

**UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI**

**EXPLORING FACTORS THAT INFLUENCE EFFECTIVE SUPERVISION IN
JUNIOR HIGH SCHOOLS: THE CASE STUDY OF EJISU-JUABEN
MUNICIPALITY IN THE ASHANTI REGION**

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of Education and Communication Studies, University of Education, Winneba, in
Partial Fulfillment of the Requirements for the Award of Master of Arts Degree in
Educational Leadership**

AUGUST, 2016

DECLARATION

Student's Declaration

I, the undersigned, affirm this is entirely my original work which has not been submitted to any other college, university, other than the University of Education, Winneba for academic approval.

Signed: Date:

Mavis Anyamesem Mensah



Supervisor's Declaration

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

Signed: Date:

Dr. Samuel Asare Amoah

DEDICATION

To my children, Ellen, Kobby and Nana Yaw, and my husband, Stephen Addai.



ACKNOWLEDGEMENTS

My first and foremost gratitude goes to the omnipotent God for endowing me with knowledge and wisdom to come out with this work.

I am most grateful to my supervisor Dr Samuel Asare Amoah for his patience and time, out of his busy schedule he corrected and offered invaluable guidance, comments and constructive suggestions which enhanced a successful completion of this study.

I also thank the head teachers, teachers and students of Fumesua and Kwamo Junior High Schools for their warm reception during the administration of my questionnaire. The various authors from where I got my information also deserve my acknowledgement.

Finally, I also wish to thank my beloved husband, Stephen Addai, who offered constant encouragement and assistance during difficult times.

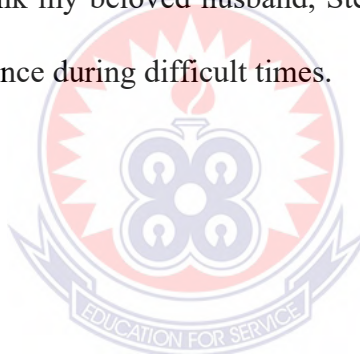
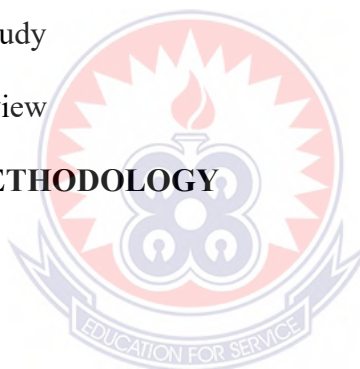


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ABSTRACT

The survival of every educational institution largely depends on its effects to supervise activities in the school to ensure efficiency in administration. The study was motivated by the desire to explore factors that influence effective supervision in junior high schools and to identify strategies that could help to manage the challenges. It points out the fact that supervision was targeted at providing assistance to teachers and also meeting quality demand in education. The accessible population was head teachers, teachers and students of junior high schools in the Ejisu-Juaben Municipality in the Ashanti region. A sample of 100 was used using stratified sampling technique. A 22 item questionnaire was used in data collection. The items yielded a reliability coefficient of 0.81. Data analyzed were converted to percentages and were used to present the results obtained. The study found that the provision of supervision has raised issues that hinder its effectiveness in junior high schools. These among others included lack of cooperation from teachers, training and motivation of heads. It was recommended that encouraging teachers to solve minor issues could help to win their cooperation. The integration of training in the area of supervision into academic programs of colleges of education and universities could be of immense help. Ghana education service needs to expand its motivation base to include supervision in junior high schools.

CHAPTER ONE

INTRODUCTION

Background to the study

In the world, every single nation depends on education for development. This is because education now has become the pillar of development in the world. It is to some extent believed that if more people have access to education in a country, and then there is the probability that development of that country will be high since literacy rate is high. In recent times, many stakeholders, parents, teachers, guardians have expressed their views about the fallen standards of academic performance of Junior High Schools in the county. Most people have the perception that the poor academic performance of these students in the Junior High Schools are as a result of ineffective school supervision.

It is also seen that, the Ghana Education Service (GES) has been doing its work by providing numerous teaching and learning materials, trained teachers who are professionals in the Junior High Schools, but still the students seems to perform poorly due to ineffective supervision and monitoring. According to Mankoe (2002: Pg 180), there is the general perception of many stakeholders in education presently who think that supervision at school and classroom level is ineffective hence leading to poor teaching and learning in the Junior High School level. There are also several instances where administration of Junior High Schools have gone the extra mile of organizing extended classes, vacation classes to help improve the level of learning and academic performance but a lot of them have not work as a result of ineffective supervision and monitoring.

The school is an institution where aims and objectives of education are carried. Such aims and objectives may include building up learners to acquire knowledge and skills to become a better individual in the society and the nation as a whole. It is therefore the responsibility of the school to be aware of the consequences of large failures of students and on the society. If more students fail all the time, it becomes a disaster to the society and the nation as well.

As a result of this, whatsoever goes into the curriculum of schools should be supervised and monitored by experts to ensure that all activities suit the students it is meant for. When this happens, then it again means that the teaching and learning process must be supervised and monitored constantly and also review so as to meet the development in the world. If not then huge financial investments which have been put in education by government, non- governmental organizations, individual stakeholders will not yield the expected results.

Bernard and Goodyear, (1998) sees school or educational supervision as an intervention that is provided by a senior member of the profession to a junior member or members of that same profession. This relationship is evaluative, extends overtime, and has the simultaneous purpose of enhancing the professional functioning of the junior member, monitoring the quality of professional services offered to the students he or she supervises and serving as gatekeeper of those who are to enter the profession. This explains that, there is the need for effective supervision so as to ensure that the major purpose of education which is inculcating skills, knowledge and attitude into students to help them become useful persons of society is achieved.

Studies have even shown that effective supervision have improved teaching and learning process tremendously. Studies conducted by Sullivan and Glanz (2005) shows that supervision which is effective improves teaching and learning. They maintain that supervision is central to the renewal of classroom teaching and learning. It also enhances teaching practices in ways that empower teachers and facilities students learning. Whether or not any positive change occur depends primarily on the quality of feedback that will definitely enrich the supervisors knowledge which will therefore be passed on to others who are students.

Fullan and Elmore (1990) express their views that, there is positive impact of students whose teachers supervised and monitored them because such students are normally superior among their colleagues in terms of academic performance. Also, studies have shown that there is a positive impact of students whose teachers were supervised because such students are normally superior among their peers in terms of academic performance. In Ghana, for instance, it is the duty of the Ministry of Education to be responsible for supervising and assessing the teaching and learning of activities in schools. The question one will ask is, are these responsibilities carried out by them? Do they have the resources to carry out their duty as required of them?

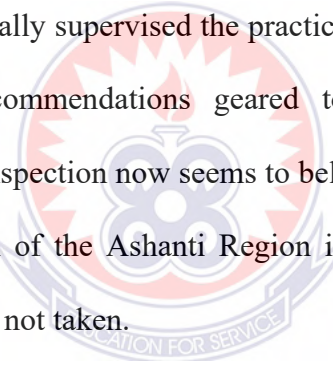
In various schools in the country, there has not been effective supervision, but it has been noted that there are situations where most schools have young and inexperienced teachers who need to be guided as to what to teach and how to teach. If this happens then definitely there will be low standard of education. Although Surthe and Addy (1998) see the inability of leaders to maintain school facilities, libraries decade, students sharing equipments and ineffective use of instructional hours have all

contributed to low standard of education, the most important tool is effective supervision on both the teacher and the student.

Again, in Ghana, there are various situations where teachers are found in schools sitting under trees chatting or involving themselves in commercial activities like selling instead of been in the classroom and teach. That is why it has become necessary to involve the community in the school administration so as to help supervise teachers. For instance, it is seen in schools that the Parent and Teacher Association (PTA) and the school management committee have been called upon by the Ghana Education Service to get themselves involved in monitoring teachers and students in their various communities. Some people are also with the view that those parents and community leaders etc are not competent enough to supervise schools. If that is the case then supervision in schools should be done by competent and expert individuals who are conversant with the work of teaching. Therefore the qualification and experience of these supervisors must be higher than the teachers he or she is to access. Michael J. Scott (2014) says that “if supervisors have high qualification than those they supervise, they are able to make more refined judgment about the competence of the work they supervise and also be able to model a measured approach to new developments”. This is because in this modern world, to supervise students and teachers, one needs to be versatile and have in- depth knowledge and understand everything about supervision. This will enable the individual to be able to work hand in hand with students, teachers, non- teaching staff etc. Even most newspapers in the country support the claim that the poor performance of students at the Junior High Schools is as a result of lack of supervision. The Ghanaian Times in 2003 reported that “many parents, guardians as well as public perception seem

to show that the academic performance particularly in educational institutions is not encouraging. This situation as relates perception of the first cycle institutions is mainly attributed to ineffective school supervision especially with trained teachers coupled with financial and material resources from the government donor agencies and non – governmental organization (NGO).”

On the 13th of November 2001, the Daily Graphic also reported that quality of education could be ensured when critical attention is paid to supervision, which has been lacking, especially at the basic level of education. It stated that “we recall the days of old when inspectors visited schools thoroughly, examined teachers notes to find out whether they were up to date, especially supervised the practical of the teachers and made various cogent and important recommendations geared towards the provision of quality education. Such thorough inspection now seems to belong to history. With respect, to this the Ejisu-Juaben Municipal of the Ashanti Region is also likely to face difficulties in proper supervision if care is not taken.



That is why the researcher wishes to find out factors that can influence effective supervision in Junior High Schools in the Ejisu Juaben Municipality.

Statement of the Problem

There is the perception that, students who fail in their final examination are as result of inadequate facilities in the school, inappropriate use of instructional materials and time, or ineffective supervision on both the teachers and the students. On October 3rd 2011, an article which was written and published by I. K. Gyasi states categorically that “

the failure of the teachers and learning process depends among other factors on the school children, the teacher, teaching and learning materials, equipment and supervision, parents and the environment.” This explains that, the massive failure of Junior High School students could be as a result of ineffective supervision. Also public perception seems to show that academic performance especially in the Junior High Schools is not encouraging when one considers the fact that those schools have enough access to professional teachers, learning materials and financial resources from the government donor agencies and non- governmental organizations. If Junior High Schools get all these resources from Ghana Education Service and government, and the GES exercise supervisory role over them, it is not clear, factors which accounts for effective supervision in First Cycle schools which Junior High Schools in Ejisu-Juaben Municipality lack.

However, despite all these claims, there has not been any empirical evaluation in the study of this area which can prove or disprove these claims; hence it remains what people perceive the situation to be. It is therefore the wish of the researcher to find out factors that influence supervision in Fumesua Anglican and Ejisu Model Junior High Schools in the Ejisu Municipality of the Ashanti Region.

Purpose of the Study

The study is to determine the effectiveness of supervision of Junior High Schools in the Ejisu–Juaben Municipality. Also to get insight into how effective supervision of both teachers and students can ensure better academic performance.

