

UNIVERSITY OF EDUCATION, WINNEBA

**IMPLEMENTATION OF NEW CURRICULUM: AN ASSESSMENT OF
SUPERVISORY PRACTICES OF HEADS OF BASIC SCHOOLS IN
ABLEKUMAH CENTRAL MUNICIPALITY**

GLORIA NYAME



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ABLEKUMAH CENTRAL MUNICIPALITY**

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**A Research Dissertation in the Department of Educational Foundations,
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of Graduate Studies, in partial fulfilment
of the requirements for the award of the degree
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DECLARATION

Student's Declaration

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

Signature:

Date:



Supervisor's Declaration

I, Richardson Addai-Mununkum, PhD, hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.

Signature:

Date:

DEDICATION

I dedicate this work to my loving children Jenniter Asante Brew and Isaac Akese Asante Brew.



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I am grateful to the Almighty God for his divine grace and protection in all my endeavours. It is in him I had breathe, wisdom and strength to write this project. My supervisor Dr. Richardson Addai-Mununkum who patiently guided me through the process and in preparing this report.

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ABSTRACT

This research assessed the supervisory practices of heads of basic schools in Ablekumah Central Municipality in relation to the implementation of the new standard-based curriculum. The study adopted mixed method research approach which is also called the triangulation design. In this design three headteachers and fifty teachers were randomly sampled from a population of two hundred and eighty six. From the analysis of the quantitative and qualitative data, it can be observed that supervisory practices have changed since the introduction of the new curriculum. While teachers admitted to seeing these changes in the quantitative data, head teachers through the interviews confirmed some of these changes. Headteachers are adopting new supervisory practices and are becoming more interested in supporting their teachers to improve learning. These notwithstanding, it was observed inadequate training on the curriculum is obstructing its effective implementation. The study concluded that supervisory practices in the Municipality brings about greater impact on teaching and learning and therefore recommended that educators be given in-service training on the new curriculum. Also, headteachers should be motivated for adopting innovative supervisory practices and encouraged to put in much effort with the organisation of the professional learning communities.



CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Ghana is keen to accelerate the improvement in educational provisions with a particular emphasis on quality education for all. This has been the basis for the implementation of the new curriculum. Hence, the need for supervisory practice to be taken seriously. Supervision can exist in both complex, bureaucratic organizations and very simple formal and informal organizational units. It may exist in industrial outfits with very elaborate administrative and managerial practices, as well as in small informal settings such as in nuclear family. Whichever dimensions it tends to take, whether in an institutionalized fashion or incidental to routines, supervision generally has featured and can be very vital to the effective and efficient running of organizations.

School supervision might be broader in scope than curriculum supervision. It generally seeks to monitor, inspect and attempt to improve upon the quality of academic and non-academic aspects of education delivery. Its tasks or may include general appraisal of staff and students academic and non-academic facilities, logistics, procurements and supplies to schools, among others. Implementing the curriculum is therefore the most crucial and sometimes the most difficult phase of the educational change process. Inability to manage the difficulty often results in implementation failure. Thus, making various issues relating to curriculum supervision have proved quite controversial.

The controversy stems from different conceptions about the nature, approaches, importance, and practice of curriculum supervision within different

educational delivery settings. As stated by Glanz (2007), there are those who have criticized modern concepts of supervision as being bureaucratic, hierarchical, and oppressive. He said, "According to a post-modernist view, supervision stifles individual autonomy, especially that of the teacher". To post-modernists, rational-technical conceptions of supervision reduce effective supervision to routines which turn supervisors into autocratic lords with the authority to diagnose teachers' pedagogical lapses and impose solutions. On the other hand, Ovando (2000) compliments effective supervision, and maintains that educators including teachers, curriculum specialists, and supervisors would cooperate in order to improve instruction'

To some curriculum leaders and policy makers, supervision in schools constitutes tasks which build pathways to excellence, or effective data gathering activity for quality assurance. Relevant to this motive is what is today termed as supportive supervision. According to Garubo and Rothstein (1998), supportive curriculum supervision is a method of teaching the staff to act in more conscious ways. Its goal is to provide curriculum implementers and supervisors with more information and deeper insights into what is happening around them. There is therefore an increase in options for teachers to work with students and superiors. A situation of effective collaboration between curriculum leaders as supervisors, and teachers is created as teachers learn to identify and resolve their problems, while supervisors get a better idea about what happens in different classroom environments.

According to Garubo and Rothstein (1998), supervision is a learning situation for both teachers and their supervisors. However, to others (mostly staff and students), supervision could lead to some curriculum leaders overstepping their role expectations just to teach one a hard lesson or show where power lies. In this case,

curriculum supervision is thought of as a situation where a school/subject head stands in the window to find faults with the content and methods applied by a teacher rather than learning to trust the eyes and ears of teachers while teachers have to trust that supervisors will use the information gathered to help teachers help themselves (Garubo & Rothstein, 1998). Also, very critical to the discourse is the issue of trust from both the supervisor and the supervisee. According to Garubo and Rothstein (1998). Trust does allow supervisors, teachers and students to know each other better, it also enhances friendliness and mutual acceptance. On the other hand, lack of trust breeds unfriendliness and suspicion. In their estimation, lack of trust is very apparent in public schools, where in general, relationships between administrators and teachers are very poor. (Garubo & Rothstein, 1998).

Curriculum leadership tasks of supervision and/or inspection are believed by many to be the key factor in the success or failure of the process of implementing, evaluating and reviewing the curriculum. In Ghana for instance, most people allude to the point that students of high achieving schools such as Wesley Girls High School, Mfantshipim School, Archbishop Porter Girls School, Prempeh College, Achimota School and others excel due to a telepathic agreement among school leadership, staff and students concerning strict supervision of both curricular and co-curricular activities. Also, most Ghanaians apparently hold the view that effective supervision is a key explanatory factor for the high academic performances of private basic schools in contrast to public basic schools as measured by their Basic Education Certificate Examination (BECE) results.

This is buttressed by the findings of a study conducted by Opare (1999) to compare performance of private and public basic school pupils in Ghana which suggest that the monitoring and supervision of teachers' work is crucial to

achievement of results. However in many school settings, observations tend to show that the issues involving curriculum supervision have proved quite contentious and even acrimonious, sometimes leading to feuds between leadership and the rest of the staff and student. Quite often, teachers and students whose tasks and functions are mostly supervised by schools and subject heads tend to complain about how such leaders have become so interested in inspecting and criticizing their work instead of concentrating on sourcing logistics to make work easier or more manageable. The issues enumerated above point to the need to investigate the perceptions held by curriculum leaders and teachers about the functions and practices of curriculum supervision within the school setting.

The challenges facing the implementation of the new curriculum in Basic School programme as a whole in the country and Ablekumah Central Municipality has a grave implication for the provision and enhancing of quality basic school educational standards in the district. Supervision of curriculum implementation is inadequate which calls for further research since the head teacher contributions have not exhaustively been assessed. It is from this background that there is need to investigate the impact of supervisory practices of heads of Basic Schools has on the implementation of the new curriculum hence quality education in Basic Schools.

1.1 Statement of the problem

Despite the effort by the government, communities and other collaborating partners, in trying to improve quality of Basic School Education system in Ghana, there are challenges and irregularities in the implementation of the new curriculum. However, it appears headteachers in Ablekumah Central Municipality Basic Schools seem not to have adequate materials to carrying out their supervisory role in the implementation of the new curriculum. Again, it appears that teachers teaching in

Ablekumah Central Municipality Basic School seem to have problem with the assessment of headteachers adaptation of the new curriculum. Therefore, it is within this context that the researcher sought to investigate the implementation of new curriculum; an assessment tool of supervisory practices of heads of basic schools in Ablekumah Central Municipality

1.2 Purpose of the study

The purpose of this study sought to investigate the supervisory practices of head teachers in Ablekumah Central Municipality Basic Schools on the implementation of the new curriculum, and make the necessary recommendations based on the outcome of the findings of this study.

1.3 Objectives of the study

The following objectives were raised to guide this study:

1. to describe how supervisory practices are carried out with the introduction of the new curriculum
2. to evaluate teachers' assessment of headteachers adaptation of new supervisory practices in the Municipality.
3. to examine supervisory related challenges faced by Basic Schools head teachers in Ablekumah Central Municipality.

1.4 Research questions

1. Do educators report changes in curriculum supervision with the implementation of the new curriculum?
2. What is teachers' assessment of headteachers' adoption of new supervisory practices?

3. How do headteachers describe their changing roles in the implementation of the new curriculum?

1.5 Significance of the study

The study may be of great help to Basic school Head teachers in Ablekumah Central Municipality for effective supervisory practices of the implementation of the new curriculum. The study may be of benefit to the Ministry of Education (MoE) in formulation of future policies aimed at enhancing curriculum implementation. The study will help the MoE and the headteachers of Ablekumah Municipality to develop new methods and principals of assessing and supervising the implementation of the new curriculum.

Teachers of Basic School may also get to know the expectation of their headteachers regarding the implementation of the new curriculum and adjust to it accordingly. Furthermore, it would contribute to unearthing options available for government to acquire more capital for the purpose of injecting it into the Inspectorate Division of the GES in order to improve the supervision of basic schools thus contributing towards quality education. Lastly, researchers could also use the findings of this study as reference point in further research in the area of school supervision.

1.6 Delimitations of the study

The study focused on the supervisory practices of head teachers in Basic Schools in the implementation of the new curriculum in Ablekumah Central Municipality in the Greater Accra region. This Municipality has chosen because it is one of the areas in the country with a high concentration of Basic Schools. This gave way to assess the supervisory practices of the head teachers in the implementation of the new curriculum.

