UNIVERSITY OF EDUCATION, WINNEBA

EFFECTS OF SUPERVISION ON STAFF PERFORMANCE IN SELECTED SENIOR HIGH SCHOOLS IN THE OBUASI MUNICIPAL EDUCATION DIRECTORATE

SOPHIA ACHEAMPONG
(190011370)

A Dissertation in the Department of Educational Foundations, Faculty of Educational Studies, Submitted to the School of Graduate Studies in partial fulfilment of the requirements for the award of the Degree of Post Graduate Diploma (Education) in the University of Education, Winneba

JANUARY, 2023

DECLARATION

Student's Declaration

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

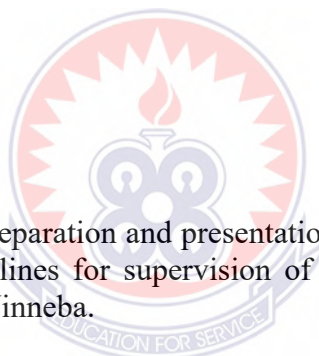SIGNATURE: …………………………………………

DATE: …………………………………………………..

Supervisor's Declaration

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

SUPERVISOR'S NAME: ……………………………….

SIGNATURE:…………………………………….……….

DATE: ……………………………………..……………….

DEDICATION

To my parents, Gabriel and Felicia Acheampong

ACKNOWLEDGEMENTS

My sincerest gratitude goes to the teachers and students of the selected schools who helped in diverse ways during the project. I sincerely appreciate my supervisor, Dr. Daniel Boku, who offered timely criticism and corrections that led me through the various stages of my project. I appreciate my siblings for their unquantifiable love and support.
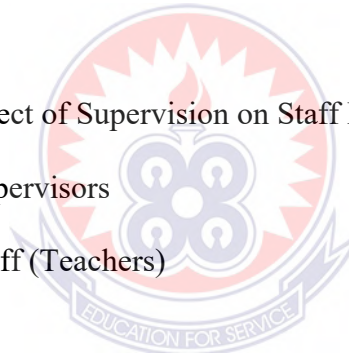
TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

GLOSSARY

AEOs   Assistant Education Officers

BECE   Basic Education Certificate Examination

GES   Ghana Education Service

GSS   Ghana Statistical Service

MOE   Ministry of Education

PATH   Program for Appropriate Teaching and Health

WASSCE   West Africa Senior Secondary Certificate Examination

ABSTRACT

This study investigated the effect of supervision on staff performance in the Obuasi Municipal Education Directorate. The study was a descriptive research survey design with a random purposive sampling size of 130 respondents. Questionnaires were used to collect data and frequency units and percentages were used to analyse the data. The study revealed that, quality supervision whether internal or external enhanced teacher performance while poor supervision undermined teaching and learning. Supervision was considered an important tool for staff performance. Also, internal supervision was considered more effective by many internal supervisors, while external supervisors preferred both. Lastly, teacher satisfaction was perceived to be critical to staff performance notwithstanding effective supervision. However, it came to the fore that supervisors have challenges such as late payment of their allowances and negative attitudes put up by some teachers. It was recommended that in-service training (INSET) should be organized for teachers and head teachers to highlight the essence of supervision.

CHAPTER ONE

INTRODUCTION

1.0   Background to the Study

Education remains the paramount instrument for academic progress, social mobilization, political survival and effective national development of any country (Wootton & Eileen, 2012). It constitutes the largest enterprise/industry in Ghana which is why the government continues to ensure that funds, school facilities, instructional materials, teaching personnel and a conducive learning environment are made available for the learners under the Ghana Education Service (GES). In recent times, Education stakeholders have expressed their concern over the poor performance of students in the West Africa Senior Secondary Certificate Examination (WASSCE) and the Basic Education Certificate Examination (BECE) (Challenging Heights, 2011). Some blame the school administrators and the teachers while others blame the students themselves and the parents. Whoever is to be blamed, the fact remains that, the school and its organizational management correlate with the academic achievement of the students (Olaleye, 2013).

Mills and Quinn (1997) asserted that supervision has a direct effect on staff performance. Supervisors have come under pressure, several times on their effect on staff performance. However, no matter what criticisms are levelled against them, their contributions cannot be over-emphasized. Supervisors assign tasks and clear responsibilities for performing those tasks and they in turn expect accuracy and punctuality from assignees. Also, supervisors give the right direction to people under supervision to enable them to take initiative and responsibilities to go ahead on their own. Supervision seeks to equip individuals with the necessary knowledge, attitudes, and skills to make them useful; not only to themselves but their immediate

1

community and country (Reh, 2010). Staff performance must be constantly monitored and reviewed for it to be abreast with changes and developments. Supervision appears to be sporadic and quite often, serves as a token activity that is unable to achieve the objectives for which it is intended.

The lackadaisical attitude of some administrators and supervisors toward staff in the senior high schools in Ghana is a factor that needs to be controlled. It is on this supervision that there is the need to conduct a study to find out the impact of supervision on teacher's performance and make recommendations. This study is, therefore, aimed at finding out whether supervision is helping to support and enhance individuals to achieve autonomy in performing their duties effectively. The significance of supervision for enhancing the performance of staff in an organization cannot be ignored in the developmental process of any country.

Tanner (1987) perceives supervision as a vital aspect of organized education. Often, men strive to offer the best supervision to sustain workers' interest for increased productivity. Supervision is perceived as an intense interpersonal relationship in which one individual is responsible for facilitating the development of another individual. The term supervision portrays a system where individuals deliver instructions in a way and manner designed by higher authorities or a set of principles and procedures that involves direct and indirect inspection and control of instructional activities (Glickman, Gordon, & Ross-Gorden, 2004).

1.1   Statement of Problem

Education is a sound investment that is expected to enhance the economic growth of individuals and society. Education is a strong factor in social mobility which implies that education can influence a person's future and economic status in society (Sims,

2018). Disappointingly, the Obuasi Municipal Education Directorate is faced with a myriad of problems. Prominent among the problem areas that bring to light the poor show of the Obuasi Municipal education directorate is the abysmal performance of students in BECE and WASSCE due to the lack of proper supervision. The abysmal performance of WASSCE and BECE has been a source of worry for parents and other stakeholders (Ministry of Education, 2016).

A critical assessment of the attitude of staff towards the work for which they have been employed, makes one wonder what the state of supervision in Ghana Education Service (GES) has been. Swearingen as cited in Olivia and Pawlas (1997) contends that supervision is an effective tool that could be used to promote good results as far as staff performance is concerned. He also acknowledged that there is always a link between supervision and effective work, but this will be perfectly true only when the needed resources and commitment are available and put to judicious use. Though staff performance may not be the only criterion for measuring the effectiveness of supervision, all stakeholders of education must make it relevant to be used as a proxy for measuring the effectiveness of supervision.

It is generally accepted that structures put in place in every institution must be seen to be working and to ensure that work is being done. Supervision methods such as monitoring, support, and evaluation must come into play. Records of action plans, monitoring, and follow-up reports show that supervision goes on in every unit, but unfortunately, the effect does not seem to show in the working life of staff. Is supervision being carried out well in the Ghana Education Service? Does this appear to affect the performance of its staff? These questions have prompted the researcher to find out the extent of the effect of Supervision on staff performance in the Obuasi

Municipal Education Directorate. Besides, not too many research studies have been conducted in the study area on the effect of Supervision on teacher performance. It is to respond to this gap that this study was undertaken.

1.2 Purpose of the Study

The purpose of the study is to investigate the effect of supervision on staff performance in the Obuasi Municipal Education directorate.

1.3 Objectives of the Study

The objectives of the study are to:

1. Identify the nature and practice of educational supervision in selected senior high schools in the Obuasi Municipal Education Directorate.
2. Find out the challenges faced in the course of educational supervision in selected senior high schools in the Obuasi Municipal Education Directorate.
3. Find out the effect of educational supervision on staff performance in selected senior high schools in the Obuasi Municipal Education Directorate.

1.4 Research Questions:

The following research questions guided the study

1. What is the nature and practice of educational supervision carried out in selected senior high schools in the Obuasi Municipal education directorate?
2. What challenges do educational supervisors face in the course of discharging their duties in some selected senior high schools in the Obuasi Municipal Education Directorate?
3. What are some effects of educational supervision on staff performance in some selected senior high schools in the Obuasi Municipal education directorate?

1.5   Significance of the Study

The study will benefit the Obuasi Municipal Education Directorate. Apart from this, the research would go a long way to help improve the supervisory work to promote effective and efficient staff performance in the Obuasi Municipal Education Directorate. Educational authorities will also gain insight into the state of supervision under the various units and such activities will also lead to improvement in staff performance, thereby raising the standard of performance in the municipality. Finally, the study will add to existing literature on supervision and staff performance which can be used by the academic community and the general public.

1.6   Delimitations

The study focuses on senior high school teaching staff, with particular reference to Obuasi Municipal Education Directorate. The choice of senior high school teaching staff is based on the fact that they occupy a crucial position in the development of society.
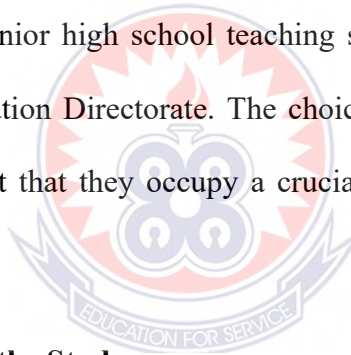
1.7   Organization of the Study

The study was organised into five chapters. Chapter One discussed the background to the study, the statement of the problem, research objectives, research questions, significance of the study, delimitation, and organization of the study. Chapter two deals with a literature review.

Chapter three deals with the methodology of the study which includes the research design, population, sample and sample techniques, research instruments, validity and reliability, data collection procedure, data analysis procedure, and ethical considerations. Chapter four deals with data analysis and discussions of results while

chapter five discusses the summary of the findings, conclusion, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter deals with literature under the following headings, definition of supervision, history of supervision, types of supervision, purpose of supervision and Supervision of schools in Ghana. The chapter also captures the concept of educational Supervision, problems of educational supervision and benefits of educational supervision

This chapter presents the supervisor's role in educational supervision, the professional qualities of the educational supervisor, Effective educational Supervision, Division of the Ghana Education Service (GES), The role of the District Directorate and Unit Managers in supervision and instructional Supervisors

Supervision is not only important but is a large part of today's business and public works industries. Any institution either public or private need capable supervisors. Supervision is one of the administrative tools that individuals as well as groups of people employed in the day-to-day administration of their work or organisations, Nyarko (2009). The importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence of education. As a result, there is a great interest in the day-to-day operations of the school system (Bessong & Ojong, 2009).

One common problem with most supervisors and managers is that they cannot find the time or resources to improve their supervisory skills. There have been many books and articles published recently to keep pace with the increased interest in developing effective supervisors for today's workforce (Enaigbe, 1991). Most of these books and

articles focus on methods and techniques rather than on the human or people effects. In contrast, this study attempts to identify and clarify the importance of including each supervisor's present personality, knowledge and skills to become the best kind of supervisor they can be.

2.1   Definition of Supervision

Hismanoglu and Hismanoglu (2010) assert that there is a difficulty in the agreement of a specific definition of the term "educational supervision" since there are some differences in orientations, perceptions, comprehension and familiarity with aspects of the framework and also analysis of its content. Supervision has been defined in several ways by different authors to suit their specific purposes. Loganbill and Hardy (1982) perceive supervision as an intense interpersonal relationship in which one individual is responsible for facilitating the development of another individual. Supervision has traditionally been perceived as an act of controlling a teacher's instructional behaviour. The term supervision portrays a system where teachers deliver instructions in a way and manner designed by higher authorities or a set of principles and procedures (Glickman, Gordon, & Ross-Gorden, 2004). It involves direct and indirect inspection and control of teachers' instructional activities. Dodd (2008) 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 to become successful in their supervision tasks.

Furthermore, Mills and Quinn (1997) showed that supervision has a direct effect on employee performance. Supervisors assign tasks and clear responsibilities for performing those tasks and further, they expect from the assignee's accuracy and

punctuality. From his point of view, managers can motivate their employees, and for this reason, they spend a considerable amount of time, looking for information about subordinate work. Effective managers regularly find out what and how employees are doing. They always check on employees' jobs and they observe, and give feedback to the employees indicating their positives and negatives regarding the employee's performance. Furthermore, it enables them to enhance their performance in the right direction (Komaki, 1994).

2.2   History of Supervision

In the 1700s, education was not considered a professional discipline or field of study. Early towns in the United States turned to existing power structures, such as local government and the clergy, to hire teachers and make judgments about their teaching. Clergy were considered logical choices for this role because of their extensive education and presumed ability to guide religious instruction in schools (Tracy, 1995). The teacher was considered a servant of the community. Individual supervisors or supervisory committees were charged with monitoring the quality of instruction. These supervisors had nearly unlimited power to establish criteria for effective instruction and to hire and fire teachers (Burke & Krey, 2005). Because there was no necessary agreement as to the importance or nature of pedagogical expertise, the quality and type of feedback to teachers were highly varied.

The trend toward specialized roles started in large urban districts and soon spread to smaller cities and rural areas (Tracy, 1995). About this time, it was acknowledged that clergy didn't necessarily have the knowledge base to make informed judgments about teacher effectiveness. Tracy explains, "Rather than simply understanding the mores of

9

the community, the supervisor now needed to have subject area knowledge and teaching skills" (p. 323). Clergy were not trained for such a role.

By the mid-1800s, the view of teaching was that it was a complex endeavour requiring complex feedback if expertise was to be fostered. Blumberg and Flaherty (1985) note that at this time supervision began to focus on improving instruction. He offers the following quote from an 1845 document titled 'The Annual Report of the Superintendent of Common Schools of the State of New York": Too much reliance ought not to be placed upon visitation to the schools, to give method to the teacher and efficacy to his instructions. Instruction is the primary object of visitation, and more instruction can be given to teachers of a town when assembled in one day.

