	1.08
6	Teachers do not cooperate with supervisors during instructional supervision	4.67	1.49
7	Offering useful suggestions for teachers to improve instructional practices is not always easy because of the atmosphere	4.40	0.99
8	Teachers do not like providing them objective feedback about classroom observations	4.17	1.29
9	Teachers do not see the difference between personal life and work life during supervision	4.95	1.06
10	Teachers take instructional supervision for granted	4.17	1.15
11	Teachers resist supervision because they lack awareness	4.45	0.99

Source: Fieldwork data (2021).

As in the case with the teachers, the mean value of the perception of the head-teachers on most of the items indicate a very high level of instructional challenges in the areas of teachers seeing supervision as a fault finding mechanism rather than a means to improve instructional process (M=4.88, SD=1.09), teachers not liking suggesting to them what they should do (M=4.48, SD=0.94), teachers not availing themselves for advice and instructional support (M=4.64, SD=0.93), teachers not being cordial and not communicating freely during instructional support (M=4.50,SD=1.01), and teachers tagging supervisors as enemies (M=4.90, SD=1.08). Furthermore, the mean values of the items from the head-teachers show a very high level of instructional challenges in the areas of teachers not cooperating with supervisors during instructional supervision (M=4.67, SD=1.49), difficulty in offering suggestions to teachers because of the atmosphere (M=4.40, SD=0.99), teachers not liking objective feedback about classroom observations (M=4.17, SD=1.29), teachers not seeing the difference between personal life and work (M=4.95, SD=1.06), teachers taking instructional supervision for granted (M=4.17, SD=1.15), and teachers resisting supervision because of the lack of awareness (M=4.45, SD=0.99).

4.4.2 Curriculum perspective

The teachers and the head-teachers were asked to indicate the curriculum challenges confronting supervision of the public basic schools in the Effutu Municipality. This section presents the results and the discussions of the analysis. Table 4.17 shows the results of the mean perception of the teachers on the curriculum challenges confronting supervision of the public basic schools in the Effutu Municipality.

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Table 4.17: Mean perception values of teachers on curriculum challenges of supervision

No	Item	M	SD
1	The school curriculum is too difficult to supervise	4.88	0.60
2	There is no clear-cut supervision instruction in the school curriculum	4.50	1.00
3	Teachers have a lot of difficulties in the implementation of the school curriculum which makes supervision difficult	4.75	1.09

Source: Fieldwork data (2021).

As indicated in the Table, the mean value of the perception of the teachers on all the items indicate a very high level of curriculum challenges in the areas of the school curriculum being too difficult to supervise (M=4.88, SD=0.60), no clear-cut supervision of instruction in the school curriculum (M=4.50, SD=1.00), and teachers having a lot of difficulties in the implementation of the school curriculum which makes supervision difficult (M=4.75, SD=1.09).

Table 4.18 shows the results of the mean perception of the head-teachers on the curriculum challenges confronting supervision at the public basic schools in the Effutu Municipality.

Table 4.18: Mean perception values of head-teachers on curriculum challenges of supervision

No	Item	M	SD
1	The school curriculum is too difficult to supervise	4.79	0.63
2	There is no clear-cut supervision instruction in the school curriculum	4.52	0.83
3	Teachers have a lot of difficulties in the implementation of the school curriculum which makes supervision difficult	4.72	0.97

Source: Fieldwork data (2021).

As indicated in the Table, the mean value of the perception of the head-teachers on all the items, as in the case of the teachers, indicate a very high level of curriculum challenges in the areas of the school curriculum being too difficult to supervise (M=4.79, SD=0.63), no clear-cut supervision of instruction in the school curriculum (M=4.52, SD=0.83), and teachers having a lot of difficulties in the implementation of the school curriculum which makes supervision difficult (M=4.72, SD=0.97).

4.4.3 Physical and material perspective

The teachers and the head-teachers were asked to indicate the physical and the material challenges confronting the supervision at the public basic schools in the Effutu Municipality. This section presents the results and the discussions of the analysis. Table 4.19 shows the results of the mean perception of the teachers on the physical and the material challenges confronting supervision at the public basic schools in the Effutu Municipality.

