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SUPERVISION OF INSTRUCTION IN JUNIOR SECONDARY SCHOOLS

(JSS) WITHIN THE TEMA MUNICIPALITY, GHANA

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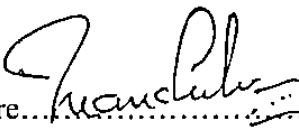
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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature................................ Date 5th September 2007

Mama Adokuwa-Asigble IV

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

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ABSTRACT

The study was on supervision of instruction in Junior Secondary Schools in the Tema municipality, in the Greater Accra Region of Ghana. The purpose of the study was to find out the state of supervision of instruction in the Tema municipality, the type of supervision emphasized and which type teachers preferred. It was also to find out whether teachers were satisfied with the level of supervision in the municipality and the problems they encountered in their work and whether the supervision improved the performance of pupils in the Basic Education Certificate Examination. The data was collected through questionnaire and interview guide. The hat-trick random sampling selection method was used for the schools from the five circuits chosen. The statistical method used in the analysis was simple percentages. Total sample size was 177. The descriptive survey design was used for the study. The study involved headteachers, teachers, pupils, circuit supervisors, the district director, and the head of inspectorate. Findings made were that with the exception of the teachers who preferred internal supervision to external supervision, all other respondents considered both internal and external supervision as equally important. Major problems faced by external supervisors, was the lack of transportation and logistics. It is recommended that these are to be provided by the municipal director of education for effective supervision. Workshops also should be organized for teachers to sensitise them on the complementary roles played by external supervision.

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DEDICATION

To my husband, Mr. H.K. Anokye, Harry K. Anokye Jnr., my son, all Foeyi Royal family members and the people of Tefle Traditional area, for allowing me to further my education outside the normal tradition of the area.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education is the pillar that carries the development of every vibrant nation. The importance of education in national development therefore is recognised by economists and educationists alike. The general belief is also that education is not only important for national transformation but also for individual self-actualisation and enhancement. The acquisition of education, which equips the recipient with knowledge, attitudes and skills, should be used for the building of the society, manpower development and for developing individual's personality to a higher level and instil in him or her desired social conduct.

The importance of education in Ghana is evidenced in the Government's expenditure of about 40% of her budgetary allocation on education (2004/2005 Budget Statement of Government). To achieve this laudable objective of quality education for all, it is necessary for certain mechanisms to be put in place. It is for this reason that the Government of Ghana in 1995 has initiated the Free Compulsory Universal Basic Education (FCUBE) programme and has re-emphasised it during the 2005/06 budget session. This is another step taken by the Government to ensure that citizens acquire at least some basic knowledge to develop their personality.

Government tries to provide physical facilities like classroom buildings, laboratories, workshops and textbooks, for all schools throughout the country, even though the supply may not be quite adequate in the schools. Some

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headteachers in rural areas where accommodation is difficult to come by have been provided with bungalows. Government is also providing other incentives to children and teachers to promote quality education. An example is the annual best teacher awards on District, Regional and National levels, and the capitation grant for school children.

In November 1999, Otumfuo Osei Tutu, the Asantehene's Educational Fund, was launched by the then Deputy Minister of Education Dr. Ibn Chambas and this is to cater for needy children in Ghana. The Oguaaman Union, and other traditional authorities as well as some NGOs are also working tirelessly to organise funds to improve upon the standard of education (Daily Graphic, 2005, p.6). Marfo reported that the concern of quality education also prompted the management of Ghana Estates Limited to offer scholarships to some students in the public schools (Daily Graphic, 2005 p.11).

The Government continues to train a large number of teachers annually, to improve the quality and quantity of teachers, required for national transformation and development. Government also provides in-service training, courses and workshops for circuit supervisors, headteachers and teachers in basic schools to bring about positive changes in the classroom to benefit children. At a National Award Ceremony for Teachers in Cape Coast, on Saturday November 5th 2005, His Excellency President J.A. Kufour announced Government's commitment towards quality education through training of teachers and therefore, provided five billion cedis towards teacher education (Daily Graphic, 2005, p.1). These strategies have put certain measures in place to strengthen and improve education at the basic level.

A five week training workshop organised by the educational authorities for 1,400 untrained teachers in Juabeso Bia district was also geared towards the improvement of Education (Daily Graphic, 2005, p.11). These moves have also put certain measures in place to strengthen and improve education at the basic level. In addition, appropriate curriculum has been developed to guide the classroom teacher in the performance of his or her duties, all in the view to promoting quality education in Ghana, (MOE Guide, 1972).

To facilitate the efficiency and effectiveness of circuit supervisors in their supervision of teachers in education, they have been provided with motorbikes and bicycles. Their major concern is to offer professional guidance and advice to teachers. They are to ensure that educational policies and practices conform to policies and regulations approved by the Government. For a school to achieve its high sense of professional responsibility through the Ministry of Education (MOE) and Ghana Education Service (GES), a Guide for Inspecting Staff, was introduced by the Ministry of Education (MOE Guide, 1972).

Henry (1993) raises an argument that supervision, one of the oldest forms of gaining effective end result, starts right from the embryo stage of the unborn baby. Both parents perform supervisory duties to care for the embryo until it is born and grown to a school going age child. Supervision therefore originated with man.

Gwynn (1961) states that supervision actually developed in Europe from the secondary school; yet its most successful application took place in the elementary school, where it did not start originally. This therefore implies that basic school supervision is a concept that finds its originality and success at the

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beginning of formal education. This concept also is being emphasised in the basic schools in Ghana today as important element for the enhancement of quality education.

In 1839, Britain established inspectorate body that is Her Majesty's Inspectorate of Schools to address the problem of the inefficient running of schools that has resulted in poor teaching and learning outcomes (Blackie, 1970). This trend, Blackie (1970) observes was due to the fact that teachers lacked knowledge and skills, and professionalism in executing their duties.

In the United States of America, supervision began with laymen who checked on the performance of teachers. This later became the duty of professionals with some principals performing that function (Lewis & Miel, 1972). Supervision had a negative connotation as contended by Lewis and Miel because supervisors were fault finders who compelled teachers to conform to rules, regulations and norms. They had no trust in the performance of teachers. That was also the trend of supervision in Britain in the nineteenth century (Blackie, 1970).

Supervision of the instruction process started in the Gold Coast schools around early 1900's with visits by officers who were generally referred to as inspectors. Their visits were for inspection purposes. Their inspection reports were used to enforce what was then known as payment by results. In the Gold Coast (Ghana) visits began in the 1940's with the appointment of visiting teachers by the mission schools to assist untrained teachers particularly in the rural areas. After the Accelerated Development Plan in 1951, the Government in 1952 found it necessary to appoint visiting officers to schools to help teachers.

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Perhaps the most important factor, which contributed to the high standard of education in the 1930s and 1940s, was the efficiency of supervision. The Education Ordinance of 1882 placed all schools under the regulation of the British colonial Government. The government for the first time, according to Graham (1976), appointed an inspector of schools who was Rev. M. Sunter. He was to ensure the efficient running of government assisted schools set up by missions and private persons, and which by their efficiency qualified for government grants.

Rev. Sunter's duty as inspector covered schools in Nigeria, Sierra Leone and Gambia as well. Working in such a vast geographical area, more so at a time when transportation system had not been appreciably developed, Rev. Sunter could not conduct any effective supervision in the schools. To improve supervision of instruction, an inspector for the Gold Coast alone, according to MacWilliams and Kwamena-Poh (1975) was appointed and re-designated as Director of Education.

Until 1900, when the system of 'payment by results' was abolished, a school was said to be efficient according to the results of inspector's examination conducted in the following subjects: reading, writing and arithmetic and such optional subjects as history and geography, and needle works for girls. Government grants to schools depended on the number of pupils in each class who passed in the various subjects in the examination conducted by the inspector. Teachers' promotion and pay increases were also determined by results. Even after the abolition of the 'payment by results', system rote learning and fear, as incentive for learning did not cease (Mac Williams & Kwamena-Poh, 1975). However, teachers gained more professional

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freedom though grants paid to schools were based on general efficiency of teaching.

Bame (1991) also asserts that inspection was characterised by fear among teachers and pupils as well as hatred by teachers for the inspectors since the latter tried to find faults with the former. Bame further states that inspectors gave unfair criticism of teachers' work, and more often than not failed to give teachers the ideas and practical demonstration, which could help them improve upon their teaching. He concluded that the supervisory relationship between teachers and especially managers of mission schools was not cordial as the managers enforced code of ethics that was based on their religion. Nwokafor, Ighalo, Ogunsanwo and Nwankwo (1981) see the inspector in the colonial period as one who could hire and fire teachers. He instructed the teacher on what to teach and how to teach it. Antwi (1992) notes that in the colonial period schools were fewer in number so inspectors of schools could visit schools regularly to report on the performance of pupils and teachers. According to Antwim (1992) the fear of a visit of an inspector kept teachers on their toes. He further observes that school inspection today has become less regular, which has no doubt affected the quality of teachers' output and contributed to the decline of educational standards. The Daily Graphic (2001 p.7) re-echoes the above views when it pointed out that quality education could be ensured when critical attention is paid to supervision, which has been lacking, especially at the basic level of education. It further stated:

We recall the days of old, when inspectors visited schools,

thoroughly, examined teachers' notes to find out whether they

were up to date, personally supervised the practical teaching

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of the teachers and made various cogent and important

recommendations geared towards the provision of quality

education. Such thorough inspection seems to belong to

history (p.7).

"No matter how we laud supervision in the colonial days because of the results it yielded, that type of supervision belongs to history and will perpetually remain so." Antwi (1992) concedes that if inspection and visits were to become more regular, the attitudes of teachers and pupils would have changed and such visits would not be seen in the same way as they were viewed in the colonial days.

The most important factor that contributed to an acceptable standard of education was supervision in schools. The schools were mission and government schools, which are now called public schools.

Towards the end of the colonial period, private schools were established. Agyeman (1993) observes that people from all social classes saw Western type of education as a vehicle for moving into ranks of colonial administration. The educated elites who formed the ruling class after the attainment of independence sought to maintain that position for their children by providing for them quality education which was the surest way of surviving the competition into that class. 'Special schools' or private schools, named variously as international schools, experimental schools, preparatory schools, and so on, were established with response to providing quality education, but at a cost which was only affordable to the wealthy in society. Opare (1999) states that private school is a vehicle, which perpetuates the stratification of society because it provides excellent instruction that guarantees higher academic achievement. Powell, Farrar and

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Cohen cited in Opare (1999) observe that private schools provide environments conducive to the academic improvement of even the average student. In Ghana, private schools focused their attention on preparing their pupils for the Common Entrance Examination, and now focus on the Basic Education Certificate Examination (BECE), which is a selective examination to the senior secondary school. Pupils from private schools easily gain admission to the best secondary schools from where entry into the university is quite certain. Due to the high fees charged by private schools, only children of the educated elite and affluent in society patronise them (Agyeman 1993 & Antwi, 1992). Antwi (1992) observes that children of lower classes depended on public schools, which were synonymous with 'poor schools' for their education. His observation of the public school could be true, especially of the period preceding the 1987 educational reforms. Public schools were in critical need of furniture, textbook and stationery, and library books. Besides, the physical environment including structures was in a state of neglect. Most of the public schools in the urban centres were seriously over populated while those in the rural areas were under populated to the extent that two or three classes had to be combined under one teacher. Since the Reforms, public schools have enjoyed an appreciable Government and donor support. In several cases, school structures as well as text books have improved. The private schools on the other hand complained that they do not benefit from enough Government's text book scheme and other interventions to improve educational standards.

Opare (1999) reports that seventy percent of teachers in selected private schools in his study were untrained. This was in sharp contrast with the number of trained teachers in public schools. However, the Criterion Reference Test

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(CRT) for private and public schools in Ghana for 1994, 1996 and 1997 shows that the academic performance for private schools was far higher than that of public schools.

One of the factors which explained the academic success of the private schools, according to Opare (1999) was effective supervision. Daily Graphic (2001, p.9), also reported that in Ghana, academic performance in public schools in particular has not been as good as expected. He attributes this to the attitude of the teachers and suggests that supervision of schools must be vigorously enforced. This was amply stated by Opare (1999) that monitoring and supervision of teachers' work was a routine in the private schools. He wrote:

> The headteachers insist that lesson plans are up to date. They
> also check on punctuality, regularity and effective use of
> instructional hours. This rigid enforcement of the rules and
> principles were found to be either non-existent or inadequate
> in most of the public schools studied (p.8).

Harris (1963) clarifies the supervisor's role by stating "Supervision is related directly to helping teachers with instruction; but only indirectly to instructing students" (p7). Contrary to the above assertion, Asiedu-Akrofi (1978) argues that teachers are professionals who understand their work better and therefore do not need close supervision.

To achieve the purpose of quality instructional supervision, it calls for skill and efficiency of the supervisor in working with the teacher. In other words the supervisor needs to possess certain qualities or knowledge before he or she is able to perform the roles or activities that go with their work. According to

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Neagley and Evans (1970), some of the major functions to be performed by supervisors include the following:

(i)   The supervisor develops curriculum, that is, designs or redesigns which is to be taught, by whom, when, where and in what pattern.

(ii)   He performs the activity of organising instructions. He needs to make organisational attachment to implement the curriculum design. Grouping students and planning class schedules are examples of programme related activity.

(iii)   He performs staffing activity. He has to select and assign the appropriate instructional staff member to appropriate activities in the organisation.

(iv)   The supervisor visits schools and classrooms, giving demonstration lessons and exchanging ideas with teachers and pupils.

(v)   It is also the duty of the supervisor to arrange for in-service education to cover activities, which will promote the growth of instructional staff members, to make them more efficient and effective (pp. 137-138).

There are two main types of supervision in Ghana, namely, Internal and External supervision. Internal supervision is considered as type of supervision that takes place within the school itself. Headteachers, teachers, and pupils usually do this type. External Supervision on the other hand deals basically with supervision by officers from education offices, whether district, regional or national. Supervision by these officers takes the form of intensive visits, brief visits and follow-up visits.

From the foregoing discussion it can be said that any leadership function that is primarily concerned with the improvement of instruction in the school is considered supervisory. There is also a link between supervision and effective

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teaching and learning. Supervision strengthens high, people-performance and therefore, low people-achievement could be blamed on inadequate supervision in schools.

Statement of the Problem

The Ghana Education Service (GES) was established by National Redemption Council Decree (NRCD) 247. Among other things, the Decree invested in the Ghana Education Service is the mandate to supervise and to inspect both public and private schools with the view to ensuring efficiency and academic excellence. Unfortunately, public perception and a brief meeting held with the director of education at a graduation ceremony of Tema Royal School in July 2006, seem to indicate that academic performances in our schools are falling daily to such a devastating standard that has become a concern to each and every one. An analysis of the performance of the students on the Basic Education Certificate Examination (BECE) results that the researcher did in the Tema municipality confirmed that results for three consecutive years 2003, 2004 and 2005 were very poor. This situation has therefore been attributed to lack of supervision. The situation also becomes a concern to every one who comes to think of the heavy investment being made by Government in training qualified teachers for the teaching profession.