The latter part of the 19th century and the early part of the 20th century were dominated by two competing views of education. One was embodied in the writings of Dewey. He saw democracy, not scientific management, as the conceptual underpinning of human progress. He argued that schools should be organized in such a way that students can practice citizenship and further develop the ideals of democracy (Dewey, 1981). Progressive ideas such as student-centered education, connecting the classroom to the real world, differentiation based on student learning needs, and integration of content areas were espoused by Dewey as ways of bridging the gap between students' passive role as learners and the active role they would need to play as citizens.

The second view of education was embodied in the work of Taylor. Taking a scientific view of management, Taylor believed that measurement of specific behaviours of factory workers was perhaps the most powerful means to improve production. He argued that if there were 100 ways to perform a task, some methods

10

would be more efficient than others. By studying the various ways, a task such as shovelling coal could be performed, the one best method could be determined. According to Taylor (1911), these principles could be applied to discrete tasks such as shovelling coal and to more systemic tasks such as the selection of workers, development of training programs, and processes for dividing labour. Taylor's ideas resonated with engineers and business owners, and colleges of engineering and business were well-positioned to infuse his principles into their courses. Taylor's principles also began to have an impact on K–12 education.

Building on Cubberley's work, Wetzel (1929) proposed using measures of student learning to determine the effectiveness of a teacher or school. These measures were in addition to focusing on a teacher's use of specific strategies and behaviours. However, Wetzel distanced himself from the metaphor of schools as factories with a manufacturing function. He recommended three components as the basis for scientific supervision: the use of aptitude tests to determine the ability level of each child; the establishment of clear, measurable objectives for each course; and the use of reliable measures of student learning.

Through the 1930s, there was continued tension between the scientific approach to schooling, including a greater reliance on standardized tests, and the approach that focused on social development and democratic values. To some extent, this was a false dichotomy. The science of education as proposed by Cubberley and Wetzel dealt more with the feedback system used to determine if teachers, schools, and districts were being effective. To this extent, their emphasis was on data with which to make decisions about future actions. Considered from this perspective, some of Cubberley and Wetzel's recommendations might be considered precursors to some of our

11

recommendations regarding the use of data for feedback. Dewey's focus was more on the ultimate goal of education. The two perspectives are not innately incompatible. One can use data for feedback but still maintain the goal of an education system that fosters democratic ideals. Nonetheless, the two perspectives were not described or perceived in a fashion that allowed for integration, and the tension between them continued through the Great Depression.

The model that emerged from these efforts was published in a book by Goldhammer (1969) entitled Clinical Supervision: Special Methods for the Supervision of Teachers. Based on visits to hundreds of classrooms and hundreds of supervisory conferences, Goldhammer developed a five-phase process of clinical supervision that was designed to involve teachers and supervisors in a reflective dialogue.

Phase 1—Pre-observation Conference: This phase was designed to provide a conceptual framework for the observation. During this phase, the teacher and supervisor planned the specifics of the observation.

Phase 2—Classroom Observation: During this phase, the supervisor observed the teacher using the framework articulated in Phase 1.

Phase 3—Analysis: Data from the observation was organized by the supervisor with the intent of helping teachers participate "in developing evaluations of their own teaching" (p. 63).

Phase 4—A Supervision Conference: The teacher and supervisor engaged in a dialogue about the data. The teacher was asked to reflect upon and explain his or her professional practice. This stage also could include providing "didactic assistance" (p. 70) to the teacher.

12

Phase 5—Analysis of the Analysis: The supervisor's "practice was examined with the entire rigor and for basically the same purposes that Teacher's professional behaviour was analysed theretofore" (p. 71).

2.3   Types and Forms of Supervision

In exploring supervision, the study looked at the two types of supervision, internal and external supervision, and the two forms of supervision, clinical and traditional supervision as practiced in the context of Ghana's educational

2.3.1   Types of Supervision

Researchers and educators are interested in the types of supervision that are carried out by supervisors in their daily administration to improve teaching and learning in the school. Neagley & Evan (1970) stated two main types of supervision namely: internal and external supervision.

Internal supervision and external supervision

Internal type of supervision is conducted within the various institutions by institutional heads. According to Neagley and Norman (1970), internal supervision is where heads or principals in present-day public-school organisation become the chief school administrator and supervision is conducted from the local, district, regional or national offices.

From the point of view of Neagley and Norman (1970) head teachers, headmasters, and principals in present-day public-school organisations are the administrators in their schools and therefore have the mandate to see to the day-to-day administration as well as supervise the work of their staff.

The Head teachers' Handbook (1994) emphasizes internal supervision as the sole responsibility of the administrator (head teacher). The head teacher's position as the

13

administrator and supervisor must improve upon the teacher's professional competencies, techniques and skills in specific areas of teaching and learning, address common needs of teachers about teaching and learning and provide a new form of pedagogy to improve teaching and learning.

External supervision is a term that refers to the provision of support for the professional practice of workers and experienced professionals in the field. This specialist does not work within the organization and therefore called an external supervisor.

External supervision deals with supervision by officers from outside the school like educational officers, school coordinators and officers from the District, Regional or headquarters. External supervision is of various types, it includes brief, follow-up, familiarization, assessment for promotion, special (investigative) and comprehensive visits (Ministry of Education, 2002). Becker (1958) viewed external supervision as mainly to evaluate the effectiveness of the education programme in terms of what it does to the pupil.

2.3.2   Forms of Supervision

It is very important to note that, there are two main forms of supervision and these may be described as the traditional and the clinical supervision.

Traditional supervision and clinical supervision

In traditional supervision, the supervisor provides suggestions to the teacher which the latter may not find helpful. The supervisor talks while the teacher only listens and has to comply with the instructions without any questions. The basic problem is that supervisors tend to provide suggestions and ideas on problems they are concerned with rather than the problems experienced by teachers in their schools. Contrarily,

14

clinical supervision has been developed to change this unproductive pattern of communication and supervision. Acheson and Gall (1992) revealed that the use of clinical supervision techniques can radically change the supervisor/supervisee relationship. Thus, resulting in less stress and anxiety on the part of both the supervisor and the teacher and a more positive teacher response to supervision.

They further contended that it is designed to engage the supervisor and teacher in a supportive and interactive process that provides objective feedback on instruction diagnoses and solves instructional problems. Also assists teachers in developing strategies to promote learning, motivate students and manage the classroom. Further, it helps teachers develop a positive attitude toward continued professional development which may be used to evaluate teachers for promotion, retention and dismissal (Olivia & Pawlas, 1997).

Cogan (1973) defined clinical supervision as the rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the relationship between teacher and supervisor from the basis of the programme, procedures and strategies designed to improve the students learning by improving the teacher's classroom behaviour. Moreover, and Goldhammer (1969) saw clinical supervision as the most modern technique of instructional supervision and therefore identified the purpose of clinical supervision as to help develop and improve the teaching and learning situation for the benefit of the learner to improve upon the professional competence of the teacher. Also, it helps teachers to modify existing patterns of teaching as required by them. The objective of traditional supervision and clinical supervision are similar, that is to improve instruction. However, in traditional supervision, there is an assumption

15

that the supervisor is the instructional expert. By contrast, in clinical supervision, both the supervisor and the teacher assume to be instructional experts, with the teacher identifying his concern and the supervisor helping him to analyse the lesson taught and develop improved lessons. Meaning that the supervisor recognizes the teacher as an able colleague. Again, clinical supervision emphasizes teacher growth, whereas traditional supervision stresses teacher defects practitioners of clinical supervision assume that the teachers possess the drive and personal resources to solve their problems. It also tends to produce a self-directed teacher, unlike the traditional supervision which renders the supervisor as a superior, and authority in command telling the teacher what needs to be changed and how to change it. This usually resulted in producing teachers who cannot operate unless directed by an instructor (Ministry of Education, 2002).

Furthermore, the benefits of clinical supervision give the supervisor opportunity to be more interactive than directive, more democratic than authoritarian, more teacher centred than supervision centred, more concrete than vague, more objective than subjective, and more focused, than unsystematic. When we adopt clinical supervision, we endorse, face-to-face interaction between the supervisor and teacher, the active involvement of the teacher in the three-stage supervision process and also the use of real classroom data for analysis. Through such an approach we can provide objective feedback on instruction, diagnose and solve instructional problems, assist teachers in developing strategies, promote more effective instruction and help teachers develop a positive attitude toward continuous professional development (Wallance, 1991)

Clinical supervision is a five-step process that aims at helping the teacher identify/ clarify problems and receive data from the supervisor, to help the teacher develop

16

solutions. The main objective of clinical supervision is to develop and improve the teaching-learning situation for the benefit of the learner and the improvement of the professional competence of the teacher. Given this, the supervisor clinically diagnoses the teaching problem of the teacher and they mutually concentrate on a realistic step analysis of the teaching with the view to establish a healthy general relationship between the teacher and supervisor. The supervisor also helps the teacher's lesson preparation and monitors his actual classroom performance. The teacher therefore can modify the existing patterns of teaching according to the needs and desires of the learners. Clinical supervision builds in the teacher a self-concept. It is more humane, result-oriented, and democratic. Goldhammer (1969) identified five steps, or stages in clinical supervision as the following;

1. Pre-observation conference
2. Observation of teaching
3. Analysis and strategy
4. Post –observation conference
5. Post–conference analysis
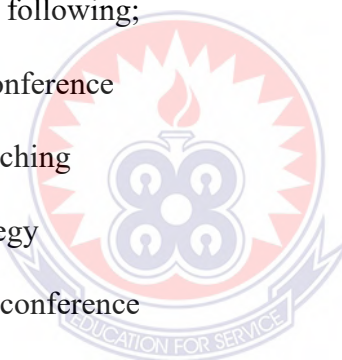
2.4   Purpose of Supervision

There are numerous purposes for which supervision is expected to serve in the educational system. For any visit to schools to be meaningful, the supervisor should have a clear understanding of what he/she wants in terms of purpose and how he/she would go about it. The modern supervisor of schools should go to schools as a professional to meet the teachers as co-workers in the educational programmes. Some of the purposes of modern supervision according to Kochhar (2002), include the following;

1. To improve the quality of education by producing professional leadership of both heads and teachers.

2. To appraise the work of education institutions and to offer suggestions for improvements.

3. To promote the professional growth of all teachers by providing In-service training.

4. To prevent misdirection of resources and energies (Asiedu-Akrofi, 1978).

Kochhar's last point asserted that the main point of supervision is to ensure the efficient running of schools. Supervision thus brings about efficiency in the use of human, material and financial resources of schools through good working relationships to maximize the achievement of goals. Furthermore, supervision helps in the provision of information about the performances and achievements of schools to the Ghana Education Service.

2.5   Supervision of Schools in Ghana

Many countries throughout the world have developed means of monitoring the quality and standard of their education system. In most cases, the monitoring process involves supervision by inspection of educational institutions. The critical role of inspection as one of the dominant strategies for monitoring and improving the performance of the educational system in schools cannot be overemphasised. Supervision by inspection has been and still is a major device employed by the Ministry of Education to monitor the quality of education in the country (Ghana Education Service, 1994).

The Ghana Education Service recognises the importance of supervision and therefore has created the Inspectorate Division which undertakes supervision at the regional and district levels. The system of school visits and supervision especially in the first cycle

18

schools is not a new thing in Ghana. It has been in the country's educational system for long.

According to Antwi (2009), the history of supervision (Education) in Ghana began in the 1940s with the appointment of visiting teachers by the Mission School Authorities, to assist a large number of untrained teachers, especially in schools in the rural areas. MacWilliam and Kwabena-Poh (1975) went on to say that with the launching of the Accelerated Development Plan in 1951, the number of senior high schools increased and therefore more untrained teachers were employed. The government had to employ visiting officers called Assistant Education Officers (AEOs) in 1952. By 1963, principal teachers were selected from the ranks of senior teachers to assist in the supervisory exercise in schools. Their duties, apart from other duties, the supervisor may sometimes be called upon to perform from time to time the main duties of the principal teacher and to improve the teacher's standard of the pupils in the schools assigned to him by the district education officer under whom he works.

The Ministry of Education (MOE) in 1984 saw the need to give more attention to supervision. The inception of the education reforms of 1987 also called for more supervision work to be done. This led to the appointment of supervisors (Wilson & Aseidu-Addo, 1995).

Furthermore, with the Free, Compulsory and Universal Basic Education (FCUBE) and Free Senior High Schools, one could say that the need for effective supervision is more than ever before, not only to ensure that the curriculum is on course but also to ensure that a high standard level of education is attained through better performance

19

of staff of Ghana Education Service. Education Act of 2008 (Act 778), makes provision for school supervision and inspection.

2.6   The Concept of Educational Supervision

In the 19th and 20th centuries, supervision was perceived to be synonymous with school inspection. Teachers in the school system were expected to carry out instructions and directives of supervisors without questioning. The study also examined the concept of educational supervision concerning Obuasi Municipal. In the Obuasi Municipal, supervision in schools is carried out for some purposes among which are: grading of schools, subject inspection, and checking of records among others.

It is believed that effective supervision can be a business's most valuable asset. A well-trained supervisor who excels at managing employees can make everyone around him or her more effective and efficient. Several supervisory skills directly affect employee's development, helping them to achieve their potential while gaining skills that are valuable to the organization.

Staff supervision, also known as staff coaching, is described to be one of the components of professional development. This includes a variety of education, training, and development activities. The common goal of staff supervision is to increase the knowledge and skills of the staff to facilitate the improvement in their performance (Burkhauser & Metz, 2009).