Table 4.19: Mean perception values of teachers on physical and material

challenges of supervision

No	Item	M	SD
1	There is insufficient allocated budget for the supervisory program	4.80	0.87
2	There is shortage of school finance to support supervisory practices	4.88	1.06
3	Delayed release of supervision funds and facilitation	4.55	0.97
4	Tiresome and time consuming	4.58	0.99
5	Head-teachers have excessive workloads to do supervision	4.88	0.60
6	There is lack of right training for supervisors	4.88	1.54
7	Head-teachers do not create conducive environment for supervision	4.88	1.06
8	There is no support system from higher officials for school supervisors.	4.88	1.27
9	Supervisors do not have time to assist all teachers as they need	4.75	1.09
10	Supervisors are highly engaged on other tasks than working with teachers to improve instruction.	4.73	1.17
11	Supervisors and staff members do not communicate freely during supervision.	4.73	1.27

Source: Fieldwork data (2021)

As indicated in the Table, the mean value of the perception of the teachers on all the items indicate a very high level of physical and material challenges in the areas of insufficient allocation of budget (M=4.80, SD=0.87), shortage of finance for supervision (M=4.88, SD=1.06), delay in the release of supervision (M=4.55, SD=0.97), tiredness and time consuming supervision (M=4.58, SD=0.99), and head-teachers having excessive workloads to do supervision (M=4.88, SD=0.60). Moreover, the mean values of the items from the teachers show a very high level of physical and material challenges in the areas of the right training for supervisors (M=4.88, SD=1.54), head-teachers not creating a conducive environment for supervision (M=4.88, SD=1.06), there being no support system from higher officials for school supervisors (M=4.88, SD=1.27), supervisors not having time to assist all the teachers as they need (M=4.75, SD=1.09), supervisors engaging on other tasks than working with the teachers (M=4.73, SD=1.17), and supervisors and teachers not communicating freely with each other (M=4.73, SD=1.27)

4.5 Research question 4: What are the supervision support systems available to supervisors in the Effutu Municipality?

The fourth objective of the study was to examine the supervision support systems available to supervisors in the Effutu Municipality. To achieve this objective, the study asked the research question, what are the supervision support systems available to supervisors in the Effutu Municipality? The results of the analysis are presented and discussed as follows. Table 4.20 shows the supervision support systems available to supervisors in the Effutu Municipality.

Table 4.20: Supervision support systems available to supervisors

No.	Items	M	SD
1	Provision of induction programmes for supervisors	2.12	0.12
2	Access to supervision assistance programmes such as counselling for supervisors	2.12	0.03
3	Provision of flexible work practices for supervisors	2.02	0.34
4	Provision of opportunities for professional growth such as continuous professional development (CPD)	4.45	0.04
5	Provision of supervision manuals to prepare them and monitor supervision work	2.82	0.95
6	Provision of office stationary to support supervision work	2.60	0.67
7	Provision of office equipment such as computers to support supervision work	2.32	0.02
8	Provision of funds for supervisors' leadership and development programs	2.22	0.03
9	Provision of incentives to motivate supervisors	2.14	0.23
10	Provision of funds to support innovative approaches to supervision	2.09	0.43
11	Budget allocation in capitation to support supervisors in their supervision duties	2.01	0.04

Source: Fieldwork (2021).

The statistics from Table 4.20 indicate that there are not enough supervision support systems to enhance effective supervision at the Effutu Municipality of the Ghana Education Service. Apparently, most of the respondents articulated their views that they do not have access to supervision assistance programmes such as counselling for supervisors (M = 2.12, SD = 0.03). It was also indicated by the supervisors that they do not have office equipment such as computers to support supervision work (M=2.32, SD=0.02). In addition, majority of the supervisors indicated that there are no funds for supervisors' leadership and development programs (M=2.22, SD=0.03). Furthermore, the supervisors indicated that there are no incentives to motivate supervisors (M=2.14, SD=0.23), and there are no funds to support innovative