Objectives of the Study

The general objectives for this research are to:

1. determine the extent of the effectiveness of supervision in Fumesua Anglican and Ejisu Model Junior High Schools.
2. find out the extent to which teachers and administrators perceive school supervision and supervisors.
3. determine the extent to which in-service training programmes were not regularly organized to ensure proper supervision.
4. find out the challenges that are encountered by teachers and administrators in supervision.



Research Questions

1. What is the stakeholder's perception on supervision in Ejisu-Juaben Municipality?
2. What is the perception of administrators on supervision in Ejisu-Juaben Municipality?
3. How feasible is the in-service training programme organized to enhance supervision in the Ejisu-Juaben Municipality?
4. How do teachers perceive school supervision in the Ejisu-Juaben Municipality?

Significance of the Study

Under this section, the vision and responsibility of the researcher are that, when this work is completed, it will help clear the perception about supervision in their Junior High Schools in the Ejisu-Juaben Municipality. The findings of the research will again help the Ghana Education Service (GES) to come out with some effective guidelines to ensure effective supervision in schools. The research will remove the fears of some teachers who may consider supervision as an exercise which is faulty.

The final point is that, after this research, it will help promote improvement in the GES personnels including circuit supervisors, headmasters and headmistresses.

Limitation

Due to the challenges encountered as relate to time and funding, the researcher used questionnaires in collecting data. The bias normally linked with research based on the use of questionnaire could not rule out. With regard to this, the generalization of finding of the study will be limited to the schools included in the study.

Delimitation

The study is confined to Ejisu-Juaben Municipal Junior High Schools which are Fumesua Anglican and Ejisu Model Junior High Schools of the Ashanti Region. Because of financial constraints, the best thing would have been that, the study of this nature should have been done in a bigger area like a whole Region. However this cannot come

into reality because of the limited time frame allocated for the completion of the study. Also as a result of the largeness of the district under which the study is conducted, all the Junior High Schools cannot be captured when data is collected.

Definition of Terms

“Supervision” is a process which provides an individual with the opportunity to clarify and resolve issues and dilemmas presented by their clients and workplaces. It is widely used by human services workers and teams.

“Academic performance” is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals.

“Education” is the process of receiving or giving systematic instruction, especially at a school or university.

“Curriculum” is the subjects comprising a course of study in a school or college.

“School administration” is the day to day management of school affairs.

“Supervisor” is someone who supervises a person or an activity to ensure improvement for a specific goal.

“Stakeholder” is an individual who has invested money into something or who has some important connection with it, and therefore affected by its success or failure

Organization of the Study

This research or study consists of five chapters which are chapter one up to chapter five. *Chapter one* deals with background of the study, the statement of the problem, purpose of the study, research questions, significance of the study, limitation, delimitation, definition of terms and organization of the study.

Chapter two comprises the review of related literature that has been documented by some authorities.

Chapter three discussed the methodology which includes the introduction, the research design, population sample, sampling procedure, instrument for the collection of data validity and reliability of instrument, administration of questionnaire and data analysis procedure.

Chapter four focused on data presentation and discussion of findings.

Chapter five which is the last chapter presents summary, conclusion, recommendations and suggestion for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature as documented by some authorities and scholars. This is related to topics such as: the concept of supervision, functions of supervision, supervisory practice, supervision of instruction and types of instructional supervision, factors for effective supervision and the personal characteristics of a supervisor.

The concept of supervision

The concept of supervision has been explained and defined in many ways. Gary defines supervision as getting things done through people. Drake and Roe (1986) also on their part perceive supervision as general overseen and control, management, administration, evaluation, accountability and so on. But also shares similar view that supervision and management are the same. According to Mankoe (2002), he argues that “supervision is highly instructional- related but not pupil related. It is a major function of school operation not a task or specific job or a set of techniques”.

Neagley and Evans (1970) see supervision as a “positive, dynamic and democratic action designed to improve instruction through the continued growth of all concerned individuals, children, teachers, supervisors, administrators and parents or any other lay person” supporting this assertion. Goodyear (1971) “supervision could be seen as all effort of designated school officials towards providing leadership to teachers and other

educational workers in the improvement of instruction in the classroom”. Lucio and Mc Neil (cited in Cambell, Bridges and Nystard (1977) are of the view that supervision is about the determination of ends to be achieved, the process and procedures for attaining the goals and the evaluation of results. Stone sees supervision as directing, overseeing as well as watching over to maintain order.

The commonwealth secretariat (1973) also maintains that the word ‘supervision’ cannot precisely be distinguished from the word ‘administration’. The distinction is that, while supervision is more concerned with the relationship between two people one of whom by status or acknowledge expertise is superior; administration is about the management and organization to achieve its objectives. It further argues that, supervision and administration are involved in the following processes; planning, decision making, organization, communication, influencing and evaluation.

According to Rue and Begars (1985), supervision is the first level of management in an organization and it is concerned with encouraging the members of a work unit to contribute positively towards accomplishing the organizational goals and objectives.

Eye and Meatzter (1965) defines supervision as that phase of school administration which for primarily upon the achievement of the appropriate selected instructional expectations of education service. It is the idea of Musaazi (1985) that supervision is primarily concerned with actions taken to ensure the achievement of instructional objectives. He again concludes that “supervision is all actions taken to improve or ensure the achievement of instructional objectives. He again concludes that

“supervision is all actions taken to improve or ensure the achievement of instructional objectives when teaching and learning are in progress”.

From all the various definitions by different researchers, this researcher strongly believe that supervision had to do with setting goals and objectives with available resources, decision making, harmonization of two various sectors of the organization and resources , financial accounting and control, motivation and appraisal.

Supervisor

The supervisor is a first level manager who is accountable for the performance of operative employees and performs management functions of planning, organizing, directing, coordinating and controlling Grey, (1984, 1994).

Cumming (1993) also maintains that the supervisor is mainly responsible for the achievement of production and increase in productivity. To be effective, Grey and Cumuming argue that, a supervisor should be highly concerned about the morale of his staff, which is considered to be prerequisite for performance. They maintain that a well motivated staff could show off their best provided that the task to be performed is properly designed when appropriate technology is available.

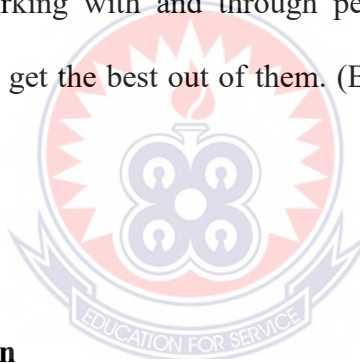
Technical Skills

Hersey and Blanchard (1998), Betts (1994) explains that technical skills refers to the ability to apply knowledge, methods, techniques, experiments and equipments to

perform a specific task effectively. Betts admits that though supervisors need to have enough technical knowledge so as to pass sound judgment and offer technical assistance to other employees in his department. The researcher believes that for this to happen a supervisor needs to have personal or interpersonal interactive skills so as to be able to manage and supervise his employees effectively and this calls for human skills.

Human skills

Human skills refer to interpersonal or interactive skills. Supervisors/managers should be capable of working with and through people by applying motivation and behaviourist techniques to get the best out of them. (Betts; 1994; Hersey and Blanchard, 1998).



Supervision of Instruction

Glickman, Gorden and Ross-Gorden (1998, P9) define supervision as the assistance for the improvement of instruction. They declare that. “Behind every successful school is an effective supervision programme.pg 5, they consider supervision as glue or adhesive that puts together organizational goals and teacher heads and provides for improved learning. Ben Harris (as cited in Glickman 1990 also argues that supervision is related to instructing pupils through helping teachers with instructions.

Lewis and Niel (1972) define instruction as” actual flow of engagement by persons being educated with other persons and things within a particular arrangement of time and space”.

Supervision of instruction is the process through which the principal or the supervisor attends to work with teachers in a positive way to achieve academic excellence. Drake and Roe (1986). According to them the principal or the supervisor offers leadership activities to bring teachers and other staff members to improve e teaching and learning in the school.

Chester and Maria (1960), defines supervision of instruction as leadership provided by designated school officials to teachers and educational workers for the improvement of instruction. Mackenzie (as cited in Glickman 1990) also observed that supervision is the function in the school. Robbins and Alvy (1995) also define supervision as the provision of support for the teachers so that they could attain excellence. In their opinion; supervision of instruction involves the refinement of knowledge and skills regarding effective teaching and learning. They go on to argue that supervision is a formative process, which involves several dress rehearsals. Lewis and Miel (1972) maintain that supervision as a function of enhancing quality should not be assigned solely to a functionary called supervisor. Glickman (1990) shares similar view by arguing that supervision should not be associated with a person.

Instructional supervision

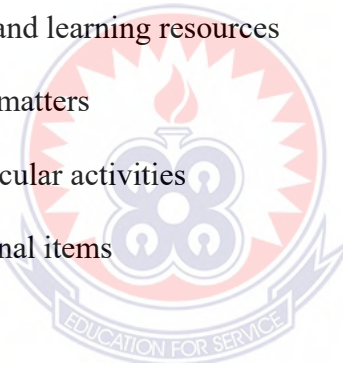
Instructional supervisors are responsible for the improvement of instructional services in the schools. Their task according to Glickman et al (1998) involve engaging in personal contact with teachers to observe and assist them in instructional building, gathering of teachers to make decisions on common instructional issues, providing learning opportunities for the professional growth of teachers, revision of modification of classroom plans and materials of classroom instruction and studying what is happening in the classroom and school with the aim of improving learning. In the Ghana Education Service (GES), supervisors are perceived to be office-based such as headquarters and regional office inspectors, district assistant directors and circuit supervisors. The above supervisors are called external supervisors (CCEUCC, module four, 2003). However Glickman et al (1998) argue that, supervision is a function and process rather than a role and a position. A supervisor is therefore any person who is involved in supervision as principals headmasters/head teachers, subject/department teachers heads and class/form master. Thus there are two types of supervisions; name internal and external supervisions in the school system. External supervisions in basic schools are district based. The districts are divided into circuits which are operating under circuit supervisors (Ghana Education service 2002). Among the Function of circuit supervisors according to the Ghana Education Service (2001) are:

1. Promoting teaching and learning in all basic
2. Interpreting educational practices of teachers
3. Promoting effective school management
4. Liaising between the school and the district educational office

5. Organizing in -service training for teachers
6. Monitoring the achievement and performance of pupils and staff
7. Promoting healthy school community relations

The headmasters do internal supervision in the school. They are both administrative and instructional leaders who ensure that successful learning takes place for every pupil in the school. (Lewis and Neil, 1972). Among the head teacher's duties include:

1. Managing pupils or students
2. Managing teaching and learning resources
3. Managing financial matters
4. Managing co – curricular activities
5. Managing instructional items
6. Staff development
7. Assessing teacher and pupil's performance.



Types of instructional supervision

Gywnn (1961) identifies five types of supervision, namely; inspection, laissez-faire, coercive, training and guidance and democratic professional leadership.