1.7 Definition of Terms

- **Assessment:** Is the process of considering all the information about a situation or a person and making a judgement, or the act of judging or deciding the amount of value, quality or importance of something or decision that is made.
- **Municipality:** Is usually a single administrative division having corporate status and powers of self-government or jurisdiction as granted by national and regional laws to which it is subordinate.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This part contains review of related literature on supervision of the implementation of the new curriculum in Basic Schools. It focuses on what Philosophers, Scholars, Educationists, Researchers and the Ministry of Education have found out concerning the supervisory practices of headteachers in Basic Schools on the implementation of the new curriculum, the part also contains theoretical and conceptual framework.

2.1 Curriculum

The curriculum is the plan made for guiding learning in the schools, usually represented in retrievable documents of several levels of generality and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment that also influences what is learned (Glatthorn, Whitehead, & Boschee, 2012). Ornstein and Hunkins (1998) assert that a curriculum consists of the ongoing experiences of children under the guidance of the school where children achieve self realization through active participation within the school.

2.2 Supervision

This is a process that entails keeping check and monitoring to ensure curriculum implementation is done effectively and efficiently. Adu, Akinloye and Olaoye (2014) have said that the purpose of school supervision is the promotion and the development of favourable setting for teaching and learning which eventually lead

to the improvement of the society. The primary responsibility of school inspectors is to see that high standards are maintained and that schools are run in accordance with laid down rules and regulations.

2.3 Curriculum supervision

Upon the experiences and policies of the district. As a result, the author recommends that all principals can offer effective leadership when it comes to the supervision of curriculum.

This is accomplished through; actively listening to the ideas of staff members and involving them as a part of the process. Once this occurs, is when they are easier to monitor and you can implement new techniques to reach out to students. The information from this source is useful, because it is illustrating predominant themes and trends in education. Where, administrators are given varying amounts of authority depending upon the school district and their experience. The combination of these factors means that the effective supervision of curriculum must take place inside an educational environment by working with staff members. Once this occurs, is when everyone can utilize the best techniques and ideas to have a positive impact on pupils.

The information from this source is useful, because it's showing how future trends in supervision and evaluation are changing. Where, administrators must work with staff members on a regular basis to ensure that they are effectively reaching out to students using the best techniques. The way that this can be accomplished is by working with everyone consistently to apply these standards as a part of their overall teaching philosophy.

Furthermore, the piece of literature that was written by Ornstein (2011) is talking about specific supervisory practices that were used in the past. As

administrators, would often focus on specific techniques to monitor their performance through what is known as the subject area curriculum. This is when there is an emphasis on having students excel in select areas within the field of education to include; philosophy, Mathematics, English, Music, Writing and Reading Comprehension. The basic idea with utilizing this approach is to give students more exposure to those areas that they will need as part of everyday life.

In the past, this was instilled upon students through a traditional lecture format. The administrator was playing a part, where they provided basic supervision of the teacher in achieving these objectives. The problem with using this approach is that, it failed to identify when students were becoming bored and when educators were ineffective over the course of time, this resulted in lower achievement scores and a division inside the school between teachers and administrators, once this occurred, it meant that there were no effective supervisory procedures in place to deal with these challenges. As result, there has been a focus on new techniques that can improve supervision. That is the new core subject approach.

2.4 Key Elements of Curriculum supervision

The key elements of curriculum supervision have to deal with; supervision of classroom instruction, supervision co curricula activities, Supervision of lesson notes, Supervision of pupils' progress, supervision of teachers' adherence to curricular objectives and supervision of suitable learning environment.

2.5. Supervision of Classroom Instruction

Once again, our understanding of what teaching is based on our past experience. Our earliest experience was in school, where the teacher was also a "master" or a "mistress" standing in front of the class, telling us what to do and what to

learn. Some of us experienced the same kind of “teaching” at college. Others may have experienced teaching where the “teacher” is more of an equal, who takes account of the learner’s experience and even learns from the learner. That is why Abbatt and McMahon say; ‘Teaching is helping other people to learn. They go on to say that the job of teaching has four elements:

1. The teacher has to decide what students should learn. The students may take part in this decision, but all are guided by the same principle; it is the job that people have to do, that determines what they should learn. They have to learn all the knowledge, skills and attitudes that they need to perform a specific job. They learn what they ‘must know’ and ‘should know’, not what is ‘nice to know’.
2. The teacher has to help the learners to learn. This does not mean that the teacher is ‘spoon feeds’ the students, as if they were babies. It does mean that the teacher’s first concern should be that the students should learn as well as possible. Teaching session must be student centred, not teacher centred.
3. The teacher has to make sure that the students have learnt. S/he has to assess them. Assessment helps teachers and students to see how well the students are progressing, so that they can attend to any weaknesses. It sets a standard, so that society is given people who are competent.
4. The teacher has to look after the welfare of her/his students. Students who are stressed and unhappy do not learn well. Good teachers try to ensure that the general living conditions and environment of their students are adequate.

2.5.1. Supervision of Co-Curricular Activities

Co-curricular activities are activities that take place outside the classroom but reinforce or supplement classroom but reinforce or supplement classroom curriculum

in some way. They are ungraded and do not offer any form of academic credit, but they do provide complementary learning of some form. Examples of co-curricular activities might include National Honor Society, student council, school sports teams, math clubs, chess clubs, talent shows, spelling bees, writing competitions, debates, mock trials, school newspapers, and drama productions, All of these activities takes place outside the traditional classroom and offer no grade or academic credit, but they provide supplementary and complementary instruction and education for students. According to Michael Patrick Rutter and Steven Mintz October 20, 2016, “Most students learn the most outside of the classroom”. Why such an outcome might not be measurable, the advent of enhanced / experience transcripts from places like Elon University suggests it goes beyond marketing copy. Co-curricular activities, structured learning activities that complement the formal curriculum (and more often than not do not count for credit or toward graduation), are often more “core” than you might think. Moreover, freeing up time so students can engage in co-curricular suggest that institutions are meeting students where they are.

The move towards flipped classrooms and experiential learning spaces also indicates that such activities are becoming part of the infrastructure, rather than just add-ons. The co-curriculum, however, differs in important respects from traditional extra curricula: athletics, student government, theater, and various clubs, which historically constituted a big part of the college experience. Unlike extra curricula, the co-curriculum intentionally aligns with and augments and enhances standard curricular goals. Sometimes, the co-curriculum is embedded within existing academic programs, as is the case with study abroad, formal undergraduate research experiences, and the growing trend toward requiring students to participate in a service-learning activity. In other instances, the co-curriculum stands somewhat apart,

as is the case with the various maker spaces and entrepreneurship incubators: the idea labs accelerators, greenhouses, workshops, and innovation hubs that are sprouting up on many campuses and which give students an opportunity to transform abstract ideas into concrete accomplishments.

Students need to acquire core skills; but they also want to build their own education. That's what the co-curriculum provides. For many students, it's the co-curriculum that offers the most interesting, compelling and institutionally-defining educational experiences. The co-curriculum does what the standard academic curriculum generally does not: It is developmental, transformative, and future-focused.

2.5.2. Supervision of lesson Notes

2.5.2.1. Planning the Lesson

The objective should describe the specific content to be learned and the observable behavior the student will exhibit to demonstrate that learning has occurred.

2.5.2.2. Preparing the Lesson

Administrators will know if the appropriate planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective. This means everything the teacher and students do during the lesson is related to the objective. Birdwalking is a term coined by Madeline Hunter that refers to the inability of a teacher to focus on the objective of the lesson (Gentile, 1987), instead, the teacher birdwalks, pecking at interesting ideas with what seems to be worthwhile or informative digression, distracting the students' thinking process and leaving the students confused about the topic of the lesson.

2.5.2.3. Presenting the Lesson

The beginning of each lesson provides the challenge of how to change the focus of students' attention from previous lessons or discussions with friends to the objective of the lesson. The importance of eliciting appropriate associations prior to presenting a lesson can be found in research on positive transfer and advanced organizers (Ausubel, 1960; Bransford & Johnson, 1972; Emmer & Evertson, 1979). Research indicates that the learning of facts is greatly facilitated when memories of organized principles and prerequisite concepts related to the lesson are reviewed at the beginning of the lesson. The focus portion, or anticipatory set as it is called by Madeline Hunter, requires the student overtly or covertly have the prerequisites in memory. The activity must be designed effectively to elicit information related to the lesson objective.

During the opening it is important for students to know the direction of the instruction, the relevance of what they are learning, and to have a sense of continuity. Students are often not able to see the relationship between today's work and the work from yesterday. Sharing the objective of the lesson informally with students would include teacher statements such as "what we are going to do today" and "the reason we are studying this concept". The body of the lesson includes the presentation of information; what Rosenshine, B., & Stevens, R, (1986) would call the explanation-demonstration stage of the lesson. To implement this phase of the lesson, administrators should note that teachers have a wide variety of different styles and models of teaching from which to choose. The larger the number of alternative teaching styles teachers are comfortable utilizing, the more likely they will select techniques that match the desired objectives, learning styles, and academic levels of their students. Publications that describe a wide variety of models of teaching include

Joyce and Weil (1986) and Bellon, J., Bellon, E., & Handler, J. (1977). Other authors have described specialized models like cooperative learning (Johnson, D. W., Johnson, R., Holubee, E.J., & Roy, p (1984) and Ethna Reids's ERIC model.

Current literature is in agreement that there is no single right way of teaching or one approach that will be effective for all learning objectives. To determine the best teaching strategy administrators should determine if the teacher achieved the objective. While well over a hundred instructional strategies have been identified, there are some attributes common to all strategies (Joyce & Weil, 1986). Classroom observers should be aware that each strategy has a set of activities with a distinct purpose and role for the teacher and students. According to Cobbold, Kofie, Bordoh and Eshun (2015) teachers and students whose tasks and functions are mostly supervised by schools and subject heads tend to complain about how such leaders have become so interested in inspecting and criticizing their work instead of concentrating on sourcing logistics to make work easier or more manageable.