approaches to supervision (M=2.09, SD=0.43). Moreover, the supervisors disagreed that there is budget allocation in capitation to support supervisors' duties in the Municipality. The supervisors also indicated that there no induction programmes for supervisors to carry out their supervisory duties at the Municipality (M=2.12, SD=0.12), although they agreed that there are opportunities for professional growth such as continuous professional development (M=4.45, SD=0.04).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study was to examine the supervision practices in the public basic schools of the Ghana Education Service in the Effutu Municipality. The study was to also find out the attitudes (self-efficacy, professional efficacy, and collective efficacy) of supervisors towards supervision in public basic schools in the Effutu Municipality, as well as the challenges and support systems associated with the supervision in public basic schools in the Effutu Municipality. This chapter presents the summary of the major findings, the general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the practices of supervision in the public basic schools of the Ghana Education Service in the Effutu Municipality, as well as suggestions for further studies.

5.1 Summary of key findings

The summary of the findings of the study is directly derived from the answers to the research questions and the objectives of the study. The summary of the findings of the study are based on the research questions and the objectives as follows: supervisory practices carried out in public basic schools in the Effutu Municipality; attitudes of supervisors towards supervision in public basic school in the Effutu Municipality; challenges associated with supervision and supervision support systems available to supervisors in the public basic schools in the Effutu Municipality.

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5.1.1 Supervisory practices being carried out in public basic schools in the Effutu Municipality

In terms of the supervisory practices being carried out in public basic schools in the Effutu Municipality, the teachers overall reported a moderate level of administrative supervision of the supervisors. On the other hand, the teachers, overall reported a low level of curricular and instructional supervision of supervisors in the public basic schools in the Effutu Municipality. Meanwhile, unlike the teachers, the head-teachers reported an overall moderate level of administrative, curricular, and instructional supervision practices in the public basic schools in the Effutu Municipality. These results both from the teachers and the head-teachers reveal that the level of supervision being carried out in the public basic schools in the Effutu Municipality is not up to the standard that it should be.

5.1.2 Attitudes of supervisors towards supervision in public basic school in the Effutu Municipality

With regards to the attitudes of supervisors towards supervision in public basic schools in the Effutu Municipality, the teachers reported a moderate level of self-efficacy of supervisors toward supervision. However, teachers reported a low level of professional and collective efficacy of supervisors toward supervision. In terms of the responses from the supervisors, the findings of the study revealed that the head-teachers exhibit a moderate level of self-efficacy, professional efficacy, and collective efficacy, in their attitude towards supervision in the public basic schools in the Effutu Municipality. This result also goes to highlight the point that supervisors' attitude towards supervision at the public basic schools in the Effutu Municipality does not meet the required standard, and is not in the best form.

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5.1.3 Challenges associated with supervision in public basic schools in the Effutu Municipality

Concerning the challenges associated with supervision in the public basic schools in the Effutu Municipality, the results from both the teachers and the head-teachers revealed similar findings. The results from both the teachers and the head-teachers revealed that supervision at the public basic schools in the Effutu Municipality is bedeviled with a lot of challenges in the areas of instructional, curriculum, and physical and material challenges. The results from both the head-teachers and the teachers revealed a very high level of these challenges. Some of the challenges reported by both the teachers and the head-teachers include: shortage of finance for supervision, delay in the release of supervision, tiring and time consuming supervision, and head-teachers having excessive workloads to do supervision.

5.1.4 Supervision support systems that enhance supervisors duties in the Effutu Municipality

The result of the study has indicated that there are not enough support systems to enhance effective supervision at the public basic education level in the Effutu Municipality. It was revealed from the study that the supervisors do not have access to supervision assistance programmes such as counselling for supervisors. They also do not have office equipment such as computers to support supervision work. In addition, the supervisors do not have funds for leadership and development programs. The supervisors also do not have any incentives to motivate supervisors and there are no funds to support innovative approaches to supervision. There is also no budget allocation in capitation to support supervisors in their supervision duties in the Municipality. The supervisors also do not have induction programmes for supervisors to carry out their supervisory duties at the Municipality.