According to the Circuit Supervisors Handbook (2002), the performance of an individual lies in his ability to cope with changes and adapt to the working conditions. But one cannot be successful without the direction or guidance coming from their superior. The most common presentation of supervision is guiding the subordinates to

20

achieve the expected outcome. Supervision of staff has unique procedures that are equally influential in career opportunities. However, the supervision services coming from the superiors or other GES officials might be difficult, for it has to be with direct contact with the daily work of the staff. Still, the supervisors are looking forward to delivering the appropriate outcome for the staff and creating a positive effect on the staff performance. Many questions can be asked on the efficacy of supervision, but in the examination of the school settings from various countries, the supervision and the associated actions or concerns on supervision services depend on the situation of the country or their traditions, the specific roles and functions of the supervision, control and support of supervision. The supervisors' roles are also changed and sometimes called the "advisors" of the staff.

Appraising the performance of the staff is the duty of the supervisor to determine the improvement of the staff performance as well as the involved complexity. The appraisals are set to supervise the accomplishment of the job, goals, and standards. This can also be done on a day-by-day basis, as far as it is responding to the changing needs of the staff and their phases of improvement (PATH, 2003).

Supervision is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain groups with the hope of seeking their cooperation for the supervisors to be successful in their task of supervision (Ogunsaju, 1983). Supervision is essentially the practice of monitoring the performance of workers or staff, noting the merits and demerits and using befitting and amicable techniques to correct the flaws while still improving on the merits thereby increasing the standard of staff performance and achieving the ultimate goals.

21

The term supervision is derived from the word "Super video" meaning to oversee, (Adepoju, 1998). It is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and groups. According to Oliver and Harris (1975) to measure the performance of a worker, a supervisor has to observe the worker on the job over some time. It is inferred that the supervisor is familiar with the individual's performance and the fact that he has had the opportunity to observe the actual performance for a long time.

In the school context, supervision is viewed as the process of observation, discussion, and decision-making by principals and inspectors of education to improve the teaching/learning process (Ogunsaju, 1983). Educational supervision is not a uni-dimensional concept. It is not the concerns of superiors, principals or ministry officials alone. It arises from collaborative activities between a designated leader and the leader. Indeed, there would be no supervision if there were no people to be supervised (Led). Therefore, it appears that there are four important elements associated with the concept of supervision. They are the supervisor (a designated leader), set tasks and objectives, resources (human/material), and cooperative action. While it is clear that the concept of supervision embraces the first three elements, the element of cooperation is often neglected. This makes the supervisor become an autocrat with the perception that his main role is to prescribe procedures to subordinates rather than cooperate to fashion out alternative approaches to solving crucial problems.

2.7   Problems of Educational Supervision

Supervision in schools is essentially faced with multidimensional problems. The problems according to Owoeye (2002), include poor styles by supervisors, financial constraints, lack of transportation facilities, poor motivation, insufficiency of relevant materials, lack of proper training and inadequate exposure of supervisors to new trends in education, negative attitudes of teachers to correction, resistance to change and innovation, lack of motivation, among others. Taken together, these problems border on insufficient monetary allocation to education in the state. It has been observed for years that the state annual budget remains unincreased while enrolment of pupils into primary and secondary schools in Obuasi Municipal is continually increasing, i.e. financial allocation has not been increasing at the same rate. The result is that educational services like supervision have been neglected.

2.8   Benefits of Educational Supervision

Education as a sector of a nation's economy has objectives, programmes, resources, and budgetary allocations to meet educational needs. Supervision is necessary to relate the objectives of educational programmes to actual and observed performances. Whenever any ministry official supervises, he or she wants to check whether the laid down procedures are followed in schools or not. Supervision is a control mechanism that reduces the variance between standard policies and procedures and the interpretation and implementation of educational programmes. Supervision in schools is very necessary to inform and discuss with teachers new and alternative methods of teaching. It is to make available for teachers instructional materials that are useful for effective teaching and learning in education.

Supervision as a process of inventory and stock-taking is required to draw attention to the personnel, equipment, finance, and general needs of a school. This is for the fact

23

that it is believed that certain minimum requirements are essential for schools to maintain government-prescribed standards and the objectives of education.

2.9   Supervisor's Role in Educational Supervision

According to Asiedu-Akrofi (1978) the supervisor's role is to work co-operatively with workers to create favourable circumstances for learning in schools.

To him, the supervisor does the following;

1. To ensure that each teacher in the school has been performing the duties for which he/she will be paid or is being paid.

2. To promote and develop a favourable setting for teaching and learning.

3. To help the teachers improve their status, skills, and knowledge.

4. To ascertain the standard of educational performance.

5. To check the available resources in each school.

6. Ascertaining whether guidelines on specific government policies have been followed (e.g. on assessment, school registration, etc.).

7. To assess the climate or tone of the school and suggest remedial measures.

8. To evaluate the success of new methods and theories.

9. To motivate and encourage the teachers to develop a healthy attitude towards work.

10. For upgrading of schools.

11. For fact-finding when there is a crisis in schools.

12. The supervisor looks for workers' hidden talent and encourages it to come out.

13. The supervisor should establish a good rapport with his co-workers since that will ensure the smooth running of the organisation. The supervisor's skills and experiences should readily be placed at the service of other workers.

14. The supervisor must have great respect for workers' initiative, experimentation, and sense of creativity. Thus, the circumstance under which every worker's actions take place in the organisation needs a clear understanding before the supervisor can give any relevant advice.

Tanner (1987) explains the role of the supervisor as:

1. Creating an atmosphere where workers are free to experiment.

2. Release time for worker's performance development at work.

3. Commissioning of outside consultant service where necessary.

It can be concluded that the supervisor should, at least, devote half of his time to planning for staff conferences, department visits, action research, staff development and other supervisory activities. Different schools of thought have arisen on the subject of the qualities and roles of supervisors. According to Wiles and Bondi (1986), the best supervisors, regardless of their title, orientation, or job requirements, possess special areas of competence.

2.10 The Professional Qualities of Educational Supervisor

The success of supervision depends on the supervisor, his attitude and commitment to work, his knowledge and experience and relations with the teachers he/she interacts with. The supervisor who is to be a leader in instructional improvement, needs to secure a fundamental understanding of the humanities, the physical and social science.

Secondly, he ought to have experience with an appreciation of time and practical arts, and thirdly he should have some study and practice in administration and supervision. This means that the supervisor's role requires him to be knowledgeable,

25

professionally, competent and to have some experience. He/she must be well-informed about the modern trends in education as well as new teaching methods and techniques of teaching. He also must participate actively in educational research and curriculum development programmes (Kochhar, 2002).

Asiedu-Akrofi (1978) contends that the supervisor is the catalyst that enables the heads and staff to access themselves and so doing, improve their individual and combined efforts and achievements. The ultimate relationship between the supervisor and these teachers is a partnership of equals, both building creatively and carefully aiming at a common benefit for the child and the community.

Asiedu-Akrofi (1978) continued the 'motto' of modern supervision is to serve and encourage. So, he/she must only advice but not force his advice on teachers. He must help the teacher to evaluate himself and his work. Kochhar (2002) views supervision as having the task (however distasteful) of ascertaining the effectiveness of personnel at the classroom level.

They continued that a teacher who shows little promise of improvement must be reported to those responsible for the attainment of institutional objectives. Such a report could lead to the teacher's dismissal. According to them, educational supervision exists to achieve certain goals not to guarantee any individual or group. It is the responsibility of the supervisor to facilitate the achievement of instructional goals. The supervisor can aid in the attainment of these goals by improving the quality of instruction.

Kochhar (2002) contends that if the school system shows little improvement with supervisors as it has without them it is questionable whether the additional expense is warranted. They further stressed that the supervisor of instruction must recognized

26

his/her new role as that of a change agent and he/she is one of the many individuals responsible for introducing innovation into the school systems.

This suggests that an effective supervisor must be aware of promising developments, and sense how a social invention can be adapted to his particular school system. In a dynamic educational district, the effectiveness of the specialized supervisory staff can be measured by several indicators.

1. The sensitivity of instructional personnel's to promising practices.

2. The existence of a climate conducive to change rather than one which simply tolerates the necessity of some modifications.

3. The record of changes introduced and

4. The proportion of the changes which persisted. The modern supervisor does more than maintain the status quo at an efficient level; he stays at the growing edge of his chosen area or specialization

2.10.1 Personal Traits of the Supervisor

According to Olivia (1984), the successful supervisor is in constant contact with people. He/she should possess those personal traits of warmth, friendliness, patience and a sense of humour which are essential not only to supervision but also to teaching as well.

As a service-oriented agent for improvement, the supervisor must be imbued with the spirit that counsellors refer to as 'the helping relationship', the desire to give of oneself in other to be of assistance to others. Beyond this, the supervisor needs a type of persuasiveness and infectious enthusiasm to cause teachers to want to make change for the better. A supervisor should be an 'idea person', one who starts people to think

27

about new and improved ways of doing things. At the same time, he/she needs to convey the attitude of valuing and seeking the ideas of others.

The leader must avoid giving the impression of having all the answers to problems faced by teachers. The supervisor who is a help to teachers can affect a democratic environment in which the contributions of each participating member are valued.

Above all, the supervisor needs to possess a predisposition to change and must constantly promote improvement. If the supervisor, whose chief responsibility is to bring about improvement, is satisfied with the status, he/she can be sure that teachers will be too. The supervisor must be able to live with change and help teachers to adapt to the changing needs of society and children and youth. To accomplish this mission, the supervisor should be able to work effectively in both one-to-one relationships in a group setting.

Knowledge and skills essential to a successful supervisor should include:

1. Sound general education program.
2. A thorough pre-service professional education program.
3. A major field of study.
4. A solid graduate program in supervision.
5. Three to five years of successful teaching at the elementary or secondary school level.

2.10.2 Supervisors Behaviour

1. Listening: The supervisor should be able to sit and look at the staff and nod his or her head to show understanding;

2. Clarifying: The supervisor should be able to ask questions and make statements to clarify the subordinate's points of view. e.g. „would you explain this further?

3. Encouraging: the supervisor should be able to provide acknowledgment responses that will help the worker to explain his or her position. e.g., "Yes I am following you"

4. Reflecting: The supervisor should be able to summarize and paraphrase the workers' messages for verification of accuracy.

5. Presenting: The supervisor should again be able to give his or her ideas about the issue being discussed. e.g. "This is how I see it"

6. Problem-solving: The supervisor should be able to take initiative, usually after a preliminary discussion of the issue or problem, in pressing all those involved to generate a list of possible solutions. This is usually done through statements like "What ideas do you have to solve the problem?"

7. Negotiating: The supervisor should be able to lead the discussion from possible, and probable solutions by discussing the consequences of each proposed action, and exploring conflicts or priorities.

8. Directing: The supervisor should be able to tell the participants either what the choices are or what should be done.

9. Standardizing: The supervisor should be able to set the expected criteria and time for the decision to be implemented.

10. Reinforcing: The supervisor should be able to strengthen the directive or the criteria to be met by telling of possible consequences. Possible consequences can be positive, in the form of praise:

11. "I know you can do it". Consequences can also be negative: "if not done on time we will lose the support of..." They further explain that the fore-going categories of interpersonal supervisory behaviours move participants towards a decision.

Technical skills deal with planning, assessing, observing, and evaluating. Planning and assessing skills are useful for a supervisor in setting goals for him as well as others.

2.11   Effective Educational Supervision

From the review done so far, it is glaring that supervision has the greatest potential to enhance or develop staff performance. However, this must start with the involvement and behaviour re-orientation of all stakeholders who are much concerned with the effectiveness practiced in schools. A search through the literature on supervision in organisations presents the following that have an impact on supervision (MOE, 2002).

1. Conducive atmosphere: The environment should be made free of tension and emotional stress. The atmosphere should be given incentives for work.

2. Staff orientation: Orientation is the personnel activity that introduces new employees to an enterprise and their tasks, superiors, and the workforce do not know the job, how the pattern for supervision, or whom to see to get the job done. Given this, new supervisors should be imbibed into the work system to make them effective.

3. Training: Training is said to be a systematic procedure of altering the behaviour of employees in a direction that will achieve organisation goals. Training is related to one's present job skills and abilities. It has a current orientation and helps employees master specific skills and abilities needed to be successful. In light of this, acquisition and using knowledge for effective supervision is critical. In-

service training, conferences, and workshops which are significant for improving the knowledge of supervisors, must be carried out in a way that will equip them with current tools of supervision (Ivancevich, 1998).

4. Immediate recognition of good work: Good work should be recognised. This implies that the acknowledgment of any good work done must be immediate and made public to others which will then serve as an incentive to others. Incentives of merit, recommendations for promotion, etc. improve performances.

5. Constructive criticisms: Supervisors must criticize poor work done by a subordinate constructively. Advice and personnel relationship should be given to the affected staff. It needs to be stated here that such criticisms should be made private and with a clear mind.

6. Opportunity for improvement: Supervisors should give the opportunity to subordinates to prove their worth and to aspire higher. They should therefore be allowed to use their initiatives in performing their jobs and making decisions. It will give them the motivation to work much harder.

7. Provision of logistics: Logistics are the engine in which supervision thrives. Availability of logistics and materials for work is critical, in the sense that it creates confidence in supervisors and staff. Lack of logistics can greatly hinder the work of supervisors or slow down the progress of work, as motivation is likely to dwindle. Halpin (1956) is of the view that supervision can effectively be carried out when logistics are provided to support it.

8. Teamwork: Team building is of great importance to any successful business. Supervisors must collaborate with staff in a manner that will bring all partners together as a team. The team must learn and share a common goal or vision, and belief and work together as professionals. The various aspects of supervision

31

Kochhar (2002) contends that supervision is a multifaceted process. The areas of supervision are quite varied. They include;

1. Supervision of instructional work: Supervision is a planned programme for the improvement of instruction. The supervisor checks the effectiveness of the methods of teaching in a particular institution, the audio-visual aids used to make teaching interesting and effective, the time-table used to make teaching interesting and effective, the time-table enforced to carry out the instructional work, distribution of responsibility among the members of the staff, distribution of the prescribed curriculum, written work done by the students and any experiment or project carried out to improve teaching. He checks the teachers' textbooks also to find out the planning of daily programmes.

2. Supervision of co-curriculum Activities: As the co-curricular programme is an important part of education today, the supervisor needs to observe how effectively the various activities are being conducted and also whether the school is having constructive discipline.