2.5.3. Supervision of student progress

It is clear that good teaching requires diagnosing student progress during the lesson and adjusting instruction accordingly (Rosenshine & Stevens, 1986; Hunter, 1982). Periodic and formal assessments of student learning through a mid-term or final examination may be helpful in formulating grades, but are not frequent enough to enable the teacher to adjust the teaching to correct for misconceptions. When observing a lesson, administrators should note points in the lesson where teachers should monitor instruction as it progresses to enable them to immediately respond to students' misunderstanding and ensure that all students are learning the material.

Checking for understanding can be done in large groups by having all of the students signal the response at the same time to the same question. This can be done with the use of their fingers to signal multiple choice answers 1, 2 or 3, the first letter of a word, or thumbs up or down to indicate true or false (Hunter, 1982). Other techniques for group signaling include the use of individual chalkboards, ceramic tiles, or laminated cards on which students record their responses with a grease pencil or crayon and flash the answer. A group of choral response can also be checked through the use of brief written responses, or mini-diagnostic tests. As students are completing the quick quiz the teacher walks around the room monitoring the approach the students are using to solve the problems as well as their answers, and determines if adjustment in teaching needs to be made.

2.5.4. Supervision of Teachers Adherence to Curricular Objectives

Russell & Hunter, 1977 stated that supervisors are required to evaluate and assess the teacher's ability to adhere to curricular objectives. To comply with this requirement. Administrators should assure that teachers are utilizing state frameworks, district curriculum guides, scope and sequence charts and course outlines to assist them in planning instruction. Lesson plans should have a clearly defined objective that is appropriate to the class learning level and consistent with established district school, department, or grade level curriculum standards for expected achievement. Further, plans should incorporate the needs, interests, and special talents of students in the class and include enrichment or acceleration activities for students who complete basic tasks early.

Activities in the lesson should revolve around the acquisition of new learning. Planning should include a time line so the teacher can monitor the pace of instruction to ensure that the intended curricular objectives are taught and mastered in the

allocated time. Administrator should verify that a variety of ongoing assessment measures are being utilized by the teacher to monitor achievement of intended objectives. Information from these measures should be used to make adjustments to the pace, objectives, or sequence when necessary. Teachers should utilize district-adopted materials to meet individual student's skills, needs and interests in selecting a product that will more closely meet the needs of students in the school or grade level

2.5.5. Supervision of Suitable Learning Environment

The final element of curriculum supervision is that evaluators verify that teachers establish and maintain a suitable learning environment. Therefore, each teacher should develop and implement clear classroom routines and appropriate standards at the beginning of each school year to insure the health, safety and welfare of their students. This includes maintaining a clean, safe and orderly learning environment that includes establishment of good work habits and discipline.

2.5.6. Differences between Curriculum Supervision and Supervision in General

The aim of curriculum supervision is to improve teaching. According to the U.S, Bureau of labor Statistics (BLS), supervision involves classroom observation, teacher assistance and evaluation, professional and group development, research and curriculum revision . This can involve developing a curriculum, selecting textbooks, training teachers or implementing technology in a classroom.

2.6. Curriculum Supervision Practices Globally

The phenomenon of curriculum supervision evolved over a fairly long period of time and has been variously described simply as school supervision. School inspection, instructional supervision and curriculum monitoring. The interchangeable use of these terms derived from what Adentwi (2005) refers to as broad view

definition of the word curriculum as what goes on in schools and other training institutions. Curriculum supervision therefore exists within school supervision, monitoring or even inspection. It must be emphasized that curriculum supervision as a field of educational endeavour with clearly delineated roles and responsibilities has also evolved slowly as a distinct practice, always in relation to the institutional, academic, cultural and professional dynamics that have historically generated the complex agenda of schooling (Education Encyclopedia, 2009). To De-Grauwe (2007), the origins of curriculum supervision date back to the birth of public education to forge a common language and culture. Curriculum supervision became the key tool to ensure that all education staff respected the same rules and regulations and followed a similar programme within the nation state. The first public inspection services in France were set up at the end of the 18th century by Napoleon's regime. Following after that, other European states followed suit in the 19th century and translated same into the colonies to assist in the control of the subjugated masses.

Many European countries set up their curriculum supervision system which were known widely as inspectorates in the 19th century. England, for instance, had Her Majesty's Inspectorate (HMI) which was founded in 1834 and became the model for many developing countries (UNESCO, 2007). In the colony of New England for instance, supervision of institutions began as a process of external inspection. One or more local citizens were appointed to inspect both what the teachers were teaching and what the students were learning. This means that inspection was to remain firmly enrooted in the practice of supervision (Education Encyclopedia, 2009).

In the case of British West Africa, including the Gold Coast (now Ghana). Some arrangement of supervision in the name of school inspections evolved. According to Antwi (1992), this evolution saw the appointment of Rev. Metcalfe

Sunter in the year 1882 as inspector of schools for the entire British West Africa settlements. To Antwi (1992), this marked the first systematic effort by the colonial administration to regulate education within the colonies. He also states that this initial attempt by government to regulate and perhaps supervise the curriculum was given a boost in an Education ordinance of 1882 which also sought to model the educational system at the time on the English pattern. In effect, upon his appointment by her Majesty, Rev. Sunter (then principal of Fourah Bay College) had jurisdiction across British West Africa and reported to the Queen until his death in 1892 in Lagos. It should note however that some sort of supervision managed by missionary elements within mission schools antedates the appointment of Rev. Sunter.

Muoka, M. V. (2007) also pointed out that lack of continuous training system for teachers to up-date their educational knowledge and skills are obstacle of the practice of supervision.

According to Pickard (n. d.) the American colonies recognised early enough the importance of education, but aside the establishment of colleges, seminaries and universities little was done in a general way towards fostering the interest of popular education. He alludes to the fact that the church organized schools and provided course of study and was dominant in civil affairs. During this period, a gradual process of evolution in matters of control and supervision of schools existed. In the case of the United States of America, curriculum supervision as a formal activity was piloted by educational administrators within a system of schools in the late 1830s when the formation the common school emerged (Education Encyclopedia, 2009). It explains further that during the first half of the 19th century, population growth in the major cities of the United States necessitated the formation of city school systems,

within which superintendents initially inspected schools to ensure that teachers followed prescribed curriculum.

The aim of this practice was also to see that students were able to recite their lessons. However, the manipulation of schools soon made this an impossible task for superintendents and so the job was delegated to school principals. In the early decades of the 20th century, however, the forward march towards scientific management in both industrial and public administration had an influence on schools (Education Encyclopedia, 2009). Significant to note is the fact that, much about the same time European educators such as Fredrick Froebel, Johann Herbert and Johann Pestalozzi as well as the America philosopher John Dewey were also affecting the schools with their child-centered experience-based curriculum theories. This state of affairs drew school supervisors between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from mechanistic repetition of teaching protocols to a diverse repertoire of instructional responses to students' natural curiosity and diverse levels of readiness. (Education Encyclopedia, 2009). There came to exist, therefore, a kind of tension between supervision as a uniform, scientific approach to instruction and supervision as a flexible process of dialogue between teacher and supervisor characterized by the shared, professional discretion of both for a long time.

It is quite obvious then that different perception came to be held about curriculum supervision and monitoring among curriculum leaders in terms of its purposes and acceptable practices. However, since then many changes have occurred and in all countries curriculum supervision services, over space and time, have become complex and intricate systems, playing different roles and assuming different descriptions (UNESCO, 2007). There seem though to be lots of developments in the

field of curriculum supervision. Today, what has now become closely identified with various forms of clinical supervision mostly blends elements of objectives and scientific classroom observation, with aspects of collegial coaching, rational planning and a flexible enquiry-based concern with student learning (Education Encyclopedia, 2009). A closer look will be taken at clinical supervision together with other models or approaches later.

According to UNESCO (2007) therefore, the ability of schools to use their greater autonomy and freedom effectively and responsibly will largely depend on the support services on which many can rely, while supervision may be needed to guide them in their decision-making and use of resources. Whichever way one looks at the issues involved in the reform the fact remains that there have been mixed successes whose overall analyses allows for profound insight into what can be achieved in specific contexts. Again, it is worthy of note that, in their specific efforts to reform and innovate curriculum supervision, many countries in recent years have increasingly relied on internal mechanisms of control and support by actors at the school site level (i.e. principals, subject leaders, community members, etc).

2.7. Curriculum Supervision Practices in Africa

In the early 1990's, the seemingly distant event of the fall of the Berlin Wall and gathering pace of globalization also had distinct implications for Africa. Not immune from world currents, many countries in Africa held multiparty elections in the early to mid-1990s to signal commitment to liberal democracy and market openness consistent with world developments even though authoritarianism remained part of many political systems. These elections legitimated the new market orientation that had begun to take hold in the 1980s and paved the way for educational and

curriculum reform. Including demands for greater accountability with regard to the spending of development aid on education (Chisholm & Leyendecker, 2000, p. 585).

Numerous Africa countries have been used as practical laboratories for experimentation. Different approaches, mostly originating from countries of the north, were tested to examine their ability in improving the quality of student learning. The fundamental question developed in this paper is to discover whether the current curriculum approaches practiced in Africa are appropriate to realise reforms in African schools or not. Among them, the competency-based approach has been popular in the continent for the last few years. We will consequently focus on it. Important to note is that from a methodological point of view, is largely based on secondary analysis of other scientific research dealing with the same topic and on thirty interviews conducted by the authors in Africa (Algeria, Benin, Mali, Morocco, Tunisia and Senegal) as part of a diversified research work. Interviews were semi-structured with teachers, school principals, representatives from the Ministry of Education and the bilateral and multilateral cooperation.