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5.2 Conclusion

The following conclusions, based on the findings of the study, have been drawn by the researcher:

The supervisors (head-teachers) at the public basic schools in the in the Effutu Municipality carry out a low to moderate level of administrative, curricular, and instructional supervision practices in the public basic schools in the Effutu Municipality. Although the supervisors employ various supervisory options by selecting and coordinating these tools focusing on the individual teacher's needs with the view of improving their instructional skills, the study concludes that the amount of supervision is not up to the expected level. The findings of the study revealed that the implementation of various supervisory options in the public basic schools in the Municipality has not been effective. Hence, it can be concluded that the supervision at the public basic schools by the head-teachers in the Municipality is not very effective in achieving quality educational outcomes. This could be the contributing factor to the low level of the learners' educational outcomes in the Municipality.

The result of the study has revealed that the supervisors (head-teachers) have a low to moderate level of attitudes of supervisors towards supervision in public basic schools in the Effutu Municipality. While the teachers, overall, reported a low level of attitude of supervisors toward supervision, the head-teachers, overall, reported a moderate level of attitude of supervisors toward supervision. It can therefore be concluded that the attitude of supervisors toward supervision in the public basic schools in the Effutu Municipality is not satisfactory.

It can also be concluded from the results of the study that the supervision in the public basic schools in the Effutu Municipality is affected by instructional, curriculum, and

physical and material challenges. The results from both the head-teachers and the teachers revealed a very high level of these challenges. Included in the challenges are shortage of finance for supervision, delay in the release of supervision, tiredness and time consuming supervision, and excessive workloads of supervisors.

The finding of the study has revealed that there are not enough supervision support systems to enhance effective supervision at the Effutu Municipality of the Ghana Education Service.

5.3 Recommendations

The following recommendations based on the findings of the study are made to assist in the improvement of supervision and teaching learning at the Municipality.

1. The findings of the study revealed that the level of supervision being carried out in the public basic schools in the Effutu Municipality is not up to the standard that it should be. It is recommended that the Effutu Municipal Directorate should intensify its support services by organizing regular refresher courses and workshops on supervision for head-teachers and newly appointed head-teachers to equip them with the requisite supervisory skills. This helps the head-teachers keep abreast with the breadth and depth of school supervision, especially the curriculum supervision which keeps on changing.

2. The findings of the study also revealed that supervisor's attitude towards supervision of the public basic schools in the Effutu Municipality is not satisfactory. This could be as a result of lack of motivation of head-teachers. It is therefore recommended that head-teachers should be given special supervision motivation. This could be in the form of financial and non-

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financial rewards. This will help to motivate the head-teachers and will also assist them to overcome the challenges of supervision.

3. The findings of the study revealed that among other challenges such as shortage of finance for supervision, delay in the release of supervision, tiring and time consuming supervision, excessive workloads of supervisors play a crucial role in the challenges associated with supervision in the public basic schools in the Effutu Municipality. It is therefore recommended that excessive workload of the head-teachers should be reduced so that they can have the time to perform their supervisory duties. This can be done by ensuring that staffing in every school meets the required threshold so that teachers in a particular school are not over-burdened.

4. The finding of the study has revealed that there are not enough support systems to support supervision at the public basic schools in the Effutu Municipality. It is therefore recommended that as a matter of urgency, the Effutu Municipal Education Directorate should assist to provide educational, financial, physical as well as material support to enhance supervision in the Municipality.

5.4 Suggestions for further study

The following recommendations are made for further studies:

1. This study examined the supervision practices in the public basic schools of the Ghana Education Service in the Effutu Municipality. To extend the scope of the study for better generalization of the results of the study, it is recommended that a similar study be carried out in other regions and in other Municipality of GES. This will help to ascertain the general view of the problem so that a lasting solution could be found to deal with the problem.

2. The study had as one of its main objectives to examine the influence of the challenges associated with supervision of the academic performance of learners in basic public schools of the Effutu Municipality. However, as a result of time factor, the objective was dropped from the study. It is recommended that further studies be carried out to examine the influence of the challenges associated with supervision at the public basic schools in the Effutu Municipality on the academic performance of the leaners using their BECE results.