Inspection

In the classical sense, supervision meant inspecting the work of teachers to ensure that they are in conformity with laid down principles and methods of teaching (Nwokafor et al 1981, Kochlar 1970; Gywnn 1964. They argue that school inspection was teacher-focused and school system centered. Kochlar maintain that this type of supervision assumed that things should be static as they were in original even against the stark reality of changing trends.

One person called inspector who alone inspected the school compound and all school records including the accounts usually conducted inspection in addition to classroom work and whose style of supervision was the use of threats of discipline, firing and closure of schools to instill fear or stamp his authority among teachers and pupils.(Nwokafor et al 1981)

This sort of supervision often resulted in animosity between the school inspector and the community. Gywnn (1961) concludes that, inspection was not meant to help teachers to improve upon instructional delivery, rather it was meant to retain teachers who did what they were suppose to do and fire those who could not perform.

Laissez-faire supervision

According to Gywnn (1961), laissez-faire type of inspection is whereby each teacher is allowed to teach in the manner he chooses. He claims that little effort is made to assist teacher to improve the instructional programme. With this supervisory practice,

if the supervisor leaves the working place, on his return he will find the work place deserted and task incompleted (Drake and Rose, 1986). Gywnn is of the opinion that this practice is not constructive as it is an evasion of the supervisor's responsibility as a professional leader to improve his school's instructional programme.

Coercive supervision

This type of supervision is similar to inspection in the sense that it is imposed and authoritarian (Kochlar, 1970). This practice stems from the assumption that there are best methods of teaching which are best known to the supervisor and who believes that the most effective way of getting teachers according to the prescribed methods (Gywnn, 1961). Gywnn argues that the assumption there is no longer tenable. He further argues that this type of supervision promotes "feeling of inadequacy and insecurity, frustration and repressed antagonism" p.42. He concludes that there is every indication that coercive supervision has never been effective in achieving anything except pretences of dictated behavior that is destructive of good human relationships. Drake and Roe 1986 advise that, instructional supervision should not be characterized by coercion and intimidation, which are usually counterproductive. They are of the opinion that teachers today are knowledgeable people that should not be told what to do and how to do things.

Supervision as training and guidance

This type of supervision is the process whereby continuing education is given to the teacher to improve his teaching. Gywnn (1961). He insists that though his approach was a departure from the coercive type of supervision whereby the teacher was forced to follow prescribed methods. It was still assumed that there was a best method known for teaching and it was the supervisor who knows line with the prescription of the supervisor. The supervision was focused on the teacher.

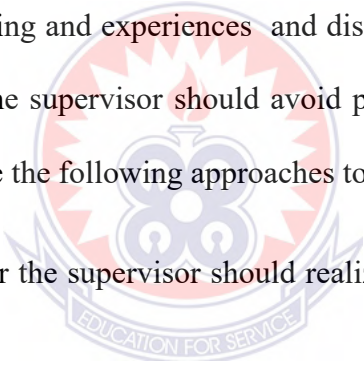
Supervision as Democratic and Professional Development

This type of supervision is the modern approach to supervision. Modern supervision aims at improving the total teaching and learning situation; it is what leadership offered to help the staff to improve the instructional situation Gywnn (1980). He asserts that instead of directing the staff on how to teach, the supervisor and the staff together decide on the best approach to improve the teaching-learning situation. He believes that modern supervision is;

- a) Co-operative in that the contribution of all members of the staff is required to solve the educational problems of the school
- b) A peer relationship in the sense that the supervisor is considered an equal and offers that specialized skills to teachers as he also learn from them.
- c) Experimental, because the supervisor need not enforce a pre-determined pattern of educational practices, but has to lead his staff in the content search for better and effectively way of performing their duties, bearing in mind that there is no

one best way of doing things. Gywnn further argues that the scope of modern supervision is not limited to classroom visits, recommending instructional materials and evaluation of staff and pupil, but it involves the total teaching-learning situation.

The total teaching and learning situation includes the curriculum, instructional material, the school, community and the administrative factors involved. The scope of supervision is concerned with all the factors that affect the learning and growing of pupils. Drake and Roe in discussing modern supervision maintains that teachers rather should be encouraged and stimulated to improve teaching and learning through sharing ideas , brainstorming training and experiences and discussing alternatives, they go on to say that the principal or the supervisor should avoid passing judgment or criticizing his subordinates . They outline the following approaches to instructional supervision:

- 
- a) The principal or the supervisor should realize that his position does not make him an expert
 - b) An atmosphere must be created to enable the teacher to feel free to share concerns with the principal or the supervisor without each feeling hurt, or the teacher disagreeing without fear of being intimidated.
 - c) The principal and the teacher should solve professional problems as colleagues and not in a master- servant relation.
 - d) The teacher should feel that the principal values his or her growth both personal and professional.
 - e) Feedback should be given to promote teacher's professional competence

- f) Teaching involves creativity which is risk taking. Failure in some experiments with teaching procedures and seeking help in much different direction without being made to feel adequate.
- g) We should understand that teaching is both rational and emotional and that discussions of feelings and interpersonal relations are important.
- h) The development aspect of supervision should be seen as part of normal growth process and not as correcting deficiencies.

According to Drake and Roe (1986), though the principal is administratively responsible for instructional supervision, it will be a serious mistake to assume that he is an expert in the school in any subject or all the subjects in the school, or best universally accepted teaching method. The principal's function in instructional supervision is the provision of motivation and support for the staff and the development of instructional teamwork to improve teaching and learning. To be able to do effective job, the supervisor or the principal should exhibit a broader technical, human and conceptual skill.

Modern supervision of instruction includes supervisory visits that are; periodic survey, visits and visitation conference (Lewis and Neil 1972). They suggest that a supervisor should enter a teacher's classroom uninvited to take over and protect the children if the staff, pupils and parents are aware that the school knows what is happening in the school, and then he is effectively performing his function as supervisor (Commonwealth Secretariat 1993). The Commonwealth Secretariat recommends that visits to classroom form parts of educational leader's routine activities because such visits do not only help to establish professionalism in among teachers, but also ensure good conduct among teachers and pupils.

Techniques of instructional supervision

Glickman (1981) and Glathorn (1984) argue that teachers are different and respond differently to various supervisory techniques. They suggest the following options for supervision to meet the various needs: Clinical, Collegial or peer supervision, individualized or self directed supervision and informal supervision.

Clinical supervision

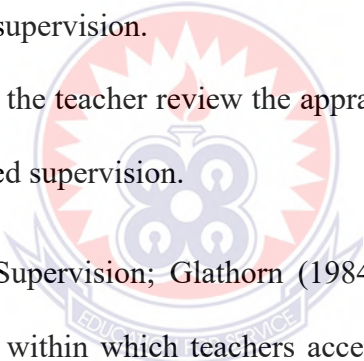
According to Cogan (1973), Clinical Supervision is designed to improve student's learning by improving teacher's classroom performance. It is concerned with data from the classroom activities, the analysis of the data and the relationship between the teacher and the supervisor. Drake and Roe (1980), believe that Clinical Supervision produces a self-directed teacher who analyses and seeks solutions to his or her own teaching problems with the help of another professionals.

Clinical Supervision emphasizes on teacher growth in that the supervisor talks with the teacher as a colleague to identify and clarify problems and observes the teacher in the classroom situation to solve the problems identified.

Self directed or individualized supervision for teachers like professionals differs from their ability. Gywnn (1961) argue that the best way to help a teacher is to help him as an individual. According to Glathorn (1984), while a directive peer approach to supervision is appropriate for some teachers, a self-directive or individualize approach is ideal for others. Some teachers prefer to work on their own, or may have some

difficulties working with others. This approach to supervision would be suitable for competent teachers. Glathorn suggests the following guidelines for self-directed supervision

1. Realistic and time bound targets based on previous experience must be set.
2. The supervisor and the teacher should review the target in a conference.
3. The supervisor should provide the teacher with a written summary of the conference.
4. The appraisal process which includes formal classroom observation begins after the conference. The teacher is responsible for collecting appraisal information to be shared with the supervision.
5. The supervisor and the teacher review the appraisal and together plan for the next cycle of self-directed supervision.



Collegial or peer Supervision; Glathorn (1984) observes that collegial or peer supervision is the process within which teachers accept to work together for their own professional development usually observing one another in the classroom providing each other with feedback and training in professional concerns. Glickman (1990) maintains that collegial or peer supervision is a technique, which the supervisor who combines instructional and administrative responsibilities could be used to provide effectiveness in his school. He observes that since teachers normally turns to each other for assistance more than is to supervisor and since supervision is essentially concerned with improving instruction rather than with summative evaluation, a teacher assisting each other in a formalized and effective ways of ensuring direct assistance to every staff member. Glickman (1990) cautions that without planning and resources, peer or collegial

supervision would certainly result in a disaster. He suggests the following approach for effective peer or collegial supervision:

1. The purpose and goals of supervision should be clarified to all members so that they would have a sense in direction and achievement.
2. Training through demonstrations, modeling and practice is essential before peer supervision is embarked on.
3. Peer supervision should be scheduled during the school day, this will require substitute to relieve teachers of their class duty so that they can observe the peers. Classes could be combined at one time under one teacher or the supervisor himself and engage in film-show, lecture or some other large group instruction.
4. Grouping for peer supervision should not be done on the basis of identical levels of experience or competence. The group should consist of teachers of different abilities and respect and communicate with each other.
5. The supervisor should monitor the needs of peer teams and step in where necessary but monitoring should be formal. The supervisor should be seen as a resource person.

Factors for effective supervision According to Sergio Vanni (as cited in Mankoe, 2002) “good or effective supervision is becoming professional, thus it is increasingly seeking to evaluate its personal, procedures and results, and it is moving towards standards and towards self supervision.”

Neagley and Evans (1970) contend that “for supervision to be effective, the general limits of authority and responsibility must be well established so that all members

of the supervisory staff are able to function as a team.” Writing on effective supervision, Glickman et al (1998) observe that supervision should be based on non-directive, collaborative, self-reflective and non-threatening methods. Musaaazi (1985) is of the view that “if supervision is to be effective, the supervisor must take the lead in providing a pleasant stimulating and wholesome environment in which teachers will want to work.” Mankoe (2002) outlines the following principles needed for effective school supervision

1. Good supervision should be creative and not prescriptive.
2. Good supervision should employ scientific methods and attitudes which are applicable to the dynamic social processes of education.
3. Supervision should be sensitive to ultimate aims, values and policies of education.
4. Supervision should be democratic, thus respecting personality and individual differences between personalities and seek to provide opportunities for the expression of each unique personality.

The most important factor needed for effective supervision is that, “the supervisor must be a friend, philosopher and guide of teachers. Thus while he is supposed to impact, he is also to act as the teacher’s friend and guide” (Kochlar 2008:p.80).