A critical assessment of the attitude of some teachers, education officials and pupils towards the teaching /learning process in our schools these days makes one wonder what has been the state of supervision in the schools in our country. This is because pupils' performance in some schools has been very poor and decried by some authorities in Ghana. This problem of low performance by education officials and teachers/pupils' attitude towards

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academic work in some schools are nothing to write home about. A casual observation by the researcher reveals that in a number of these schools, classes seldom start on time while pupils play around during instructional hours. In some of the schools also, break periods are never ended. Children continue to play outside the classroom until the closing of schools for the day.

Teachers also engage children unnecessarily on their own farms and on private jobs and errands (Daily Graphic, 2005 pp.11 - 21). According to Wiles and Bondi (2000), supervision is an effective method that could be used to promote good results as far as teaching and learning are concerned.

It then follows that where there is effective supervision of instruction in schools, pupils' performance is expected to be good. Some of the casual observations made in the Tema municipality as elsewhere in the country are not far from these problems. This makes one to wonder what has been the state of supervision in schools in the Tema municipality. .

Occasionally when one visits schools in the municipality, it appears teachers and pupils adopt a lackadaisical approach towards the teaching and learning process. Teachers are seen gearing their concerns towards private tutoring. This seems to suggest that there is very little supervision in the schools in Tema municipality hence, majority of schools continue to perform poorly. Since effective supervision is usually linked up with high academic performance, it is the desire of the researcher, therefore, to find out the state of supervision of instruction in the Tema municipality and the factors that influence supervision in both public and private junior secondary schools in the municipality.

Purpose of the Study

The purpose of the study was to find out the nature of supervision being practised in the junior secondary schools in the Tema municipality. Specifically, the study tried to find out the state of supervision in the Tema municipality, the type of supervision teachers preferred and the type of supervision being used. The study also sought to find out what problems encounter supervision in the municipality and why pupils continue to perform poorly at the Basic Education Certificate Examination (BECE).

Research Questions

Having identified the problem to be investigated and analysed, certain questions that will contribute in finding the nature of the problem in the municipality need to be posed. These questions include the following:

1. What type of supervision is being emphasized in the Tema Municipal Education?

2. Which type of supervision do teachers prefer in the municipality - internal or external?

3. What are the views of external supervisors on pupils, teachers, and headmasters as regards punctuality, regularity and utilization of instructional hours?

4. What are the views of external officers on headmasters' and teachers' supervision?

5. What are the views of headmasters and teachers on adequacy and quality of supervision?

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6. What are headmasters' views on supervision by different categories of external supervisors?

7. What are teachers' views on circuit supervisors and headmasters in the provision of sound working environment and follow-up visits?

8. What are the major problems associated with supervision in the municipality?

9. What is the involvement of parents and Education committee members of the municipality in supervision?

10. Has supervision in the municipality improved the performance of pupils at the Basic Education Certificate Examination level?

Significance of the study

The significance of the study lies in the fact that, the study is a contribution to knowledge of supervisors since those of them who would have access to the findings and recommendations made will benefit from those things recommended in the performance of their duties. The study may guide educational authorities in the formulation of policies on educational activities related to supervision in the municipality.

It may positively influence the attitude of teachers towards their class and may increase the level supervision. The findings would contribute to knowledge, which promotes teacher efficiency or competence.

Educational authorities may gain an insight about the state of supervision in the Tema municipality in particular and the Nation as a whole. The study will have far reaching implications for the improvement of supervision practices in the schools.

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The findings of the study may help the Ghana Education Service to formulate pragmatic guidelines for effective supervision. It may also enhance supervision practices of the Ghana Education Service's personnel. Finally, the findings may provide basis for further studies in new areas of supervision.

Delimitations

The study was restricted to only Tema municipality in the Greater Accra Region of Ghana. It would have been worthwhile to carry out the study in a bigger area but this was not possible because of the limited financial resources available to the researcher and time frame given for the completion of the study. Also the study would have been more representative if all the schools in Tema municipality were covered. The study specifically covered some government assisted Junior Secondary Schools and some private Junior Secondary Schools in the Tema municipality as well as some parents and education committee members of the municipal assembly. It was therefore delimited by these factors and as such generalisation did not cover all Junior Secondary Schools in the municipality. Finally, the study contended with acute scarcity of local literature on the topic. This therefore gave way to the use of more foreign related literature.

Limitations

The main purpose of the study is to find out the importance of supervision and how supervision promotes teacher efficiency or competence. Attitude of some teachers was a source of worry to the researcher as some of them did not answer the questions in the instruments on time while others demanded financial rewards for their parts played. Some even lost their

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questionnaire and took several days to complete new ones issued out to them therefore resulted in the difficulty of gathering information. The data was collected with self prepared instruments, therefore problems of bias, normally associated to all researches based on the use of such instruments could not be ruled out.

Organisation of the study

The study was organised in five chapters. Chapter one comprises background study, the importance of supervision in the teaching and learning process and the statement of the problem for the research. Chapter two deals with the review of literature consisting of documents both published and unpublished such as books, journals and newspapers that have useful information on the topic were reviewed.

Chapter three comprises the methodology to be used in the study. This included population and sample and the instruments used in the data collection. Chapter four deals with data analysis and discussions. Chapter five consists of summary of the study, conclusions drawn and recommendations for implementation in the schools and the entire education outfit of the municipality as well as recommendations, which might be used for further study.

Definition of Terms

For the purpose of this study, the following terms required operational definition to ensure clarity in their meaning and implications. These operational definitions might help readers to follow the procedures and the findings:

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(i)   Circuit Supervisor — An officer assigned to supervise schools in a specific geographical area with a number of schools

(ii)   Educational Circuit — A specific geographic location with a number of schools allocated an officer for the purpose of supervision

(iii)   Ghana Education Service — A body instituted by decree (NRCD 247) to oversee day to day running of educational institutions in Ghana.

(iv)   He/She — For the purpose of this study, 'He' means 'She'.

(v)   Headmaster/Headteacher - Head of basic education institution

(vi)   Instructional hours - The amount of official time allotted to teachers for active teaching

(vii)   Municipality - Operational City of Tema.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter deals with the review of related literature as documented by some authorities and scholars on the area of study. Literature review is to throw light on the research problem. It helps you to know what others have found in the subject area. It directs you to do an effective research. The study therefore sought to ascertain from teachers' views on the state of supervision in the Tema Municipality, the type of supervision emphasised and the type teachers prefer. This review used some of the concepts, characteristics and beliefs that have been carried by many Writers in studies on supervision. The review also touched on the following:

1. Supervision of instruction
2. Concept of supervision
3. The characteristics of modern supervision,
4. Types of supervision.
5. Supervision beliefs,
6. Who is a supervisor?
7. Qualities and roles of a supervisor
8. Skills of a supervisor.
9. Supervisory practices
10. Problems in supervision,
11. Process involved in effective supervision
12. Factors for effective supervision

Supervision of Instruction

Glickman, Gordon and Ross-Gordon (1998) define supervision as the assistance for the improvement of instruction. Glickman et al. declare that, "behind every successful school is an effective supervision program" (p. 9). They consider supervision as glue or adhesive that pulls together organisational goals and teacher needs and provides for improved learning. Harris(1985) cited in Glickman 1990 also argues that supervision is related to instructing pupils through helping teachers with instruction.

Mgbodile et al. (1986) maintain that the dictionary of education takes a more comprehensive look at supervision. They therefore contend that supervision is seen as all efforts of designated school officials directed towards providing leadership to teachers in the improvement of instruction. It involves the stimulation of professional growth, development of teachers, selection and revision of educational materials, objectives, and methods of teaching and finally evaluation of instruction (p.218).

Lewis and Miel (1972) define instructions as "the actual flow of engagements, by persons being educated, with other persons and things within arrangements of time and space" (p. 29). The principal or supervisor, according to Drake and Roe, is to offer leadership activities to bring teachers and other staff members together to improve teaching and learning in the school.

The Dictionary of Education (cited in Chester and Marie, (1960) defines supervision as leadership provided by designated school officials to teachers and other educational workers for the improvement of instruction. Mackenzie (cited in Glickman, 1990) observes that supervision is the function in schools that draws together the discrete elements of instructional effectiveness into

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whole-school action. Robbins and Alvy (1995) also define supervision as the provision of support for teachers so that they could attain excellence. In their opinion, supervision of instruction involves the refinement of knowledge and skills regarding effective teaching and learning. They further argue that supervision is a formative process, which involves several dress rehearsals. Lewis and Miel (1972) maintain that supervision, as a function of enhancing quality should not be assigned solely to a functionary called a supervisor. Glickman (1990) shares similar view by arguing that supervision should not be associated with a person.

The Concept of Supervision

Supervision has been given several interpretations and conclusions by various writers but it seems they all come to agree with each other's view that it is primarily a service provided for the improvement of all factors that go into ensuring growth and development in the process of teaching and learning. Mgbodile et al. (1986) are of the view that supervision is generally considered as a service help to teachers or a process of giving and receiving help in an effort to improve instruction. They contend that this effort is concerned with what to teach, when it should be taught, to whom, by whom and how.

Mgbodile et al. (1986) also define supervision as a simple one describing a process common to all professions and occupations. Its original sense is seen in the Latin word "super-video" which means to oversee. In education, it refers to that phase of school administration which focuses primarily upon the improvement of instruction.

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Gray (1984) defines supervision as getting things done through people. Drake and Roe (1965) on their part argue that supervision is general over seeing and control, management, administration, evaluation, accountability, and so on. They maintain that authors of professional literature use supervision interchangeably with administration, management and evaluation. Betts (1964) shares similar view that supervision and management are the same.

Lucio and McNeil (cited in Campbell, Bridges & Nystrand, 1977) are of the view that supervision is about the determination of ends to be achieved, the process and procedures for attaining the goals, and evaluation of results.

The Commonwealth (1974, 1975, & 1976) also maintains that the word "supervision" cannot precisely be distinguished from the word "administration". The distinction, it argues that while supervision is more concerned with relationship between two people of which one of whom, by his status or acknowledged expertise is superior. Administration is about the management of an organization to achieve its objectives. It further argues that 'supervision' and 'administration' are involved in the following process: planning, decision-making and organizing, communicating influencing and evaluating.

The above view is also supported by the observation of Gwynn (1961) who notes that any distinction between supervision and administration is either unrealistic or is for convenience interpretation. He concludes that modern supervision is more identified as administrative or management function. Hersey and Blanchard (1988) say management is "the process of working with and through individuals, groups and other resources to accomplish organizational goals" (p.5).

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According to Burton and Brueckner (1955), Supervision is an expert technical service primarily aimed at studying and improving co-operatively, all factors, which affect child growth and development. Burton and Buckner are of the view that modern supervision should entail the following:

i.   It directs attention to the fundamentals of education and orients learning and its improvement within the general aim of education.

ii.   The aim of supervision is the improvement of the total teaching /learning process, the total setting for learning, rather than the narrow and limited aim of improving teachers in service.

iii. The focus is on the setting of learning, not on a person or group of persons. All persons are co-workers aiming at the improvement of a situation; one group is not superior to another, operating to "improve" the inferior group.

iv.   The teacher is removed from his embarrassing position as the focus of attention and the weak link in the educational process. He assumes his rightful position as a co-operating member of a group concerned with the improvement of learning (pp. 9-10).

Olivet and Pawlas (2001) maintain that supervision "consists of all the activities leading to the improvement of instruction, activities related to morale building, fulfilling personal and professional growth, improving human relations, in-service education and curriculum development" (p.23).

Eye and Netzer (1965) writing on supervision state that "supervision is that phase of school administration which deals primarily with the achievement of the appropriate selected instructional expectations of educational services" (p.12).

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Two other writers, Neagley and Evans (1970) give a summary of modern school supervision as a positive democratic action aimed at the improvement of the classroom instruction through the continual growth of all concerned – the child, the teacher, the supervisor, the administrator and the parent or other interested persons" (p.2).

In the view of Mackenzie (1983) supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole school action. To him research shows that those schools that link their instruction, classroom management and discipline with staff development, direct assistance to teachers, curriculum development, group development and action research under a common purpose to achieve their objectives.

According to Edwards et al. (1961), supervision is the service provided for the purpose of improving teaching and learning. The effectiveness of supervision depends on the skills and competency of supervisor in working with the entire staff – classroom teachers, specialists and administrative alike. To them, supervision in modern schools is different from the type found in the schools of a few years ago. In today's schools, supervision is a co-operative service designed to aid teachers rather than to report about them. In schools of the past, supervision was a reporting process concerned with the evaluation of personnel without too much consideration for service.

Musaazi (1985) is of the view that supervision of instruction is intended to improve teaching and learning process in school. For him, the supervision must take the lead in providing a stimulating and wholesome environment in which teachers will want to work and on which they will feel secure. It is the responsibility of the supervisor to ensure that teachers have opportunities to

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share ideas and to work together as a team in order to achieve the goals of the school. The supervisor should strive to broaden the base of leadership by utilising the full potential of teachers. Thus, an inspector of education is a person responsible for working with others to increase the effectiveness of a school's teaching and learning.

Swearingen (1962) believes that supervision should focus upon the improvement of instructional goals, with the wider realisation of human dynamic for learning and for co-operative efforts and with the nurturing of a creative approach to the problems of teaching and learning. To her supervision is a consciously planned programme for the improvement and consolidation of instruction. Therefore, school supervision does not simply refer to the specific occasion when the whole school is examined and evaluated as a place of learning, but it also means the constant and continuous process of guidance based on frequent visits which focus attention on one or more aspects of the schools and its organisational progress or initiative. It must be borne in mind that whatever form of supervision that is carried out, it must be done in order to test the effectiveness of the teaching as well as that of the teacher in achieving the objectives of education in schools.

According to Elsbree et al. (1967) modern day supervision should however not be considered as a mere classroom visits, individual teacher conferences, rating of teachers and writing of reports, but should include curriculum, materials for instruction, the school community and other administrative functions. For him administrative functions should cover curriculum organisation, policies on children's progress, methods of children's assessment and reporting to parents, allocation of funds for materials and

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equipment as well as the morale of staff. It is because these affect teaching and learning process which cannot be separated from supervision.

Harris (1963) in clarifying the supervisor's role, states that "supervision is related directly to helping teachers with instruction but only indirectly to instructing students". Supervision is not the act of instructing students – that is teaching but rather, the actions that enable teachers to improve instruction for students (quoted in Glickman et al. 1981, p.7).