3. Supervision of School records: The supervisor examines all the school records and registers. He examines accounts and records of funds. He checks whether or not proper use of school funds is being made.

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

4. Supervision of the School environment: The supervisor should also check the cleanliness of the school surroundings, beautification of the school, hygienic conditions of the school canteen, arrangement for good drinking water, and

cleanliness of lavatories. He should also evaluate the steps taken by the school authorities for the welfare and safety of the students.

After all, the main objective of all educational activities is student growth. The supervisor has to check in what particular field the students of the institution have distinguished, what positions have been secured by the students in the academic, cultural, and physical fields, what the school is doing to help the different categories of children as well as the welfare and capacity building for the teachers.

2.11.1 Assisting Tasks of Educational Supervision

Supervisors organize orientation programs to assist classroom teachers, particularly newly trained teachers. Kochhar (2002) comments that even though, expected that headmasters will work with new teachers to feel comfortable in their classroom, supervisors should note that new teachers will understand all they need to do on the job. As a result, supervisors mount circuit-level professional programmes for teachers

Mankoe and Mensah (2003) are of the view that one of the most important tasks for supervisors is to be available to help resolve their problems to enable them to be effective. The resolution of teachers' personal and professional crises is a supervisor's contribution to the improvement of classroom conditions.

In this respect, the supervisor has an advantage over the headmaster of the school in the sense that, because the former knows of similar situations in other schools, he/she has a better understanding of the school conditions which he/she brings to the setting. The supervisor may also be aware of a resource that the school can obtain to help resolve a particular problem.

In the past two decades, there have been significant curriculum changes in our schools. As a result, changes have also occurred in instructional materials and textbooks. Therefore, the supervisor acts as an instructional leader, who helps to achieve instructional improvement, whether operating from within the school or from outside the school. In particular, the supervisor ensures that if an instructional system is introduced, teachers use it as designed by the curriculum developers.

2.11.2 Linking Task of the Supervisor

The supervisor is a coordinator of programs, groups, materials, and reports. It is the supervisor who acts as a link between programs and people. He/she knows of the disparate pieces of the educational process and directs the actions of others to make the piece blend (Olivia, 1984). The supervisors observe and evaluate teachers. This is one of the most prominent roles of a supervisor. Mankoe and Mensah (2003) observe that in the old days, supervisors conducted inspections according to a picture in their minds of what they considered a good teacher should be.

Today, supervisors are much more concerned that classroom teachers should be effective in achieving desired results as the curriculum is delivered. As a result of this change of attitude by the supervisor, the latter is more called upon to enter the classroom to look for those skills that according to research, contribute to institutional effectiveness. Thus, the supervisor, according to Mankoe and Mensah (2003) links the performance of the teacher with the expectations of the instructional programs and aims at transforming ineffective teachers into effective ones.

Supervisors do demonstration teaching. Agezo and Baafi-Frimpong (2004) state that a supervisor of instruction has to allow teachers to observe him/her teaching to improve their skills. The assumption is that; a supervisor is an effective teacher. Such

effectiveness should therefore be demonstrated in the classroom. However, teachers have repeatedly observed that though supervisors preach to them, they rarely can deliver what is asked for in a live classroom. As a linking task then demonstration teaching seeks to close the gap between the desired and actual conditions of teaching.

2.11.3 Development Tasks of the Supervisor

One of the development tasks of a supervisor is to help each school to write a school improvement plan. The supervisor leads the staff of a school through a series of steps to clarify the goals of existing instructional programs and Identify any discrepancies that exist between what is desired and what currently exists. The differences between the ideal and reality then become a series of instructional targets scheduled over a period. Another development task of supervisors is the initiation of new programs supervisors bring new ideas to the local school because they have a greater opportunity to learn what is going on in other schools within and outside the district.

As these ideas are gathered, the supervisors initiate a new program (Mankoe & Mensah, 2003). According to Olivia (1984), the supervisor serves in a consulting capacity as a specialist in curriculum development. He/she therefore helps teachers to improve either their generic or specialized teaching skills. The supervisor gathers data on the number of trained teachers needed in each school and informs the District Director who he/she posts the number of teachers to the school.

2.12 Divisions of the Ghana Education Service (GES)

The headquarters of the Ghana Education Service is an inspectorate division headed by the Director of inspectorate. This Directorate is responsible for the overall supervision of basic, secondary, technical, commercial, and teacher-training colleges. The Director of the inspectorate exercises much control to ensure that uniform

35

educational standards are maintained in all second-cycle educational institutions of the country.

Under the umbrella of the inspectorate units of the headquarters of GES are the inspectorate divisions of the various Regional Education Offices. These units are headed by regional supervision which takes charge of all schools in their various regions. The regional inspectorate unit works in collaboration with the inspectorate units of the various districts in the region. The district inspectorate is headed by the frontline Deputy or Assistant Directors responsible for supervision. Each district is divided into educational circuits with a supervisor in charge of each circuit, this implies that it is the supervisors who do the real work of supervision in the schools and present data and reports to the Deputy/Assistant Director in charge of supervision in the District Office.

The Deputy Director (Supervision) are responsible to the Regional head of inspectorate through the District Director. The regional head of the inspectorate is also responsible to the head of the inspectorate division at the headquarters through the Regional Director.

2.12.1 The Role of the Teacher in Supervision

Supervision is mainly an interaction between the teachers. This means teachers also play an important role in supervision. Kochhar (2002) holds that many teachers consider themselves inferior to the supervisor in terms of knowledge, experience, and range. They consider themselves as unimaginative and only fit to carry out instructions from the supervisor. Some teachers however because of their academic excellence or qualification feel superior to their offices and therefore are reluctant to take suggestions from them no matter how useful the suggestions may be. Other

36

teachers regard supervisors as fault-finding and bullies which often unwarranted arguments, conflict and scapegoating. This undermined the true essence of supervision. The role of the teacher in supervision should be that of a partner.

This role requires the teacher to be co-operative, highly responsible, dedicated and committed to duty. He is also required to be academically and professionally sound, confident and full of initiative. He must be capable of exchanging and sharing ideas about his profession and he must also be tolerant and appreciative of other people views, especially his colleagues and supervisor.

2.13   The Role of the District Directorate and Unit Managers in Supervision

Gentile (1975) asserts that if supervision services are to be effective, certain supervision tasks must be accomplished by the Education Directorate and managers. One of the such tasks is the development of the curriculum. This involves designing or redesigning that which is to be taught by whom, when, where, and in what pattern. Developing curriculum guides establishing standards, planning instructional units, and instituting new courses are examples of this task area. To him, the provision of staff is another responsibility to ensure the availability of instructional staff in adequate numbers and with appropriate competencies for facilitating instructions. Thus, management authorities have the responsibility of recruiting, screening, selecting, assigning and transferring staff.

Another task area of management authority is the provision of facilities. It is their responsibility to design, redesign and provide equipping facilities for instruction. The developments of space and equipment specifications are included in this task area. He further stressed that arranging for in-service education is the responsibility of directors and managers of schools. This will help to improve the performance of the

37

staff in instruction-related ways. This involves workshops, seminars, consultations, field trips and training sessions as well as formal education. Evaluation of instruction is another task area of educating directors and managers. This involves data gathering and analysis and interpretations and decision-making for the improvement of instruction.

In Ghana, the Directorate of Education has the additional responsibility of providing supervisors with means of transport, and regular and prompt payment of their allowances. It is also their responsibility to take prompt action on reports sent to them by supervisors about schools under their management. Whatever the case, the Directorate and managers should make supervision effective by cooperating with supervisors. To do this, they must be informed about their schools by paying frequent visits to their schools to acquaint themselves with problems in such schools so that they can discuss such problems with such teachers, supervisors and parents. Through their frequent visits to schools, they will be in a position to assist teachers and supervisors to put right the deficiencies in their schools.

Education management authorities should adopt such administrative techniques as this will enable them to achieve cooperation, harmony and maximum output in terms of educational goal achievement. Their role expects them to act in concert and confidence with officers and teachers and be bound together by common opinion, common affection and interest to be able to achieve the ultimate goal of supervision, namely the maintenance and improvement of standards of education in all the country's primary schools.

2.14   Instructional Supervisors

Previously different literatures define supervision and educational supervision in different ways, and supervision is the defined general term that includes all the others. Specifically, instructional supervision is designed to supervise, support and influence instructions of teachers in the classrooms instructional activities to develop students' performance. Various scholars define Instructional supervision differently. To mention a few, Sergiovanni and Starratt (1998) define instructional supervision as a set of activities and role specifications designed to influence instruction.

Oliver and Harris (1986) are quoted by Sergiovanni and Starratt (1998) as saying that supervision of instruction is directed towards both maintaining and improving the teaching and learning processes of the school. Supervision is defined as the phase of school administration which focuses primarily on the achievement of the appropriate instructional expectations of the educational system. Thus, instructional supervision has become a key element in improving the quality of instruction at school. It involves ongoing academic support to teachers along with appraisals of the schools' performance and progress.

It is formative and interactive, as opposed to inspection which is summative, i.e. appraising the situation at one point in time. Glickman (1990) views instructional supervision, as the actions that enable teachers to improve instruction with the provision of quality education for students and as an act that improves relationships and meets both personal and organizational needs. Similarly, Sergiovanni and Starratt (2002) describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing to students' academic success.

According to Garubo and Rothstein (2010), instructional supervision is a method of teaching staff to act in more conscious ways and it aims to provide teachers and supervisors with more information and deeper insights into what is happening around them. This increases the options teachers have as they work with students. If the partnership between supervisors and teachers works, teachers learn to identify and resolve their problems, and supervisors get a better idea about what is happening in different classrooms. This provides supervisors with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situations. Supervision of instruction is that process which utilizes a wide array of strategies, methodologies and approaches aimed at improving instruction and promoting educational leadership as well as change. Taking this reality in mind, practices of instructional supervision have genuine significance for the improvement of teachers' pedagogical skills and methodological skills. Therefore, identifications of teachers' strengths and limitations; based on the limitations to arrange induction training for beginner teachers and to prepare various interventions to assist teachers to improve their limitations; supervisors provide professional support to teachers to improve their instructional skills and supervisors liaise schools with different community groups and organizations have cumulative impact on the achievement of quality education and for the growth of students' performance.

Furthermore, this concept concerning the dictionary of education "All efforts of designated school officials, toward providing leadership to teachers and other education workers in the improvement of instruction" involve stimulation of professional growth and development of teachers; the selection and version of educational objectives; material of instruction and methods of teaching and the evaluation of instruction. Schools are institutions where the actual instruction takes

40

place. As instruction is a continuous process, the function of supervision at the school level should also be a continuous responsibility. In this respect, within the school system, school principals, deputy principals, department heads and senior teachers are supposed to be active participants in school-based instructional supervision. Hence, the contribution of every responsible personnel of the school can make the educational endeavour worthwhile and productive for the achievement of educational objectives.

2.13.1 Qualities of Good Instructional Supervisor

A supervisor in his capacity is regarded as an instructional leader. He is expected to perform functions and to fulfil the expectations, aspirations, needs and demands of the society in which he/she operates. For a supervisor to be successful; he/she needs to possess certain qualities that will put him over those under his supervision; He/she must be true to his ideals at the same time flexible, loyal, and respectful of the beliefs, right and dignity of those around him; In the same vein, he/she must be strong-willed, consistent and fair in his dealings with other people; He/she must be prepared for opposition but should handle opposition without malice;

In the final analysis, a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that would encourage, stimulate, and inspire people around him to work harmoniously. Finally, the supervisor must be up-to-date in his knowledge of the psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction.

2.13.2 Techniques of Instructional Supervision

Supervisors/Principals struggle to sort out those aspects of schooling that need to be kept more or less uniform and those aspects that call for diversity and supervisors should match appropriate supervisory approaches to teachers" level of development needs. Teachers can play a key role in deciding which of the options make sense to them given their needs at the time.

2.13.3 Problems of Instructional Supervisors

Indefinite location of Authority and Responsibility; Mankoe and Mensah (2003) point out that one of the difficult problems in the organisation of instructional supervision is that of clearly defining the relationships of the various supervision agencies. They further observe that it is a sound principle in industry or commerce that the organisation of any activity must provide for a definite location of authority and responsibility and a definite assignment of duties and functions. This principle is equally valid in the organisation of educational activities such as instructional supervision.

Instructional supervision is organised at the level has agencies involved in instructional supervision. Every district directorate has a deputy director or assistant director in charge of school supervision. This official has other officers who work with him/her.

They supervise instructions in all the schools under them and assess the performance of teachers. There is also a supervisor who although comes under the deputy director or assistant director in charge of instruction is stationed at one of the towns in his /her circuit to enable him/her to be close to the school under him/her. The supervisor visits the schools to help improve teaching and learning these by providing professional

42

guidance and advice to teachers and school heads. They are also involved in monitoring the learning and teaching process, evaluating the head teacher's management skills, evaluating teachers' professional competency and providing needed support for the teachers to perform better in their classrooms.

The headteacher who is of course based in the school where the curriculum is in action also undertakes supervision. It is his/her duty to provide training for the teachers to improve their professional performance. The Headteacher who is of course based in the school where the curriculum is in action also undertakes instructional supervision. It is his/her duty to provide training for the teachers to improve their professional performance. The headteacher has to study the performance of the teachers and gather reliable information on them over some time not only to have a fair assessment of these teachers but to enable him/her to help the teachers grow professionally.
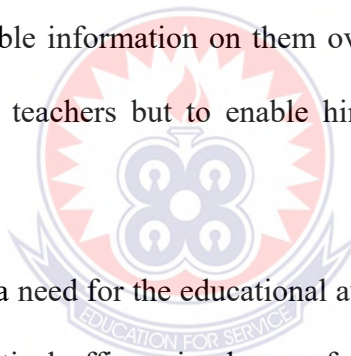
In this situation, there is a need for the educational authorities to assign definite duties to each of the three identical officers in charge of supervision of instructions in our basic schools to avoid the duplication of efforts and sometimes unhealthy rivalry which may result in nobody performing this important task. The Ghana Education Service must define clearly the authority of each office, and allocate functions and duties so that confusion, misunderstanding, and conflict about jurisdiction and responsibilities may be avoided such a step will go a long way to provide the means and methods that will ensure harmonious co-operation, co-ordination, and correlation of efforts to improve instruction in our primary schools.