Mbiti (1999) reported that the head teacher has a role to select and produce instructional materials which help the teacher to perform their duties better and improve instruction through effective leadership. Verma (2012) also said that the curriculum process provides the opportunity for teachers to be creative and put their unique stamp on the classroom experience. Jadhav and Patankar (2013) were of the view that head teachers, circuit supervisors and teachers should create a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources.

Again, Dimba (2001) stated that heads should create an environment that is friendly and have an open door policy that makes him/her approachable should a teacher experience a problem with the curriculum.

2.8. Curriculum Supervision Practices in Ghana

Basic schools across the country are experiencing a new academic dawn. With it comes a new Standard-Based Curriculum which will change the entire scope of basic education in the country. In February, 2019, the President, Nana Akufo-Addo in his third state of the Nation Address announced that a new Standard-Based Curriculum is to be rolled out by government from Kindergarten to Primary 6 by September 2019. The new curriculum which was developed by the National Council for Curriculum and Assessment is a shift from the objectives-based curriculum to a standards-based curriculum with focus on strengthening the acquisition of the 4Rs- Reading, writing, arithmetic and creativity as foundational skills for life-long learning and national development. The reform is also in line with international best practice, which requires a review in educational curriculum every five years. Something Ghana has not been following.

The UN's Sustainable Development Goals, SDGs adopted by world leaders in September 2015, promotes, as part of its agenda, universal access to quality education and learning opportunities throughout people's lives. Goal 4 of the SDGs has one of its targets aimed at ensuring that all young people achieve literacy and numeracy and that adults who lack these skills are given the opportunity to acquire them. Government must be commended for making frantic efforts to improve on the quality and access to education. One key feature of the new curriculum is the introduction of a national assessment examination at classes two, four and six. This will replace the status quo, where students are assessed nationally during the Basic Education

Certificate Examination (BECE). The existing curriculum has been faulted for its emphasis on preparing learners just to pass examinations rather than to actually acquire knowledge.

Other challenges in the existing curriculum include content overload and inability of the assessment system, without sufficient data, to help fashion out improvement in teaching and learning. Indeed, the current landscape in terms of learning outcomes is not encouraging. Although the introduction was anticipated, some people are of the view that government, through the Education Ministry is rushing to implement the policy on ad hoc basis as a means to score political points. This to some extent may be true because so far, the government has not shown any sign of readiness to roll out this all-important program. Basic schools have resumed but it is sad that the syllabi, textbooks and other relevant learning materials key to the success of the new system are yet to be supplied to the various schools.

Most importantly, the teachers are not even adequately prepared to teach using the new system. Yet, the government is of a false hope that the unavailability of the materials will not have any negative repercussion on the implementation of the new program. How that is possible, only time will tell. As part of plans to successfully implement the standard-Based curriculum, about 152,000 teachers from all over the country were trained over a short period of 5 days to implement the new curriculum. As to how successful that exercise was, only God knows. Many unfortunate incidents characterized the training program all of which were avoidable if the government had taken the concerns of teachers into consideration. It is inexcusable that six decades after independence, more than half of kindergartens across the country lack access to decent classrooms, toilet facilities, kids learning materials and conducive environment that can propel effective teaching and learning.

More so, almost all the teachers teaching in Kindergarten are untrained teachers. This negatively affect quality at the foundational level as well. The importance of reforming basic education to achieve the needed quality calls for a measured approach to the implementation. This holistic approach of rolling out the curriculum is certainly not the right way to go. Simply put, we are doing the right thing the wrong way.

Government must be proactive in investing in quality education that is transformative for its citizens. For education is a development multiplier' in that, it plays a pivotal role in accelerating progress across all 17 sustainable Development Goals, be it poverty eradication, good health, gender equality, decent work, reduced inequalities, action on climate change or building peaceful societies, Under this new Standard-Based Curriculum, we cannot afford to see children sitting and writing on bare floors and under trees. New educational reforms must come with their corresponding infrastructure so as to eliminate the menace of doing new things the old way, Ghana Education Service and the Ministry of Education must take a critical second look at the nation's educational policies and their implementation.

As to whether this new Standard-Based Curriculum will benefit us and our children's children, posterity will be the perfect judge (Kpedator, 2019). The approach to standardization and associated tightening of control over curriculum practices through curriculum policy described above fits Lingard et al.'s (2013) proposal that increasingly, curriculum is understood by educational researchers as systemic policy... implemented or enacted in schools and classrooms through pedagogy and framed by systemic evaluation, assessment and testing policies' (p.549). Presupposing an interpretation of curriculum in a technical sense as specified knowledge content and objectives conveys an impression of objectivity and value-neutrality, whilst

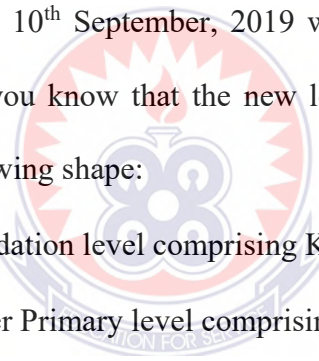
hiding curriculum's inevitable value-laden character. Likewise, in accordance with its Latin derivative 'currere' meaning 'a course to be run' (Cherryholmes, 1993, p.116), curriculum establishes the seemingly unproblematic content and boundaries for what is included and excluded in the planned educational experience as well as expectations of future educational outcomes. Yet, enhancing the interpretation of curriculum above with Rizvi and Lingard's definition of policy as 'the authoritative allocated of values' an alternative perspective arises.

This alternative perspective recognizes curriculum policy as a cornerstone of educational governance' (Gerrard & Farrell, 2013, p.4) because in addition to designing and legitimating official school knowledge, objectives, skills and assessment criteria, curriculum policy also influences pedagogical practices and relationships, the organization of school space and time (ibid.) and teacher and student meaning-making (Watson, 2001). As such, it forms a powerful totalizing mechanism over student's and teachers' experiences of education. Watson, (2001) describes how curriculum is the 'raw material' of education and students may accept, reject or rewrite curriculum. In this sense, curriculum serves an important role in influencing student subjectivity. Education is one process by which the person becomes a subject or self. Curriculum, pedagogy and relationships constitute student subjectivity by influencing or shaping who and what students are and become.

Baganiah (2019) state that the National Council for Curriculum and Assessment (NaCCA) has not disappointed us at all and deserves a pat on the back. They have been solid in their formation of the new standard-based curriculum. Henceforth, the practice of forming objectives that seek to get the learner (Child) to comprehend, list, mention, explain, define, state items/ideas learnt (acquired knowledge) now belongs to the past. The old curriculum was a recipe for rote

learning. I must confess. What educators have actually been tasked to do from September, 2019, is to develop in the learner, some clearly identified core competencies which they (learners) will clearly demonstrate after learning has taken place. At least a route has finally been found to the banishment of rote learning. That is why I am excited. I know for a fact that the issue of the new curriculum mentioned above is news to some people. You have committed no crimes.

At least you have found out way before its implementers, which is a key component of the implementation process of any curriculum, is at the final stage-MMDEO level of training. All teachers in the first three levels of our country's revised basic education systems are either undergoing or scheduled to undergo training between now and 10th September, 2019 when basic public schools will be resuming school. I hope you know that the new look of basic education system of Ghana now takes the following shape:

- 
- Key Phase 1 (Foundation level comprising Kindergarten 1&2)
 - Key Phase 2 (Lower Primary level comprising B1 to B3)
 - Key Phase 3 (Upper Primary level of B4 to B6)
 - Key Phase 4 (Junior High School level of JHS 1-3)
 - Key Phase 5 (Senior High School level of SHS 1-3)

So, all teachers in Kindergarten and Primary (Lower and Upper) are billed to commence the next academic year as the linchpin of our country's hope of reforming our education system. They will be tasked to spearhead a massive turn around in the country's fortunes in education; the key to our state, standard and conditions of living. They will be expected to ensure that learning takes place in our schools.

They will be charged to imbue in our children, knowledge, skills and attitudes that make them world beaters or at least, put them at the level that their peers in advanced countries have reached. Teachers will have to inculcate in the average learner, critical thinking and problem-solving skills; creativity and innovation skills; communication and collaboration skills; personal development and leadership skills and cultural identity and global citizenship skills. The implementer will need to produce a digital literate, scientific literate and a functional literate; all in one. Teachers in the KG will have to imbue these competencies in the child via four (4) different subjects prescribed by the country's new education bible (curriculum), namely; Mathematics, English, Creative Arts and Religious and Moral Education (RME). Implementers in the primary schools will have a basic task using seven subjects as a means of inculcating core competencies in the children. Mathematics, Science, Our World our People, English, RME, French, History, Physical Education and Ghanaian Language will all be studied in the primary schools, at least, at some point. From all indications, on the evidence of information gathered so far, we have such a beautifully designed curriculum.

2.9. Challenges of Effective Curriculum Supervision

The swift changes in knowledge, concepts, technology, and philosophies as a result of the rapid changes in the world have brought about some fundamental changes in education. Education is no longer restricted to considering human needs and the requirements of the present, but it seeks to address and reflect on developing human skills and capacities, and the necessities of the future (Hismanoglu & Hismanoglu, 2010). The present era where the world is considered a 'global village' has seen a great progress of knowledge leading to new and technological ways of teaching and learning. Kankam (2013) supports this by indicating that the emergence

of the information and knowledge-based society has brought a change of mind-set in learning and that new approaches to learning necessitate new approaches to teaching which challenge the teacher's role as a facilitator of learning. This calls for teachers to ensure they undertake continuous and sustained professional development to help improve on educational standards.