In their contribution to the concept of supervision, Glickman, Stephen, Ross and Gordon (1995) maintain that supervision is not to be perceived only in terms of the act of instructing students rather as the activities that enable the teacher to improve instruction for students. It is to be considered as a process and a function but not to be viewed as a particular position or person. What is crucial is not the person's title but rather his or her responsibilities.

From the above study, supervision implies getting things done through people by forecasting/planning, organizing, commanding, communicating, controlling and so on. It is also realised that the scope of supervision is very broad covering all the factors that affect the learning and teaching of pupils in schools. It is therefore, imperative that after the necessary human and material resources have been procured, adequate supervision should take place to ensure the realization of the school's objectives.

Characteristics of Modern Supervision

Terms such as "democratic" "team effort" and "group process" have been lavishly used in an attempt to show that present day supervision is far different from the autocracy supposedly exhibited by the early 20th Century administrator and supervisor. According to theorists, all decisions of any importance in the modern school system should involve the entire staff and each professional employee must feel that he is a part of the team (Neagley & Evans, 1970, p.4).

According to Neagley and Evans (1970) for the full potentialities of individuals and society to be realised and then translated into the most effective learning experiences for students, the following characteristics need to be involved in supervision as the establishment and maintenance of satisfactory human relations among all staff members is primary. Any supervisory programme will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make in the educative progress. Relationships among all personnel must be friendly, open, and informal to a great extent. Mutual trust and respect are essential and the person in the supervisory role must set the tone.

In the view of Wiles & Lovell (1983) "a group's productiveness is affected by the quality of its human relation and the supervisor must work constantly for the improvement of group cohesiveness"(p.4).

Modern Supervision is democratic in the most sense. "Democracy" does not mean "Laissez-faire with each staff member proceeding as he pleases. Rather, the term implies a dynamic, understanding, and sensitive leadership role. On a school staff different individuals may assume various functions at

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various times, but real affirmative guidance is continually needed to focus attention on the improvement of instruction and to involve actively all concerned persons.

Neagley and Evans (1970) maintain that a healthy rapport should exist among staff members in a give-and-take atmosphere which is conducive to objective consideration of the educational theories and problems of the day and of the school. A co-operative and creative approach to topics of joint concern is basic. Ideally no personality, including the administrator or supervisor dominates the group, but the considered judgements of all are felt to be valuable. To Neagley and Evans (1970) the leader may at times have to exercise his rightful power or cast the deciding vote.

However, most decisions should be made by consensus after thorough research and adequate discussion in the area of study. Individuals should be included in basic policy planning, in studies of the instructional programme and in all fundamental changes, which affect them or their position directly. In sum to them, democracy in supervision means active co-operative involvement of all staff members in aspects of the instructional programme which concern them under the leadership of a well-informed, capable and discerning administrator or supervisor who believes primarily in positive human relationship.

Neagley and Evans (1970) again maintain that modern supervision is comprehensive in scope. It embraces the total public school programme. The curriculum is or should be a developing, on going process, involving the child from kindergarten enrolment through primary school or senior secondary school graduation.

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Supervision is directed at improving all actors involved in pupil learning. Gone are the days of attempting to improve the teacher without regard to the totality of the teaching / learning situation in the school. The modern supervisory role reaches for and beyond the traditional "classroom visitation" where the supervisory concept was narrow in scope, focusing mainly on criticism of the teacher in the classroom, followed sometimes by attempt to get him to improve his teaching skills. Three writers, Smith, Cohen and Arthur (1969) therefore believe that supervision function cannot be undertaken in isolation, but rather must become a co-operative venture involving the entire school. To them the following must be found in supervisor programmes in modern schools:

1 The supervision of instruction and development of curriculum are interrelated and function in such a manner.

2 Supervision is creative and is aimed towards growing and becoming, towards doing and experiencing.

3 Supervision is democratic, and not autocratic or authoritarian

4 Supervision supports the position that both the teacher and the learner are engaged in teaching – learning experiences.

5 Supervision begins with teacher's problems, not the supervisor's needs and interests

6 Supervision assures that there is adequate, responsible and effective communication in all phases of its work with all schools workers concerned.

It can therefore be concluded that modern day supervision is to bring both the teacher and supervisor together to improve upon the teaching and

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learning process in a democratic way involving all concerned – headteachers, teachers, pupils and administrators. Cogan (1973) explains further that "a modern supervisor must establish colleagueship (supervisor-teacher relationship) between himself and the teacher", to improve pupil-learning.

Types of Supervision

While Gwynn (1961) identifies five types of supervision namely, inspection, laissez-faire, coercive, training and guidance, and democratic professional leadership, Neagley and Evans (1970) there are two types of supervision namely, internal and external supervisions. These claim therefore show how researchers and educationists have concerned themselves as to how these types of supervision enhance the attainment of educational goals According to Neagley and Evans (1970) internal supervision refers to supervision within the various institutions by the institutional heads while external supervision deals with supervision from the local, district, regional or national offices of education.

In the view of Neagley and Evans (1970) internal supervision is where "the head or principal in present day public school organisation is the chief school administrator in the day-to-day administration and supervision of the school. Carey (1953) on the other hand is of the view that internal supervision deals with all the activities performed by teachers and principals in the school to enhance teaching and learning.

Elsbree et al. (1967) maintain that internal supervision is where internal measurements are taken in the school by teachers to ensure the attainment of school objectives. Brickel (1961) notes that internal supervision consists of

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actions taken by teachers in the course of teaching so that objectives set out could be frequently achieved.

An internal supervision in the school system is done by headmasters/headteachers. They are both administrative and instructional leaders who ensure that successful learning takes place for every pupil in the school (Lewis and Miel, 1972). Among the duties of the headteacher are:

1. Managing people.

2. Managing teaching and learning resources.

3. Managing financial matters.

4. Managing co-curricular activities.

5. Managing instructional time.

6. Staff development.

7. Self development.

8. Assessing teacher and pupil performance.

External supervision in basic schools is however district based.

The districts are divided into circuits, which are the centres of operation under circuit supervisors (Ghana Education Service, 2000).

Functions of circuit supervisors according to Ghana Education Service (2000) include:

1. Promoting teaching and learning in all basic schools.

2. Interpreting educational policies to teachers.

3. Promoting effective school management.

4. Liasing between the school and the district education office.

5. Organising in-service courses for teachers.

6. Monitoring healthy school environment.

7. Promoting healthy school-community relations.

Halpin (1956) sees external supervision as playing complementary role in the supervisory process. He looks at external supervision as complementing the role and duties of the internal supervisor by providing professional advice and guidance to teachers. But Becker (1958) is of the view that the external supervisor is mainly to evaluate the effectiveness of instructional programme in terms of what it does to the pupil.

Halpin (1956) therefore concludes that "External supervision, on the other hand, basically deals with supervision by officers from the education offices: district, regional or national. The external supervision is of various types, which include the following: Brief visits, Follow-up, Intensive visits or supervision. Brief visit or supervision is where the officer goes to acquaint himself with the school and holding discussions with the headteacher and teachers. Follow-up visits, on the other hand, are done after either intensive or brief supervision. Its objectives are to find out how far recommendations and suggestions have been implemented and to make further recommendations where necessary.

Intensive supervision is school inspection during which every effort is made to fulfil the objectives of the visit by diagnosing all the environmental conditions necessary for effective teaching and learning and giving the school staff and all concerned with the educational enterprise, the necessary guidance and advise as well as encouragement (Arhin, 2001).

Brickel (1961) states that the duties of external supervision includes making the work of teachers more effective through such things as improved working conditions, better martially directed techniques for instruction,

improved methods of teaching, preparation of courses of study, supervision of instruction through direct contact with the classroom teacher.

Elsbree et al. (1967) say that laissez-faire supervision is the type in which teachers are allowed to work as they like with little direction and coercive supervision is the type which involves a situation where a teacher is observed teaching and after teaching his errors are pointed out to him or her. According to Gwynn (1961) Laisse-faire type of supervision is whereby each teacher is allowed to teach in the manner he or she chooses, and for which little effort is made to assist teachers to improve the instructional programme. He claims that little effort is made to assist teachers to improve instructional programmes. With this type of supervisory practice if the supervisor leaves the working place the staff also leave, thus, deserting the workplace and with tasks incomplete (Drake & Roe, 1985). Gwynn is of the opinion that this practice in not constructive as it is an evasion of the supervisor's responsibility as a professional leader to improve his instructional programmes and activities.

Elsbree et al. (1959) talk about coercive supervision where teachers are visited by the principals, for an observation period. Following the observation of the lesson, there is a conference between the teacher and the principal in which the teacher is commended for those aspects in which his lesson coincides with what the principal "knows" is good teaching and then pointed out to him his errors of omission and commission. According to Kochhar (1970), this type of supervision is similar to inspection in the sense that it is imposed and authoritarian. This practice stems from the assumption that there are best methods of teaching which best and are only known to the supervisor. The supervisor also believes that the effectiveness of getting teachers to teach

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according to the prescribed methods is to use coercive methods (Gwynn 1961). Gwynn argues that the assumption that there is only one way of teaching in no longer tenable. He further argues that supervision based on this assumption that supervision promotes 'feeling of inadequacy and insecurity, frustration and depressed antagonisms' (p.142). He concludes that there is every indication that coercive supervision has never been effective in achieving anything except pretences of dictated behaviour that is destructive of good human relationships.

Drake and Roe (1986) advise that, instructional supervision should not be characterised by coercion and intimidation, which are usually counter-productive. They are of the opinion that teachers today are knowledgeable professional people who should not be told what to do, and how to do things.

Elsbree et al. (1959) again say supervision is training and guidance. That is where instead of trying to compel teachers to follow prescribed methods, emphasis was placed upon the teaching of teachers. To them, with this type of supervision, new teachers would enter classrooms with an appreciable amount of pre-service preparation in normal schools. Here supervision assumes the task of continuing training the leader on the job. This type sees supervision as the process of teaching the teacher how to do the teaching. Continuing education is given to the teacher to improve upon his or her teaching (Gwynn, 1961). He insists that though this approach was a departure from the coercive type of supervision whereby the teacher was forced to follow prescribed methods, it was still assumed that there was a best known method of teaching, and it was the supervisor who knew best how to teach and that the teacher was to improve his or her teaching in line with the prescription of the supervisor., thus, supervision was focussed on the teacher.

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Gwynn (1961) asserts that democratic supervision is the modern approach to supervision which aims at improving the total teaching-learning situation; it is the leadership offered to help the staff to improve the instructional situation. He believes that modern supervision is: (a) co-operative in that the contributions of all members of staff are required to solve the educational problems of the school; (b) a peer relationship, in the sense that the supervisor is considered as a colleague who offers specialised skills to the teachers as he also learns from them; (c) experimental; because the supervisor needs not enforce a predetermined pattern of educational practice, but has to lead his staff to the constant search for better and effective way of performing their duties, bearing in mind that there is no one best way of doing things. Gwynn (1961) further argues that the scope of modern supervision is not limited to classroom visits, recommending instructional materials and evaluation of staff and pupils, but it involves the total teaching-learning situation. The total teaching-learning situation includes the curriculum, instructional materials, the school community and administrative factors involved. The scope of supervision is concerned with factors that affect the learning and growing of pupils.

Drake and Roe (1986) in discussing modern supervision maintain that teachers should rather be encouraged and stimulated to improve teaching and learning by sharing ideas, brainstorming, trading experiences and discussing alternatives.

Musaazi (1985) talks about three types of supervision – full supervision where all aspects of organisation and instructional work are carefully examined. Routine supervision is where discussions with teachers on specific issues are

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done. Casual or check up visits which are usually informal. Here, the supervisor forms an opinion on what he sees.

Modern supervision of instruction includes supervisory visits that are, periodic survey visits, and, visitation conference (Lewis & Miel, 1972). They suggest that a superior could enter a teacher's classroom uninvited when a teacher has lost control of his class to take over to protect the children.

Glatthorn (1984) observes that collegial or peer supervision is the process within which teachers accept to work with together for their own professional development, usually by observing one another in the classroom, providing each other with feedback, and trading in professional concerns. Glickman (1990) maintains that collegial peer supervision is a technique, which the supervisor who combines instructional and administrative responsibilities could use to provide effective supervision in his school. He observes that since teachers normally turn to each other for assistance more often than a supervisor, and since supervision is essentially concerned with improving instruction rather than with summative evaluation, teachers assisting each other have become a formalized and effective way of ensuring direct assistance to every staff member.

Glatthorn (1984) suggests that the approach to supervision whereby no notice is given to the teacher about visits made to his class by the supervisor is informal supervision. It is a frequent but brief casual encounter between supervisors and teachers in their classrooms. He contends that if this approach to supervision will succeed, teachers and supervisors should see themselves as instructional partners in any teaching and learning situation. He also

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recommends that all teachers should participate in informal supervision in addition to clinical, collegial/peer, or individualized supervision.

Supervision beliefs

Glickman, Stephen, Gordon, Jovita and Ross Gordon (1995) writing on beliefs of supervision, state that most supervisors are former teachers, and as a result, their views about learning, the nature, knowledge and the role of the teacher in the classroom influence their views on supervision. After all, supervision in many cases is analogous to teaching. Teachers wish to improve students' behaviour, achievement and attitudes.

Glickman et al. (1990) quote Robins & Alvy (1995) as saying that the purpose of supervision is to monitor teachers to determine if their institution includes the element of effective instruction. If those elements are observed, the supervision should provide positive reinforcement to assure that they continue to be included in the teacher's lessons. Robins and Alvy believe that if a teacher is not using or is incorrectly using the elements of effective instruction, the supervisor has a responsibility to provide remedial assistance by explaining and demonstrating correct instructional behaviours, setting standards of improvement efforts. In short, the supervisor should have primary responsibility for instructional improvement decisions.

Glickman et al. (1995) maintain that the purpose of supervision is to engage teachers in mutual inquiry aimed at improvement of instruction. The supervisors and teachers should share perceptions of instructional problems, exchange suggestions for solving those problems and negotiate an improvement plan. The improvement plan becomes a hypothesis to be tested by the teacher

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and the supervisor's assistance. Thus, Jan believes that supervisors and teachers should share the responsibility for instructional improvement.

Glickman et al. (1981) supervision should be to foster teacher reflection and autonomy and to facilitate teacher driven instructional improvement. The supervisor should be concerned with teacher's self concept and personal development as well as the teacher's instructional performance. It is critical for the supervisor to establish a relationship with the teacher characterised by openness, trust and acceptance.