Negative Attitude of Teachers Towards Supervisors. Asiedu-Akrofi (1978) contends that some teachers generally adopt an uncooperative attitude towards instructional

supervisors. This is probably one of the most potent factors that hinder instructional supervision. Some teachers believe that their knowledge of what they do in the classroom is superior to that of the head teacher or the visiting supervisor from some distant education office. Hence, the supervisor is not received cheerfully by some teachers. This is particularly the case when the teachers concerned are holders of a degree or higher degrees from universities.

Such diploma and graduate teachers may not fully accept the competence of their supervisors who may not hold degrees, the rich professional experience of the latter, notwithstanding. They also asserted that in the teaching job, academic qualification seems to carry more weight than professional experience. This phenomenon militates against effective supervision.

Lack of mobility on the part of Supervisors; Supervision demands frequent movements between the district office, the offices, and the various schools wherever they are located. For such frequent movements, supervisors require a means of transport. Under the present economic situation in Ghana, individual officers can't acquire personal means of transport. Each district education office currently has two vehicles one of which is reserved for the use of the District Director of Education. The other vehicle which is meant for miscellaneous functions is generally not available when it comes to transporting supervisors from the district capital to schools. According to Mankoe and Mensah (2003), though Supervisors have been supplied with moto bicycles, the problem has only been partially solved because supervisors who bicycles face the problem of irregular supply of fuel for the bicycles due to inadequate funds available at the district education offices. Individual officers can't acquire

44

As a result of the lack of official vehicles, most supervisors have to rely on public means of transport. Under such circumstances, the schools in the very report areas that need the supervisors most rarely receive visits from them. Mankoe and Mensah (2003) also report that supervisors can travel to the schools using their own money expecting reimbursement shortly after their visits. Such reimbursements are deferred until the quarterly government subventions are paid. Such subventions besides being sometimes delayed are often inadequate. Such supervisor therefore do not usually get a full refund of their expenses, a situation discouraging them from undertaking any further journeys at their own expense.

2.13.4 Supervision and Some Reasearch Findings

Claye (1936) carried out a study on American school teachers of all levels on their attitudes towards supervisor and came out with the following conclusion:

1. Effective supervision is based on principles of social changes and group dynamics.

2. Teachers want supervision from principals and headmasters as well as from those persons with titles of adequacy.

3. Principals do not supervise adequately.

4. The kinds of help that teachers want do not change significantly as the length of time of service varies.

5. All teachers need and want supervision but there is a negative relationship between the extent of confidence held by teachers in their supervisor and the supervisors' conformity with bureaucratic practices.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0   Introduction

The purpose of this study is to find out the effect of external supervision on classroom work. This chapter presents the processes and methods adopted in carrying out the data collection. It describes areas such as research design, study area, research instrument, population, sample and sampling techniques, instruments used, validation of instruments, Data collection procedures, Data analysis, and ethical consideration

3.1   Research Design

This study used the descriptive survey design. According to Amedahe and Gyimah (2004), the descriptive survey is a design that describes the present status of a phenomenon. In other words, it is concerned with the conditions or the relationships that exist such as determining the nature of prevailing conditions, practices and attitudes; opinions that are held; processes that are going on; or trends that are developed. This design was used because it would enable the respondents to express their opinions on the supervision and challenges facing supervision in the Obuasi Municipality. The design seeks to describe information from its natural context and identify relationships among variables that are present. The design is employed to describe the behaviour patterns or changes that occur during and after supervision.

The descriptive survey is a design in which the independent variable has already been determined and the researcher observes the dependent variables. The researcher studied the independent variables in retrospect for their possible relationship to an effect on the dependent variables. The study seeks to establish the values of the independent variables which had a significant effect on the dependent variables. In

46

this study, the supervision which is the independent variable was examined retrospectively against staff classroom performance (dependable variable) with the view to establish a link between staff supervision and its impact on staff performance.

3.2   Study Area

The study was conducted in the Ashanti Region, precisely Obuasi Senior Technical School, Father Murphy Senior High School, St. Margret Senior High School and Christ the King Senior High School all in Obuasi municipal.

Ashanti Region is located in the south part of Ghana and shares boundaries with six of sixteen political regions, Bono, Bono East and Ahafo Region in the north, Eastern Region in the east, Central Region in the south and Western Region in the south-west.

The Obuasi municipal is a mining community and town in the southern part of the Ashanti Region. The Obuasi Municipal was carved out of the then Adansi West district in 2004 with legislative instrument (Li) 1800 under the policy of decentralisation started in 1988. The Obuasi municipal shares administrative boundaries with the Adansi-north District to the north, the Adansi-south to the east, and Amensie Central District to the west.

The Municipality is located in the southern part of the Ashanti region between latitudes 5.35 N and 5.65 N longitude 6.35 N and 6.90 N. The Obuasi Municipal covers a total land area of about 1624 square kilometres (Ghana Statistical Service, 2014).

Economically, Obuasi is predominantly a mining area. Mining activities in the Municipal are centred mainly on gold mining. Crop production is the secondary activity in Obuasi. The major food crops cultivated include maize, cassava, plantain,

47

cocoyam, and vegetables. The climate is one of the semi-equatorials with a double rainfall regime and the vegetation is predominantly semi-deciduous forest. The growth was stimulated by the discovery of a large Gold deposit. The municipality has a gently rolling landscape. The soil type in the Municipal is mostly forest ochreous which supports crops like plantain, cocoyam, cocoa, etc. The municipality is drained by smaller streams. The municipality is within the semi-deciduous climatic zone which experiences a substantial amount of rainfall. The municipality is located within the semi-deciduous forest belt of Ghana. The vegetation is mainly characterized by tall trees with evergreen undergrowth (Ghana Statistical Service, 2014).

The provision of adequate educational facilities throughout the Municipal has been a nagging problem to the then Adansi West District Assembly and continues to be a problem to the new Obuasi Municipal Assembly. Although a sizeable percentage of the national annual budget goes into the educational sector, conditions in most schools especially those in the rural areas are very discouraging. Basic education is widespread in the municipality. The municipality has in all a total of one Hundred and Thirty-one Public and Private schools (131), made up of 39 Kindergarten, 50 primary schools, 54 Junior Secondary Schools, 1 Teacher training school, 3 Vocational Schools, 4 Senior Secondary Schools, and 1 university.

3.3   Population

The target population is educational supervisors, Headmasters, Headmistresses, and staff of the Municipal Educational Directorate; numbering one hundred and thirty, formed the total population of the study selected from four Senior High Schools. The population was chosen as a matter of the investigator's research interest.

3.4   Sample and Sampling Techniques

A target population is defined as the population to which a researcher wants to generalize the results of the study (Mugenda & Mugenda, 2003). The purposive sampling was however used in choosing the supervisors and teachers. . This was to allow everyone to be selected. One hundred and thirty (130) respondents from four senior high schools in the municipal were used in the study which comprises 110 teachers and 20 supervisors.

3.5   Research Instruments

The main instruments used to obtain data for the study were questionnaires and interview guide developed by the researcher. In the case of the questionnaire, both open-ended and close-ended questions were asked to gather information from respondents' questions, and respondents were allowed to organise their information and express their views on the subject of the study. The close-ended questions on the other hand were designed in a way to guide respondents to choose from possible responses given on the questionnaire. Each respondent answered an average question of twenty. The interview guide had twenty items for respondents who occupied special positions. The questionnaires were read through by the supervisor and other colleagues to validate them.

3.6   Validity and Reliability

The validity of the research instrument will be ensured by assessing the interview and questionnaire items during their construction. The content validity of interviews and questionnaires for this study will be subjected to thorough scrutiny by the supervisor of this work before use. This is to clear any lack of clarity and ambiguity. Pre-test

49

reliability will be employed to help the researcher to ensure the questions that will be asked to satisfy the research question and respondents will also be in a position to give the expected response to ensure reliability.

3.7   Data Collection Procedures

It was impossible to engage the entire population in responding to the questionnaires and interviews so the lottery approach was used in selecting the schools and the teachers. Purposive sampling was however used in choosing the supervisors and teachers. 130 respondents from four senior high schools in the municipal were used in the study which comprises 110 teachers and 20 supervisors.

The questionnaires were administered in person to the four (4) selected schools used in this study. At Obuasi Secondary High Technical School, I met with the respondents (teachers) through the heads of department (HODs) of the various programs offered in the school upon the headmaster's request. I was made to leave the questionnaires with the teachers while they responded to them since classes were in session. By the time I came to pick the questionaries, 42 teachers had responded. In Christ the King Catholic Senior High School I was taken to the staff common room by the headmaster and the teachers around took the questionnaires and 34 teachers responded to them.

Again in St. Margret Senior High, the headmistress spoke with the teachers, and 16 teachers at the time were not having any lessons so responded to the questionnaires. Lastly at Fr. Murphy Senior High School I was introduced to the teachers by the assistant headmaster (academics) and 18 teachers responded to the questionnaires in the case of the supervisors I went to the Obuasi Municipal Education directorates and through the secretary of the municipal directors I got in contact with 20 supervisors within the week to respond to the questionnaires.

50

By the lottery approach, the researcher wrote the names of the schools in the municipality on pieces of paper. The papers were folded put into a box and mixed thoroughly. Without looking into the box, four schools were picked. A simple Random Sampling Technique was used in the study.

3.8   Data Analysis Procedures

The researcher used descriptive statistical methods in analysing the data. Before the analysis, the field data was edited and scrutinized to ensure consistency and a degree of accuracy in the responses provided by respondents. Responses to open-ended items which expressed similar ideas but different words were also studied and put together in themes. All questions raised in the questionnaire were first coded and edited to ensure that values were not missing.

Focusing on the researcher's objectives and questions as a guide, the data was analysed with the use of simple frequency tables, percentage narrative analysis as well as other statistical analyses made on each item to examine relationships and associations between various items of the questionnaire.

3.9   Ethical Considerations

The researcher to protect the sanity of the study respected the rights and dignities of the respondents by soliciting their consent first before involving them in the research process. The researcher provided them with enough information about the purpose of the study, how the study was to be conducted, and what the study sought to achieve at the end of the day, examining that the overall purpose of the exercise was purely academic and that information would be treated as confidential as possible.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0   Introduction

This chapter presents an analysis and discussion of data collected using questionnaires and interviews. The study was conducted in the Ashanti Region, precisely Obuasi Senior Technical School, Father Murphy Senior High School, St. Margret Senior High School and Christ the King Senior High School all in Obuasi municipal. The target population consisted of 110 teachers and 20 supervisors.

4.1   Background Information of Respondents

The research made use of respondents from varied backgrounds and the following are the descriptions.

4.1.1   Gender of Respondents

Table 1 shows the gender distribution of supervisors and staff (teachers) of the directorate selected as respondents.

Table 1: Gender Distribution of Respondents

Gender	Supervisors	Percentage (%)	Staffs	Percentage (%)
Male	15	75	73	66.3
Female	5	25	37	33.7
Total	**20**	**100**	**110**	**100**

Source: Fieldwork Data (2019)

Out of the 110 staff sampled 37(33.7%) are females as against 73(66.3%) that are males. Also, out of the 20 supervisors, 5(25%) were females and 15(75%) males. This number was randomly selected from the entire population. Table 1 shows gender inequity in the job market, there is no fair distribution of female and male staff and

52

supervisors within the directorate. This shows that teachers within the Obuasi municipal education directorate are male-dominated.

4.1.2 Age Distribution of Respondents

From the study, the age distribution data in Table 2 revealed that most of the staff were middle-aged (41-50 range) representing (43.6%). The survey also indicated that most of the supervisors were found in the 51-59 range. This indicated that generally, the supervisors are older than those they supervise.

Table 2: Age Distribution of Respondents

Age Range	Supervisors	Percentage (%)	Staffs	Percentage (%)
20-30	0	0	11	10
31-40	4	20	33	30
41-50	7	35	48	43.6
51-59	9	45	18	16.4
Total	**20**	**100**	**110**	**100**

Source: Fieldwork Data (2019)

In Ghana, age commands respect and therefore the age difference between staff and supervisors could be used as a facilitating tool in terms of relaying instruction from supervisors who are unit heads to other staff members. It also indicated that supervisors are experienced people.

4.1.3 Rank of Respondents

Table 3 shows the rank of the supervisors and staff in the Obuasi Municipal Education Directorate as selected respondents.

Table 3: Rank of Respondents

Rank	Supervisors	Percentage (%)	Staffs	Percentage (%)
Director	2	10	0	0
Assistant Director I	14	70	9	8.18
Assistant Director II	4	20	21	19.10
Principal Superintendent	0	0	80	72.72
Total	**20**	**100**	**110**	**100**

Source: Fieldwork Data (2019)

From Table 3 most of the supervisors were in the Assistant Director I rank and most of the staff were also found in the Principal Superintendent rank in the Ghana Education Service. It is worth noting that selection for a supervision position is based on professional background and rank in Ghana Education Service, which is also determined by the length of service and not necessarily academic qualification. The crop of staff within the Municipal is highly commendable for their academic qualification. The results revealed that shortly leaders for management positions will not be a major issue to border about.

4.1.4 Number of years in the classroom

From Table 4, 33(30%) of staff respondents have taught between 4-6 years. Few have taught for less than 3 years.