Conceptual Basis of the Study

Almost all modern organizations, including schools have the characteristics of the Weberian model of bureaucracy which includes supervision, a division of labour and specialization, an impersonal orientation, a hierarchy of authority, rules and regulations, and a career orientation (Ballantine, 2001:Monyatsi, 2005). These authors claimed that

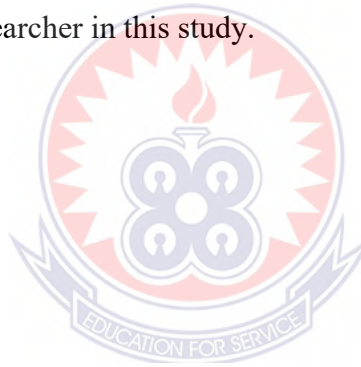
schools are unique bureaucratic organizations due to their different purposes and structure.

In a recent study, which involved 3,074 teachers from 218 elementary schools in Canada, Ross and Gray (2006) sought to examine the effects of collective teacher efficacy upon the constructs of teacher commitment, as well as the effects of transformational leadership upon teacher commitment through collective teacher efficacy. These researchers found that supervision had direct effects on teacher commitment and the collective teacher efficacy of the school. In addition, commitment to school mission was influenced the strongest, which is especially important in that it is a strong predictor of group effectiveness. Results of this study are considered important by the researchers because this particular study not only identified a significant relationship of supervision to commitment and organizational values, but it also identified the mechanism (collective teacher efficacy); whereby these influences occurred.

Nguni, Slegers, & Denessen (2006) completed a study in which they examined the effects of supervision behaviors on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior. In their study, the researchers surveyed 560 primary school teachers in 70 schools in Tanzania. Through path analysis, these researchers found that supervision had strong to moderate positive effects on each of the three variables stated above.

Summary of literature Review

The chapter two of the study attempted to highlight what supervision is made up of, its functions, types of instructional supervision, techniques of instructional supervision and factors for effective supervision. It is clear that from the review that, supervision is about working with and through people with available resources for achievement of the goals and the objectives of an institution or organization. It entails planning, decision – making, organizing, influencing, communicating and evaluating. The critical aspect observed in this literature is the important contribution of supervision on instruction. This view which gives insight into the work of scholars in this area would serve as a guide to the researcher in this study.



CHAPTER THREE

METHODS OF STUDY

Introduction

This chapter deals with the method used to carry out the research. It commences with the design of the study, the population sample and sampling procedure, instrument used for the data collection and data analysis procedure.

Research Design

The design commonly used for this research is descriptive survey with questionnaires. This will enable the researcher obtain precise information from the respondents. According to Creswel (2003), descriptive survey studies are designed to obtain pertinent and precise information concerning the current status of a phenomenon and to draw valid general conclusions from the facts discovered. Agyedu (2010) also sees descriptive survey as seeking to gather information so that a description of what is going on can be made. It can also be used to collect a body of quantifiable data in connection with two or more variables which are examined to detect patterns of relationships or associations. Bryman (2004).

It was the preferred choice of the study because it is extremely simple in design and capable of giving an overall picture of a phenomenon as it stands at the time of a study. It involved studying a cross-section of the headmasters, teachers and students in

order to obtain an overall understanding of how their supervision strategies are as it stood at the time of the study.

It was therefore cheaper to undertake and make analysis easily as regards to its responses because of its involvement in only one contact with the study population. However, it could not be used to measure change of the phenomenon (Kumar, 1999).

Population

The target population of the two schools was one thousand and twenty (1200). These included students, teachers and head teachers. The sample size for the study consisted of two (2) head teachers, seven (7) students and one hundred and eleven (111) teachers making a total of one hundred and twenty correspondents (120) of two junior high schools in the Ejisu-Juaben Municipality. Only seven students were chosen for this research because, it was based on the supervision of head teachers on teachers, therefore the concentration was on teachers and heads. Students were added because they are also part of teaching and learning. This population was chosen because they were directly involved in teaching and learning and administrative activities in relation to supervision.

Sample Size of the Study Population

The sample for the study was made up of 100 respondents from two circuits in the municipality as shown in the table below. They comprised of two headteachers, seven students and ninety-one teachers of Ejisu Model and Fumesua Anglican Junior High

Schools in the Ejisu-Juaben Municipality. One hundred respondents are used for this research because that was the number realized after the data was collected. This is because on the day of collecting the responses, most teachers did not submit their questionnaires. Some also did not respond to the questions and others were demanding token before responding to the questionnaires. Therefore the number of the teachers was reduced by twenty.

Breakdown of Respondents by Circuit

Table 1:

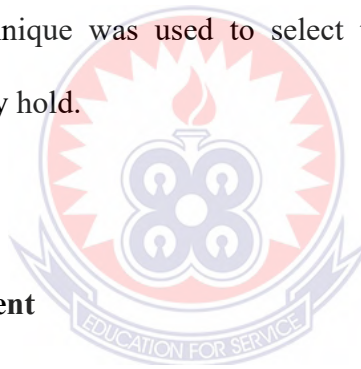
| SCHOOLS | No. Of Teachers | No. of Headmasters | No. Of Students | Sample Size |
|----------------------|-----------------|--------------------|-----------------|-------------|
| Ejisu Model JHS | 50 | 1 | 3 | 54 |
| Fumesua Anglican JHS | 41 | 1 | 4 | 46 |
| Total | 91 | 2 | 7 | 100 |

Sampling Technique

Stratified sampling technique method of probability sampling technique was used to select the targeted population of teachers, headmasters and the students. The targeted population in each community was separated into different identifiable schools in Ejisu and Fumesua. Individual teachers, Headmasters and students were selected out of these schools randomly. The use of stratified random sampling technique was attributed to the

presence of some identifiable circuits. Mc Grew (2000). It was chosen to ensure enough coverage of the two schools. Each stratum (teachers, head teachers and students were selected using the stratified sampling technique as stated earlier.

After permission was granted, the researcher began the whole process with the lottery method for the selection of students and teachers. Although the same method was used for the two groups, each was done separately. 'Yes' and 'No' were written on sheet of papers to select the number of respondent the researcher wanted. The papers were mixed very well and shaken and put in a box for respondents to pick in turns until all were finished. Teachers and students who picked 'Yes' were taken as the sample size. Purposeful sampling technique was used to select the head teachers because of the position they automatically hold.



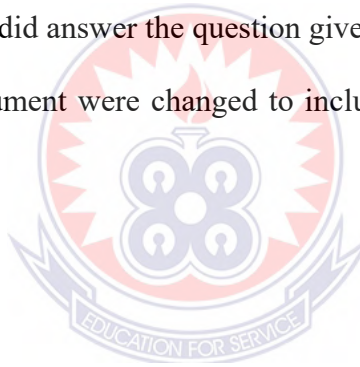
Data Collection Instrument

The main data collection instruments used was questionnaire. The questionnaire was meant to allow statistical analysis of the variables in the stated objectives of the study. It was used to collect data from head teachers, teachers and students in the two schools in the municipality. The questionnaires were divided into three sections which were sections (A, B, C) Section A sought information from teachers, students and head teachers on their personal data. Section B and C consisted of variables that sought for responses base on how effective supervision affects first cycle schools in Ejisu Juaben Municipality.

Pre Test Activities

It consisted of a reconnaissance survey of the study area. It was conducted at one of the schools sampled for the study to identify and scheduled for the questionnaires to be answered by the stakeholders. This enabled them to have advanced preparation towards the administration of the questionnaire. On the said day, pre-test exercise was done at Ejisu since it has most of the participants there. This was done with the view of testing the effectiveness of the survey instruments. After the pilot study changes were effected to the data collection instruments.

After the pre-test at Ejisu, it was realized that majority of the students could not answer most of the questions because to my knowledge some of the questions were above them. In view of that they did answer the question given to them. As a result, certain parts of the questionnaire instrument were changed to include possible alternative answers to questions posed to them.



Data Collection Procedure

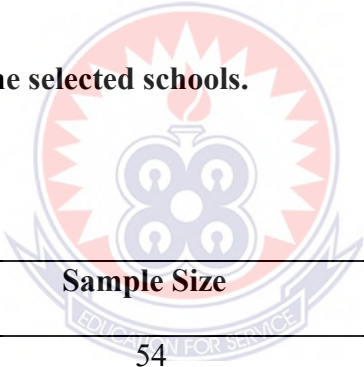
The main study was preceded by pilot-study in February 2016. This was done by the use of five teachers who had just completed their first degree programme and had been posted to the municipality. Three teachers were randomly selected to complete the questionnaire. The rationale of the pilot-study was to improve upon the items of the pilot questionnaire. After the pilot test, the cronbach reliability analysis yielded 0.81 coefficient.

Ethical Issues

Ethical issues in relation to surveys were highly considered. In the first place, the address provided by the teachers was traced from the secretaries to the headmasters. Secondly, permission was sought from the District Director and Head teachers of both schools. Verbal consent was also obtained from individual respondent. The significance and the purpose of the study were explained after proper identification of the survey team has been done. Anonymity and confidentiality was assured in relation to the plight of the respondents.

The table below shows the selected schools.

Table 2



| Schools | Sample Size | Response Rate (%) |
|----------------------|-------------|-------------------|
| Ejisu Model JHS | 54 | 100 |
| Fumesua Anglican JHS | 46 | 100 |
| Total | 100 | 200 |

Data Analysis Procedure

Qualitative data were analyzed for easy identification of certain quotations that were relevant for the study. Statistical package for social sciences (SPSS) (Sarantakos, 1998) was used for analysis of the questionnaire survey for descriptive purposes. Data

from the completed questionnaires were used to score for clarity. Being descriptive statistical tool used in analyzing the data, simple frequency, percentages and inferential statistics were used. The data that were collected were scored and analysed with the use of statistical package for social sciences (SPSS) software. According to Sarantakos (1998) cited IJERD, data analysis allows the researcher to arrive at some vital meaningful and useful conclusions. As a result of this tables were used to support the analysis to make it clearer and meaningful.

Brief description of Ejisu–Juaben Municipality

It lays within latitude 1° in and $1^{\circ} 45'$ N and $6^{\circ} 15'$ W and $7^{\circ}00'W$. It is located in the central part of the Ashanti region. It shares boundaries with six other Districts in the region.

To the North East and North West of the municipal are Sekyere East and Kwabre District respectively, to south are Bosomtwe-Atwima-Kwanwoma and Asante-Akim South District, to the East is the Asante-Akim North Municipal and to the West is the Kumasi Metropolitan. Ejisu-Juaben is a strategic spot for boosting economic activities in the region. That is to say it is suitable for inland port which the assembly hopes will take centre stage in the development agenda for the municipality in the near future to serve the Northern parts of the country thus making it hub of exchange of goods and services. It has four urban settlements namely, Ejisu, Juaben, Besease and Bonwire. The municipal is globally known for its cultural heritage and tourist attractions, notably the booming kente

weaving industry. It is one of the twenty –seven administration and political Districts in the Ashanti Region of Ghana



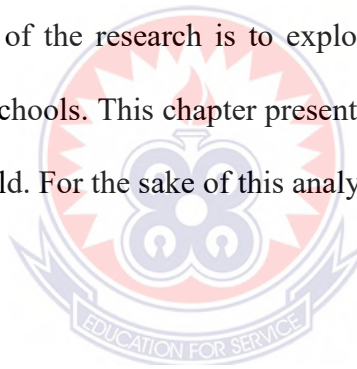
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

The questionnaire data from the field of this study were analyzed using statistical package for social sciences (SPSS) to see patterns of inter – connections and relationship among the variables in the study objectives and the research questions.