More again believes that the supervisor should allow the teacher to identify instructional problems, improvement plans and criteria of solving these problems, for successful instructional performance. The supervisor can assist the teacher's self directed improvement through active listening, clarifying, encouraging and reflecting. Thus, the teacher should have primary responsibility for instructional improvement decisions with the supervisor serving as facilitator. For these reasons it can be concluded that supervision beliefs are aimed at establishing good human relationship and controlling the teaching and learning process in order to improve upon pupils' and teachers' performances.

Who is a Supervisor?

Mgbodile et al. (1986) see the supervisor as an over-seer and a person responsible for the well being of his men they agree also that a supervisor visits to put his men in good heart, to preserve tome, to motivate, foster and build up. In doing this Mgbodile et al. maintain that a supervisor does not have to prepare assessment for some external authority, the assessment he makes is

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a means to an end and not an end in itself. He evaluates his men so that he can improve them and thereby improve upon the performance of his team. The supervisor therefore is required to encourage better teacher-output and to ensure that productivity is maintained.

Yuill (1967) defines the supervisor as someone who plays an important role in management. He is the official manager of his work group and operates at the lower level of management, Yuill contends that the supervisor implements many of the objectives, plans polices and procedures which are formulated for him by the levels of management above his. The supervisor in turn, has the authority to determine objectives, plans, procedures, rules and those of his superiors (p. 12).

Instructional supervisors are persons responsible for the improvement of instructional services in schools. Their task, according to Glickman et al. (1998) involves on-going personal contact with teachers to observe and assist them in instruction, gathering of teachers to make decision on common instructional issues, providing learning opportunities for the professional growth of teachers, revision and modification of the content, plans and materials of classroom instruction and studying what is happening in the classroom and the school with the aim of solving and improving the learning process.

MOE Guide (1972) explains that in the Ghana Education Service (GES), supervisors are perceived to be office-based such as headquarters and regional office inspectors, district/municipal and metro directors, assistant director (supervision), and circuit supervisors. These supervisors are called external supervisors (CCEUCC, Module Four, 2003). However Glickman et al. (1998) argue that supervision is a process rather than role or a position. A supervisor is

someone who is involved in supervision such as principals, headmasters/headteachers, subject/department heads and class or form masters. These inspectors are called internal supervisors.

The Commonwealth Secretariat (1974, 1975, 1976) also uses the term 'supervisor' for heads of schools, inspectors, advisers and education officers at the district or local level who are in charge of teaching staff and educational programmes. It categorises them into two groups: (1) school based, that is, headmaster/headteacher and (2) office based, that is, inspectors/advisors, education officers, superintendents and directors. Therefore in the school system, there are two types of supervisors namely, external and internal supervisors.

Gray (1984) and Betts (1994) the supervisor is a first level manager who is accountable for the performance of operative employees, and performs managerial concept of planning, organizing, directing, co coordinating, and controlling. On his part Cunning (1993) maintains that the supervisor is mainly responsible for the achievement of production targets and increase in productivity. To be effective Gray contends that a supervisor should be concern about the moral of his staff, which is considered to be a prerequisite for good performance. He maintains that a well motivated staff could give off their best provided that the task to be performed is properly designed, appropriate technology is available, the staff has ability to perform.

Mgbodile et al. (1986) contends that a supervisor is an overseer and a person responsible for the well being of his men. The supervisor in their opinion puts his men in good heart, to preserve tone, to motivate, foster and build up. They contend also that the basic purpose of a supervisor is to help teachers

understand and accept themselves for what they are – their abilities, patterns of teaching, and emotional make-up.

Qualities and Roles of a Supervisor

It is obvious that such a concept of supervision requires a high level of educational leadership for its implementation. The supervisor must be equipped personally and professionally to handle the position of responsibility to which he is called. Although research studies in selection of supervisors and administrators are quite limited, certain conclusions seem evident (Neagley & Evans, 1970 p.10).

Neagley and Evans (1970) have identified the following qualities to be possessed by a supervisor:

1. The modern school supervisor must have the personal attributes first of all, that make a good teacher. He needs high native intelligence and a broad grasp of the educational process in the society, a likeable personality and a great skill in human relations. He must have love for children and an abiding interest in them and their learning problems.

2. The supervisor must be willing to subjugate his own personal ideas to the combined judgement of the team at times; yet he must possess the ability and fortitude to hold fast to his convictions unless educational evidence is presented. A good supervisor should always be guided by the findings of educational research and should have little time for pure opinion in group discussion and individual conference.

3. The supervisor cannot possibly be an expert in all of the fields, which he co-ordinates; his knowledge should include availability of resource

leaders in all the areas of school supervision and improvement of instruction. He may be specialist in certain disciplines but he has to be a generalist in his approach to the total school programme.

In short, Neagley and Evans (1970) maintain that the modern supervisor must be well trained in education and psychology; likeable and expert in the democratic group process. He recognises his role as leader and co-operatively involves his fellow administrators and teachers in all major decisions affecting them and the teaching-learning situation.

Yuill (1967) indicates that the success and effectiveness of a supervisor as a leader can be measured by the morale of the work team and by the discipline that characterises the behaviour of the individual members of the work team. If morale falls in a particular section, then the supervisor is probably to blame. Yuill however maintains that effective supervisor has a role to evaluate the situation, determine the needs of his followers and he has to change his role of leadership so that he can effectively continue to satisfy the needs of his followers (p.319).

According to Wiles & Lovell (1983), supervisor is concerned with providing effective leadership within the staff. To do this, he should seek constantly to improve his sensitivity to the feeling of others, to increase the accuracy of his estimates of group opinion on important issues to become more co-operative in his working relationship, to seek to establish higher goals for himself and to interact more frequently with those I the group with which he works. One is therefore tempted to conclude that a good supervisor should be tolerant, patient, understanding and friendly with people. In this way he is likely to achieve his objectives (p.7).

Having described the qualities a supervisor needs to possess, it is very vital to look at the supervisor's role in supervision. According to Asiedu-Akrofi (1978), the supervisor's role is to work co-operatively with the teachers to create favourable circumstances for learning in schools. To him the supervisor basically does the following things:

1 The supervisor looks for a teacher's hidden talent and encourages it to come out.

2 There is the need for the supervisor to establish good rapport between his co-workers since that will ensure the smooth running of the school.

3 It is the supervisor's role to provide leadership amongst teachers, that is the supervisor's skills and experiences should readily be placed at the service of teachers.

4 The supervisor must have great respect for a teacher's initiative, experimentation and sense of creativity. Therefore the circumstances under which every teacher's action takes place in the classroom needs clear understanding before any relevant advice can be given by the supervisor.

Writing on the roles of a supervisor, Lucio and McNeil (1979, p.155) maintain that the prime justification for the position of supervisor in the school is to give leadership to the teaching-learning process. If the principal spends the major portion of his time at that endeavour, he is placing the emphasis where it belongs. If, however, he spends his time counting lunch money, seeing that the playing field is lined and other similar house keeping chores, he is not fulfilling the major role of his profession that society expects him to play.

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Adaralegbe (1957-80) as cited by Mgbodile et al. (1986) identifies internal supervisor's role in promoting quality education as:

1. Stimulating his staff members and others to study new approaches to instructional improvement.

2. Helping his teachers to become more skilful in curriculum problem-solving approach.

3. Providing teachers and others with the necessary resources needed for innovations and adaptation.

4. Obtaining and making available to teachers all relevant educational information.

5. Stimulating, encouraging, supporting and facilitating, all activities designed to improve curriculum planning and development.

6. Encouraging community participation in schools' programme administration through advisement.

7. Developing valid indicators of instructional improvements.

8. Encouraging innovative teachers to try out their ideas, supporting them and giving them a free hand.

9. Being flexible in attitude and approach towards curriculum studies.

10. Supervising teachers; classroom work and practices.

11. Helping with evaluation, restructuring, modification and adaptation of current ideas and practices in curriculum development.

12. Getting himself acquainted with current developments in education.

13. Visiting other schools and curriculum centres for the purpose of finding out what can be adapted or adopted in his own school.

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14. Encouraging his teachers to visit schools and curriculum centres for the same purpose.

15. Developing a sound library and school curriculum centre in his school.

These efforts clearly show that the head of an institution or an internal supervisor should be in the fore-front in providing instructional leadership and there is no way he can fold his arms, watch and allow others to perform his traditional role, Spencer et al. (19-19) and Jenson (1977) since in the final analysis, the supervisor is the seat of accountability.

Mgbodile et al. (1986) explains external supervisors' roles as people made up of the relevant education agency (Zonal Education Board or Local Services Commission) and the designated officials all based at the various state/local government/headquarters to perform supervision roles to improve teaching-learning. The supervisory roles or responsibilities of these external supervisors therefore consist of:

1. Ensuring a flexible, minimum educational programme in the public school of the state.

2. Developing comprehensive curriculum Guides for schools which the teachers can adapt, modify and improve upon.

3. Sponsoring leadership and coordinating activities among schools interested in curriculum innovation.

4. Providing necessary human, material and financial assistance to schools.

5. Employing trained and experienced personnel in curriculum evaluation committees.

6. Organizing continuous and systematic state-wide curriculum evaluation committees.

7. Planning changes and possible improvements in curriculum through sponsored workshops, conferences, seminars and committees.

8. Selecting a list of annotated textbooks and other instructional materials as a guide to principals and teachers.

9. Sponsoring research experimentation on curriculum as a means of promoting educational innovations.

10. Co-ordinating school activities in curriculum innovation and disseminating the reports of such endeavours by local schools through newsletters, journals, periodicals, occasional publications, books, films, tape recordings.

They state further that each school system plans ways and means of operationalizing the above listed functions of external supervisor.

Another writer Wiles & Bondi (2000) state that "supervisors are expected to provide leadership and competency in developing an organization, and a working environment that makes possible, continuous improvement in curriculum, and instruction and learning" (Neagley & Evans 1970).

Neagley and Evans (1970) again suggest the following as some of the supervisory activities that a supervisor should concern him-self with:

1 Individual teacher conferences which are mostly informal

2 Regular class visitation

3 Action research in the classroom

4 Co-ordination of special subjects like art, Music, Physical education with the academic curriculum

5 Planning and presentation of in-service training programmes

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6   An active work in district vide curriculum improvement

7   Demonstration and substitution teaching on occasions.

It can be concluded that the supervisor should at least devote half his time to planning for teacher conferences, classroom visitations, action research, curriculum development and other supervisory activities.

Skills of the Supervisor

According to Betts 1994, Hersey and Blanchard 1988, a supervisor should be equipped with the following skills: technical human and conceptual skills.   Technical skills refer to the ability to apply knowledge, methods, techniques, experience and equipment to perform specific tasks effectively (Betts 1994, Hersey & Blanchard, 1988). Betts (1994) admits that though supervisors need not be the best among employees, they must not be the worst. Okumbe (1998) asserts that supervisors need to have enough technical knowledge so as to pass sound judgement and offer technical assistance to other employees in their departments. Mgbodile et al. (1986) contend also that inspection and supervision are both technical and professional; hence there should be no room for (a) those who have lived very restricted professional lives resulting in a circumscribed view of supervision and inspection and (b) those who lack the necessary professional depth and skilled freshness of outlook, to function as inspectorial or supervisory personnel (p223).

Human skills of a supervisor refer to interpersonal or interactive skills. Supervisors/ managers should be capable of working with and through people by applying motivational and behaviourist techniques to get the best out of them

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(Betts 1994, Hersey & Blanchard, 1988). Human relation skills therefore help supervisors to act both officially and humanely (Okumbe, 1998).

Conceptual skills involve the ability to acquire, analyse and interpret information in a logical manner (Okumbe, 1998). The supervisor/ manager should be capable of understanding the intricacies of the organisation as a whole, and act in accordance with its objectives, rather than pursuing a parochial or personal interest (Betts 1994, Hersey & Blanchard, 1988).

According to Yuill (1967), the skills of a supervisor have to do a great deal with planning and controlling. He has to schedule the work of his section, review the workflow of the section, analyse and revise new work proceedings and put these plans and procedures into operation. He has to maintain records for the purpose of evaluating his plans and decisions (p.221).

The views of these authorities therefore indicate that supervisors need to have skills and accurate ideas in order to adequately discharge their responsibilities as effective supervisors. Unskilful supervisors may therefore discourage subordinates to work creditably.

Supervisory Practices

The scientific management approach, otherwise called the classical theory of management was developed by F. W. Taylor and Henri Fayol. The salient features of scientific management are the establishment of formal rules, specialization, clear division of responsibilities and the achievement of high efficiency through the analysis of work and caring little about the welfare of the operative workers in the organization (Bennett, 1998). This theory according to Bennett also calls for planning, standardisation, close supervision and the

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detailed specification of employees work. He concludes that the scientific management theory assumes that there is only one best way of managing.

Contrary to the above assertion, Atta, Agyenim – Boateng and Baafi (2000) and Asiedu - Akrofi (1978) argue that teachers are professionals who understand their work better and do not require close supervision. Atta et al. (2000) maintain that the implications of this theory on instructional supervision are that:

1. It is very important to specify instructional aims and objectives since they guide the teacher to perform effectively, as well as serving as yardstick by which output could be measured.

2. If the teacher's task is well defined, he could perform better, and he would be more accountable.

3. Frequent in-service training to update the knowledge and skills of teachers should be organised.

4. To enable the teacher to deliver satisfactorily he must be supplied with the necessary inputs (teaching and learning materials).

The human relations movement evolved in reaction to the mechanistic treatment of individuals by the classical theorists. Its concern was about the welfare of the employees. Parker Follett, the pioneer of the human relations movement (cited in Matteson and Ivancevich, (1998) contends that the success of an organisation depends on the development and maintenance of dynamic and harmonious relationships within the organisation (Hersey & Bianchard, 1988 & Bennett, 1998). This pioneering study was perfected by Elton Mayo's famous Hawthorne Studies (Bennett, 1998) which was established the following fundamental propositions:

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1. Amount of work a person does depend on the social conditions surrounding the work.

2. Money may not necessarily be a motivating factor for higher productivity.

3. If workers are given a variety of tasks, some of which may require the exercise of initiative and discretion, their interest could be stimulated to increase productivity.

4. Individuals see themselves as belonging to a group. Norms of behaviour emanate from standards set by the group which workers belong, and not from standards imposed by management.

The human relations theory advises that the supervisor should bear in mind that:

1. Decision-making should be shared among the school head and the staff, and even the students where their interest is concerned.

2. Staff and students in the school should be organised both as individuals and groups. Informal groupings based on sex, age, subjects, religion, ethnicity and so on, may exist in the school and they should be recognised and effectively used to attain the goals of the school.

3. Concern should be shown about the working and the learning environment of the workers and students so as to motivate them to give off their best.

The psychological, social as well as the economic needs of the staff should be satisfied.