Table 4: Number of Years in Classroom

Years	Supervisors	Percentage (%)	Staffs	Percentage (%)
1-3	0	0	11	10
4-6	0	0	33	30
7-9	9	45	48	43.6
Above 9	11	55	18	16.4
Total	**20**	**100**	**110**	**100**

Source: Fieldwork Data (2019)

54

This shows that most of the teachers have taught above 6 years which is quite an experience for teachers within the municipality. Table 4 shows that 11(55%) out of 20 supervisors have had more than nine years of teaching experience in the classroom while 9(45%) have taught between the range of (7-9) years. The majority of the teachers have also been in the teaching profession for a long. 48(43.6%) staff have taught between the range of (7-9) years.

4.1.5 Years spent in municipal

Table 5 shows the number of years' supervisors and staffs have spent in the Obuasi Municipal Education Directorate.

Table 5: Years Spent in Municipal

Years	Supervisors	Percentage (%)	Staffs	Percentage (%)
1-3	0	0	18	16.36
4-6	4	20	31	28.18
7-9	7	35	40	36.36
10 Above	9	45	21	19.10
Total	**20**	**100**	**110**	**100**

Source: Fieldwork Data (2019)

As seen in Table 5, 28.18(%) of the staff respondents had spent between four to six years in the municipal while 18(16.36%) had spent one to three years. Also, 40 (36.36%) of the staff have been in the municipal directorate for between seven to nine years. 19.09(%) have taught for over nine years. This depicts that the majority of the respondents were recently transferred to the region.

4.2   Analysis of Research Questions

4.2.1   Research question one: What is the nature and practice of educational supervision carried out in some selected senior high schools in the Obuasi Municipal Education Directorate?

Supervision practiced

Table 6 shows a summary of staff and supervisors on the types of supervision carried out in the Obuasi municipal education directorate. The study showed that 12(60%) supervisors and 62(56.36%) representing staff asserted that both internal and external supervision were being practised, and a few respondents indicated their awareness of only a single type of either (internal or external) supervision was practised.

Table 6: Supervision Practiced

Supervision Practiced	Supervisors	Percentage (%)	Staffs	Percentage (%)
Internal	6	30	30	27.27
External	2	10	18	16.36
Both	12	60	62	56.36
Total	**20**	**100**	**110**	**100**

Source: Fieldwork Data (2019)

Effective supervision

Significantly, the data from respondents' preferences in terms of type of supervision revealed that the majority of staff supported internal type of supervision rather than external. Figure 2 shows that while 8 preferred only external supervision, 89 preferred internal forms of supervision and the remaining 13 preferred both.

56

Table 7: Effective Supervision

Most Effective Supervision	Supervisors	Percentage (%)	Staffs	Percentage (%)
Internal	1	5	89	80.91
External	11	55	8	7.27
Both	8	40	13	11.82
Total	**20**	**100**	**110**	**100**

Source: Fieldwork Data (2019).

The majority of staff claimed that though, the presence or even the mere mention of the visit by external inspectors who were more or less seen as "strangers" who only visit once a while, it became obvious from the discussion that supervision, as a form of control from outside the directorate, was not the best in terms of facilitating staff performance. It often concentrates more on strict adherence to government programmes and scrutiny of staff work, rather than the performance.

The external supervisors on the other hand were all in favour of both types of supervision in the directorate. The external supervisors claimed that each type of supervision complements the other and ensures that best practices are thoroughly followed. The external supervisors were of the view that employing both types of supervision was necessary in enhancing the quality of work done and not to be seen as independent of, or supplementary to the other, but rather complementary to each other. They asserted that while management-level personnel are usually supervised internally, government policies need to be monitored by an external person, hence the need for external supervision.

57

4.2.2   Research question two: What challenges do supervisors face in the course of discharging their duties in the Obuasi Municipal Education Directorate?

Problems of supervision

Service at the right time, often supervisors have to pre-finance programmes that they have scheduled. Those who wait for funds to be released eventually tend to do nothing. Some staff members indicate lateness which represents 8(7.27%) while 11(10.00%) mentioned the problem of travelling allowances not being paid to them when they have to move to a place outside the office for official duties. From Table 8, 9(8.18%) of staff members have a problem with attitudes towards work. Due to a lack of funds, most planned programme durations are often reduced. Also, non-committed workers have a lot of excuses whenever they are queried about poor work performance.

Table 8: Problems of Supervision

Nature of problem	Supervisors	Percentage (%)	Staffs	Percentage (%)
Attitude of workers	-	-	9	8.18
Lack of funds	4	20	14	12.73
Lateness to work	3	15	8	7.27
Personnel	2	10	-	-
Logistics	7	35	68	61.82
Travelling allowance	4	20	11	10.00
Total	**20**	**100**	**110**	**100**

Source: Fieldwork Data (2019).

Table 8 indicates that a great number of supervisors representing 7(35%) and staff 68(61.82%) mentioned lack of logistics as a very big challenge to supervisors. Halpin (1956) stated that for supervision to be effective logistics must be provided to support it. No wonder work slows down and sometimes deadlines are not met. 4(20%) of

supervisors who took part in the study indicated that lack of funds and travelling expenses are not paid by the Ghana Education Service.

Factors affecting staff performance in Obuasi Municipal Educational Directorate

Regarding the factors that affect staff performance, the study revealed that job fit, poor goal setting and technical training have significant effects on staff performance and how they perform at work. Furthermore, the study revealed that equipment at work, and morale at work affect how staff perform in the Directorate. However, most of the respondents said that experience does affect staff performance according to the study. The above findings therefore implied that there are many factors which affect staff performance in the Obuasi Education Directorate and almost all the factors in Table 9 were mentioned to affect staff performance once these factors are not effectively addressed, the performance levels remain low.

Table 9: Factors Affecting Staff Performance in Obuasi Municipal Education Directorate

Factors	Yes	No	Not sure
Job fit	11(55%)	6(30%)	3(15%)
Goal setting at work	14(70%)	5(25%)	1(5%)
Staff technical training	17(85%)	2(10%)	1(5%)
Goals and expectations of staff	16(80%)	2(10.0%)	2(10%)
Tools and equipment at work	11(55%)	6(30.0%)	3(15%)
Morale at work	13(65%)	7(35.0%)	-
Experience at work	17(85%)	2(10%)	1(5%)

Source: Fieldwork Data (2019).

4.2.3 Research question three: What are some effects of educational supervision on staff performance in selected senior high schools in the Obuasi Municipality

Staff View

Respondents are of the view that among the roles, setting of target and motivation 29(26.36%) and 25(22.72%) respectively for each role is the topmost priority of the supervisors. Aside from these, giving feedback and ensuring tasks are completed to supervisors is very important. The supervisee needs to know whether work has been done well or needs improvement. From Figure 3, 18(16%) showed that supervisors do ensure tasks are completed and give feedback.

These roles of supervisors confirm or agree with Mills (1997) that supervision has a direct effect on employee performance since they assign tasks and clear responsibilities for performing activities. Providing feedback brings to bear Komaki's (1994) assertion that supervisors check on staff indicating their positives and negatives regarding the staff performance in the right direction. The figure also revealed that 6(5.45%) represent how supervisors create a working environment and discipline represents 14(12.72%).

From these responses, the researcher deduced that there was not much extrinsic motivation ranging from praise to provision of appropriate tools and equipment to carry out assigned duties, but for intrinsic motivation, performance would have been nothing good to talk about. Individuals' or groups' work must be recognised, for this alone will boost their morale to do much better. For supervision to affect staff performance, all the supervisory roles mentioned above must be given equal attention.
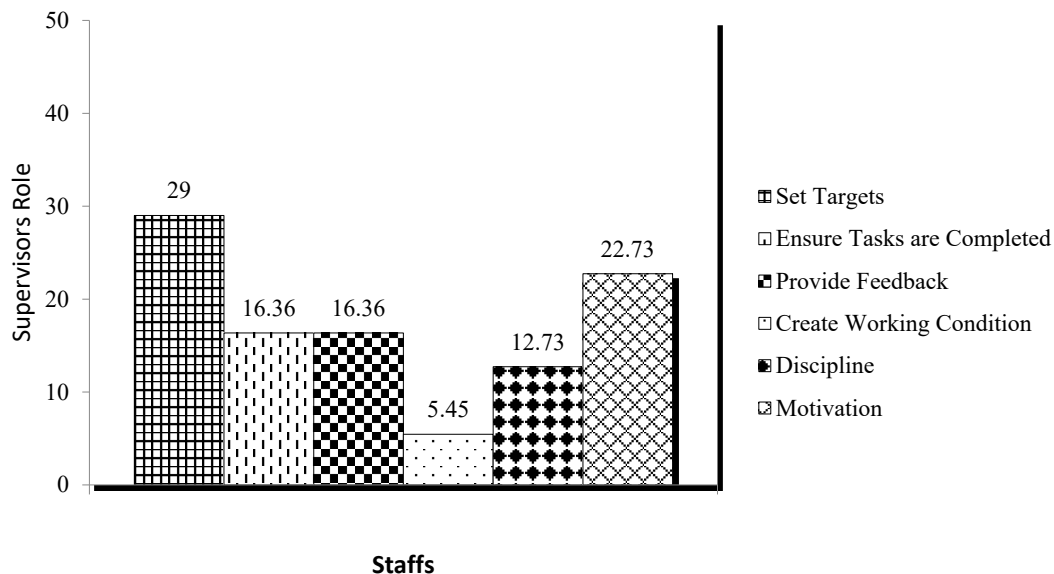
Figure 4.1: Regular supervision of staff performance
Source: Researcher's Computation

A good working condition for staff and supervisor play a very good role in staff performance since it can serve as a form of extrinsic motivation to boost the performance of the staff as well as the supervisors. Given feedback after task completion can serve as a form of intrinsic factor for staff.

Effect of quality supervision on staff performance

Regarding the effect of quality supervision on staff performance, most of the respondents revealed that poor supervision affects teamwork, employee morale, and task completion as seen from the above study. Furthermore, the quality of supervision affects staff performance. On the other hand, poor supervision has an effect on efficiency at work according to the study whereas the majority of the respondents agreed to the idea that there is a relationship between quality of supervision and staff performance.

61

Table 10: Effect of Quality Supervision on Staff Performance

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Poor supervision affects teamwork	5(25%)	10(50%)	4(20%)	1(5%)	-
Poor supervision affects team employee morale	6(30%)	11(55%)	3(15%)	-	-
Quality supervision affects task completion	8(40%)	8(40%)	2(10%)	1(5%)	1(5%)
Quality supervision affects staff productivity	12(60%)	6(30%)	2(10%)	-	-
Quality supervision affects efficiency at work	9(45%)	5(25%)	3(15%)	1(5.0%)	2(10%)
Relationship between quality of supervision and staff performance	9(45%)	4(20%)	3(15%)	1(5.0%)	3(15%)
Poor supervision increases work hazards and reduces performance	11(55%)	8(40%)	1(5.0%)	-	-

Source: Fieldwork Data (2019).

Table 8 shows that the quality of supervision directly affects how staff performs in the Directorate. It also shows that once the Directorate has quality supervision, its staff will perform better.

The general performance of staff after supervision

Figure 4 below indicates the rating of staff performance after supervision had taken place. Out of the views of the twenty supervisors used as respondents, eight respondents rated the performance of staff as very good, six respondents rated staff performance as good after supervision and also five respondents and one respondent rated the staff performance as satisfactory and unsatisfactory respectively.

62

The objective of this survey is to find the extent to which supervision affects staff performance and the research conducted so far has indicated a positive effect on staff performance after supervision as shown in the figure below.
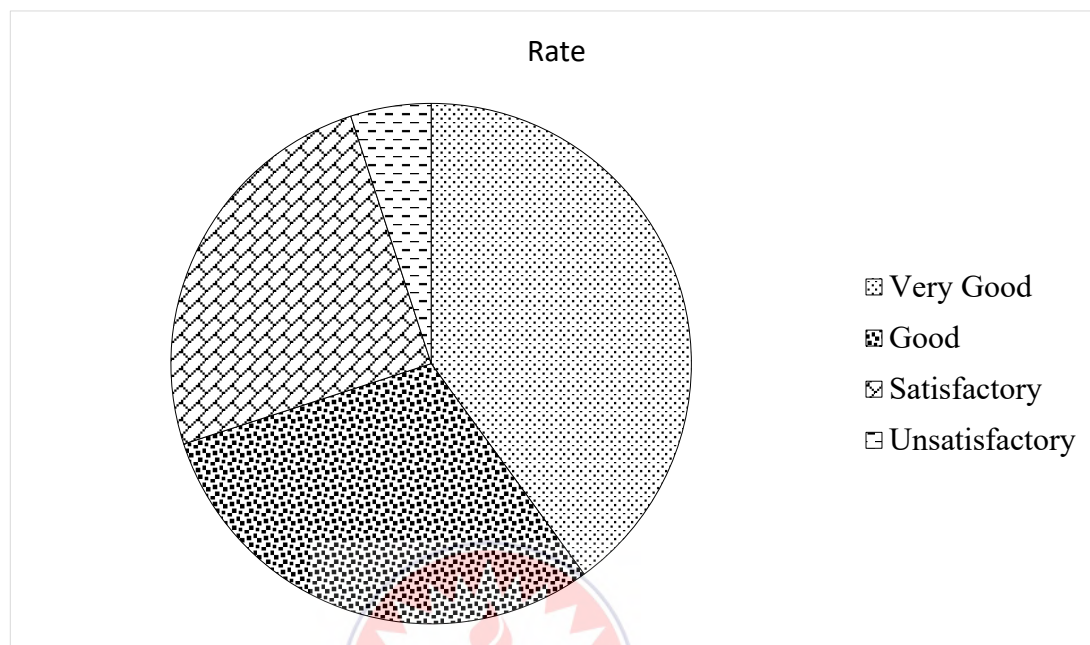
Figure 4.2. Rate of staff performance after supervision
Source: Researcher's Computation

Techniques of supervision used by supervisors in the directorate

Regarding the techniques of supervision, most respondents revealed that performance reviews as well as job verification exercises were used as supervision tools in the Directorate. More so, the majority showed delegation was a form of supervision. Furthermore, the study revealed that roll calls were used in supervision in conjunction with feedback and follow-ups. The above findings implied that there were several supervision techniques used in the Obuasi Education Directorate an indication that they are used in the Education sector to tame the staff and increase staff performance.