Three categories of respondents were involved in this study in first cycle institutions. They included teachers and head teachers and students in first cycle institutions in the Ejisu Juaben Municipality.

The concentration of the research is to explore features that influence effective supervision in first cycle schools. This chapter presents the details of the data gathered by the researcher from the field. For the sake of this analysis students and pupils will be used interchangeably.



Demographic Data

Table 4.1 Respondent and Gender

| Respondent | Male | Female | Total |
|-------------------|-------------|---------------|--------------|
| Students | 4 | 3 | 7 |
| Head Teachers | 1 | 1 | 2 |
| Teachers | 50 | 41 | 91 |
| Total | 55 | 45 | 100 |

Source: Field Survey, 2016

From table 4.1, out of the one hundred (100) respondents of this research work, fifty-five (55) were males while the remaining forty-five (45) were females. The fifty-five (55) males comprised four (4) male students, one (1) male Head Teacher and fifty (50) male Teachers while the forty-five (45) females comprised three (3) female Students, one (1) female Head Teacher and forty-one (41) female Teachers. Information gathered from the table shows that there were slightly more male teachers than the female teachers in the municipality.

Table 4.2 Respondent and Age

| Respondents | 9-14yrs/ 21 –30yrs | 15-18yrs/ 31 – 40yrs | 41 – 50yrs | 51 – 60yrs | Total |
|--------------------|---------------------------|-----------------------------|-------------------|-------------------|--------------|
| Students | 6 | 1 | | | 7 |
| Head Teachers | | | 2 | | 2 |
| Teachers | 25 | 60 | 6 | | 91 |
| Total | 31 | 61 | 8 | | 100 |

Source: Field Survey, 2016

From Table 4.2, out of the one hundred (100) respondents, thirty-one (31) of the respondents were of the ages between nine to fourteen and twenty – one (21) to thirty (30) years and they consists of (25) teachers and students(6) only. Sixty-one (61) were of the ages between fifteen-eighteen and thirty – one to forty and consists of one (1) Student, (60) Teachers: (2) head teachers also being within the ages of forty – one to fifty and consists of five (6) teachers. The survey shows that most of the respondents in the selected schools were within the ages of thirty-one (31) and forty (40) years.

Table 4.3 Marital Status of teachers and head teachers

| Respondents | Single | Married | Total |
|--------------------|---------------|----------------|--------------|
| Head Teachers | | 2 | 2 |
| Teachers | 20 | 71 | 91 |
| Total | 20 | 73 | 93 |

Source: Field Survey, 2016

From Table 4.3, twenty (20) of the respondents, who were only teachers, were single as at the time of the research. Seventy-three (73) were married and they comprised two (2) head teachers and seventy-one (71) teachers.

From Table 4.3 there is clear indication that majority of the respondents who were teachers are married.

Table 4.4 Respondents Religious Status

| Respondents | Christian | Muslim | Total |
|--------------------|------------------|---------------|--------------|
| Students | 5 | 2 | 7 |
| Head Teachers | 2 | | 2 |
| Teachers | 71 | 20 | 91 |
| Total | 78 | 22 | 100 |

Source: Field Survey, 2016

According to Table 4.4 five (5) students, two (2) head teachers and seventy-one (71) teachers were Christians as at the time of the research. Twenty (20) teachers and two

(2) students were Muslims and the other religions recorded nil. The survey shown indicates that the majority of the respondents were Christians.

Table 4.5 Respondent and Educational Level of Teachers and Head teachers

| Respondents | Diploma | Bachelors Degree | Second Degree | Total |
|--------------------|----------------|-------------------------|----------------------|--------------|
| Head Teachers | | 2 | | 2 |
| Teachers | 30 | 50 | 11 | 91 |
| Total | 30 | 52 | 11 | 93 |

Source: Field Survey, 2016

From table 4.5, thirty (30) teachers had diploma qualifications while fifty (50) teachers and two (2) head teachers had bachelors degree. From the survey majority of the respondents had completed university with their bachelor's degree.

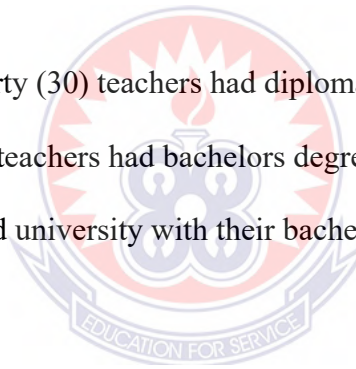


Table 4.6 Respondent and Marital Status

| Respondents | Less Than 1 yr | 1-3 yrs | 4 – 7 yrs | 8 – 12 yrs | Over 12 yrs | No Response | Total |
|--------------------|-----------------------|----------------|------------------|-------------------|--------------------|--------------------|--------------|
| Head Teachers | | | | 2 | | | 2 |
| Teachers | 15 | 70 | | 6 | | | 91 |
| Total | 15 | 70 | | 8 | | | 93 |

Source: Field Survey, 2016

From Table 4.6, the two head teachers were married between eight to twelve years. Fifteen fall in the 1-3 range and seventy (70) teachers in the range of 8-12 years. From the survey, majority of the teachers have been married between 8-12 years.

Analysis of Research Question one

Table 4.7 Principles Governing the Operations of Supervision

| Respondents | Yes | No | No Response | Total |
|--------------------|------------|-----------|--------------------|--------------|
| Head Teachers | 2 | | | 2 |
| Teachers | 65 | 20 | 6 | 91 |
| Total | 72 | 22 | 6 | 100 |

Source: Field Survey, 2016

From Table 4.7 Seventy – two (72) of the respondents, representing five (5) students, two (2) Head Teachers and sixty- five (65) Teachers, responded to the affirmative that the principles governing the operations of supervision were indispensable. Twenty–two (22) of the respondents made up of two (2) students (20) Teachers, responded that the principles governing the operations of supervision were not indispensable. Six (6) Teachers did not respond to this question.

The information gathered from Table 4.7 suggests that supervision cannot be carried out without the application of supervisory principles. For effective supervision Glick (as cited in Cambell et. al 1997) laid more emphasis on these as expressed in

acronym “POSDCORB” which indicates planning, organizing, staffing, directing, coordinating reporting and budgeting.

Table 4.8 supervision and academic performance

| Respondents | | | Strongly | | Total |
|--------------------|--------------|-----------------|-----------------|-----------------|--------------|
| | Agree | Disagree | Agree | Disagree | |
| Students | 5 | 1 | 1 | | 7 |
| Teachers | 50 | 10 | 28 | 3 | 91 |
| Head Teachers | 2 | | | | |
| Total | 57 | 11 | 29 | 3 | 100 |

Source: Field Survey, 2016

Fifty-seven (57) of the respondents, representing five (5) students, two (2) head teachers and fifty (50) teachers, responded that they agreed that the absence of effective supervision does affect the performance in classroom. Ten (10) teachers responded that the absence of effective supervision does not affect the performance in classroom. Eight (8) teachers did not respond to this question. It can be inferred from the information in Table 4.8 that majority of the teachers are of the view that teaching and learning can only be effective through effective supervision.

Table 4.9 frequency of supervision

| Respondents | Once | Twice | Four Times | Total |
|--------------------|-------------|--------------|-------------------|--------------|
| Head Teachers | 1 | 1 | | 2 |
| Teachers | 20 | 70 | 1 | 91 |
| Students | 5 | 1 | 1 | 7 |
| Total | 26 | 72 | 2 | 100 |

Source: Field Survey, 2016

Twenty – six (26) of the respondents, representing five (5) students, one (1) head teacher and twenty (20) teachers, as gathered from the analysis in Table 4.9, were supervised once in a year. Seventy-two (72) of the respondents, representing one student, one head teacher and seventy (70) Teachers were supervised twice in a year. Two (2) of the respondents, a teacher and student were supervised four times in a year. Indication from table 4.9 is that teachers were not frequently supervised. An interview with the school management committee member at Ejisu Juaben revealed that teachers were not supervised frequently.

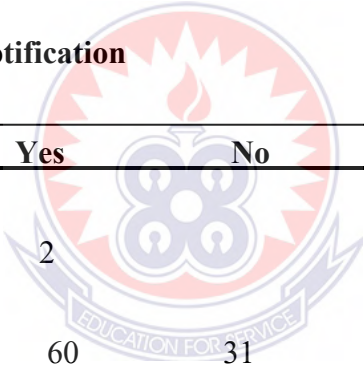
Table 4.10 Students commendation of teachers

| Respondents | Yes | No | Total |
|--------------------|------------|-----------|--------------|
| Students | 6 | 1 | 7 |
| Head Teachers | 2 | | 2 |
| Teachers | 80 | 11 | 91 |
| Total | 88 | 12 | 100 |

Source: Field Survey, 2016

From Table 4.10 eighty-eight (88) of the respondents, representing six students, two (2) head teachers and eighty (80) Teachers, responded to the affirmative that the students commended the teachers for good work done. twelve (12) of the respondents, representing one (1) student, and eleven (11) teachers, responded that the supervisors did not commend the Teachers for good work done. The data shows that the work of the teachers is appreciated by the students. Betts, 1994, Hersy and Blanchard, (1998), are of the view that supervisors should be able to work with and through people by applying motivational and behaviourist techniques to get the best out of them.

Table 4.11 supervision notification



| Respondents | Yes | No | Total |
|--------------------|------------|-----------|--------------|
| Head Teachers | 2 | | 2 |
| Teachers | 60 | 31 | 91 |
| Total | 62 | 31 | 93 |

Source: Field Survey, 2016

Table 4.11 explains that sixty-two (62) of the respondents, representing two (2) head teachers, and sixty (60) teachers, responded to the affirmative that the teachers were notified before any supervision is affected. Thirty-one (31) of the respondents, who are teachers, responded that the teachers were not notified to this question. From the data the responses of teachers on notification before supervision is encouraging, this indicates that, teachers are notified before supervision is affected.

Table 4.12 orientation to respondents

| Respondents | Yes | No | Total |
|--------------------|------------|-----------|--------------|
| Head Teachers | 2 | | 2 |
| Teachers | 41 | 50 | 91 |
| Total | 43 | 50 | 93 |

Source: Field Survey, 2016

From Table 4.12, forty – three (43) of the respondents, representing two (2) Head Teachers and forty-one (41) Teachers, responded in the affirmative that the respondents underwent orientation in relation to supervision. Fifty (50) of the respondents who are all teachers, responded that the respondents did not undergo orientation in relation to supervision. The forty three respondents indicates that they underwent orientation on the preparation lesson notes, through workshops, on how to use instructional materials, on English assessment, on administration, on management, on leadership, through mentorship, through conferences and on W. A. E. C. and W. A. S. S. C. E. examinations. Orientation and in-service training programmes according to Talabi (2003: page 219) enable teachers among other things to acquaint themselves with new techniques and development in teaching.