Theory X, Theory Y and Cogan System of Clinical Supervision are

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very important and in discussing supervisory practices, it is essential that one looks at the authors' two systems of Theory X, Theory Y and Cogan system of Clinical supervision to help give deeper meaning to effective supervisory practices. The systems are examined with the view to determining which of its features could possibly be adapted and utilized for improvement of our own supervisory practices.

Gray (1984), Hersey and Blanchard (1988) look at McGregor's Theory X and Theory Y styles of leader behaviour, in which Theory X assumes that most people:

1 Inherently dislike work.

2 Are lazy, irresponsible, and indolent and prefer to be directed.

3 Lack creativity, ingenuity and imagination.

4 Need to be controlled and coerced to achieve organisational goals.

5 Are motivated only at the physiological and safety levels.

6 On the other hand, Theory Y assumes that:

7 In favourable conditions, work is as natural as play.

8 Without self-control, organisational goals could not be achieved.

9 Imagination, creativity and ingenuity are widely distributed throughout the population.

10 Employees will work towards organisational goals if properly motivated.

11 Motivation occurs at all levels, that is, physiological, safety, social, esteem and self actualisation.

Theory X's assumptions emphasises on rigid work schedules, control and close supervision, while Theory Y, assumes that if people are properly

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motivated, they will direct their efforts towards the achievement of organisational goals, and so their own goals. Managers or supervisors who are inclined towards Theory Y would delegate authority to subordinates, involve them in decision-making and trust them to handle responsibility as well as exercise little control over their behaviour (Hersey & Blanchard, 1988). They argue that managers should always assume that everyone is mature, independent and self-motivated, however, taking notice that there are individual differences. They acknowledge that Theory Y's assumptions are more likely to ensure efficiency in management, but insist that it would be inappropriate for managers to behave consistently towards all people with those assumptions all the time. Hersey and Blanchard (1988) observe that the supervisor may find it necessary to behave in a directive and controlling manner, typical of Theory X's assumptions with some people in the short run to help them to develop into maturity and become Theory Y people. They conclude that administrators should not hold the view that Theory X's assumptions are bad and Theory Y's assumptions are good; but they should always know the type of people they are dealing with and apply the appropriate theory since what one person perceives as freedom is another person's slavery.

The contingency approach assumes that situations or circumstances are not permanent; they are subject to changes. A supervisor's style should therefore be varied according to the needs of a particular situation. Contrary to the classical theory, the contingency theory holds that there is no one best approaches of solving management problems (Bennett, 1998).

Nigro (1970), Matteson and Ivancevich (1998) suggest that the supervisor should apply the contingency approach:

1. Where the organisation is very large and widely distributed geographically, and employee participation in decision-making is very limited.

2. When the supervisor is satisfied that his subordinates are equal to that task he should assign responsibility to them.

3. If the subordinates are familiar with the problem or have knowledge to handle that problem, then he should involve them in solving that problem.

4. When there is the need to take a quick or immediate decision, especially in crisis situation, supervisors or administrators should not delegate authority or involve subordinates in decision-making.

In the case of Cogan System of Clinical Supervision, it was developed in mid-1950, in the United States of America for use primarily in the practice-teaching component of a teacher education programme. Cogan (1973) makes a distinction between clinical (or "in-class") supervision and 'general' supervision. He defines clinical supervision as "the rationale and practice designed to improve the teacher's classroom performance, and which takes its principal data from what takes place in the classroom on the sides of both teacher and pupils during the teaching- learning process". Therefore unlike general supervision which covers beyond the classroom, clinical supervision concentrates entirely on the classroom with a view to improving the teacher's classroom behaviour. Cogan emphasizes that "the principal goal of clinical supervision is to change the classroom behaviour of the teacher so that he can in turn, change the behaviour of his students" (p.69). Clinical supervision also attaches great importance to the establishment of cordial adult-to-adult working

relationship between the supervisor and teacher prior to the commencement of supervision proper. This relationship Cogan terms "colleagueship", a word he has coined for that purpose. It is a relationship in which the supervisor and the teacher accept each other as equals and associates working together towards a common objective of improving the teacher's classroom performance in order to enhance the pupils' learning.

Problems in Supervision

The attitude of teachers to supervision has been one area that has engaged the attention of educationists. Since teachers are the focus of this increased supervisory effort, their attitude towards supervision is important.

Yuill (1967) is of the opinion that the supervisor is frequently confronted with the subordinates' problems. These problems may involve the grievances and complaints; they may be due to the conduct of subordinates breaking rules, they may involve personal problems and adjustment, or they can be problems relating to performance below standard. Yuill (1967) again is of the opinion that many problems call for decision of the supervisor. He has to communicate with his subordinate before he thinks through the problem and he has to communicate with him after. He may make up his mind during the first part of the process, in which case he communicates to the subordinate. At other times he needs to reflect on his problem and come back to the subordinate with his solution. The subordinates may also be encouraged to work out problems for themselves. This applies particularly to personal problems of adjustment, and to problems of evaluation, criticism and development in relation to their work roles in the organisation. The opinions expressed by Yuill (1967) gives the

indication that as far as supervision is concerned the supervisor as he dilates over the problems, he needs also to understand the technique of counselling, particularly encouraging the subordinates to do self-directive counselling (p.145).

In another argument Yuill (1967) contends that other factors that hinder effective supervision include exaggerated ideas of one's self-importance a power opinion of one's talents than should normally be held, withdrawal, isolated or regressive behaviour, highly aggressive behaviour towards others, bad relations towards one or more individuals, dissatisfaction with one's job, an exceptionally strong ambition to be recognised or to be promoted, a weak desire to for promotion by a talented person, and possibly management's expectation of performance. These problems he said are suitable for non-directive counselling.

Neagley and Evans (1970) are of the view that although there are undoubtedly many instances of well-received supervisory practice, a common response of teachers to supervision might be expressed as a suspicion that supervision is as ineffectual and at worst a harmful form of interference with the work of the teacher (p.20).

This view expressed by Neagley and Evans (1970) is very common among teachers and has been a strain on the effective co-operation that should exist between the supervisor and the supervised. If teachers should view supervision as interference in their work, then it means most of the new ideas and innovations, which might be given them at workshops, would not be implemented.

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Neagley (1962) points out that there is a conclusive negative relationship between the extents of confidence held by teachers and their supervisor and the supervisor's conformity with bureaucratic practice.

Eye (1975) contends that supervision itself has a history that is subservient to administrative convenience, which causes teachers to view supervisors as executioners. These inherent difficulties have led educational authorities to develop models of supervision, which to them could be used as blueprints for effective supervision.

The opinions of writers therefore see problems as hindrance to effective supervision. In order that supervision will sustain the learning process in schools, supervisors should encourage subordinates to work out their own solutions and evaluate their conducts or change their attitudes towards work. This supports Yuill (1967) who indicates that supervisor has to take the initiative in the problem-solving in a more direct way than if he is conducting a counselling session. The supervisor has to communicate with subordinates before he can make a decision in any rational sort of way, and he has to communicate with them after he has thought out a solution to the problem posed.

Processes Involved in Effective Supervision

Many educational writers and researchers are of the notion that supervision could be carried out in various ways to achieve educational goals and objectives. This confirms what Neagley and Evans (1970) say that supervision has a primary aim of improving teaching and learning process in schools through proper planning of activities and development of adequate curriculum for teachers. Supervisors should always devote their time to meet

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with teachers regularly for their supervisory activities to be felt during instructional processes.

Musaazi (1985) is of the view that supervision is carried out consistently and continuously as a process of guidance based on frequent visits which focuses attention on one or more aspects of the school's work and its organisation. This, he notes should guide every supervisor in the performance of his duties.

Harris (1985, pp.1-2) is of the view that instructional supervision is carried out mainly fewer than six major tasks. They are:

1 Organising for instruction. This involves making organisational arrangements to implement the curriculum.

2 Selecting and assigning the appropriate instructional staff member to appropriate activities in the organisation. Programmes related to this task include recruitment, screening and testing and maintaining personnel records.

3 Providing facilities and materials, and securing their utilisations in order to make for efficient and effective provisions of instruction.

4 Arranging for in-service training in order to orientate staff members.

5 Identifying those services which have the greatest contribution to make to the instructional programmes and which facilitate it (instructional process) to attain maximum success.

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6   Planning, organising and implementing activities for the organisation of all facets of the educational process directly related to provision of instruction.

In the opinion of Yuill (1967) the supervisor is responsible for the development of a training programme to cover the personnel in his department. The supervisor who programmes his training is more likely to reach his work targets than if he allows the personnel to struggle along without a plan (p.211).

It can, therefore, from the literature review on authors be concluded that supervision is any programme, which is consciously planned to improve the teaching and learning process. It is also believed that schools that are highly supervised perform better than those less supervised. For supervision to achieve its purpose, it must adopt a co-operative approach where all concerned in educational system are involved to contribute their quota. The supervisor and teachers need to be constantly oriented with fresh ideas to improve upon their work. Problem solving techniques should also be encouraged the process of supervision. In doing so directive and non-directive methods should be observed to bring about total harmony within the rank and file of the organisation the supervisor operates. Conclusion derived from the authors' literature also shows that   without the provision of enough teaching and learning resources, supervision alone cannot do much to improve the teaching and learning process.

Factors for Effective Supervision

It has been established through research that the work environment of most schools and traditional supervision tend to hinder rather than promote

teacher growth. On the other hand, it is shown that if teachers are provided with an appropriate environment and effective supervision, they can attain high levels of personal and professional development. In view of this, various writers have written on the effectiveness of supervision. Firstly, they write about conditions of stimulating environment and incentives that can make supervision effective and secondly, how the effective supervision can promote teaching and learning when these environmental stimulants are used.

Neagley and Evans (1970) contend that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervision staff are able to function effectively as a team. Halpin (1956) on his part contends that supervision can be effectively carried out when materials and logistics are provided to support it.

There are other writers who are of the opinion that effective supervision depends on the calibre of personnel involved. Baldbridge (1971) wrote that for supervision to achieve its objectives the quality of the supervisor should be considered paramount. But in the view of Merton (1968) supervision can be effective if supervisors are constantly annotated with fresh ideas.

On factors pertaining to effective supervision and how it could promote teaching and learning, Neagley and Evans (1970) state that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Burton and Brueckner (1955) also state that supervision is effective in ensuring the achievements of school objectives. It also directs attention towards the fundamentals of education; and orients learning and improvement within the general aims of education. They again emphasised that supervision is effective

in ensuring the gains of educational objectives because it aims at the improvement of the total setting for learning rather than the narrow and limited aim of improving teachers in the service. They conclude that effective supervision ensures a proper appraisal of the teaching and learning process in order to bring about the achievement of objectives.

Eye and Netzer (1965) see effective supervision as being able to help teachers to have consensus on methods that can promote learning in the school. One other aspect of supervision is how supervision achieves its goals and how it influences its students' academic achievement. Here Eye & Netzer (1965) contend that for supervision to achieve its goals it must institute an evaluation programme that is comprehensive enough to include the participation of pupils, teachers and administrators and also to examine the effectiveness of learning in the light of instructional supervisory and administrative procedures.

Musaazi (1985) is of the view that if supervision is to achieve its goals by improving the process of instruction in the school, then the supervisor must take the lead in providing a pleasant, stimulating and wholesome environment in which teachers would want to work. Musaazi again is of the view that the supervisor must arrange courses or workshops for teachers and headteachers to infuse in them new techniques in teaching. Badbridge (1971) states that supervision achieves its goals by equipping teachers with ideas that enhance teaching and learning.

Writing on how supervision enhances students' achievement, Kimbal (1965) is of the view that for supervision to ensure students' attainment, the supervisor is expected to provide leadership and working environment that

makes it possible for students to learn. Simons (1957) also contends that if supervision is to attain any success in the learning process, education authorities must give supervisors the delegated authority and power to perform their duties. Simon (1960) defines authority as the power to make decisions which guide the actions of others. He again emphasises that a supervisor is rendered ineffective if he is assigned duties without adequate authority for the execution of the duties.

According to Merton (1968) supervision can enable students perform better by ensuring better methods of lesson delivery in the classroom, whereas Hermann (1947) and Fieman-Nemser (2001) note that schools with superior supervising and effective instructional programmes had better teaching techniques which improved considerably the pupils' achievements. www.AskEric.com/edu

It can therefore be concluded that effective supervision has been identified by both educational writers and researchers as a means that influences both instructional process as well as student achievement; and also identified as a catalyst which could enhance teaching and learning in our schools.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the method and procedures that were adopted in collecting and analysing the data. These include description of the design, target population and the sampling procedures used in selecting the sample, the instruments, procedures for data collection, and data analysis.

The Design

The descriptive survey design was used for the study. The design mainly dealt with assessing the situation as it was on the ground in the Tema Municipality – the area of investigation. The assessment of the situation was made through the administering of questionnaire for headteachers, teachers and pupils and holding interviews with circuit supervisors, district director, and the head of inspectorate. This design was considered appropriate because the study was to ascertain the state of supervision as it was in the area of investigation.

Babbie (1992) believes that survey method is an excellent means of measuring attitudes and orientation in a large population and allows the researcher opportunity to ask many questions on a given topic thus giving enough flexibility in his analysis. Babbie (1992) further argues that in survey research, one could develop operational definitions from actual observations.

With surveys, questions can be asked personally through interviews, or impersonally through a questionnaire about phenomena which can not be easily

observed, as well as attitude and behaviour (Peil, 1995). She goes on to say that surveys can provide reliable, valid and theoretically meaningful information.

Population

The Tema municipality has a large concentration of schools. There are 333 junior secondary schools out of which 178 are public and 155 are private. These are located in 18 different circuits.

The population was therefore made up of:

1. The Municipal Director of education (1)

2. The Head of Inspectorate (1)

3. All Circuit Supervisors (18)

4. All Headmasters (333)

5. All JSS teachers (542)

6. All JSS Prefects (350)

7. All JSS parents (420)

8. All Education Committee members of Municipal Assembly (9)

Sample Size

The sample size of 177 comprises of the following:

a.   A purposive sample selection of the municipal director and head of inspectorate division.

b.   A total of 75 prefects from 15 schools i.e. five prefects were chosen from each school.

c.   A total of 75 teachers from the 15 randomly selected schools, i.e. five teachers from each school.

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d. All 15 headmasters from the chosen schools.

e   Five (5) circuit supervisors from the five circuits chosen.

f. Two (2) Education Committee members of municipal assembly randomly selected.

g. Three (3) parents within the sampled circuits also randomly chosen.

Total from the sample size – 177.

Sampling Procedure

The hat-trick random sampling selection method was used for the schools from the five circuits chosen because the researcher wanted a fair distribution of members of the sample. The five circuits were chosen because they constituted most of the schools in the municipality.