Modern demands of teaching require teachers to undertake life-long development in their profession to update and upgrade their knowledge and skills to improve their delivery. For teachers to maintain a continuous development in their profession they must undertake a lot of effective professional activities either individually or in groups through professional development strategies including study groups, peer-coaching, action research, mentoring, teaching portfolios, team teaching, and in-service training (Hismanoglu & Hismanoglu, 2010). Kankam (2013) also intimate that new approaches to teaching include those that emphasize high order of thinking skills, metacognition, constructivist approaches to learning and understanding, brain-based learning, co-operative learning strategies, multiple intelligence, and the use of computer-based and other technology that help students to gain access to information independently. For this reason, he argues that teachers must be committed to and continually engage in pursuing, upgrading, reviewing of their own professional learning and adopting continuous professional development.

The quality of education cannot be improved by only adding more resources into the system. It also calls for effective management of these resources at the school level, ensuring effective system of professional supervision, and preventing the deterioration of essential support structures for teachers. Through quality collaboration, teachers could move from their subjectivity and draw some conclusion about their experiences and views. This makes educational supervision, which is a co-

operative problem-solving process a crucial concept in the professional development of teachers (Hismanoglu & Hismanoglu, 2010).

In order for educational institutions to achieve their goals, a mechanism for continuous evaluation of the activities of the institutions, especially in the instructional process must be put in place. Over the years the monitoring and Evaluation Division of the Ministry of Education has been responsible for the assessment, evaluation and supervision of educational system in Ghana, and considering the decentralization policy, the function, the function of the external supervision was assigned to the District, Municipality and/or Metropolitan Education Directorates. This function has since been carried out by supervisors and inspectors who have the essential duty of putting educational policies into practice and ensuring that these police and practices conform to policies and regulations approved by the government through the Ministry of Education (MOE) and the Ghana Education Service (GES) (Appiah, 2009).

These supervisors and inspectors visit schools and classroom to see the teachers at work, hold occasional conferences with teachers and with teachers and write reports to their respective District, Municipality and/or Metropolitan Education Directorates. As the administrator of basic schools, the headteacher is also responsible for the internal supervision as one of his administrative duties (Appiah, 2009). Wilkinson (2010) therefore maintains that apart from administrative tasks, the headteacher performs other crucial duties such as supervising students, school activities and most importantly how teachers use teaching and learning resources which also include instructional time to enable students acquire the needed skills and knowledge.

According to Kpatakpa (2008) there is a widespread feeling that academic standards are fast falling and the blame is shifted to the teacher, who is seen not to be providing effective teaching and learning. What then might have gone amiss to affect the performance of the teachers so much that their performance affects negatively the general output of pupils in the school.

The challenge is placed at the door post of “effective supervision”. This is corroborated by non-governmental organization in Ghana. According to the Integrated Social Development Centre (ISODEC) (2011) indicates that one of the major causes of fallen standards of education in Ghana is weak supervision of teachers in public schools. Most teachers, knowing that they are not strictly supervised do not either attend school regularly to teach or render poor teaching to the school children and that is affecting educational standards. This situation seems to be the same in all regions in Ghana, hence, the statement by the Minister of Education that the Ministry is taking steps improve supervision in public schools in Ghana. Eshun, Bordoh and Kofie (2015) said that with the introduction of the new standard based curriculum, headteachers are supposed to adopt a more welcoming and collaborative attitude toward supervision.

It is assumed that effective supervision in the basic schools is likely to improve the teachers’ professional performance and consequently enhance the general output of pupils. Many researchers, as postulated that supervision of instruction potentially improves classroom practices, and contributes student success through the professional growth and improvement of teachers. (Baffour-Awuah, 2011). According to Appiah (2009) it could be deduced from the introduction of the educational reforms in Ghana that the need for effective method that could help achieve good results as far as teaching and learning is concerned. This means that it is very important for

teaching and learning procedures to be constantly monitored and reviewed to ensure the total achievement of the objectives. It is for this reason that curriculum supervision and practices in the basic school teachers at Ablekumah Central Municipality, Ghana, on the effects of curriculum supervision on their professional development.



CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter presents the methods used for data collection of the study. These include research design, population, sampled size, sampling technique, instrumentation, validity and reliability, procedure for data collection, ethical considerations, and the methods of data analysis.

3.1. The Research Design

According to Seidu (2006), research design describes the procedures and methods used to gather data. This study adopted a mixed method approach. This approach is also called the triangulation design. In this design, the researcher uses both quantitative and qualitative methods to study the same phenomenon. Unlike other mixed-methods designs, in triangulations designs both quantitative and qualitative data “are given equal priority and all data are collected simultaneously” (Fraenkel & Wallen, 2009 p. 561). This approach was deemed appropriate because the researcher wanted to use both quantitative and qualitative data to triangulate and provide credibility to the findings. Thus, quantitative and qualitative data were gathered at relatively the same time from the respondents.

3.2. Population for the study

Population in research refers to the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study (Seidu, 2006). Population as used in this study refers to the people with common characteristics that the researcher decided to involve in the study. The population

studied were headteachers and teachers in the Ablekumah Central Municipality in Greater Accra region. The target population was Two hundred and eighty-six respondents from four different circuits in the Ablekumah Central Municipality.

3.3. Sample size

Fifty-three (53) respondents were selected for this study comprising three (3) headteachers and fifty (50) teachers from the target population of two hundred and eighty six (286) in the Abelekumah Central Municipality basic schools. The table 1 shows the breakdown of the sample.

Table 1: *Sample size of the study*

Respondents	No. of males	No. of females	Total
Headteachers	2	1	3
Teachers	8	42	50

3.4. Sampling technique

Kumekpor (2002) explains sampling as “the use of definite procedure in the selection of a part for the express purpose of obtaining from its description or estimates certain properties and characteristics of the whole”. Sampling is the process of selecting representative unit from a population. Sample as used in this work is a small proportion of the population selected from the study. It is the selected subject of the whole which is being used to represent the population (Seidu, 2006). Convenient and Purposive sampling were used in this study.

From the table, three (3) headteachers were selected from 28 headteachers. The headteachers were selected randomly because of the basic characteristics of stratified random sampling that made all the number from Kaneshie West ‘1’ basic

school, Abossey Okai '1' basic school, Abossey Okai Angelican "A" and Abossey Okai R/C Basic School in the Municipality have an equal and independent chance of being included in the sample. This also guarantees that any differences between the sample and the parent population were only a function of chance not a result of the researcher's bias. It allowed the researcher to generalise his findings to the entire population. In all the researcher was able to retrieved information from three headteachers and fifty teachers respectively. The table above shows the number of respondents the researcher was able to access.

3.5. Instrumentation

The research was designed to source information from the Headteachers and teachers in the selected schools. The researcher used both closed ended questionnaire and interview guide to collect information directly from the respondents; the questionnaire comprises six sections. The questions were centered on background data, new supervisory practices, preparation for implementation, competencies and overall ratings. Each section contains not less than ten (10) questions. A copy of the questionnaire is attached as Appendix A. The researcher also conducted interview for three headteachers with an interview protocol. The interview guide centered on background of respondent, head teachers' role, perceived changes in supervisory practices and how they manage teachers hence, the type of data for this research is primary data. (See a copy as appendix B)

3.6. Procedure for Data Collection

The researcher first took a letter of introduction from the Department of Educational Foundations of the University of Education, Winneba, for the purpose of introduction to the participants. Subsequently, a familiarization visit was made to the

selected Basic Schools in Ablekumah Central Municipality, to inform participants about the intention and purpose of the research. The participants were assured of the necessary confidentiality and anonymity. Furthermore, the mode for the administration of the questionnaire and the interviews, as well as how to record the interview data, including the date, time, and venue for the interviews was discussed and agreed upon between the researcher and the participants. A set of questionnaires was administered on the teachers. The questionnaire had five sections. Section “A” comprises the bio data of the respondents which involves age, Sex, level of education among other things. Section “B” sought the respondents’ opinion on new supervisory practices; Section “C” sought the respondents’ opinion on preparation for the implementation; Section “D” sought the respondents’ opinion on competencies and section “E” sought respondents’ opinion on overall ratings of information on the implementation of the standard based curriculum in basic schools.

Each interview session lasted between 35 to 40 minutes, in order not to take much of the participants’ time. All the interviews were recorded and transcribed for the analysis. In the interviews, the researcher included probes and prompts to aid further exploration of his own line of questioning. The probes and prompts helped to explore and develop the views of the participants, and to prevent participants from going off the main line of questioning.

3.7. Data Analysis

In all the researcher sent out questionnaire to four JHS in Ablekumah Central Municipality in Greater Accra Region and received responses from the four schools, which were from circuit “02” and “3” in Ablekumah Central Municipality. Data analysis was mainly descriptive which involved description and recording, analysis and interpretation of the data collected. However, quantitative method of analysing

data such as the use of tables, percentages and frequencies were used. This was to make the study free from personal values and biases. The table used for analysing the data have certain properties as Value, Frequency and Percentage. The value refers to the numbering of the tables. Frequency refers to the number of respondents who respond to specific questions and percentage refers to the percentage of respondents who respond to a particular question over the total number of respondents.

Information gathered were grouped under two headings concerning. Headteachers and Teachers. The responses from the data were coded through reading by the researcher to get the meaning and understanding. The researcher tabulated the responses manually to each of the statements and recorded the frequencies. The percentages of the responses were also calculated by dividing the number of respondents by the number of frequencies and multiplied by hundred.

Opinions and suggestions of the respondents were summarised towards reaching decisions and recommendations. Data collected from the four selected schools have been set down as follows:

Table 2: Schools and Number of respondents

Name of school	No. of teachers
Kaneshie West “1” Basic	17
Abossey Okai “1” Basic	11
Abossey Okai R/C Basic	15
Abossey Okai Anglican “A” Basic	7

The above table indicates the number of teachers from each school the researcher derived responses from.