Table 4.13 interpretation of instructional materials to teachers

| Respondents | Yes | No | Total |
|--------------------|------------|-----------|--------------|
| Head Teachers | 2 | | 2 |
| Teachers | 65 | 26 | 91 |
| Total | 67 | 26 | 93 |

Source: Field Survey, 2016

From table 4.13, sixty-seven (67) of the respondents, two (2) Head Teachers and sixty-five (65) Teachers, responded to the affirmative that the uses of instructional materials were interpreted to the teacher. Twenty-six (26) of the respondents, who are all Teachers, responded that the uses of instructional materials were not interpreted to the teachers.

Most of the respondents who represent seventy-two (72%) percent of the total respondents indicate that the following measures should be taken to promote effective teaching and learning:

- Effective preparation and regular supervision of Teachers
- Availability of Teaching and Learning Materials
- Provide Regular and Effective Supervision
- Availability of the Use of Good Instructional Materials
- Motivate the students and teachers;
- Provide Conducive atmosphere for teaching & learning

- Discussion and group work should be encouraged
- Organize workshops;
- Organize in-service training for teachers
- Open and maintain channels of communication effectively
- Encourage students to study hard all the time

Table 4.14 Specific Services Coordinated by circuit Supervisors

| Respondents | Yes | No | Total |
|--------------------|------------|-----------|--------------|
| Head Teachers | 2 | | 2 |
| Teachers | 79 | 12 | 91 |
| Total | 81 | 12 | 93 |

Source: Field Survey, 2016

Table 4.14 states, eighty-one (81) of the respondents, two (2) Head Teachers and seventy-nine (79) Teachers, responded to affirmatives that the students co-ordinated specific services in their circuits. Twelve (12) of the respondents, who are all Teachers, responded that the supervisors did not co – ordinate specific services in their circuits.

The eighty-one (81) respondents indicated that the following services were co-ordinated by the students:

- Subject Teaching Discussions;
- In – service training and workshops;
- New method of Teaching

- Provision of teaching & learning materials; and
- Educate the students about exams malpractices

Table 4.15 interpretation of national policy and regulations on learning Activities?

| Respondents | Agree | Strongly Agree | Disagree | Total |
|--------------------|--------------|-----------------------|-----------------|--------------|
| Students | 2 | 5 | | 7 |
| Head Teachers | | 2 | | |
| Teachers | 30 | 50 | 11 | 91 |
| Total | 32 | 57 | 11 | 100 |

Source: Field Survey, 2016

Table 4.15 shows that thirty-two (32) of the respondents, representing two (2) students and thirty (30) Teachers, agreed that the interpretation of the national policy and regulations would affect teaching and learning activities. Fifty-seven (57) of the respondents, representing five (5) students, two (2) Head Teachers and fifty (50) Teachers, strongly agreed that the interpretation of the national policy and regulations would affect teaching and learning activities. Eleven (11) of the respondents who are all teachers, strongly disagree that the interpretation of the national policy and regulations would affect teaching and learning activities.. It can be deduced from table 4.15 that majority of the respondents are of the view that National policies and regulations interpreted supervision Glickman (1990, Pg 9) declares that “behind every successful school is an effective supervision programme”.

Table 4.16 Conducive atmosphere for teaching and learning

| Respondents | Agree | Strongly Agree | Disagree | Total |
|--------------------|--------------|-----------------------|-----------------|--------------|
| Students | 3 | 3 | 1 | 7 |
| Head Teachers | 1 | 1 | | 2 |
| Teachers | 40 | 40 | 11 | 91 |
| Total | 44 | 44 | 12 | 100 |

Source: Field Survey, 2016

From Table 4.16, forty-four (44) of the respondents, representing three (3) students, one (1) Head Teacher and forty (40) Teachers, agreed that the atmosphere were conducive for supervision or teaching and learning activities. Forty-four (44) of the respondents, representing three (3) students, one (1) Head Teacher and forty (40) Teachers, strongly agreed that the atmosphere were conducive for supervision or teaching and learning activities. Twelve (12) of the respondents, who are eleven(11) teachers and one(1) student disagreed that the atmosphere were conducive for supervision or teaching and learning activities.

Table 4.17 respondents' views on orientation and in-service training

| Respondents | Strongly Agree | | Strongly Disagree | | Total |
|---------------|----------------|-----------|-------------------|-----------|-----------|
| | Agree | Disagree | Agree | Disagree | |
| Teachers | 20 | 40 | 20 | 11 | 91 |
| Head Teachers | 1 | 1 | | | 2 |
| Total | 21 | 41 | 20 | 11 | 93 |

Source: Field Survey, 2016

Table 4.17 explains that, twenty – one (21) of the respondents, representing one (1) head teacher and twenty (20) teachers, agreed that they were privileged to undertake orientation courses. Forty – one (41) of the respondents, one (1) head teacher and forty (40) teachers, strongly agreed that they were privileged to undertake orientation courses. Twenty (20) of the respondents, who are all teachers, disagreed that they were privileged to undertake orientation courses. Eleven (11) of the respondents, who are also teachers, strongly disagreed that they were privileged to undertake orientation courses. It very clear from table 4.17 that, teachers and head teachers had the privilege to undertake orientation and in-service training programmes.

Table 4.18 respondents' concerns on effective supervision

| Respondents | Strongly Agree | Agree | Strongly Disagree | Total |
|---------------|----------------|-----------|-------------------|------------|
| Students | 4 | 2 | 1 | 7 |
| Head Teachers | 2 | | | 2 |
| Teachers | 40 | 50 | 1 | 91 |
| Total | 46 | 52 | 2 | 100 |

Source: Field Survey, 2016

From Table 4.18 forty-six (46) of the respondents, representing four (4) students, two (2) head teachers and forty teachers, strongly agreed that they (respondents) were concerned about the provision of effective supervision. Fifty two (52) of the respondents, representing two (2) students and fifty (50) Teachers, agreed that they (respondents) were concerned about the provision of effective supervision.

Three (3) of the respondents, representing two students and one teacher, strongly disagreed that they (respondents) were concerned about the provision of effective supervision.

It can be observed from the data that majority of the teachers agreed on the provision of effective supervision since that could promote effective teaching and learning.

Table 4.19 whether the Respondents were content in human relations

| Respondents | Strongly Agree | Agree | Strongly Disagree | Total |
|--------------------|-----------------------|--------------|--------------------------|--------------|
| Students | 2 | 4 | 1 | 7 |
| Teachers | 50 | 30 | 11 | 91 |
| Head Teachers | | 2 | | 2 |
| Total | 52 | 36 | 12 | 100 |

Source: Field Survey, 2016

Table 4.19 discusses that fifty-two (52) of the respondents, representing two (2) students and fifty (50) teachers, strongly agreed that they (respondents) were content in human relations. Thirty-six (36) of the respondents, representing four students, two (2)

head teachers and thirty (30) Teachers, agreed that they (respondents) were content in human relations.

One (1) student and eleven (11) teachers strongly disagree that they (respondents) were content in human relations. Twelve (12) of the respondents who were teachers, only disagreed that they (respondents) were content in human relations.

The information gathered from data 4.18 shows that supervision was carried out in a cordial and a co-operative manner in the municipality. Kochlar (2007: P 78) emphasizes that a supervisor should be humane and serves as fountain head of light and knowledge his motto should be, train your teachers, and inspire them to work harder.

Table 4.20 respondents' perceptions on regular Feedbacks

| Respondents | Strongly Agree | Agree | Strongly Disagree | Total |
|--------------------|-----------------------|--------------|--------------------------|--------------|
| Students | 4 | 3 | | 7 |
| Head Teachers | 1 | 1 | | 2 |
| Teachers | 30 | 50 | 11 | 91 |
| Total | 35 | 54 | 11 | 100 |

Source: Field Survey, 2016

From table 4.20 thirty-five (35) of the respondents, representing four (4) students, one (1) head teacher and thirty teachers, strongly agreed that they (respondents) received regular feedbacks. Fifty-four (54) of the respondents, representing three (3) students, one(1) head teacher, and fifty teachers, agreed that they (respondents) received regular

feedbacks. Eleven (11) of the respondents who are all teachers strongly disagreed that they (respondents) receive regular feedbacks.

It is clear from the table that majority of the respondents strongly agreed that they received regular feedback. This corresponds with the view of Drake and Rose (1986) that, supervisors should encourage and stimulate teachers to improve teaching and learning sharing ideas, brainstorming and discussing alternatives with them.

Table 4.21 Rating for Job Security

| Respondents | Important | Very Important | Total |
|--------------------|------------------|-----------------------|--------------|
| Head Teachers | | 2 | 2 |
| Teachers | 40 | 51 | 91 |
| Total | 40 | 53 | 93 |

Source: Field Survey, 2016

From Table 4.21 forty (40) teachers were of the view that job security was important. Fifty-three (53) of the respondents, representing two (2) head teachers and fifty-one teachers, were of the view that job security was very important in effective supervision. Five (5) of the respondents (teachers only) were of the view that job security was not important in effective supervision.

It can be concluded that, the other responses were not given preference because job security matters most to every worker.

Table 4.22 Rating for the Type of Supervision Given

| Respondents | Important | Very Important | Total |
|--------------------|------------------|-----------------------|--------------|
| Head Teachers | 2 | | 2 |
| Teachers | 45 | 46 | 91 |
| Total | 47 | 46 | 93 |

Source: Field Survey, 2016

From Table 4.22 forty- seven (46) of the respondents, who are all teachers, were of the view that the type of supervision given was very important in effective supervision. Forty – seven (47) of the respondents, representing two (2) head teachers and forty – five teachers, were of the view that the type of supervision given was important in effective supervision.

The fact that forty-six of the respondents rated type of supervision very important in the municipality signifies a good start for teaching and learning in schools

Table 4.23 Rating for the Treatment given to Teachers and Head Teachers

| Respondents | Very Important | Important | Total |
|--------------------|-----------------------|------------------|--------------|
| Head Teachers | | 2 | 2 |
| Teachers | 40 | 51 | 91 |
| Total | 40 | 53 | 93 |

Source: Field Survey, 2016

Table 4.23 explains that forty (40) of the respondents, representing only teachers, were of the view that the treatment given to the head teachers and teachers was very important in effective supervision. Fifty – three (33) of the respondents, two (2) head teachers and fifty – one (51) Teachers, were of the view that the treatment that were given to the head teachers and teachers was important in effective supervision.