The purposive sampling procedure was used to select the Municipal Education Office Head of Inspectorate and the Director because their views on supervision were very important in a study of this nature. Members of the Municipal Education sub-committee as well as some parents were randomly selected for unstructured interviews to give a broad spectrum to the findings of the researcher. Also parents' responses were used to cross check information received. The number that is regular at parents-teacher association meetings.

Instrument for Data Collection

The researcher used three different instruments in collecting data. Self-developed questionnaires, an interview guide and observation guide were the main research instruments that were used. Both open-ended and close-ended items were included in the questionnaire. These were used to collect

information on teachers' regularity and punctuality to school and how frequent circuit supervisors visited schools as well as how instructional hours were utilized in the schools. The open-ended items were such that respondents were free to organise information and give their views on the subject matter, whereas the close-ended items were guides to the respondents to choose from possible responses given in the instrument.

The researcher held interviews to collect data from the head of inspectorate division, the municipal director of education and the circuit supervisors. The interview guide for the municipal director and the head of the inspectorate included issues such as how often they visited the schools for supervision, how frequent they held in-service training for their staff and also how often they interacted with their staff.

Both open-ended and close-ended items were included in the interview guide. In the interview guide, questions posed to the circuit supervisors included items such as, the types of supervision practiced in their circuits, how they rate the use of teachers' instructional time, how often they supervised the teachers, how regular they organised in-service training for the teachers and the major problems they encountered in performing their duties (see appendix A) They were allowed to organise information to respond to the questions. In the interview guide for the municipal education committee members and parents, questions were asked on how often they visited the schools and their views on the roles of supervision (see appendix F & G).

The circuit officers were trained to use an observation guide to observe the way teachers use the instructional time, availability of instructional

materials and textbooks, how punctual teachers were in reporting to schools and how headteachers monitor the lesson delivery of the teachers (see appendix D).

This method was chosen because these officers had busy schedules, which might make it difficult for them to make time to attend to the response of the instrument and on time, since non-attendance to the instrument personally and delays might hamper the smooth and effective work of the researcher and might also cause invalidity in the data being collected.

Copies of the questionnaire were given to the teachers to respond to, in the various schools. The researcher thought that this method was appropriate because teachers were many and she could not have time to interview all of them. It also enabled them to respond quickly to their individual instruments.

The basic education certificate examination results of 2003, 2004, and 2005 of the selected schools were collected for data analysis. This enabled the researcher to ascertain the performance of pupils for 2003, 2004 and 2005 examinations.

Pre-testing of the Questionnaire

In order to test the instrument for reliability, a pre-test was conducted in three basic schools around Kpeshie sub-metro (Nungua) because of their similar characteristics in population. It was also convenient to the researcher due to its nearness to the Tema municipality.

The purpose of this pilot testing of the questionnaire was to test the validity, appropriateness and sensitivity of the items on the instrument. It also offered the researcher the opportunity to determine the adequacy of the content. For the conduct of the pre-test, the sample comprised of the following:

purposive sample selection of the district director, total of nine prefects randomly selected from schools in three circuits, nine teachers who were randomly selected from thirty (30) schools, three headteachers from randomly selected from 15 schools and three circuit supervisors from three circuits chosen.

Interview guide was used to interview the officers whereas the headteachers, teachers, and prefects were given questionnaire to provide their own individual responses. Unstructured interviews were administered on one of the assembly education committee members of the Kpeshie sub-metro and one parent.

Validity of the instrument

Face validity was determined by the researcher and peers to make sure questionnaire measure the data whereas content validity was ensured by the supervisors as to whether the questionnaire correspond with data. The instrument was also made available to lecturers of both Basic Education Department and other Departments to examine and advise on the validity or otherwise of the questionnaire. The pilot testing of the questionnaire informed the researcher to restate and restructure those questions that were not very sensitive and well defined.

Data Collection Procedure

As deemed appropriate, the researcher went to the schools to arrange with the authorities for space and convenient day and time for the interview especially with the prefects since they were grouped together. This prior notice

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was very important, for, it gave the respondents ample time to get them-selves prepared for the interview.

The researcher went to 15 selected schools, municipal assembly educational sub committee, some parents and the municipal education office to administer the questionnaire and granted also unstructured interviews personally to the respondents in a bid to ensuring that copies of the questionnaire got to the right respondents at the appropriate time.

Copies of the questionnaire were given to the teachers to respond to, in the various schools. The researcher thought that this method was appropriate because teachers were many and she could not have time to interview all of them. It also enabled them to respond quickly to their individual instruments.

At the Junior Secondary School level, the researcher explained the questions since pupils were not fully matured to facilitate easy understanding of the questions. The prefects involved in the study were grouped together to respond to questionnaire on school basis. In other words, selected prefects from each school were grouped together and the copies of the instrument given to them to provide their individual responses.

The researcher held interviews to collect data from the circuit supervisors, head of inspectorate division, and the municipal director of education. In the interview, questions were posed to respondents. They were allowed to organise information to respond to the questions. This method was chosen because these officers had busy schedules, which might make it difficult for them to make time to attend to the response of the instrument and on time, since non-attendance to the instrument personally and delays might hamper the smooth and effective work of the researcher and might also cause invalidity in

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the data being collected. Parents and members of education committee of the municipal assembly were also given unstructured interviews.

The researcher established good rapport with the respondents in the schools and the municipal office. This was advanced in order to do away with any possible hostilities, anxiety and apathy, which could hinder the progress and success of the study. The researcher made sure that questionnaires were given back to her after the respondents had finished providing answers to the questions.

Data Analysis Procedure

The data collected using the questionnaire were organised and analysed section by section into appropriate groups for tabulation. For instance, the researcher looked through the responses of open-ended questions, coded similar opinions and categorized them according to groups of similar opinions. In other words, those with same views were grouped together. The items common to the various categories of respondents were put together and analysed jointly in the study. The main methods used in analysing the data were frequencies and simple percentages. In other words, the number and percentage of respondents of each research question were calculated. The researcher calculated percentages for the following categories:

a) Type of supervision that was given greater emphasis in the municipality,

b) Type of supervision preferred by teachers,

c) Headteachers' and teachers' satisfaction with external supervisor's performance,

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ROADMAP FOR DIGITAL LIBRARY TILL 2ND NOVEMBER

MAJOR POINTS	PLAN OF ACTION	OVERSEERS	ULTIMATUM
1. DESIGN A WEBSITE USING DRUPAL & HOSTING IT ON TWO (2) PANELS. (UNIVERSITY AND PRIVATE)	• LIAISE WITH ILL/DD TO STORE BOOKMARKS OF ALL SEARCHES AND USE HARVESTOR TO PROVIDE OFFLINE WEB PAGES READILY ACCESSIBLE TO STUDENTS. • USE DRUPAL 6 FOR WEBSITE AND MODIFY THE 5 TO LOOK LIKE 6 WHILE WAITING FOR UPGRADE	ALEX ALLOTEY KWESI KOBEA LIGHT KWAMI	31ST OCTOBER, 2010
2. MAKE D – SPACE AVAILABLE ON CAMPUS (I.E. IF THEY DO ALL THE NETWORKING) AND WITHIN THE LIBRARY.	• CHECK DIGITISED MATERIALS WEEKLY • FOR THE START MAKE AT LEAST THREE (3) PCs AVAILABLE AT THE READERS SERVICE FOR THE LIBRARY • LIAISE WITH GRADUATE SCHOOL TO COLLECT E-VERSIONS OF ALL THESIS • PROVIDE FORMS AVAILABLE FOR COPYRIGHTING FOR GRADUATE SCHOOL • TRAIN NEW STAFF ON HOW TO USE THE D – SPACE • PROVIDE SECURITY CHECKS LIKE LOG IN ACCOUNTS AND DISABLING ALL USB PORTS • CREATE A NEW FIELD FOR KEYWORDS TO ENHANCE SEARCHING	KARIKARI REGINALD DANIEL	31ST OCTOBER, 2010
3. INTEGRATE D – SPACE INTO LIBRARY'S WEBSITE	• DEPENDENT ON WEBSITE COMPLETION	ALEX ALLOTEY KWESI KOBEA	31ST OCTOBER, 2010
4. INSTALLATION OF KOHA ON A NEW SERVER.		ALEX ALLOTEY KWESI KOBEA	31ST OCTOBER, 2010
5. MAKE KOHA OPAC (WITHIN THE LIBRARY AND PUBLIC) BY INTEGRATING IT INTO THE LIBRARY'S WEBSITE.	• CONTACT THE VODAFONE TO UPGRADE ONE LINE TO A BUSINESS CLASS PRO.		31ST OCTOBER, 2010
6. MAKE THE LIBRARY'S ICT INFRUSTRUCTURE STABLE.	• MAINTENANCE OF WORKING PCs, PORTS AND SWITCHES AND FIXING OF SPOILT ONES. • CONTACTING PC DIRECT AND OTHER COMPANIES	KARIKARI GEORGE REGINALD	31ST OCTOBER, 2010

d) problems in supervision,

e) teachers' attitude towards supervision,

f) Teachers' and pupils' use of instructional time and their punctuality and regularity in school,

g) Teachers' views on the provision of sound working environment by supervisors,

h) Adequacy and quality of internal and external supervision,

i) Performance of pupils in Basic Education Certificate Examination,

j) Parents' and assembly committee members' relationship with supervision in the schools. Responses from the interview were described in a narrative form.

CHAPTER FOUR

RESULTS/FINDING AND DISCUSSIONS

Introduction

This chapter looks at how the data collected were analysed. In all, 177 participants were used in the study. The questionnaire was administered on 171 respondents, and six participants were interviewed. During the retrieval of the headmasters' questionnaire, one could not be retrieved due to the fact that this headmaster was bereaved. Therefore, only those of 170 respondents were used for the analysis. The retrieval rate of the questionnaire was almost a hundred percent (100%).

The purpose of the study was to find out the state of supervision in junior secondary schools in the Tema municipality. It was also to ascertain whether teachers were satisfied with the level of supervision in the municipality. The various groups involved in the study included the Municipal Director, Head of Inspectorate Division, Circuit Supervisors and Headmasters; Teachers and School Prefects from the selected schools, as well as three parents and two municipal assembly members of education committee in the Tema municipality of Ghana.

The items common to the various categories of respondents were put together and analysed jointly in the study. The main statistical tools used in the data analysis were frequencies, simple percentages and descriptive analysis. In other words, the number and percentage of respondents of each research question were calculated for a number of recommendations for considerations. In this section, the results are presented to respond to each question.

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Research question 1:

What type of supervision is being emphasised in the Junior Secondary Schools in the Tema Municipal Education?

To determine the type of supervision being emphasised in the municipality, the views on the types of supervision were ascertained. The various categories of supervisors were asked to present their views on the type of supervision being given emphasis in Junior Secondary Schools in the Tema Municipality. In all, there were the four options indicated:

a. External supervision

b. Internal Supervision

c. Both and

d. None

Table 1 gives a summary of their responses.

Table 1

Views of Supervisors on the type of supervision being emphasised in the schools

Types of supervision	Circuit Supervisors		Headmasters		Teachers	
	No.	%	No.	%	No.	%
External	-	-	1	7.1	3	4.0
Internal	-	-	1	7.1	7	9.3
Both	5	100	12	85.7	65	86.7
None	-	-	-	-	-	-
Total	5	100	14	100	75	100

Field Data: 2005

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From Table 1, it can be seen that majority of the respondents were in support of the view that both internal and external supervisions are being emphasised in the schools. All 5 (100%) of external supervisors, 12 (85.7%) of headmasters and 65 (86.7%) teachers shared the same view.

From the table, an interesting observation was that of all external supervisors, none was of the view that external supervision was being emphasised in the schools. Only 1 (7.1%) of headmasters and 3 (4.0%) of teachers were of the opinion that external supervision was being emphasised in the schools. Whereas all of the external supervisors were of the view that both internal and external supervision were being emphasised, about 12 (85.7%) and 65 (86.7%) of headmasters and teachers respectively, share the same opinion.

Since majority of headmasters and teachers were of the opinion that both internal and external supervision are given the greater emphasis, it gave the indication that the presence of external supervisors alone was not greatly felt in the schools and that not so much attention was given to external supervision in the municipality. But it should be noted that modern supervision places emphasis on both internal and external supervision. According to Boardman (1953) supervision should involve all teachers, headmasters and supervisors, each actively participating, if educational goals are to be attained.

Research Question 2

Which type of supervision do teachers prefer in the municipality - internal or external?

To determine teachers' views on the type of supervision preferred, teachers were asked to express their opinion on the type of supervision they preferred. Table 2 presents a brief summary of their views.

Table 2

Type of supervision preferred by teachers

Types of supervision	No.	%
Internal supervision	41	54.7
External supervision	4	5.3
Both	27	36.0
None of the above	3	4.0
Total	75	100

Field Data: 2005

From Table 2 it is observed that the majority of the teachers 41 (54.7) preferred internal supervision. The major reason as given by teachers for their preference was that teachers' problems were better known and understood by their heads than the external supervisors. This concern expressed by the majority of the teachers confirms the views of Mgbodile et al. (1986) who contend that the suitability of external supervisors as advisers to individual teachers can be questioned on the following grounds:

1. They are unlikely to have the same degree of understanding and sympathy for a teacher's problems as would some one close to the teacher's classroom experience.

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2. Their advice may duplicate or conflict with information the teacher has already received from his other authoritative sources (subject master, principals or headmasters).

3. Because of their occasional visits, they do not have sufficient time to give extensive advice to teachers singly and it is easy for schools to relax efforts after each, supervision. This relaxation is made possible since they cannot keep in sufficiently close touch with teachers on short term basis (pp. 221-222).

In view of these consideration supervision would appear to be most effective when carried out internally at the institutional level and through instructional leadership of headmasters, principals and subject masters.

However some minority teachers 27 (36.0%) think that external supervision compliment the internal therefore both external and internal supervision work for the good of supervision, while a few of the teachers 4 (5.3%) opted for external supervision, 3 (4.0%) did not express their preference. This situation observed during the survey could lead to the playing down of the complementary role that external supervision is expected to play in the promotion of teaching. As Brickel (1961) puts it, it is the external supervisor who sets the tone for instructional improvement in the schools. Again, Halpin (1956) sees external supervision as complementing the role and duties of the internal supervisor by providing professional advice and guidance to teachers.

Research question 3

What are the views of pupils, teachers, and headmasters as regards punctuality, regularity and utilization of instructional hours?

Views of respondents on pupils' punctuality, regularity and utilization of instructional hours.

Respondents were asked to express their views on pupils' punctuality, regularity and the use of instructional hours in the municipality. In the analysis, answers (a) – (c) that is Very Good, Good, Satisfactory while answer (d) unsatisfactory is considered not satisfactory.

Table 3 provides the views of the respondents.