3.8. Ethical Consideration

The researcher upheld the dignity of the respondent confidentiality as a priority. Information derived from respondents was used purely on academic purpose. The findings of the study upon request was and will be available to the respondents and other stake-holders.



CHAPTER FOUR

RESULTS AND FINDINGS, DISCUSSION OF FINDINGS

4.0 Introduction

The study sought to find out the supervisory practices of heads of basic school in Ablekumah Central Municipality in the implementation of the standard based curriculum. Questionnaires and interview guides were used to collect data from the respondents. The collected data was sorted and organised to eliminate incomplete questionnaires and interview guides. Quantitative data was coded and keyed into SPSS version 20 for analysis while qualitative data was coded into theme categories that represented the situation as reported by the respondent. The findings of the study were presented and discussed according to the background information of the respondents and was guided by these research questions:

1. Do educators report changes in curriculum supervision with the implementation of new curriculum in Ablekumah Central Municipality?
2. What is teachers' assessment of headteachers' adoption of new supervisory practices in Ablekumah Central Municipality?
3. How do headteachers describe their changing roles in the implementation of new curriculum in Ablekumah Central Municipality?
4. What strategies do the headteachers in Basic Schools in Ablekumah Central Municipality recommend as necessary measures to be adopted to improve supervisory practices of the new curriculum implementation?

4.1 Response rate

Response rate according to America Association for Public Opinion Research is the rate of complete research instruments with reporting units divided by the

number of eligible reporting units in the sample. A total of 50 questionnaires were issued to respondents and a total of 50 questionnaires were received. Giving a total of 100%. According to Mugenda and Mugenda (2003), a response rate of 50% is acceptable for analysis. The America Association for Public Opinion Reseach explained that a response rate of over half is good while over 70% is very good. The response rate was very good at 100% and therefore it was sufficient for analysis.

4.2 Demographic characteristics

This section discusses the demographic characteristics of the teachers involved in the study. The parameter is gender, age range, present rank, working experience and other responses.



Table 3: Demographic Characteristics of Respondents

		Gender of Participant				Total	
		Female		Male			
		Count	Row N %	Count	Row N %	Count	Row N %
Age range	20-25	2	100.0%	0	0.0%	2	100.0%
	26-30	5	62.5%	3	37.5%	8	100.0%
	31-35	7	100.0%	0	0.0%	7	100.0%
	36-40	6	60.0%	4	40.0%	10	100.0%
	40-45	8	100.0%	0	0.0%	8	100.0%
	46-50	6	85.7%	1	14.3%	7	100.0%
	50+	8	100.0%	0	0.0%	8	100.0%
	Total	42	84.0%	8	16.0%	50	100.0%
Present Rank	No Rank	7	100.0%	0	0.0%	7	100.0%
	Assist.	0	0.0%	0	0.0%	0	0.0%
	Sup						
	Sup	0	0.0%	0	0.0%	0	0.0%
	Senior	8	100.0%	0	0.0%	8	100.0%
	Sup						
	Principal	14	70.0%	6	30.0%	20	100.0%
	Sup.						
	Ass.	10	90.9%	1	9.1%	11	100.0%
	Director						
	Deputy	2	100.0%	0	0.0%	2	100.0%
	Director						
	Other	1	50.0%	1	50.0%	2	100.0%
(please specify)							
Total	42	84.0%	8	16.0%	50	100.0%	
How long have you been teaching	2 years or less	3	100.0%	0	0.0%	3	100.0%
	3-5 years	4	80.0%	1	20.0%	5	100.0%
	6-8 years	6	100.0%	0	0.0%	6	100.0%

	9-12 years	5	62.5%	3	37.5%	8	100.0%
	13-20 years	11	78.6%	3	21.4%	14	100.0%
	21 years & up	13	92.9%	1	7.1%	14	100.0%
	Total	42	84.0%	8	16.0%	50	100.0%
Which class do you teach	KG	7	87.5%	1	12.5%	8	100.0%
	B1/2	10	100.0%	0	0.0%	10	100.0%
	B3/4	11	100.0%	0	0.0%	11	100.0%
	B5/6	14	65.0%	7	35.0%	21	100.0%
	Total	42	84.0%	8	16.0%	50	100.0%
Did you attend the GES organized training for the new curriculum?	Yes	39	84.8%	7	15.2%	46	100.0%
	No	3	75.0%	1	25.0%	4	100.0%
	Total	42	84.0%	8	16.0%	50	100.0%
Have you participated in any training on the new curriculum besides the initial training organized by the GES?	Yes	21	84.0%	4	16.0%	25	100.0%
	No	21	84.0%	4	16.0%	25	100.0%
	Total	42	84.0%	8	16.0%	50	100.0%

The age distribution of the teachers as presented in table 1 indicates that two (2) of the respondent were between the age range of 20-25 and they were all female, and that gave a percentage of 100%. Eight (8) of the respondent were between the age range of 26-36 out of which 5 were female giving a total of 62.5% and 3 were male giving a total of 37.5%. Seven (7) of the respondents were between the ages of 31-35 and they were all female, and that gave a percentage of 100%. Ten of the respondent were between the ages of 36-40. Out of which 6 were female giving a percentage of 60% and 4 were male giving a percentage of 40%. Eight (8) of the participants were between the ages of 40-45 and they were all female. Giving a percentage of 100%. Seven (7) of the participants were between the ages 46-50. Out of which 6 were female. Giving a percentage of 85.75% and 1 male giving a percentage of 14.3%. Eight (8) of the participants were 50+ and they were all female giving a total of 100%.

In the table the researcher sought to find the present rank of the respondents. Which is as follows; Seven (7) of the participants had no rank. And they were all female. Giving a total of 100%. None of the participants had the ranks of Assistant Superintendent and Superintendent. Eight (8) of the respondents had the rank of Senior Superintendent and they were all female, which gave a percentage of 100%. Twenty (20) of them had the ranks of Principal Superintendent out of which 14 were female, giving a percentage of 70% and 6 of them were male, giving a percentage of 30%. Eleven of them were Assistant Director out of which 10 were female. Giving a percentage of 90.9% and 1 male giving a percentage of 9.1%. Two of the respondents were Deputy Directors and they were all females giving a percentage of 100%. Other specify were two (2). One female .Giving a percentage of 50% and one male, giving a percentage of 100%.

4.3 Research Question 1

Do educators report changes in curriculum supervision with the implementation of the new curriculum?

The study sought to find out if educators report changes in curriculum supervision with the implementation of the new curriculum. Per the findings head teachers and circuit supervisors do report changes in curriculum supervision with the implementation of the new curriculum.

The details of the results are presented in Table 4.2 and Table 4.3 respectively.

Table 4: *Headteachers' Supervisory Practices*

Prompt	SD	D	NS	A	SA
my headteacher has shown more interest in my teaching	0.0%	2.0%	8.0%	58.0%	32.0%
my headteacher observes my teaching more regularly	0.0%	8.0%	12.0%	60.0%	20.0%
my headteacher engages me in dialogues about my teaching	2.0%	2.0%	12.0%	64.0%	20.0%
my headteacher provides the needed resources for my teaching	0.0%	6.0%	18.0%	54.0%	22.0%
my headteacher encourages me to observe other colleagues' teaching	6.0%	12.0%	12.0%	62.0%	8.0%
my headteacher is less concerned about learning (lesson) plans than s/he used to	44.0%	30.0%	2.0%	10.0%	14.0%
my headteacher is creating a positive learning culture in the school	0.0%	2.0%	2.0%	52.0%	44.0%
my headteacher facilitates the PLC meetings regularly	0.0%	2.0%	2.0%	30.0%	66.0%
my headteacher welcomes creativity and innovation in teaching and learning	0.0%	0.0%	2.0%	42.0%	56.0%

Per the findings presented in Table 4.2 the researcher asked if head teachers show more interest in the respondent's teaching. The response indicates that 58% agreed and 32% strongly agreed. 0% strongly disagreed and 10% disagreed. Again table 4.2 shows that 54% agreed that their head teachers provides the needed resources for their teaching. 22% of the sampled teachers strongly agreed to that. 18% were not sure and 6% disagreed to that. My head teacher observes my teaching more regularly. 60% agreed. However, 20% strongly agreed. 12% were not sure and 8% disagreed. My head teacher is creating a positive learning culture in the school. 44% strongly agreed. 52% of the sampled teachers agreed to that. 2% were not sure and 2% disagreed to that.

Also 96% the respondents strongly agreed that head teachers facilitate the PLC meetings regularly.

These findings were corroborated by interview data garnered from interaction with head teachers. In questioning supervisory practices, here are some of the responses:

The new curriculum has brought in the PLC meeting which is held every Wednesday. Where I become the facilitator and sometimes, I invite circuit supervisor to discuss challenges. (Head teacher 1)

Other head teachers had this to say:

I have introduced the use of monitoring team such as peer monitoring to see to it that the teachers are working. More assessment has been introduced. A lot of teaching learning materials are been used to enable pupils to do more activity. (Head teacher 2)

I encourage effective use of contact hours. Help teachers to improve their teaching performance by organizing in service training for teachers. (Head teacher 3)

Their views were in line with Adu, Akinloye and Olaoye (2014) who said that the purpose of school supervision is the promotion and the development of favourable setting for teaching and learning which eventually lead to the improvement of the society. The primary responsibility of school inspectors is to see that high standards are maintained and that schools are run in accordance with laid down rules and regulations.

From the analysis of the quantitative and qualitative data, it can be observed that supervisory practices have changed since the introduction of the new curriculum. While teachers admitted to seeing these changes in the quantitative data, head teachers through the interviews confirmed some of these changes. Going by Adu et al's (2014) assertion, it is expected that such changes will bring about more favourable learning environments.