From the data, treatment given to teachers and head teachers in supervision in the municipality was very important. According to Drake and Ross (1986), it is the duty of the supervisor to work with teachers in a positive way to achieve academic excellence and atmosphere must be created to enable teachers to feel free to share concerns with supervisors in order to help them discharge their duties without fear of being intimidate

Table 4.24 Rating for terms and conditions of service

| Respondents | Very Important | Important | Total |
|----------------------------|-----------------------|------------------|--------------|
| Head Teachers ¹ | 1 | 1 | 2 |
| Teachers | 39 | 52 | 91 |
| Total | 40 | 53 | 93 |

Source: Field Survey, 2016

Table 4.24 discusses that forty (40) of the respondents, representing one (1) head teacher and thirty -nine(39) teachers, were of the view that the conditions of services of the head teachers and teachers was very important in effective supervision. Fifty-three (53) of the respondents, representing one head teacher and fifty-two (52) Teachers, were

of the view that the conditions of service of the head teachers and teachers were important in effective supervision. Teachers value terms and conditions of service very much and therefore did not even bother to look at the other options.

The view of the assembly member interviewed at Ejisu-Juaben Showed that few people in the community have been motivating the teachers. And that does not enhance the condition of service.

Table 4.25 Rating for the Attractive Benefits

| Respondents | Very Important | Important | Total |
|--------------------|-----------------------|------------------|--------------|
| Head Teachers | 2 | | 2 |
| Teachers | 40 | 51 | 91 |
| Total | 42 | 51 | 93 |

Source: Field Survey, 2016

Forty-two (42) of the respondents, representing two (2) Head Teachers and forty (40) Teachers, were of the view that attractive benefits to the head teachers and teachers was very important in effective supervision. Fifty-one (51) Teachers were of the view that attracting benefits to the head teachers and teachers was important in effective supervision. Teachers however, did not tick other responses.

From the data 4.25 forty-two (42) of the respondents saw that attractive benefits should be given out to enable workers perform better. According to Betts (1994) and Hersy and

Blanchard (1988) supervisors should be able to work with people by adding motivational packages to get the best of them.

Table 4.26 Rating for the In – Service Training

| Respondents | Very Important | Important | Very unimportant | Total |
|--------------------|-----------------------|------------------|-------------------------|--------------|
| Head Teachers | 1 | 1 | | 2 |
| Teachers | 30 | 51 | 10 | 91 |
| Total | 31 | 52 | 10 | 93 |

Source: Field Survey, 2016

From Table 4.26, thirty-one (31) of the respondents, representing one (1) head teacher and thirty (30) teachers, were of the view that in – service training of the head teachers and teachers was very important in effective supervision. Fifty - two (52) of the respondents, one head teacher and fifty-one (51) teachers, were of the view that in – service training of the head teachers and teachers was important in effective supervision. Ten (10) of the respondents (teacher only) were of the view in – service training of the head teachers and teachers was not very important in effective supervision.

It is clear from the data in Table 4.26 that majority of teacher rated in service training to be very important in the municipality. In service training programmes according to the functions of students in Ghana Education Service (2001) will promote improvement in teaching and learning.

Table 4.27 Rating for the Recognition of a Job Well Performed

| Respondents | Very Important | Important | Total |
|--------------------|-----------------------|------------------|--------------|
| Head Teachers | | 2 | 2 |
| Teachers | 38 | 53 | 91 |
| Total | 38 | 55 | 93 |

Source: Field Survey, 2016

Table 4.27 discusses that thirty – eight (38) of the respondents, who are all Teachers, were of the view that recognition of a job well performed of the head teachers and teachers was very important in effective supervision.

Fifty-five (55) of the respondents, two (2) Head Teachers and fifty – three (53) Teachers, were of the view that recognition of a job well performed of the head teachers and teachers was important in effective supervision. Seven of the respondents (teachers only) were of the view recognition of job well performed of the head teachers and teachers were not important reason for effective supervision.

It could be inferred from the data in Table 4.27 that majority of the respondents considered recognition give to them based on the work well performed in the municipality.

Table 4.28 Rating for the Operating Supervisor

| Respondents | Very Important | Important | Unimportant | Total |
|--------------------|-----------------------|------------------|--------------------|--------------|
| Head Teachers | | 2 | | 2 |
| Teachers | 40 | 41 | 10 | 91 |
| Total | 40 | 43 | 10 | 93 |

Source: Field Survey, 2016

From Table 4.28, forty (40) teachers were of the view that the operating procedures of supervisors were very important in effective supervision. Forty –three (43) of the respondents, two head teachers and forty-one (41) teachers, were of the view that the operating procedures of supervisors were important in effective supervision. Ten (10) of the respondents (teachers only) were of the view that operating procedures of supervisors was not important reason for effective supervision.

It is clear from the data in Table 4.28 that majority of the respondents expressed their views that procedures of supervisors are important in the municipality. According to Lucio and Mc Neil (cited in Campbell, Bridges and Nystrard 1977) Supervision is about the process and procedures for attaining the goals and evaluation of results.

Table 4.29 Rating for Better Wages


| Respondents | Very Important | Important | Unimportant | Total |
|----------------------------|-----------------------|------------------|--------------------|--------------|
| Head Teachers ¹ | 1 | 1 | | 2 |
| Teachers | 52 | 29 | 10 | 91 |
| Total | 53 | 30 | 10 | 93 |

Source: Field Survey, 2016

From Table 4.29, fifty – three of the respondents representing one (1) Head Teacher and fifty-two (52) Teachers, were of the view that better wages was very important in effective supervision. Thirty (30) of the respondents, representing one (1) Head Teacher and twenty-nine (29) Teachers, were of the view that better wages was important in effective supervision. Ten (10) of the respondents (teachers only) were of the view that better wages was not important reason for effective supervision.

It is clear from the data in Table 4.29 that majority of the respondents were interested in better wages and deemed it very important.

Table 4.30 Rating for the Means of Communication



| Respondents | Very Important | Important | Unimportant | Total |
|--------------------|-----------------------|------------------|--------------------|--------------|
| Head Teachers | | 2 | | 2 |
| Teachers | 40 | 48 | 3 | 91 |
| Total | 40 | 50 | 3 | 93 |

Source: Field Survey, 2016

Table 4.30 explains that forty (40) of the respondents, (only Teachers), were of the view that the means of communication was very important in effective supervision. Fifty (50) of the respondents, representing two head teachers and forty-eight (48) teachers, were of the view that the means of communication was important in effective

supervision. Three (3) of the respondents (teachers only) were of the view that the means of communication was not very important in effective supervision.

It could be inferred from the data in Table 4.30 that, majority of the respondents expressed their views that communication was very important to enhance effective supervision.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY

Introduction

This chapter presents the summary of this study, conclusion drawn from the study and the valuable recommendations for the improvement of the supervision in the first cycle institutions in the Ejisu-Juaben Municipality. Finally suggestions for further research work have also been put forward.

Summary

The study which was a cross-sectional survey was undertaken to find out how supervision is carried out in relation to the roles played by the headmasters and teachers on students in the first cycle institutions in the Ejisu-Juaben Municipality.

Relevant literature of the study was reviewed. Data were collected from classroom teachers, head teachers as well as students who were responsible for supervision in the first cycle institutions in the municipality under Ghana Education Service. Questionnaires and observations were also used to assist.

The target population for the study comprised of, teachers and head teachers in charge of supervision and students under supervision in the municipality. In all, a total sample of 100 respondents was selected for the study. The sampling technique used in this research is stratified probability sampling and purposeful sampling technique.

Instrument used was questionnaire, themes and tables were also used in analyzing the data.

The data collected were analyzed using the statistical package for social sciences (SPSS) and excel.

Findings

The key issues, the study revealed are summarized as follows:

1. Supervision was not carried out effectively and was inadequate in the municipality in that, students were not regularly supervised in the first cycle schools in the municipality.
2. There was good interpersonal relationship between teachers and their head teachers and the students.
3. In – service training courses were not regularly carried out for teachers due to lack of funding from the municipal education office.
4. Most teachers were ignorant about education policies and developments. Additionally it was found that most head teachers have not been involving their teachers in decision making.
5. Perception of teachers in relation to supervision was negative. To them the supervisors (head teachers) were particular about fault – finding resorting to professional advice.
6. In spite of the fact that the supervisors were considered by teachers as fault finders there was good interpersonal relationship between them.

7. There was a problem with internal or school based supervision as a result of non attachment of most of the head teachers. The findings agree that head teachers should be attached in order to visit the classrooms under them at least once a week to effect monitoring of instructions.
8. Both teachers and the administrators come out with the following problems serving as hindrance to effective supervision in the municipality.
 - Lack of incentives and motivation for supervisors
 - Lack of transport for supervisors
 - Lack of conducive atmosphere for supervision
 - Non – attachment of headmasters in the municipality.

Conclusion

Based on the findings of the study the following conclusion were drawn: there was confirmation from the major findings of study that the perception of many guardians, parents and stake-holders was that supervision in the first cycle institutions is ineffective and not adequate in the municipality.

It has also revealed that, the municipal education office is found of delaying in providing the needed logistics that will ensure effective teaching and learning in the second cycle institution.

Again, in – service training programmes were not carried out as expected which does not promote professional development of teachers and head teachers.

Another conclusion that emanated from the study is that, there was lack of incentive packages for supervisors, untruth perception about teachers and supervisors.

Recommendations

The following recommendations are made based on the findings of the study and the conclusion drawn.

1. In service training courses should be organized frequently by the Ghana Education Service (GES) for teachers and head teachers in the public first cycle institutions to be abreast with the changing trends in education.
2. Circuit supervisors should be encouraged to visit the first cycle institutions to provide support necessary for the institutions to be improved. For the activity to be carried out smoothly, Ghana Education Service must see to the provision of the means of transport to the circuit supervisors.
3. The supervisory department of the municipality education Directorate should be strengthened and well structured with the necessary logistics to enhance supervision in the municipality.
4. It is recommended that an immediate attention should be drawn to the fact that head teachers should be attached especially to those institutions with the large number of students to make internal supervision frequent and effective.
5. The new concepts of supervision these days demand new skills, new knowledge and new thinking and attitude from the supervisors.

6. According to Wiles and Bondi (1966:167) the major contribution that supervisors can make to help single teacher with a nagging instructional problem is to present a fresh perspective for the teacher. In view of that the supervisors should not in any way impose their ideas on the teachers during supervision but see them as partners and work together to promote sanity in teaching and learning.

Suggestion for further Research

Supervision is basically to enhance teaching and learning outcomes. The quality of teaching and learning is determined by the performance of students in the institutions where examination result and the student's performance are encouraging, supervision is said to be effective.

It is in the light of this, that supervision in the first cycle institutions should be more effective. The study has shown that supervision in the first cycle institutions have not been effective. It came to light that instructional supervision is not better monitored in the first cycle institutions. However, the researcher relied on close ended which restrict responses. Also for the supervisors believing that they were being assessed could not come out with any responses to reflect the situation on the ground. The researcher used to make some observations and interviews but were limited to instructional supervision. Therefore, it is suggested that further research should be carried out into supervision in public first cycle institutions in the following areas:

1. The type of supervision in public first cycle institutions.
2. The skillfulness of supervisors in first cycle institutions.