Table 3

Respondents' views on pupils' punctuality, regularity and the use of instructional time

| | SATISFACTORY | | | | | | NOT SATISFACTORY | | | | | |
| | Punc-tuality. | | Regu-larity | | Instrl. time | | Punc-tuality | | Regu-larity | | Instrl. Time | |
	N	%	N	%	N	%	N	%	N	%	N	%
Head-master	14	100	10	71.4-	14	100	-	-	4	28.6	-	-
Tea-cher	60	80.0	55	73.3	75	100	15	20.0	20	26.7	-	-
Pre-fects	69	89.2	73	97.3	71	94.7	6	8.0	2	2.6	4	5.3
Ext. super-visors	4	57.1	5	83.3	5	83.3	2	42.9	1	16.7	1	16.7

Field Data: 2005

Instrl. = Instructional   Ext. = External

It can be seen from Table 3 that majority of the respondents were satisfied with the pupils' punctuality, regularity and the use of instructional time in schools in the municipality. All 14 (100%) of headmasters, 60 (80%) of teachers, 69 (89.2%) prefects, 4 (57.1%) external supervisors were satisfied with pupils' punctuality in the schools.

On regularity, 10 (71.4%) of headmasters, 55 (73.3%) of teachers, 73 (97.3%) of prefects and 5 (83.3%) of external supervisors were content with pupils' regularity in the schools, while 4 (28.6%) of headmasters, 20 (26.7%) of teachers, 2 (2.6%) of prefects and 1 (16.7%) of external supervisors are not satisfied with regularity. It was further observed that all the headmasters and teachers who answered the questionnaire were satisfied with pupils' use of instructional time. Similarly 71 (94.7%) of prefects and 5 (83.3%) of external supervisors were satisfied with pupils' use of instructional time in the schools.

The findings from the table 3 indicate that the majority of the respondents are satisfied with the pupils' punctuality, in the schools, while minority 15 (20%) of teachers, 6 (8.0%) of prefects and 2 (42.9%) of external supervisors are not satisfied. As rightly pointed out by Mgbodile et al. (1986) Class activity, pupil's participation and evaluation for good performance only depend on punctuality and regularity of pupils (p. 233).

Respondents, views on teachers' punctuality, regularity and the use of Instructional time

The views of external supervisors, headmasters, and prefects were solicited on punctuality, regularity and the use of instructional time, on teachers in the schools in the municipality. Table 4 presents the results.

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Table 4

Views on teachers' punctuality, regularity and utilization of instructional time

	SATISFACTORY						NOT SATISFACTORY					
Respondent	Punctuality		Regularity		Use of IT.		Punctuality		Regularity		Use of IT	
	N	%	N	%	N	%	N	%	N	%	N	%
Ext. sups.	4	66.6	4	66.6	5	83.3	2	33.3	2	33.3	1	16.6
Headmaster	13	92.8	14	100	14	100	1	7.1	-	-	-	-
Pre-fects	72	96.0	75	100	72	96.0	3	4.0	-	-	3	4.0

Field Data: 2005

IT   =   Instructional Time

From Table 4 it was realised that the majority of the respondents were satisfied with teachers' punctuality, regularity and the use of instructional hours in the schools in the Tema Municipality. For example, on punctuality 4 (66.6%) of external supervisors, 13 (92.8%) of headmasters and 72 (96.0%) of prefects were satisfied with it. Only 2 (33.3%) of external supervisors, 1 (7.1%) of headmasters and 3 (4.0%) of prefects do not share this view.

On teachers' regularity 4 (66.6%) of external supervisors and all 14 (100%) of headmasters and 75 (100%) prefects are satisfied with it, 2 (33.3%) of external supervisors are however not satisfied. It can further be seen from the table that while 14 (100%) of headmasters and 72 (96.0%) of prefects are satisfied with the teachers' use of instructional time, 1 (16.6 %) of the external

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supervisors and 3 (4.0%) of prefects are not satisfied on the use of instructional time.

It is again seen from the findings that whereas 2 (33.3%) external supervisors are not satisfied with teachers' punctuality and regularity, respectively, only 1 (7.1%) of headmasters and 3 (4.0%) of the prefects are not satisfied with teachers' punctuality. The findings indicated that headmasters and pupils appreciate the regularity being displayed by their teachers at school as well as the use of teachers' instructional time. However minority view of the respondents should be considered and treated as a problem and solution found. In the view of Carey (1953) for supervision to be effective, all aspects of activities pertaining to teachers and principal actors are important in the enhancement of teaching and learning. The view is also confirmed by Mgbodile et al. (1967) who say regularity of teachers stimulates the learning process.

Views on headmasters' punctuality, regularity and the use of

instructional time

The views of external supervisors, teachers and prefects on headmasters' punctuality, regularity and the use of instructional time were asked for. Table 5 gives a brief summary of respondents' views:

Table 5

Respondents' Views on headmasters' punctuality, regularity and utilization of instructional time

	SATISFACTORY						NOT SATISFACTORY					
Respondent	Punctuality		Regularity		Use of IT		Punctuality		Regularity		Use of IT	
	N	%	N	%	N	%	N	%	N	%	N	%
Ext.Supervisors	5	83.3	5	83.3	6	100	1	16.6	1	16.6	-	-
Teachers	72	96.0	70	93.3	75	100	3	4.0	5	6.6	-	-
Prefects	73	97.3	74	98.6	72	96.0	2	2.6	1	1.3	3	4.0

Field Data: 2005

IT   =   Instructional Time

Ext.   =   External

It is seen from Table 5 that the majority of the respondents are satisfied with the headmasters' punctuality, regularity as well as their use of instructional time in their various schools in the municipality. For example, of all the various categories of respondents, 5 (83.3%) of external supervisors, 96% of teachers and 73 (97.3%) of prefects are satisfied with their headmasters' punctuality. On regularity, 5 (83.3%) of external supervisors, 70 (93.3%) of teachers and 74 (98.6%) of prefects are also satisfied with headmasters' regularity in the various schools.

With regard to the use of instructional time, all the external supervisors and teachers are satisfied with the headmasters' use of instructional time with the exception of only 3 (4.0%) of prefects who do not seem satisfied with

headmaster's use of instructional time. Whereas 5 (83.3%) of external supervisors are satisfied with headmasters' punctuality and regularity, only 1 (16.6%) are not satisfied. Again, whereas 72 (96%) and 70 (93.3%) of teachers are satisfied with headmasters' punctuality and regularity respectively, only a smaller number that is 3 (4.0%) of teachers and 2 (2.6%) of prefects are not satisfied with headmasters' punctuality, while 5 (6.6%) of teachers and 1 (1.3%) of prefects are not satisfied with headmasters' regularity.

It can thus be seen from the findings that, the general consensus of respondents is that they are satisfied with the punctuality, regularity and the use of instructional time by headmasters. This agrees with the view of Neagley and Evans (1970) that internal supervision is when "the head or principal in present day public school organisation is the chief school administrator who must use effective methods in his day-to-day administration by being regular and punctual in the supervision of school".

Research question 4

What are the views of external officers on headmasters' and teachers' supervision?

External officers (5 External Supervisors and 1 Inspectorate official) were asked to provide their views on headmasters' and teachers' supervision in their various circuits. Table 6 gives a summary of respondents' views.

Table 6

Views of external officers on headmasters' and teachers' supervision

	SATISFACTORY		NOT SATISFACTORY		TOTAL	
	N	%	N	%	N	%
Headmaster	3	50	3	50	6	100
Teachers	4	66.6	2	33.3	6	99.9

Field Data: 2005

Table 6 indicates that out of the six external officers, half of them (50%) are satisfied with headmasters' supervision. The other half 50% of them were not satisfied with headmasters' supervision. It was revealed during the study that schools which had headmasters who were also classroom teachers (as seen in Zenu and Kpone Schools) cannot make much time to supervise their teachers, hence the external officers' dissatisfaction.

It came to light during the field work that headmasters who were fully detached have more time for effective supervision. It could also be seen further that out of the six external officers, four of them, which are 66.6%, were satisfied with teachers' supervision while the remaining two representing 33.3% were not satisfied with teachers' supervision of pupils' learning process. To support the work of external officers, Mgbodile et al. (1986) are of the opinion that external officers are made up of the relevant education agency and are designated officials responsible for ensuring a flexible, maximum educational programme at all times. They are to develop comprehensive curriculum guides, sponsor leadership and coordinate activities among teachers to enable them adapt, modify and improve upon their work. Brickel (1961) also states that the duties of external supervisor include making the work of teachers more

effective through such things as improved working conditions, better martial for instruction, improved methods of teaching, preparation of courses of study, supervision of instruction through direct contact with the classroom teacher.

This implies that headmasters as supervisors need to give their maximum efforts in supervising their teachers and therefore need to be fully detached as they are likely to undertake supervision more effectively than a semi-detached headmaster.

Research question 5

What are Headmasters' and teachers' views on adequacy and quality of external supervision?

Headmasters' and teachers' were asked to express their views on supervision of their work by external supervisors, particularly circuit supervisors. In the analysis, answers (a) – (b) that is strongly disagree (b) disagree are considered not adequate or not satisfactory while answers (c) – (e) that is, (c) fairly agree (d) agree and (e) strongly agree are considered adequate or satisfactory. Table 7 provides a summary of their views

Table 7

Views of headmasters and teachers on adequacy of external supervision

TOTAL	SATISFAC		NOT SATIS		TOTAL	
Respondents	No.	%	No.	%	No.	%
Headmasters'	11	78.6	3	21.4	14	100
Teachers'	58	77.3	17	22.7	75	100

Field Data: 2005

It is observed from the Table 7 that the majority of the respondents see external supervision in the municipality as adequate. For instance, majority of

the headmasters and teachers, that is 11 out of 14 (78.6%) and 58 out of 75 (77.3%) respectively, think external supervision is adequate. Of all the respondents only 3 (21.4%) and 17 (22.7%) of headmasters and teachers, respectively in the municipality consider external supervision inadequate.

Since a minority of the respondents consider external supervision not adequate, it gives an impression that those external supervisors, particularly circuit supervisors are performing their supervisory roles very well in the municipality. This is a very good impression observed during the survey because according to Halpin (1956), he sees external supervision as playing a complementary role in the supervisory process. He looks at external supervision as complementing the roles and duties of the internal supervisor by providing professional advice and guidance to teachers.

Headmasters' and teachers' on the quality of external supervision.

Headmasters and teachers were asked to express their views on external supervision. That is if they were satisfied with the quality of external supervision. Table 8 gives a summary of the various responses.

Table 8

Views of headmasters and teachers on the quality of external supervision

	SATISFACTORY		NOT SATIS.		TOTAL	
Respondents	N	%	N	%	N	%
Headmasters'	9	64.3	5	35.7	14	100
Teachers'	62	82.7	13	17.3	75	100

Field Data: 2005

From Table 8 it could be seen that majority of the headmasters and teachers, that is, 9 out of 14 (64.3%) and 62 out of 75 (82.6%) respectively are satisfied with the quality of external supervision in the municipality. This means that external supervisors are doing what is expected of them in all the various schools in the municipality as only 5 (35.7%) of headmasters and 13 (17.3%) of teachers are not satisfied. This is because in the words of Musaazi (1985) that "Supervision achieves its goal by improving the process of institution in the school through external supervision." Neagley and Evans (1970) also state that effective supervision of instruction can improve the quality of teaching and learning in the classroom.

Research Question 6

What are headmasters' views on supervision by different categories of external supervisors in the municipality?

Headmasters' views on supervision by different categories of external supervisors and sound working environment.

Headmasters were asked to express their views on the level of supervision by external supervisors that is, the director, head of inspectorate, circuit supervisors and school inspectors; whether they were satisfied or not with their supervision. Table 9 provides a summary of their views.

Table 9

Views of headmasters on supervision by categories of external supervisors in the municipality

	SATISFACTORY		NOT SATIS.		TOTAL	
External Supervisors	N	%	N	%	N	%
Director	3	21.4	11	78.6	14	100
Head of Inspectorate	5	35.7	9	64.3	14	100
Circuit Supervisors	14	100	-	-	14	100
School Inspectors	3	21.4	11	78.6	14	100

Field Data: 2005

From Table 9 it is seen that there is difference in the level of satisfaction by headmasters on the supervision by the difference categories of supervisors. The entire 14 (100%) headmasters see the frequency in visits or level of supervision by circuit supervisors as satisfactory.

This means that they see the circuit supervisors as doing their work well.

On the other hand, out of the 14 of the headmasters, 3 (21.4%) are satisfied with the level of supervision provided by the municipal director while 11 out of 14 (78.6%) are not satisfied with the frequency of the director's supervision. This could mean that the director scarcely visits the schools in the municipality.

It is further seen that nine out of the 14 (64.3%) of the headmasters are not satisfied with the level of supervision by the head of inspectorate division. Only 5 (35.7%) of the headmasters think his supervision is satisfactory. This could mean that the head of inspectorate division hardly visits schools to offer

professional advice and to promote effective teaching and learning in the schools.

It is observed that in the same vain as that of the director, 11 out of 14 (78.6%) of headmasters are not satisfied with the level of supervision by the school inspectors. It should be noted that visits by director or inspectors are very important in the teaching and learning process. As Burton and Brueckner (1958) put it, it is important for the head of institutions to enrich the professional knowledge of the teacher by giving him fresh ideas needed to undertake effective instructional process, through regular visits. From the author's view school inspectors, head of inspectorate division and directors should see their regular visitations for supervision as a duty and should perform them creditably to enhance teaching and learning in our schools.

Research Question 7

What are teachers' views on circuit supervisors and headmasters on the provision of sound working environment and follow-up visits?

Teachers' views on circuit supervisors and headmasters, on the provision of sound working environment. Teachers were asked to express their views on the provision of sound working environment by circuit supervisors and headmasters towards the attainment of education goals. Table 10 summarises teachers' views on the promotion of sound working environment by circuit supervisors and headmasters.

Table 10

Teachers' views on circuit supervisors and headmasters in the provision of sound working environment

	SATISFACTORY		NOT SATIS.		TOTAL	
	N	%	N	%	N	%
Circuit Supervisors	70	93.3	5	6.7	75	100
Headmasters	72	96.0	3	4.0	75	100

Field Data: 2005

Table 10 indicates that the majority of the teachers that is 70 out 75 (93.3%) and 72 out of 75 (96%) respectively were satisfied with the kind of environment created by both circuit supervisors and headmasters in the promotion of effective teaching and learning in schools in the municipality, while 5 out of 75 (6.7%) and 3 out of 75 (4.0%) were not satisfied. This means that circuit supervisors and headmasters are doing well since one of the duties of a supervisor is to provide a wholesome environment in the form of co-operating in a friendly manner with teachers and giving the necessary assistance to provide best results. This is why Brickel (1961) notes that: the supervisor is to provide improved working conditions, better materials for instruction, improved methods of teaching, and preparation of courses of study.