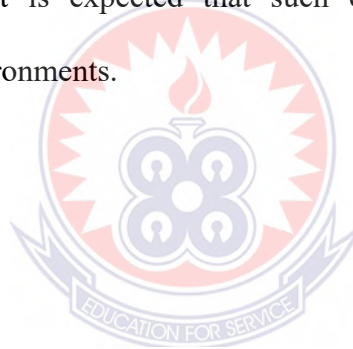


Table 5: Circuit Supervisors' Supervisory Practices

Prompt	SD	D	NS	A	SA
my circuit supervisor has shown more interest in my teaching	0.0%	2.0%	12.0%	52.0%	34.0%
my circuit supervisor observes my teaching more regularly	0.0%	12.0%	26.0%	48.0%	14.0%
my circuit supervisor engages me in dialogues about my teaching	0.0%	14.0%	20.0%	54.0%	12.0%
my circuit supervisor provides the needed resources for my teaching	4.0%	28.0%	20.0%	36.0%	12.0%
my circuit supervisor encourages me to observe other colleagues' teaching	8.0%	18.0%	22.0%	48.0%	4.0%
my circuit supervisor is less concerned about learning (lesson) plans than s/he used to	36.0%	36.0%	10.0%	10.0%	8.0%
my circuit supervisor is creating a positive learning culture in the school	0.0%	4.0%	0.0%	60.0%	36.0%
my circuit supervisor encourages regularly PLC meeting	0.0%	2.0%	6.0%	52.0%	40.0%
my circuit supervisor welcomes creativity and innovation in teaching and learning	0.0%	0.0%	0.0%	56.0%	44.0%

From the findings, fifty-two (52%) percent agreed to the fact that their circuit supervisor shown more interest in their teaching while thirty-four (34%) percent strongly agreed to this. In relation to supervision received for circuit supervisors,

60% of the respondent were in agreement that their circuit supervisors have created a positive learning culture in the school. 36% strongly agreed to this and only 4% disagreed to this fact. My circuit supervisor observes my teaching more regularly. 48% of the sampled teachers agreed. 14% strongly agreed. However 26% were not sure and 12% disagreed. My circuit supervisor encourages regularly PLC meeting. 52% of the sampled teachers agreed to this. 40% strongly agreed. However 6% of the teachers were not sure and 2% disagreed.

Finally, 56% of the respondent were in agreement that their circuit supervisor welcomes creativity and innovation in teaching and learning, 44% strongly agreed to this given a total of 100%.

According to Cobbold, Kofie, Bordoh and Eshun (2015) teachers and students whose tasks and functions are mostly supervised by schools and subject heads tend to complain about how such leaders have become so interested in inspecting and criticizing their work instead of concentrating on sourcing logistics to make work easier or more manageable. From the analysis on the respondent data it appears that supervision on lesson notes have not change. 36% of the respondent strongly disagreed and 36% agreed that the circuit supervisors are less concerned about learning (lesson) plans than s/he used to. This indicates that even though the new curriculum has brought in a lot of changes supervisors still go by the old method of supervisory practices because it has only been a year in the system. With time they would be able to cope with the new system when more in – service training and workshops are organised.

4.4. Research Question 2

What is teachers' assessment of head teachers' adoption of new supervisory practices?

The study sought to find out teachers' assessment of head teachers' adoption of new supervisory practices. The details of the responses have been presented in table 4.4.

Table 6: Teachers' assessment of head teachers' new supervisory practices

Prompts	SD	D	NS	A	SA
I receive a lot of supervision from my headteacher/mistress than before	0.0%	12.0%	10.0%	58.0%	20.0%
I receive a lot of supervision from the circuit supervisor than before	4.0%	10.0%	14.0%	58.0%	14.0%
Professional Learning Community (PLC) in my school is helping me understand the curriculum better	0.0%	4.0%	2.0%	60.0%	34.0%
The supervision I receive has influenced my practices greatly	0.0%	2.0%	12.0%	60.0%	26.0%
The supervision I received has motivated me to implement the curriculum	0.0%	6.0%	10.0%	58.0%	26.0%
My colleagues and I are working closely together, supporting each other in the implementation than we used to be	0.0%	2.0%	0.0%	42.0%	56.0%
The new curriculum has significantly changed my way of teaching	0.0%	8.0%	6.0%	48.0%	38.0%
I believe effective supervision is key to the success of the new curriculum	4.0%	8.0%	8.0%	38.0%	42.0%

From the findings 58% agreed that they receive a lot of supervision from their headteachers than before and 20% strongly agreed to this. Also 60% were in

agreement that the supervision they receive has influenced their practices greatly and 26% strongly agreed to this. 58% of the teachers sampled agreed that the supervision they receive have motivated them to implement the curriculum. 26% of the teachers strongly agreed with the same statement. However, 6% disagreed and 10% of them were not sure. Again 48% of the teachers sampled agreed that the new curriculum has significantly change their way of teaching. 38% strongly agreed. 6% were not sure and 8% disagreed to that.

Finally, 42% strongly agreed that they believe effective supervision is the key to the success of the new curriculum and 38% agreed to this. Therefore the researcher can conclude that 80% of the teachers agreed to the fact that their head teacher's supervisory practices have changed since the introduction of the standard based curriculum in Ablekumah Central Municipality. The teachers view were in line with Eshun, Bordoh and Kofie (2015) who said that with the introduction of the new standard based curriculum, head teachers are supposed to adopt a more welcoming and collaborative attitude toward supervision. This views were in agreement with Mbiti (1999) who reported that the head teacher has a role to select and produce instructional materials which help the teacher to perform their duties better and improve instruction through effective leadership. Their views were in agreement with Verma (2012) who said that the curriculum process provides the opportunity for teachers to be creative and put their unique stamp on the classroom experience. Their views were in agreement with Jadhav (2013) who was of the view that head teachers, circuit supervisors and teachers should create a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources. The teachers' views were in line with Dimba (2001) who stated that heads should create an environment that is friendly and have an open door policy that makes him/her

approachable should a teacher experience a problem with the curriculum. Again the teachers view were in line with the Integrated Social Development Centre (ISODEC) (2011),

According to the Integrated Social Development Centre (ISODEC) (2011), one of the major causes of fallen standards of education in Ghana is weak supervision of teachers in public schools.

Most teachers, knowing that they are not strictly supervised do not either attend school regularly to teach or render poor teaching to the school children and that is affecting educational standards. This situation seems to be the same in all regions in Ghana, hence, the statement by the Minister of Education that, the Ministry is taking steps to improve supervision in public schools in Ghana assumes that only effective supervision in the basic schools is likely to improve the teachers' professional performance and consequently enhance the general output of pupils.

4.5. Research Question 3

How do headteachers describe their changing roles in the implementation of the new curriculum?

Then also the study sought to find out how headteachers describe their changing roles in the implementation of the new curriculum. These findings were corroborated by interview data garnered from interaction with head teachers. In questioning headteachers changing roles in the implementation of the new curriculum, here are some of the responses.

My role has not actually change but the role I play in supervision has increase. For instance, with the introduction of the new curriculum, now I vert yearly, termly, weekly and daily lesson notes. Also, because the new curriculum is child centred and a teacher been the facilitator,

I have to provide more teaching learning materials such as cardboards, projectors and all other materials that will help to implement the new curriculum. Then also every month we have what we call the EMT (End of Month Test). Therefore, I have to make sure frequent supervision is done (Headteacher 1).

Other headteachers had this to say:

Much have not change, but there is an improvement in my administrative role as I used to do. Now there has been frequent supervision because I have even introduced monitory team and I have been organising series of quizzes to improve the performance of pupils. (Headteacher 2).

More time is spent to address the problems teachers faced in preparing lesson plan and doing more lesson observation to ensure that teachers are not still using the old method of delivery. (Headteacher 3).

Based on their responses the researcher could ascertained that their views were in agreement with what Wahyudin (2010) reported that the principal should create an environment that is friendly and have an open-door policy that makes him/her approachable should a teacher experience a problem with the curriculum.

Appiah (2009) and Wilkinson (2010) therefore maintains that apart from administrative tasks, the headteacher performs other crucial duties such as supervising students, school activities and most importantly how teachers use teaching and learning resources which also include instructional time to enable students acquire the needed skills and knowledge.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0. Introduction

The study sought to find out the impact of supervisory practices of heads of basic schools in Ablekumah Central Municipality on the implementation of the new curriculum. The researcher used questionnaires, interview guides and document analysis to collect data. Quantitative data was coded and put into SPSS Software version 20 for analysis. The analysed data was presented in terms of frequencies and percentages, using figures and tables. Qualitative data was put into theme categories and presented in a way that it captured the situation as presented by the respondent. This chapter present the summary of the findings, conclusion, recommendations and suggestions for further studies.

5.1. Summary of the Findings

Key findings emerging from this study are summarized below:

1. Educators (teachers and headteachers) reported observing changes in supervisory practices with the implementation of the new curriculum. While respondents differed in the magnitude of the change that they reported, the mean responses corroborated by interview data suggests that supervision from both headteachers and Circuit supervisors have improved.
2. What is teachers' assessment of headteachers' adoption of new supervisory practices? Teachers attest to the fact that there have been frequent supervision by the headteachers since the introduction of the

new curriculum. Supervision has also improved the way they used to teach.

3. How do headteachers describe their changing roles in the implementation of the new curriculum? Headteachers describe that the role they play in supervision has increase. They have seen the need for more teaching learning materials such as cardboards, projectors and are more supportive to their teachers than they did before the new curriculum

5.2. Conclusion of the study

With the introduction of the new Standard based curriculum, the research revealed that changes are happening at the school level. Supervision generally has improved in terms of frequency and usefulness. Headteachers are more supportive of the teaching and learning process in their schools and the introduction of Professional Learning Communities (PLCs) appear to be helping. Regardless, there are still challenges with some headteachers and supervisors who are yet to change with the times. Some teachers also gave low ratings to training they received prior to implementation and reported that Circuit supervisor are not very helpful in providing technical support for the implementation of the curriculum.