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APPENDICES

APPENDIX A

Introductory Letter

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
P.O. Box 25, Winneba, Ghana   deam@uew.edu.gh

UEW/EAM/SAN/06

21ˢᵗ August, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce Evelyn Obeng-Afrari a student on the M.Phil Educational Administration and Management programme of the Department of Educational Administration and Management.

Evelyn Obeng-Afrari is currently working on a research project titled:

"A STUDY OF SUPERVISION IN PUBLIC SCHOOLS IN WEST CIRCUIT IN THE EFFUTU MUNICIPALITY".

Please, give her the necessary assistance and co-operation.

Thank you.

Yours sincerely,

Salome O. Essuman (Prof.)
Head of Department

cc: Dean, School of Graduate Studies

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APPENDIX B

Supervision Practices Questionnaire – Head Teachers and Teachers

UNIVERSITY OF EDUCATION, WINNEBA

SECTION A: SOCIO-DEMOGRAPHIC CHARACTERISTICS

PLEASE KINDLY PROVIDE THE FOLLOWING SOCIO-DEMOGRAPHIC INFORMATION ABOUT YOU BY TICKING THE APPROPRIATE BOX OR WRITING IN THE SPACE PROVIDED.

1. What is your gender?

    Male   [   ]

    Female   [   ]

2. How old are you?

    18-29   [   ]

    30-39   [   ]

    40-49   [   ]

    50-59   [   ]

    60+   [   ]

3. What is your location?

    Rural   [   ]

    Urban   [   ]

4. What is your highest level of education?

    Teachers' Cert A   [   ]

    Diploma/Post-Diploma   [   ]

    Degree   [   ]

    Master's   [   ]

    PhD   [   ]

5. What is your professional status?

Untrained   [   ]

Trained   [   ]

6. How many years have you been in this school or current position?

Less than 1 year   [   ]

1-5 years   [   ]

5-10 years   [   ]

11-15 years   [   ]

More than 15 years   [   ]

SECTION B: SUPERVISORY PRACTICES

KEEPING IN MIND THE SUPERVISORY PRACTICES IN THIS SCHOOL, PLEASE INDICATE YOUR ANSWER BY TICKING THE APPROPRIATE BOX

ADMINISTRATIVE PRACTICES

Which of the following administrative supervisory practices do you ensure in this school?

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree

	1	2	3	4	5
1. Involves staff in decision making					
2. Holds staff meetings regularly and effectively					
3. Delegates duties to staff					
4. Makes allocation of classes and shares responsibilities to teachers according to abilities					
5. Plans effective time table for school					
6. Ensures that co-curricular activities effectively supplement classroom work					
7. Ensures regular attendance and punctuality of staff to school					
8. Administers reprimands and sanctions as appropriate					
9. Ensures adequate storage and effective use of school textbooks, equipment and other supplies					

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10. Submits end of term and end of year reports to the District Education Office through the SISO					
11. I provide suggestions to improve teaching and ensure the teacher follow them					
12. During the discussion with the observed teacher, I make the final decision on what needs to be improved					
13. I find the solutions for the teacher to solve the problem					
14. I tell the teacher what he or she has to do to improve their teaching					
15. I listen and accept my teacher's suggestions for improvement					
16. I accept disagreement from the teacher while discussing					
17. I share decision making responsibility with the teacher to select best teaching practices					
18. I work as a team with my teachers to overcome issues on classroom teaching					
19. I allow my teachers to find the best practice to solve the problem in their classroom teaching					
20. I let my teachers explore and generate variety alternatives and choose the most appropriate plan for them					
21. I encourage my teachers to be creative and innovative in their classroom teaching					
22. I support my teacher's suggestions to improve classroom teaching					

CURRICULAR PRACTICES

Which of the following curricular supervisory practices do you ensure in this school?