Table 9 clearly shows that supervision existed and was effectively carried out in the Directorate to improve staff performance levels in the Municipality. The findings also

63

showed that the supervisors valued the importance of staff supervision in enhancing staff performance.

Table 11: Techniques of Supervision used by Supervisors in the Directorate

Technique of Supervision	Yes	No	Not sure
Performance reviews	72(65.45%)	17(15.45%)	21(19.10%)
Job verification	83(75.45%)	13(11.82%)	14(12.73%)
Delegation of authority	75(68.18%)	20(18.18%)	15(13.64%)
Daily roll calls	78(70.91%)	32(29.09%)	-
Use of feedback	67(60.91%)	27(24.55%)	16(14.54%)
Strict follow-up of subordinates	83(75.45%)	17(15.45%)	10(9.10%)

Source: Fieldwork Data (2019).

It should however be noted that some of the respondents as seen in Table 9 above showed that such techniques were not being used in the company while others revealed that that they were not sure whether they existed or not which gives the impression that some staff are not convinced that supervision plays a part in determining their level of performance. The respondents who disagreed despite being the minority implied that a gap in the quality of supervision still exists in Obuasi Municipal Education Directorate.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

This chapter gives a summary of the study, draws conclusions and makes recommendations and suggestions for further research. The main face of the study was to examine the effect of supervision on staff performance in selected senior high schools in the Obuasi municipal education directorate.

5.1   Summary of the Finding

Challenges mitigating against effective supervision in the study area included the following: lack of funds, logistics, non-payment of travelling expenses and personnel among others.

The study also shows the diversity of supervision approaches that have been tried and demonstrated. Overall study revealed that supervision can improve performance.

Finally, the study reveals that despite the significant role instructional supervision plays in staff performance in Obuasi Municipal Education Directorate, the schools were not regularly supervised as such instructional processes were not closely monitored to ensure quality control in the teaching-learning process and this has affected the student's performance in the West Africa Senior Secondary Certificate of Education School (WASSCE) and the Basic Education Certificate Examination (BECE).

5.2   Conclusions

The study concluded that the education system in the Obuasi Municipal Education Directorate is plagued with multifaceted problems notably student's poor performance in WASSCE, poor attitude of teachers to work and non-regular instructional supervision of schools as such, as the challenges being currently faced by the

educational system requires professional approach by experts in the educational field to improve and sustain the education industry in the Obuasi Municipal Education Directorate.

5.3   Recommendations

Based on the findings of the study the following recommendations are made:

1. A remedial mechanism should be developed and built into the school system by the Government, teachers, educational planners, policymakers, curriculum planners and parents. If quality education is to be achieved, a functional supervision mechanism involving parents should be built into the school system to ensure quality control and assurance of the system.

2. The Inspectorate Unit of the Ministry of Education should be properly staffed with qualified instructional supervision professionals who are radical enough to articulate changes within the current supervision dynamics.

3. Retired but strong Headteachers and teachers who have long years and have field experience can play a vital role in ameliorating school instructional challenges in the Obuasi Municipal Education Directorate academic environment.

4. Regular evaluation of the instructional process, school administration procedures and educational outcomes by the supervisors so designated from within and outside the educational institution should be intensified so that conformities can be appreciated and improved upon while non-conformities can be identified, sanctioned and corrected appropriately and timely.

5. The government should always be conscious of the implication of its policies and position on schooling and the multiplier effect on the academic performance of students and teachers while Instructional Materials and other

learning facilities to facilitate the all-round development of students should be made available and accessible for teachers to carry out their duties perfectly. More so, the free education programmes by the Government should be depoliticized, thoroughly planned and executed by education experts because the programme to some extent affects the quality of education.

6. School administrators, government and professional bodies in the education sector should promote capacity development of teachers through intensive and regular seminars/workshops based on needs assessment of professional practices of teachers to improve their knowledge, pedagogical skills and competence in various subjects, with a view to enhancing the quality of teaching and learning processes in secondary schools.

REFERENCES

Acheson, A. A., & Goll, M. D. (1992). *Techniques in the clinical supervision of teachers.* New York: Longman Press.

Adepoju, T. L. (1998). *School managing and educational change in Nigeria. Guba's two dimensional change strategy.* Mimeograph Department of Educational Foundation and Management, Adepoju College of Education, Ondo.

Agezo, C. K., & Baafi-Frimpong, S. (2004). *Basic school administration and supervision.* Center for Continuing Education. Cape Coast: University of Cape Coast Press.

Amedahe, F. K., & Gyimah, A. (2004). *Introduction to educational research. .* Cape Coast: CCE.

Antwi, M. K. (2009). *Education, society and development in Ghana.* Accra: Unimax Publishers.

Asiedu-Akrofi, K. (1978). *School organisation in modern Africa.* Tema: Ghana Publishing Company.

Becker, J. (1958). *Process used by superintendents for improving of education in selected schools.* Doctoral Dissertation, Temple University, U.S.A.

Bessong, E., & Ojong, F. (2009). Supervision as an instrument of teaching-learning effectiveness: Challenge for the Nigerian practice. *Global Journal of Educational Research*.

Blumberg, P., & Flaherty, J. A. (1985). The influence of non-cognitive variables on student performance. *Journal of Medical Education*, 60(9), 721-723.

Burke, P., & Krey, R. (2005). *Supervision: A guide to instructional leadership (2nd ed).* New Delhi: UBS Publishers.

Burkhauser, M., & Metz, A. J. (2009). *Using coaching to provide ongoing support and supervision to Out-of-School time staff, implementing evidence based practices in Out-of-School time programs: The role of frontline staff.* Retrieved from Child Trends: http://www.childtrends.org/files/childtrends-20090111RbStaffCoaching .pdf

Challenging Heights. (2011, May 23rd). *Analysis of results*. Retrieved from google.

Claye, J. H. (1936). Lola gets what Lola wants from supervisors. *American Journal of Educational Research*, 31 (1) P127-131.

Clickman, C. D. (1990). *Supervision of instruction. A developmental approach. 2nd ed.* London: Allyn and Bacon.

Cogan, M. L. (1973). *Clinical supervision.* Boston:: Houghton Mifflin Co.

Cubberley, B., & Wetzel, W. (1929). *A brief history of supervision and evaluation.* London: London Sage Publishers.

Dewey, J. (1981). *Philosophical examination of experimental learning.* New Jersey: Merill/Prentice Hall.

Dodd, G. (2008). The current practices and problems of subject-area instructional Education Act of 2008,(Act 778), Section 7(1) *Educational supervision in relation to their professional development. Challenge for the Nigerian*.

Ebmeier, H. (2003). *How supervision influences teacher efficacy and commitment: An investigation of a path model.* University of Kansas:: EBSCO Publishing.

Enaigbe, A. P. (1991). Strategies for improving supervisory skills for effective education in Nigeria. *Edo Journal of Counselling*.

Garubo, & Rothstein. (2010). *Instructional supervision at school level.* New Zealand experience. Paris: UNESCO/International Institute for Educational Planning.

Gentile, R. J. (1975). Recent retention research: What educators should know. *The High School Journal*, 70(2), 77-86.

Ghana Education Service. (1994). *Head teachers' handbook.* Accra,Ghana: Ghana Publishing Corperation.

Ghana Statistical Service. (2014). *2010 PHC district analytical report,.* Obuasi Municipal Geographical Location: Published by Ghana Statistical Service.

Glickman, C. D. (1990). *Supervision of instruction: A developmental approach (2nd ed.).* Boston: Allyn & Bacon.

Glickman, C. D., Gordon, S., & Ross-Gorden, J. M. (2004). *Supervision and instructional leadership: A development approach.* (6. edition, Ed.) New York: Pearson Education Inc. sharing.

Goldhammer, R. (1969). *Clinical supervision: Special methof for the supervision of teachers.* New York: Holt, Rinehart and Winston.

69

Halpin, A. W. (1956). *The leadership behaviour of school superintendent. The school development study monograph.* No. 4 and Columbus College of Education of Instruction. New York: Prentice Hall Inc.

Hismanoglu, M., & Hismanoglu, S. (2010). English language teachers' perceptions of educational supervision in relation to their professional development. A case study of Northern Cyprus. *Journal of Novitas - ROYAL*.

Ivancevich, J. (1998). *Human resource management (7th ed.).* Boston: Irwin McGraw-Hill.

Kochhar, S. (2002). *Secondary school administration.* New Delhi: Sterling Publishers pvt. Ltd.

Komaki, J. L. (1994). Emergence of the operant model of effective supervision or How an operant conditioner got hoojed on leadership. *Leadership & organisation development Journal*, Vol. 15. No 5. 27-32.

Loganbill, C., Hardy, E., & Delworth, U. (1982). Supervision, a conceptual model - The counselling psychologist. *SAGE Journal*, 10(1) 3-42.

MacWilliam, H. O., & Kwabena Poh, M. A. (1975). *The development of education in Ghana.* London: Longman Group Limited.

Mankoe, O. J., & Mensah, A. (2003). Primary school administration and supervision. *Institute for Educational Development and Extention Journal*.

Mills, D., & Quinn, M. (1997). Real power to the people. *Management Development Review*, vol. ID, 87-89.

Ministry of Education. (2002). *Circuit supervisors' handbook.* Accra, Ghana: Published by Ministry of Education.

Neagley, L. R., & Norman, D. E. (1970). Handbook for effective supervision. *Novitas-ROYALS (Research on Youth and Language).* Northern Cyprus: Englewood Cliffs' New York: Pretice Hall Inc.

Nyarko, J. S. (2009). *Perceptions on head teachers' supervisory competencies in public basic schools in the kwaebibirem district in the eastern region of Ghana*. University of Cape Coast.

Ogunsaju, S. (1983). *Educational supervisions, perspective and practice in Nigeria.* Ile-Ife: University of Ife Press.

Olaleye, F. O. (2013). Principals organizational management and students academic achievement in secondary schools in Ekiti State. *Singaporean Journal of Business Economics and Managent Studies.* , Vol. 2, No. 2, 2013.

Oliver, W. E., Wachter L, M., & Harris, J. E. (1975). Understanding the employment relation. *Bell Journal Of Economics*, Vol. 6.

Olivia, P. F. (1984). *Supervision for today's schools. (22nd ed.).* Georgia Southern Colleage, New York and London: McGraw-Hill.

Olivia, P. F., & Pawlas, G. E. (1997). *Supervision for better schools (5th ed.).* New York: Longman.

Olivia, P., & Pawlas, G. (1997). *Supervision for better schools.* New York: Longman Group Ltd.

Owoeye, J. S. (2002). *Educational supervision in primary and secondary schools.* Ibadan.: Longman Publishers.

PATH. (2003). Retrieved from guidelines for implementing supportive supervision programs for appropriate teaching in health (PATH): http://www.path.org/vaccineresources/files/guidelinesforsupportive supervision.pdf

Reh, J. F. (2010). *Essentials of supervision - What does a supervisor do.* Retrieved from The balance career: www.thebalancecareer.com/supervisor-2276098

Sergiovanni, T., & Starratt, J. (1998). *Supervision: A Redefinition.* McGraw-Hill.

Sims, M. (2018). *Early childhood.* Retrieved from Early Childhood Australian blog: https://thespoke.earlychildhoodaustralia.org.au/author/msimms

Swearingen, M. E. (1962). *Supervision of instruction.* Boston: Allyn Bacon.

Tanner, D. (1987). *Supervision in education: Problems and practices.* New York: Macmillan Publishing Company.

Taylor, F. W. (1911). *The principles of scientific management.* London: Hodder and Stroughton: Harper and Brothers Publications.

Tracy. (1995). *The evolution of supervision in education and presumed ability to guide religious instruction in schools.* Colorado. Taylor and Francis ltd.

Wallance, J. M. (1991). *Training foreign language teachers.* London: Cambridge University Press.

Wetzel, W. (1929). *A brief history of supervision and evaluation.* London: Sage Pulication.

Wiles, J. W., & Bondi, J. C. (1986). *Supervision, a guide to practices.* Columbus, Ohio: Charles E. Merril Publishing Company.

Wilson, O. A., & Aseidu-Addo, S. (1995). Education reform in Ghana: *What are the views of teachers and parents.* Retrieved June 19, 2020, from the Page www.academia.edu/4455172/EDUCATIONAL_REFORMS__IN_GHANA_ WHAT_ARE_THE_VIEWS_OF_TH_TEACHERS_AND_PARENTS

Wootton, K., & Eileen, L. (2012). *Educational experience is paramount: A reason to read.* Cambridge: Harvard Education Press .

APPENDICES

A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF PSYCHOLOGY AND EDUCATION

Dear Sir/Madam

QUESTIONNAIRE ON EFFECT OF SUPERVISION ON STAFF

PERFORMANCE

I am a student of the University of Education, Winneba, pursuing a Postgraduate Diploma in Education. As part of the requirements for graduation, I am conducting research on the 'effect of supervision on staff performance in selected senior high schools in the Obuasi municipal education directorate'. I will need your assistance regarding data collection and other information. Your kind cooperation will be highly appreciated while assuring you that the information gathered will be used purely for academic purposes and will be treated with utmost confidentiality.

Thank you.

B

QUESTIONNAIRE FOR SUPERVISORS

The questionnaire in your possession is to solicit your opinions and facts about external supervision to assess the impact of external supervision on teachers' work.

Please note that your contributions and suggestions will be treated as confidential

INTRODUCTIONS

Please tick the appropriate alternative(s) or opinions.