5.3. Recommendations of the study

The study recommends that

1. Ghana Education Service in collaboration with National Council for Curriculum & Assessment (NaCCA) should organize additional in-service training to equip teachers with knowledge and skills that will enable them transform learning in Basic Schools.

2. GES should organize refresher training on supervision for headteachers in order that they are equipped with innovative skills in offering supportive instructional supervision.
3. Circuit supervisors should also be reoriented by GES to move away from the old supervisory practices and embrace new ones.
4. GES should commend and encourage headteachers who are adopting innovative practices in their teaching as a way of motivating the conservative ones to innovate.
5. The Ministry of Education should allocate more resources to schools and to supervisors to enable them implement the new curriculum.

5.4. Suggestions for further studies

The study focused in Ablekumah Central Municipality in Greater Accra Ghana. Similar study can be done in a different geographical location within and outside the country. The sample comprised of head teachers, circuit supervisors and primary school teachers. A similar study can be done with different sample composition or focusing on specific sample such as head teachers or teachers. The study focused on primary school teachers. Therefore, a similar study can be done on a different level of education such as Junior High Schools or Senior High Schools teachers. The study was done on public primary schools. A similar study can be done on private primary schools either in the same geographical location or a different one.

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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION – WINNEBA

FACULTY OF EDUCATIONAL STUDIES

RESEARCH STUDY QUESTIONNAIRE

Dear colleague teacher,

As part of my postgraduate studies at University of Education, Winneba, I am conducting a research study and request that you participate. I am researching supervisory practices of heads of basic schools in implementation of the new standard based curriculum. You have been selected because you teach with the new standard based curriculum. Your participation involves answering this questionnaire which will require approximately 15 minutes of your time. Your honest response to all the questions is very important to this research. I do not expect any negative side-effect to participating in this study. To protect you, do not write your name or any personal details that can identify you on this questionnaire. Moreover, the responses you provide here will be treated with the strictest confidentiality. Your participation is voluntary and you may decide to opt out at any time.

If you have any questions or concerns about this project, you may reach my supervisor who is the principal investigator at adesuaf@gmail.com, 055-597-1000.

Do you consent to voluntarily participating in this study? Yes [] No []

Part of the study may involve obtaining in-depth information through oral & written interviews. In the event that you are selected for a follow-up interview/ WhatsApp chat, would you be willing to participate?

Yes [] Please provide your phone number _____

No []

Background Data

X1. Gender: Male [] Female []

X2. Age range: 20 – 25 [] 26 – 30 [] 31 – 35 []
36 – 40 [] 40 – 45 [] 46 – 50 []
50 + []

X3. Present Rank: No Rank [] Assist Sup [] Sup []
Senior Sup [] Principal Sup [] Ass. Director []
Deputy Director [] Other (please specify)

X4. How long have you been teaching?
2 years or less [] 3-5 years [] 6 – 8 years [] 9-12 years []
13- 20 years [] 21 years & up []

X5. Which class do you teach?
KG [] B1/2 [] B3/4 [] B5/6 []

X6. Region where you currently teach.

Bono [] ER [] VR [] GR [] WR []
 NR [] UE [] UW [] AS [] CR []
 BE [] AR [] SR [] OR [] WN [] NE []

X7. Did you attend the GES organized training for the new curriculum?

Yes [] No []

X8. Have you participated in any training on the new curriculum besides the initial training organized by the GES?

Yes [] No []

New supervisory practices

For each of the following statements, indicate your level of agreement/disagreement by choosing from the options: *Strongly Agree (SA)* *Agree (A)* *Not Sure (NS)* *Disagree (D)*

Strongly Disagree (SD), & checking (✓) in the right box

	Statements	SA (5)	A (4)	NS (3)	D (2)	SD (1)
	Following the start of this academic year:					
A1	my headteacher has shown more interest in my teaching					
A2	my headteacher observes my teaching more regularly					
A3	my headteacher engages me in dialogues about my teaching					
A4	my headteacher provides the needed resources for my teaching					
A5	my headteacher encourages me to observe other colleagues' teaching					
A6	my headteacher is less concerned about learning (lesson) plans than s/he used to					
A7	my headteacher is creating a positive learning culture in the school					
A8	my headteacher facilitates the PLC meetings regularly					
A9	my headteacher welcomes creativity and innovation in teaching and learning					

For each of the following statements, indicate your level of agreement/disagreement by choosing from the options: *Strongly Agree (SA)* *Agree (A)* *Not Sure (NS)* *Disagree (D)* *Strongly Disagree (SD)*, & checking (✓) in the right box

	Statements	SA (5)	A (4)	NS (3)	D (2)	SD (1)
	Following the start of this academic year:					
B1	my circuit supervisor has shown more interest in my teaching					
B2	my circuit supervisor observes my teaching more regularly					
B3	my circuit supervisor engages me in dialogues about my teaching					
B4	my circuit supervisor provides the needed resources for my teaching					
B5	my circuit supervisor encourages me to observe other colleagues' teaching					
B6	my circuit supervisor is less concerned about learning (lesson) plans than s/he used to					
B7	my circuit supervisor is creating a positive learning culture in the school					
B8	my circuit supervisor encourages regularly PLC meeting					
B9	my circuit supervisor welcomes creativity and innovation in teaching and learning					

Preparation for implementation

For each of the following statements, indicate your level of agreement/disagreement by choosing from the options: *Strongly Agree (SA)* *Agree (A)* *Not Sure (NS)* *Disagree (D)* *Strongly Disagree (SD)* & checking (✓) in the right box

	Statements	SA (5)	A (4)	NS (3)	D (2)	SD (1)
C1	I have been adequately briefed on the new curriculum					
C2	The training I received was enough for me to be able to implement the curriculum					
C3	During the training, I was offered opportunity to really understand the new curriculum					
C4	The facilitators were able to whip up my enthusiasm for the new curriculum					
C5	Professional Learning Community (PLC) in my school is helping me understand the curriculum better					
C6	Besides PLC, my colleagues have helped me to better understand the curriculum					

Competencies

For each of the following statements, indicate your level of readiness to implementing the new curriculum by choosing from the options: *Not Sure (NS) Not at all (NA) Moderately (M) To a Large Extent (LE) To a very large extent (VLE)*

	In your opinion, how well would you rate your competencies in these aspects of the curriculum	VLE 5	LE 4	M 3	NS 2	NAA 1
D1	Ability apply the Aims, Values and core-competencies of the curriculum in my teaching					
D2	Implement the right forms of assessment in my teaching					
D3	Familiar with scope and sequence of the curricula for the subject/class I teach					
D4	Ability to prepare scheme of learning					
D5	Ability to prepare daily learning plans using diversified approaches					
D6	Participation in Professional Learning Community (PLC)					

Overall ratings

For each of the following statements, indicate your level of (dis)agreement by choosing from the options: **Strongly Agree (SA) Agree (A) Not Sure (NS) Disagree (D) Strongly Disagree (SD)** & checking (✓) in the right box

	Statement	SA 5	A 4	NS 3	D 2	SD 1
E1	The supervision I receive has influenced my practices greatly					
E2	The supervision I receive has motivated me to implement the curriculum					
E3	I receive a lot of supervision from my headteacher/mistress than before					
E4	I receive a lot of supervision from the circuit supervisor than before					
E5	My colleagues and I are working closely together, supporting each other in the implementation than we used to be					
E6	The new curriculum has significantly changed my way of teaching					
E7	I believe effective supervision is key to the success of the new curriculum					

Thank you for your time

APPENDIX B

Implementation of Standard based Curriculum: An assessment of supervisory practices of heads of basic schools in

INTERVIEW PROTOCOL

1. Introduction - Researcher
 - a. Self-introduction & purpose of the research
 - b. Briefing on confidentiality and anonymity of responses
 - c. Seek consent of respondent – “do you voluntarily accept to be part of this research?”
 - d. Seek permission to record conversation
2. Background of respondent
 - a. Gender,
 - b. Years of teaching
 - c. Rank
 - d. Previous experience (brief work history).
3. RQ – Headteachers' roles
 - a. In sum, how would you describe your role as a head of institution?
 - b. What key functions do you perform? Give me top 3
 - c. How did you learn to do your job as a headteacher?
 - d. How do you discharge your duties related to teaching and learning?
4. RQ – Perceived changes in supervisory practices
 - a. What is your impression of the new curriculum?
 - b. What has changed in your roles since the introduction of the new curriculum?
 - c. What new practices have you adopted since the introduction of the new curriculum?
 - d. What old practices have you discarded since the introduction of the new curriculum?
5. RQ – Managing teachers?
 - a. How have your teachers responded to the new curriculum?
 - b. How have you supported them to implement the new curriculum?
 - c. What challenges do they report and how have you handled them?

APPENDIX C



UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL FOUNDATIONS

P. O. Box 25, Winneba, Ghana edufoundations@uew.edu.gh
030 298 0885

November 7, 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

I write to introduce to you, **GLORIA NYAME** the bearer of this letter who is a student in the Department of Educational Foundations of the University of Education, Winneba. She is reading a Master of Education programme.

She is conducting a research on the topic: **IMPLEMENTATION OF THE NEW CURRICULUM; AN ASSESSMENT OF SUPERVISORY PRACTICES OF HEADS OF BASIC SCHOOLS IN ABLEKUMAH CENTRAL MUNICIPALITY**. This is in partial fulfillment of the requirements for the award of the above-mentioned degree. She is required to administer questionnaire to help her gather data for the said research and she has chosen to do so in your outfit.

I shall be grateful if she is given permission to carry out this exercise.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Richardson Addai-Mununkum'.

Richardson Addai-Mununkum (PhD)
Postgraduate Studies Coordinator