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree

	1	2	3	4	5
23. I lay instructions that help teachers to implement the educational curriculum effectively.					
24. I assists teachers in analyzing the content of the educational curricular					
25. I direct the teacher to make benefit from local environment in enriching the curriculum.					
26. I make aware of other sources that can help the teacher to revise without the educational curricular.					
27. I assists the teacher in connecting the curriculum with life reality					
28. I assists the teacher in facing difficulties that confront implementation of the educational curriculum					

INSTRUCTIONAL PRACTICES

Which of the following instructional supervisory practices do you ensure in this school?

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree

	1	2	3	4	5
29. Suggesting to teachers how they should teach					
30. Using control to affect teachers' instructional practices					
31. Inspecting teachers' instructional practices for errors					
32. Helping teachers find solutions to problems they encounter in their instructional practices					
33. Readily availing himself/herself for advice and					

instructional support					
34. Evaluating teachers' classroom instructional practices					
35. Assessing teachers' content knowledge.					
36. Ensuring that teachers make good use of instructional time					
37. Engaging teachers in mutual dialogue about ways to improve teaching					
38. Offering useful suggestions to improve instructional practices					
39. Praising teachers for specific teaching behaviour					
40. Ensuring that teachers have adequate teaching-learning materials to teach					
41. Providing teachers with articles on research findings about instruction					
42. Demonstrating teaching techniques.					
43. Making informal visits to classrooms.					
44. Formally observing teaching and learning.					
45. Conferencing with teacher to plan for lesson observation					
46. Providing objective feedback about classroom observations					
47. Encouraging teachers to observe other teachers' classrooms and programmes					
48. Providing opportunities for teachers to meet and share ideas about instruction					
49. Providing in-service workshops to teachers to develop their skills					
50. Establishing open and trusting relationship with teachers					
51. Treating teachers professionally with a sense of caring and respect					
52. Implementing the use of action research in the school					

SECTION C: ATTITUDES TOWARDS SUPERVISORY PRACTICES

KEEPING IN MIND HOW YOU PERCIEVE SUPERVISORY PRACTICES, PLEASE INDICATE YOUR ANSWER BY TICKING THE APPROPRIATE BOX

SELF-EFFICACY

How strongly do you agree or disagree with the following school management competencies?

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree

	1	2	3	4	5
53. Organize the school to focus on the learners' academic needs					
54. Support the development of instructional practices adapted to the students' needs.					
55. Assist the school council as mandated by law.					
56. Head the development of a school initiative and the implementation of a results-oriented academic achievement plan					
57. Foster the development of collaborations and partnerships centered on student achievement.					
58. Ensure effective action in my practice and in that of my staff members.					
59. Ensure effective action by each work group.					
60. Continue to develop my skills and those of my staff members.					
61. Effectively and efficiently manage the school's financial resources.					
62. Effectively and efficiently manage the school's material resources.					

PROFESSIONAL-EFFICACY

How strongly do you agree or disagree with the following professional management competencies?

Scale: 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree

	1	2	3	4	5
63. I always manage to solve difficult problems at work when I try hard enough.					
64. If a staff at work opposes me, I find ways and means to get what I want.					
65. I am certain that I can accomplish my goals at work.					
66. I am confident that I could deal efficiently with unexpected events at work.					
67. Thanks to my resourcefulness, I can handle unforeseen situations at work.					
68. I am able to solve most problems at work when I invest the necessary effort.					
69. I remain calm when facing difficulties at work because I rely on my coping abilities.					
70. When I am confronted with a problem work, I find several solutions.					
71. When I am in trouble at work, I think of a good solution.					
72. I am able to handle whatever comes my way at work.					

COLLECTIVE-EFFICACY

How strongly do you agree or disagree with the following collective management competencies?

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree

	1	2	3	4	5
73. I work in a team's spirit with whom I deal with					
74. I direct the teachers how to control the class.					
75. I follow up the final evaluation at the end of class together with the teachers.					
76. I follow up the continuous assessment evaluation along with the class teachers.					
77. I participate with teachers in organizing educational services					
78. I in cooperation with teachers employs the technological education means.					
79. I encourage mutual visits among teachers to exchange educational experience					
80. I work with the teachers in school developmental projects					
81. I encourage the teaching staff to find an educational environment that meets users' needs					
82. I consults with individuals of local community to discuss the school and the students' progress.					