SECTION A - Personal Data

1. Sex: Male [   ]   Female [   ]

2. Age: 20-30 yrs. [   ]   31-40 yrs. [   ]   41-50 yrs. [   ]   51-59 yrs. [   ]

3. Marital Status: ………………………………………………………………...

4. What is your present position or rank: …….…………………………...………...?

5. Academic Qualification: ……………………….……………...………………

6. Professional Qualification: ………………….…………………………………

7. Town of Residence: …………………….…………………………………...

8. Teaching experience: …………………………………………….…………

9. Date Appointed as a Supervisor: ……………………………………………

10. How were you selected for your position?

    Appointed [   ]   Interviewed [   ]   Poached [   ]

11. How long have you been on your present position?.....................................years.

SECTION B - Effectiveness of Supervision in Schools in Obuasi Municipal

1. What type of supervision do you know of? Internal [   ] External [   ] Both [   ]

2. Which type do you normally apply? Internal [   ]   External [   ]   Both [   ]

3. Which one do you perceive to be the most effective?

    Internal [   ] External [ ] Both [ ] Give reason for your answer...........................

4. Number of Schools Supervising? …………………………….......................

5. How often do you visit your schools??

74

Once a month [   ]   Twice a month [   ] Once a term [   ] Twice a term [   ]

6. Please when do you visit your school

Between 7:00am – 9:30am [   ]   Between 9:30am – 12:00pm [   ]

Between 12:00pm – 2:30pm [   ]   After 12:00pm [   ]

7. What do you really inspect/Supervisor when you visit?

Teachers lesson notes and forecast [   ]   Attendance records [   ]

Continues assessment records [   ]   Teachers minute book [   ]

Teaching - learning material [   ]   Teachers time book [   ]

Number of exercise / assignments [   ]   Instructions [   ]

Sanitation related issues [   ]   Staffing related issues [   ]

All the above [   ] Any other item, please state ……………..……………

8. Do you sometimes send prior information of your visit?   Yes [   ]   No [   ]

If Yes, which of these reason(s) can be eluded to it?

To deliver pay slips [   ]   To supervise instruction [   ]

To conduct in-service training [   ]   Number of assignments/exercise [   ]

To attend staff meeting [   ]   To solve problems at school [   ]

To participate in sports activities [   ]   All the above [   ]

Any other, please state…………………………………………………..

9. How many workshops have you attended since your appointment?

Below two [   ]   Between two to three [   ]   Above three [   ]

10. Please have you conducted any in-service training in any of the schools in your municipal?   Yes [   ]   No [   ]

If Yes, how many times……?   Once [   ]   Twice [   ]   More than twice [   ]

11. Has the municipal office sent any item to any of the schools in your municipal through your effort?   Yes [   ]   No [   ]

If Yes, Indicate the item   Classroom furniture [   ]   Building materials [   ]
Teaching-learning material [   ]   Any other item (s) please state…………..

75

12. How often do you supervise instructions?

   None [   ]   Twice a term [   ]   More than twice a term [   ]

13. Please what do you do during post-supervision conference?

   Offer constructive criticism [   ]   Council offending teachers/pupil [   ]

   Settle disputes among teachers [   ]   All the above [   ]

   Any other action, please state………………………………..……………...

14. How would you rate staff response to counselling activities after supervision and inspection?

   Very Good [   ]   Good [   ]   Satisfactory [   ]   Unsatisfactory [   ]

15. How would you rate the general performance of staff after supervision and inspection?

   Very good [   ]   Good [   ]   Satisfactory [   ]   Unsatisfactory [   ]

16. Do you explain how to use school curricula material and prepare school improvement plan?   Yes [   ]   No [   ]

17. Do you institute any disciplinary action against staffs whose work performance fall short? Yes [   ]   No [   ]

   If Yes, in what form?...

   Embargo [   ]   Transfer [   ]

   Deduction from salary [   ]   Demotion [   ]

   Any other sanction, please state……………..…………………………….

SECTION C - Effectiveness of Supervision on Classroom Exercises

1. Please what is the average number of exercises expected of every teacher in a term?

   At least 10 [   ]   Between 11 and 15 [   ]

   Between 16 and 20 [   ]   Above 21 [   ]

2. Do you often take records of exercises given by a teacher?   Yes [   ] No [   ]

3. What punishment is given to teachers who score below 10 exercises a term?

   No action is taken [   ]

   Such teachers are reported to higher authorities [   ]

   The head teacher is advice to set goal/target for the following term [   ]

76

Any other action, please state…………………….........…………………………

4. What are some of the complains the teachers give when they fail to records average number of exercises?

Pupil are slow in learning [   ]

Lessons obstructed by co-curricular activities [   ]

The head teacher does not inspect exercises weekly [   ]

Period for lesson too short to conduct exercise [   ]

Teachers spend much time on lesson delivery [   ]

Marking is difficult due to large size [   ]

5. Please do your regular supervision influence teachers to do more exercises?

Yes [   ]   No [   ]   If Yes, how many in a week?

Usually three [   ] More than three a week [   ]   Less than three a week [   ]

6. Please do you use date and forecast to check the number of exercises done in each week?   Yes [   ]   No [   ]

If No, how do it?...

7. Do heads teachers keep records of exercise and make them available during occasional visit?   Yes [   ]   No [   ]

If No, do head teachers often complain? Yes [   ]   No [   ]

8. Do you select exercise randomly or ask teachers to bring some selected exercise books?   Please State……………………...……………………………………

9. What do you realize after a series of unannounced inspection/supervision?

There is a remarkable increase in classroom exercise [   ]

Appropriate entries are made in class register [   ]

Classroom teacher prepare lesson notes [   ]

Teachers prepare appropriate teaching and learning material [   ]

Teachers attendance rate increases [   ]

Teachers make optimum use of instructional hours [   ]

There is improvement in discipline in the school [   ]

There is improvement of environmental sanitation of a school [   ]

SECTION D - Challengers faced by Supervisors/Problems of School Supervision

1. Do you have means of transportation to monitor activities in schools in the municipal? Yes [ ]   No [ ]   If Yes, how did you acquire it?

   Provided by the municipal [ ]   Purchased personally [ ]

   If No, how do you move within schools in the municipal [   ]

   Boards a taxi to and fro within the municipal [   ]

   Move within the schools in the municipal by the municipal car [   ]

2. How do you fuel your car if any? Provided by the municipal [   ]

   Purchased personally [   ]   Paid and refunded later [   ]

3. If you do not have any means of transport, does the office pay your transport expenses? Yes [ ]   No [ ] If Yes, by what means………………………….

4. Do you normally get per diem for visiting schools in your municipal?

   Yes [ ]   No [ ]

5. Are you close to your station in the municipal? Yes [ ]   No [ ]

6. Do some of the teachers adopt uncooperative attitude towards instructional supervisors?   Yes [ ]   No [ ]

7. Do some of the teachers who have similar qualifications and rank see external supervisor as intruders? Yes [ ]   No [ ]

8. Do you enjoy your conditions of service?   Yes [ ]   No [ ]

9. How quickly is action taken on report sent to regional /headquarters?

   Supervision report..

   Inspection report...

10. What major problems do you face in doing your work?

    Lack of resources [   ]   Lack of funds [   ]   Lack of co-operation from staff [   ]
    Government policies [   ]   Inadequate training [   ]   Lack of transportation [   ]

    Any other reason(s), state…………………………………………………

78

Show your response regarding the factors that affect staff in Obuasi Municipal Education Directorate.

	Factors	Yes	No	Not sure
11	Job Fit			
12	Goal setting at work			
13	Supervisor interaction			
14	Goals of an employee			
15	Expectations of an employee			
16	Tools and equipment at work			
17	Morale and company culture			
18	Experience at work			

Indicate your level of agreement on the following statement regarding the effect of quality supervision on staff performance.

	Statement	Strongly Agree	Agree	Disagree	Strongly disagree	Not sure
19	Poor supervision affects team work					
20	Poor supervision affects team employee morale					
21	Quality supervision affects task completion					
22	Quality supervision affects productivity of employees					
23	Quality supervision affects efficiency at work					
24	There is a relationship between quality of supervision and employee performance					
25	Poor supervision increases work hazards which reduce performance					

79

C

QUESTIONNAIRE FOR STAFF (TEACHERS)

The questionnaire in your possession is to solicit your opinions and facts about internal supervision to assess the impact of internal supervision on teachers' classroom work.

Please note that your contributions and suggestions would be treated confidential.

INSTRUCTION

Please tick the appropriate alternative(s) or opinions.

SECTION A - Personal Data

1. Sex: Male [ ]   Female [ ]
2. Age: 20-30 yrs. [ ]   31-40 yrs. [ ]   41-50 yrs. [ ]   51-59 yrs. [ ]
3. Marital Status: …………………………………………………………......
4. What is your present position or rank: ……………………………………......?
5. Academic Qualification: …………………………...…………………….…....
6. Professional Qualification: ……………………….………………………………….
7. Town of Residence: ……………………………………………………….…...
8. Number of years as a Classroom Teacher: .…………………………………..…
9. Date Appointed as a Head Teacher: …………….………………….………..
10. How were you selected for your position?

    Appointed [ ]   Interviewed [ ]   Poached [ ]

11. How long have you been on your present position?....................................years.

SECTION B - Effectiveness of Supervision in School in Obuasi Municipal

1. What type of supervision do you know of? Internal [ ] External [ ] Both [ ]
2. Which type do you normally apply? Internal [ ]   External [ ]   Both [ ]
3. Which one do you perceive to be the most effective?

    Internal [ ]   External [ ]   Both [ ]

    Give reason for your answer..

4. How often does the supervisor visit your school?

Every month [   ] Once a term [   ] Twice a term [   ] Others (Specific)……….

5. Please, what does he usually inspect / supervisor during his visit?

Teachers lesson notes and forecast [   ]   Attendance records [   ]

Continues assessment records [   ]   Teachers minute book [   ]

Teaching - learning material [   ]   Teachers time book [   ]

Number of exercise / assignments [   ]   Movement Book [   ]

Sanitation related issues [   ]   All the above [   ]

Any other item, please state …………………………………….……………

6. Please has the supervisor ever conducted an in-service training in the school?

Yes [   ]   No [   ]

7. Please does the supervisor do demonstration lessons?   Yes [   ]   No [   ]

If Yes, how many times? Once [   ] Twice [   ] Other(s) state……..…………..

8. What are some of the sanctions employed by the supervisor to punish offending teacher(s)? Embargo on Salary [   ] Deductions from salary [   ]

Recommendation for demotion [   ]   Any other please state …………..…….

9. What action is taken when the supervisor visits your school frequently?

Make sure that teachers lesson notes are marked promptly. [   ]

Ensure that teachers enter scores attained by pupil into continuous assessment record book. [ ]

Inspect attendant register of pupil. [   ]

Make sure that teachers complete report cards. [   ]

I attend school regularly and on time. [   ]

Make sure that teachers make an optimum use of instructional hours. [   ]

Seek permission anytime I absent myself from school [   ]

Any other please state………………………………………………………...

10. How often does the supervisor check exercise marked by teachers?

At the end of the month [   ]   At the end of the term [   ]   None [   ]

Any other please state………………….………………………......

81

11. Does supervisor set clear target and standard for teachers' work?   Yes [ ] No [ ]

12. Do you institute any disciplinary action against staffs whose work performance fall short? Yes [ ] No [ ]   If Yes, in what form?...........................

Suggest to Municipal director for embargo [ ]   Suggest transfer [ ]

Suggest deduction form salary [ ]   Suggest demotion [ ]

Any other sanction, please state……………...…………………...…...........….

13. Do supervisors follow up to see if teachers actually try to meet their target?

Yes [ ]   No [ ]

14. Do Encourages teachers when they perform well?   Yes [ ]   No [ ]

15. Do Supervisor demands feedback for work assigned?   Yes [ ]   No [ ]

16. Is there any policy document or directives on how supervision (both, internal & external) be conducted?   Yes [ ]   No [ ]

17. Are you punctual to work?   Yes [ ]   No [ ]

SECTION C - Effect of Supervision on Classroom Exercise

1. Do you agree that the number of marked exercises should be a factor to consider for promotion and approval?   Yes [ ]   No [ ]

If Yes, what is the reason

It helps teachers to increase their output [ ]

It encourages Heads teachers to check exercise weekly [ ]

It helps teachers to cover educational objective in syllabi [ ]

Enough exercise facilitate learning [ ]

2. Please do you keep records of marked and corrected exercises? Yes [ ] No [ ]

If Yes, what is the least number of exercises the teacher conduct at the end of a week for a subject? One exercise per week [ ]   More than one per week [ ]

3. Please what are the reason(s) for low number of exercises?

Large class size [ ] Pupil are too slow to learn [ ] Head not inspecting [ ]

Interruption due to co-curriculum activities [ ] All the above [ ]

Any other please state…………………………………………………..

4. Please state the reason(s) why some teachers fail to conduct exercise?

When the head teacher does not conduct weekly inspection. [   ]

When the supervisors do not visit school frequently. [   ]

When the supervisors fail to record the number exercises for a term. [   ]

When there are a lot of single periods for a subject. [   ]

Any other please state ……………………………………………………….

5. What is the performance of teachers regarding the number of exercises for promotion?   Below average [   ] Close to the highest number of exercises [   ] Equal or greater than expected exercise [   ] Just below average [   ]

6. In what way do you see your head of department contributing to staff performance?...

7. Do you think supervision contribute in any way to staff performance? Give reason(s)…………..

8. Do you perceive supervision to be of any importance in your work life?

Yes [   ] No [   ] If Yes, what are your reason(s)……………………………...

If No, what is/are your reason(s)……………………………………………...

9. What challenges do supervisors face in the cause of doing their work? ………………………………………………………………………………

10. What are some of the key factors that influence supervisors work? List them. ....

11. Are staff motivated to do their work? Yes [   ] No [   ]

12. Are logistics for work readily available? Yes [   ] No [   ]

Are the following techniques of supervision used by superiors in your institution?

	Technique of supervision	Yes	No	Not sure
13	Performance reviews			
14	Job verification			
15	Delegation of authority			
16	Daily roll calls			
17	Use of feedback			
18	Strict follow-up of subordinates			