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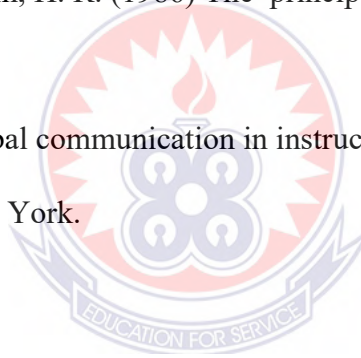
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APPENDIX (I)

QUESTIONNAIRE FOR STUDENTS IN FIRST CYCLE INSTITUTIONS

**QUESTIONNAIRE FOR ASSESSING MEDIATING FACTORS ON PUPIL
PERFORMANCE**

PUPILS' QUESTIONNAIRE

The purpose of this questionnaire is to assess how students view supervision in their school and how it affects academic performance. All responses are treated with utmost confidentiality, so feel free to provide accurate information that reflects the real situation that exists in your school.

Demographic Characteristics

- i. Gender: a. Male b. Female
- ii. Age: a. Below 10 years b. 10-14 years c. 15-18 years
d. over 18 years
- iii. Academic stage: a. JHS 1 b. JHS 2 c. JHS 3
- iv. Religious status: a. Christian b. Muslim c. Other

For each statement below, circle the number that indicates the degree to which you agree or disagree.

- Key: 1 = Strongly agree 2 = Disagree 3 = Undecided
4 = Agree 5 = Strongly Agree

| | | | | | |
|--|---|---|---|---|---|
| 1. Supervision is effective in your school | 1 | 2 | 3 | 4 | 5 |
| 2. Teachers supervise your work always | 1 | 2 | 3 | 4 | 5 |
| 3. Headteachers commend teachers for good work done | 1 | 2 | 3 | 4 | 5 |
| 4. Teachers attend in-service training | 1 | 2 | 3 | 4 | 5 |
| 5. National policies on instruction are interpreted to you | 1 | 2 | 3 | 4 | 5 |
| 6. Teachers give enough exercises and home assignments | 1 | 2 | 3 | 4 | 5 |



QUESTIONNAIRE FOR TEACHERS IN FIRST CYCLE INSTITUTION

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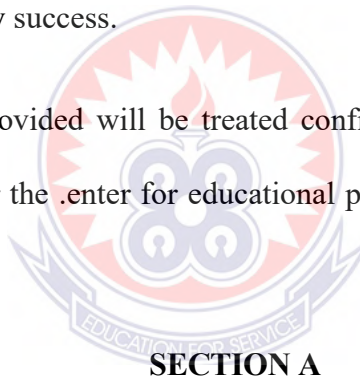
APPENDIX (II)

QUESTIONNAIRE FOR TEACHERS IN FIRST CYCLE INSTITUTION

This questionnaire is designed to solicit your views on supervision in first cycle Institutions.

It will be highly appreciable if you could respond to the items as honest as possible to make this study success.

All information provided will be treated confidentially and would be used for research purposes only for the center for educational policy studies of the University of Education Winneba.



SECTION A

A DEMOGRAPHIC CHARATERS OF RESPONDENTS

1. Male () Female ()

2. Age group

21 – 30 yrs ()

31 – 40yrs ()

3. Marital status

Married ()

Single ()

- Separated ()
- Divorced ()
4. Religion ()
- Christian ()
- Muslim ()
- Others state.....
5. How long have you worked with the Institution?
- Less than 1 yr ()
- 4-7yrs ()
- 8-12yrs ()
- Over 12yrs ()
6. What is your educational level?
- Diploma ()
- First Degree ()
- Second Degree ()



SECTION B

7. Do you consider the principles governing the operation of Supervision as indispensable in achieving effective supervision in your school?
- Yes () No ()
8. Do you derive any benefit from supervisions?
- Yes () No ()
9. Will the absence of effective supervision affect the performance of teachers and

masters in your school? Agree

Disagree ()

Strongly ()

Agree ()

Strong disagree ()

10. Are you content with the principles governing the operation of supervision as issued by the Ghana Education Service?

Highly satisfied ()

Satisfied ()

Dissatisfied ()

Highly dissatisfied ()

11. How many times do you supervise students in your school?

One ()

Twice ()

Four times ()

Five times ()

12. How do you view your activities as a supervisor?

Very Good ()

Bad ()

13. Do the Supervisors commend teachers in your school for good work done as a supervisor?

Yes () No ()



14. Do the supervisors notify you before supervision is effected

Yes () No ()

15. Have you ever had orientation with the head in your school before?

Yes () No ()

16. If yes please specify the kind of orientation

Yes () No ()

17. Do the supervisors interpret national policies and regulation that affect instruction to you?

Yes () No ()

18. If yes then specify the kind of policies and regulations?

.....

19. Have the supervisors been interpreting the use of instructional materials to you?

Yes () No ()

20. In your opinion as a teachers, give any one measure that can promote effective teaching and learning

.....

21. Do the supervisors Co-ordinate specific services in your School?

Yes () No ()

22. If yes; kindly specify the service.....

23. To what extent will the following affect your supervision and teaching?

Please specify the need of the reasons with the help of the scales as answers from

1. Strongly agree 2. Agree 3. Strongly disagree 4. Disagree

5. Neither agreed nor disagree 1-3

- | | 1 | 2 | 3 | 4 | 5 |
|---|-----|-----|-----|-----|-----|
| • Supervisors interpret national policies and regulations that affect teaching, and learning activities | () | () | () | () | () |
| • I have Conducive atmosphere for teaching and learning | () | () | () | () | () |
| • Supervisors in the circuit are concerned with the provisions of effective supervision. | () | () | () | () | () |
| • Supervisors in my circuit are competent in human relations. | () | () | () | () | () |
| • I receive regular job performance feedback. | () | () | () | () | () |

Please identify the importance of the respective reasons with the five rating scales.

1. Very importance 2. Important 3. Unimportant

4. Very unimportant 5. Neither important nor unimportant

- | | 5 | 4 | 3 | 2 | 1 |
|----------------------------------|-----|-----|-----|-----|-----|
| • Job security | () | () | () | () | () |
| • Types of supervision give | () | () | () | () | () |
| • Treatment of workers | () | () | () | () | () |
| • Conducive condition of service | () | () | () | () | () |
| • Attractive benefits | () | () | () | () | () |
| • In — service training | () | () | () | () | () |

- Recognition for a job well performed () () () () ()
- Operating producers of supervisors () () () () ()
- Better wages () () () () ()



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APPENDIX (III)

**QUESTIONNAIRE FOR HEADMASTERS AND HEADMISTRESSES IN
FIRST CYCLE INSTITUTIONS**

The purpose of this study was to examine how supervision is carried out in the first-cycle institutions in Ejisu-Juaben Municipality of Ashanti.

It is primarily for academic work and therefore responses given will be treated confidentially.

Thank you for your acceptance and co – operation.



SECTION A

Demographic characters of respondents

1. Male () Female ()

2. Age group

21 – 30 yrs ()

31 – 40yrs ()

41 –50yrs ()

51 –60yrs ()

3. Marital status Married

Single ()

Separated ()

Divorced ()

4. Religion

Christiana ()

Muslim ()

Others state.....

5. How long have you worked with the Institution?

1yr ()

4-7yrs ()

8-12yrs ()

Over 12yrs ()

6. What is your educational level?

Diploma ()

First Degree ()

Second Degree ()



SECTION B

7. Do you consider the principles governing the operation of Supervision as dispensable in achieving effective supervision in your school?

Yes () No ()

8. Do your staff derive any benefit from supervisions?

Yes () No ()

9. Will the absence of effective supervision affect the performance of your staff in classroom?.....

10. Are you content with the principles governing the operation of supervision as issued by the Ghana Education Service?

Highly satisfied ()

Satisfied ()

Dissatisfied ()

Highly dissatisfied ()

11. How many times do you supervise teachers in your school?

One ()

Twice ()

Four times ()

Five times ()

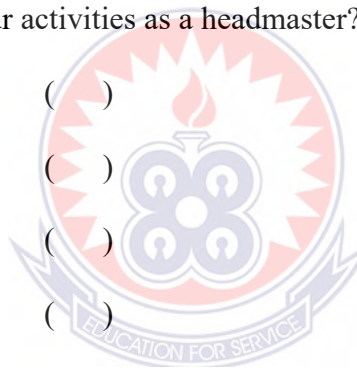
12. How do you view your activities as a headmaster?

Good ()

Very good ()

Bad ()

Five times ()



13. Do you commend teachers for good work done?

Yes () No ()

14. Do you notify your staff before supervision is effected

Yes () No ()

15. Have you ever had orientation with headmaster with your staff?

Yes () No ()

16. If yes please specify the kind of orientation

Yes () No ()

17. Do the supervisors interpret national policies and negotiations that affect instruction

to you?

Yes () No ()

18. If yes then specify the kind of policies and regulations?
.....

19. Have the supervisors been interpreting the use of instructional materials to you?

Yes () No ()

20. In your opinion as a headmaster, give any one measure that can promote effective teaching and learning

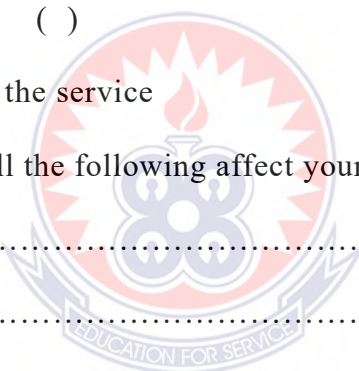
21. Do the supervisors Co-ordinate specific services in your school?

Yes () No ()

22. If yes kindly specify the service

23. To what extent will the following affect your supervision and teaching

.....
.....
.....



Please specify the need to the reasons with the help of the scales as answers from

- 1. Strongly agree 2. Agree 3. Strongly Disagree 4. Disagree**
5. Neither Agreed nor Disagree

1 2 3 4 5

- Supervisors interpret national policies and regulations that affect teaching and learning activities of teachers.

() () () () ()

- I have Conducive atmosphere for supervision

() () () () ()

- I have the privilege to be oriented all the time

() () () () ()

- I recognize the conduct of my teachers in my school

() () () () ()

- I am concerned with the provision of good teaching and learning

() () () () ()

Please identify the importance of the respective reasons with the five rating scales.

**1. Very importance
unimportant**

2. Important

3. Unimportant

4. Very

5. Neither important nor unimportant

5 4 3 2 1

- Job security () () () () ()

- Types of supervision receive () () () () ()

- Treatment of workers () () () () ()

- Conducive condition of service () () () () ()

- Attractive benefits () () () () ()

- In-service training () () () () ()

- Recognition for a job well Performed () () () () ()

- Operating, producers, of Supervisors () () () () ()
- Better wages () () () () ()
- Means of communication () () () () ()