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SECTION D: CHALLENGES OF SUPERVISORY PRACTICES

KEEPING IN MIND THE CHALLENGES OF SUPERVISORY PRACTICES, PLEASE INDICATE YOUR ANSWER BY TICKING THE APPROPRIATE BOX

INSTRUCTIONAL PERSPECTIVE

How strongly do you agree or disagree with the following instructional challenges of supervision?

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree

	1	2	3	4	5
83. Teachers see supervision as a fault finding mechanism rather than a means to improve instructional process					
84. Teachers do not like suggesting to them what they should do					
85. Teachers do not readily avail themselves for advice and instructional support					
86. Teachers are not cordial and do not communicate freely during instructional supervision					
87. Teachers tag supervisors as enemies rather than a people who are there to help them improve upon their professional career					
88. Teachers do not cooperate with supervisors during instructional supervision					
89. Offering useful suggestions to teachers to improve instructional practices is not always easy because of the atmosphere					
90. Teachers do not like providing to them objective feedback about classroom observations					
91. Teachers do not see the difference between personal life and work life during supervision					
92. Teachers take instructional supervision for granted					
93. Teachers resist supervision because they lack awareness					

CURRICULUM PERSPECTIVE

How strongly do you agree or disagree with the following curriculum challenges of supervision?

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree

	1	2	3	4	5
94. The school curriculum is too difficult to supervise					
95. There is no clear-cut supervision instruction in the school curriculum					
96. Teachers have a lot of difficulties in the implementation of the school curriculum which makes supervision difficult					

PHYSICAL AND MATERIAL PERSPECTIVE

How strongly do you agree or disagree with the following physical challenges of supervision?

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree

	1	2	3	4	5
97. There is insufficient allocated budget for the supervisory program					
98. There is shortage of school finance to support supervisory practices					
99. Delayed release of supervision funds and facilitation					
100. Tiresome and time consuming					
101. Head-teachers have excessive workloads to do supervision					
102. There is lack of right training for supervisors					
103. Head-teachers do not create conducive environment for supervision					
104. There is no support system from higher officials					

for school supervisors.					
105. Supervisors do not have time to assist all teachers as they need					
106. Supervisors are highly engaged on other tasks than working with teachers to improve instruction.					
107. Supervisors and staff members do not communicate freely during supervision.					

SECTION E: SUPERVISION SUPPORT SYSTEMS

The statements below seek for your opinion about the human resource support system that will enhance your supervision duties. Please indicate your opinion by ticking in the box.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
108. Provision of induction programmes for supervisors					
109. Access to supervision assistance programmes such as counselling for supervisors					
110. Provision of flexible work practices for supervisors					
111. Provision of opportunities for professional growth such as continuous professional development (CPD)					
112. Provision of supervision manuals to prepare them and monitor supervision work					
113. Provision of office stationary to support supervision work					
114. Provision of office equipment such as computers to support supervision work					
115. Provision of funds for supervisors' leadership and development programs					
116. Provision of incentives to motivate supervisors					
117. Provision of funds to support innovative approaches to supervision					
118. Budget allocation in capitation to support supervisors in their supervision duties					

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APPENDIX C

Semi-Structured Interview Guide for Head Teachers and teachers

SECTION A: BACKGROUND INFORMATION

1. How long have you been teaching?
2. How long have you been a teacher or head teacher in this school?
3. What is current level of education?
4. What is your area of specialization?

SECTION B: SUPERVISORY PRACTICES

5. What administrative supervisory practices do you use to supervise your staff in your school?
6. What curricular supervisory practices do you use to supervise your staff in your school?
7. What instructional supervisory practices do you use to supervise your staff in your school?

SECTION C: ATTITUDE OF SUPERVISION

8. What can you say about your self-competence towards supervision?
9. What can you say about your professional-abilities towards supervision?
10. What can you say about your team/collective-competence towards supervision?
11. What can you say about the attitude of teachers towards supervision?

THANK YOU FOR YOUR TIME AND COOPERATION