Headmasters were asked to express their views on their teachers on counselling after supervision or inspection and follow-up visits by them and circuit supervisors. That is to say teachers' response towards advice and guidance as well as re-visits to them.

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In response to this question, all the 14 headmasters (100%) were satisfied with their teachers' attitude after being counselled by them. This could mean that teachers paid heed to the nature of advice given to them by circuit supervisors and headmasters. Counselling is an important aspect of supervision as cited by Yuill (1976) and Mgbodile et al. (1986). These authors agree that all supervisors' are officers trained for counselling and therefore must see it as an integral part of their supervision.

Teachers' views on brief and follow-up visits/counselling, by external supervisors. On this question, teachers' views were sought for, on whether they were satisfied with the brief and follow-up visits by external supervisors. Table 11 gives a brief summary of teachers' responses.

Table 11

Views of teachers on brief and follow-up visits by external supervisors

	SATISFACTORY		NOT SATIS.		TOTAL	
	N	%	N	%	N	%
Brief visits	72	96	3	4.0	75	100
Follow-up visits	60	80	15	20	75	100

Field Data: 2005

The table shows that the majority of the teachers were satisfied with the brief and follow-up visits/counselling by their external supervisors. For instance 72 out of 75 or 96% and 60 out of 75 or 80% of the teachers think that both brief and follow-up visits respectively are satisfactory. This means that teachers are happy about the efforts being made by external officers in the municipality.

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Research Question 8

What are the major problems associated with supervision in the municipality?

Supervisors, particularly circuit supervisors, were asked to mention some major problems they encounter in the course of their work which render their work less effective Table 12 provides some of the problems encountered in supervision.

Table 12

Supervisors' views on problems they encounter in supervision of instruction

Problems in supervision	N	%
Lack of Transport, logistics, materials and maintenance	5	100
Lack of textbooks	5	100
Lack of classrooms and over population	3	60
Delay in report to schools	5	100
Teachers' failure to heed advice offered	5	100

Field Data: 2005

Table 12 indicates that all the 5(100%) say majority of problems faced by supervisors included lack of funds for logistics, materials and maintenance of their motorbikes, lack of textbooks, delays in reports to schools and teachers' failure to heed to advice given. It is also observed from the table that 3 (60%) of the supervisors mentioned observed the problem of inadequate classrooms and over population of the schools in the municipality.

It could therefore be deduced from the findings that the mere presence of supervisors cannot achieve much unless the schools are equipped with the necessary materials and logistics to enable them perform effectively in the teaching and learning process. This is because Halpin (1966) contends that supervision can be effectively carried out when materials and logistics are provided to support it. The study revealed that logistics are inadequate and needs to be urgently attended to. Over population should be addressed by the provision of more classrooms to reduce the present over population in the classrooms.

Research Question 9

What is the involvement of parents and education committee members of the municipality in supervision?

Result on parents and education committee members of the Municipal Assembly with the unstructured interviews held with three parents and two education committee members of the Tema municipal assembly, showed that both parents and those at the assembly had no knowledge of how supervision is carried out in the municipality. It must be emphasised that though the pre-test showed that parent-respondents and municipal assembly committee respondents had no idea, the researcher wanted to know whether other parents/assembly committee members had any idea about supervision in the municipality. This also proved futile and therefore recommendation has been made for further research into this area.

Research question 10

Has supervision in the municipality improved the performance of pupils at the Basic Education Certificate Examination level?

As part of the study, documentary information on the basic education certificate examination results of the selected schools involved in the study was analysed. This was to ascertain the performance of pupils in the schools for, it is believed that as Herman (1947) puts it, schools with superior supervisory programmes had better teaching techniques which improved considerably, pupils' achievement. It then follows that where there is supervision, there is the likelihood that pupils' academic performance would be good. In other words supervision improves or enhances pupils' academic performance.

Tables 13, 14 and 15 show pupils' academic performance for the 2003, 2004 and 2005 academic years. These years were chosen because they were the years when results of the schools available at the Municipal Office.

Table 13

BCCE results of some selected schools for 2003

Name of School	No. of Candidate	Excellent 0 – 6		Very Good 7 – 10		Good 11 – 20		Average 21 – 30		Below Average 31 – 36		Fail 37 - 60	
		N	%	N	%	N	%	N	%	N	%	N	%
Oyibi JSS	22	-	-	-	-	1	4.55	-	-	10	45.45	11	50.0
Oniku Drive JSS	133	-	-	-	-	6	4.51	5	3.76	28	21.05	94	70.68
Manh 'A' TMA	142	-	-	-	-	21	14.79	25	17.61	58	40.85	38	26.76
African Adv. '2'	71	-	-	-	-	10	14.08	12	16.90	25	35.21	24	33.80
Advance '1'	79	-	-	-	-	30	21.97	18	22.78	28	35.44	3	3.80
Prisbel JSS	73	-	-	-	-	16	21.92	13	17.81	36	49.32	8	10.96
Manh 'B' TMA	144	-	-	-	-	21	14.58	20	13.89	57	39.66	24	20.69

Table 13 Continued

Name of School	No. of Candidate	Excellent 0 – 6 N	Excellent 0 – 6 %	Very Good 7 – 10 N	Very Good 7 – 10 %	Good 11 – 20 N	Good 11 – 20 %	Average 21 – 30 N	Average 21 – 30 %	Below Average 31 – 36 N	Below Average 31 – 36 %	Fail 37 - 60 N	Fail 37 - 60 %
Twedaase TMA	116	-	-	2	1.72	15	12.93	29	25.00	46	39.66	24	20.69
AdzeiKojo TMA	40	-	-	-	-	7	17.50	10	25.00	15	37.50	8	20.00
Lashibi Klagon	45	-	-	2	4.44	11	24.44	9	20.00	20	44.44	3	6.67
Akodzo JSS	129	-	-	-	-	10	7.75	25	19.38	31	24.03	63	48.84
Ashaiman JSS	126	-	-	-	-	18	14.29	19	15.08	40	31.75	49	38.89
Nectics Int.	9	-	-	-	-	2	22.22	-	-	6	66.67	1	11.11
Sebrepor Presby	57	-	-	-	-	3	5.26	12	21.05	28	49.12	14	24.56
Sakumono TMA	46	-	-	-	-	18	39.13	14	30.43	13	28.26	1	2.17
Total	1232			4	0.32	189	15.34	211	17.13	441	35.80	387	31.41

Ghana Education Service: 2005

The Table for 2003 indicates that majority of the candidates who set for the B.E.C.E in the year 2003 did poorly. For example, out of 1,232 candidates, 4(0.32%) had aggregate 7 – 10, while 189(15.34%) secured 11 – 20. Also, 211(17.13%) obtained 21 – 30, 441(35.80%) performed below average 31– 36 and as much as 87(31.41%) failed, that is 37 – 60.

Table 14

BECE results of some selected schools for 2004.

Name of School	No. of Candidate	Excellent 0 – 6		Very Good 7 – 10		Good 11 – 20		Average 21 – 30		Below Average 31 – 36		Fail 37 - 60	
		N	%	N	%	N	%	N	%	N	%	N	%
Onika Drive TMA	124	-	-	-	-	2	1.61	7	5.64	45	36.29	70	56.45
Sakumono TMA	45	-	-	-	-	5	11.11	10	22.22	2	4.44	28	62.22
Ashaiman TMA '6'	130	-	-	1	0.76	19	14.61	27	20.76	18	13.84	65	50.00
Manhean TMA	138	-	-	1	0.72	-	-	17	12.32	26	18.84	94	68.11
Kpone Bawaleshie	37	-	-	-	-	-	-	2	5.40	2	5.40	33	89.19
Kpone Presby	95	-	-	1	1.05	4	4.21	-	-	15	15.80	75	78.94

Table 14 Continued

Name of School	No. of Candidate	Excellent 0 – 6		Very Good 7 – 10		Good 11 – 20		Average 21 – 30		Below Average 31 – 36		Fail 37 - 60	
		N	%	N	%	N	%	N	%	N	%	N	%
Aponllonia JSS	13	-	-	-	-	-	-	2	15.38	1	7.70	10	76.92
Republic Road 'A;	60	-	-	-	-	8	13.33	1	1.67	19	31.67	32	53.33
Rahmaniyya JSS	25	-	-	-	-	-	-	2	8.00	3	12.00	20	80.00
Ashaiman Govt.	155	-	-	-	-	10	6.45	10	6.45	25	16.13	110	70.97
Manhean Anglican	146	-	-	16	10.95	14	9.59	50	34.24	-	-	66	45.20
Zenu JSS '1'	86	-	-	-	-	13	15.11	18	20.93	19	22.09	36	41.86
Zenu TMA '2'	89	-	-	-	-	11	12.35	9	10.11	21	23.59	48	53.93
Republic Road	52	-	-	-	-	7	13.46	7	13.46	15	28.84	23	44.23
St Lawson Memorial	34	-	-	-	-	1	2.94	10	29.41	14	41.17	9	26.47
Total	1229	-	-	19	1.55	94	7.65	172	13.99	225	18.31	719	58.50

Ghana Education Service : 2005

The performance of 1,229 candidates was as follows: 19(1.55%) acquired aggregate 1 – 10, while candidates' performance in the year 2004, also indicates poor performance. For instance, 94(7.65%) had 11 – 20, 172(13.99%) were on average and fell within 31 – 40, which showed no improvement over 2003. Again 225(18.31%) performed below average and as much as 719(58.50%) had a total failure.

Table 15

BECE results of some selected schools for 2005

Name of School	No. of Candidate	Excellent 0 – 6		Very Good 7 – 10		Good 11 – 20		Average 21 – 30		Below Average 31 – 36		Fail 37 - 60	
		N	%	N	%	N	%	N	%	N	%	N	%
Zenu 'l' TMA	90	-	-	-	-	4	4.44	26	28.89	4	4.44	56	62.22
Kpone	40	-	-	-	-	3	7.50	8	20.00	9	22.50	20	50.00
Bawaleshie B Old													
Lashibi Klagon TMA	113	-	-	-	-	30	26.55	9	7.96	39	34.51	35	30.97
Zenu TMA 1B	87	-	-	-	-	10	11.49	30	34.48	5	5.75	42	48.28
African Advance	92	-	-	-	-	13	14.13	31	33.70	18	19.57	30	32.61
Kpone Presby B	92	-	-	-	-	-	-	16	17.39	2	2.17	74	80.43
Ashaiman TMA 5	149	-	-	-	-	9	6.04	39	26.17	5	3.36	96	64.43

Table 15 Continued

Name of School	No. of Candidate	Excellent 0 – 6		Very Good 7 – 10		Good 11 – 20		Average 21 – 30		Below Average 31 – 36		Fail 37 - 60	
		N	%	N	%	N	%	N	%	N	%	N	%
Gbetsile A TMA	44	-	-	-	-	2	4.55	12	27.27	1	2.27	29	65.91
Mexico '2' JSS	125	-	-	-	-	25	20.00	34	27.20	6	4.80	60	48.00
African Faith JSS	24	-	-	-	-	1	4.17	4	17.67	-	-	19	79.17
Akodzo 'B' TMA	105	-	-	1	0.92	19	18.10	47	44.76	7	6.67	31	29.52
Republic Road	44	-	-	-	-	3	6.81	26	59.10	2	4.55	13	29.54
Ashaiman TMA 2 JSS	128	-	-	1	0.78	10	7.81	40	31.25	8	6.25	69	53.91
Ashaiman TMA 1 JSS	126	-	-	-	-	24	19.05	38	30.16	4	3.17	60	47.62
Total	1259	-	-	2	0.16	153	12.15	360	28.59	110	8.74	634	50.63

Ghana Education Service : 2005

In 2005 1,250 candidates were presented. Only 2   (0.16%) candidates had aggregate 7-10. 153, candidates that is (12.15%) fell between aggregate 11-20, 360 (28.59%) candidates had aggregate 21-30, 110, that is (8.73%) performed below average while 634, that is, (50.36%) failed.

From Tables 13, 14 and 15, it is seen clearly that majority of the candidates from the selected schools did not perform well. It was only very few pupils who fell within aggregate 11-20. For example, in 2003 189 candidates, (15.34%) had between aggregate 11 and 20, 211 (17.13%) obtained average or 21-30, 441, that is (35.80%) performed below average while 387 (31.41%) failed.

In 2004, 19 (1.55%) of candidates obtained very good aggregate that is 7-10, 94 candidates, that is,(7.64%) had between aggregates 11-20, 225 that is (18.31%) performed below average and as many as 719, that is, (58.50%) failed. In 2005, 153 candidates that is, (12.15%) fell within aggregate 11-20, 110, that is (8.74%) performed below average while 634, that is, (50.36%) failed.

Findings from the table of results do not correspond with the findings from respondents; while respondents state that supervision from both external and internal supervisions was satisfactory, results of candidates' Basic Certificate Examinations showed poor performance for the three academic years in the Tema municipality. As one writer Wiles (1967) puts it, supervision is an effective method that could be used to promote good results as far as

teaching and learning are concerned. This according to Wiles (1967) indicates therefore that supervision was not effective.

It then follows that where there is an effective supervision of instruction with enough teaching and learning resources available, pupils' performance is expected to be good. These results of poor performance displayed in Tables 13, 14, and 15 give a lot of indications of what is happening in the municipality pertaining to supervision. Firstly, it could mean that the missing factor that should improve pupils' performance is lack of school resources such as funds for logistics and materials, lack of textbooks, classrooms and others like urbanization with its devil of overcrowded classes. These lack of facilities or logistics in schools in the municipality might have accounted for the pupils' poor performance over the last three years especially with the over population and may be against the view of Halpin (1966) which indicates that supervision can be effectively carried out when materials and logistics as well as good environment are provided to support it. By this reference from Halpin (1966) it implies that logistics, environment, and other facilities were not good or respondents did not give actual situations.

The second indication is that even though headmasters, teachers, circuit supervisors and prefects appear to be satisfied with the kind of supervision or everything in the schools, the actual situation in the school (when they were interviewed) may not have been as they have indicated. This indication might be given by the supervisors for fear of victimization or in order to avoid the situation where people might accuse them of not performing their duties well.

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The indication therefore may show negative thinking or attitude of supervisors, teachers and pupils towards their superiors; whereas openness and working in a free atmosphere without the slightest coercion could go a long way to improve supervision.

The reason for this assertion is that as Hermann (1947) puts it, schools with superior supervisory programmes and effective open administration with correlated atmosphere had better teaching techniques which improved considerably, pupils' achievement. Thus the poor performance of pupils can be attributed to lack of effective supervision and poor administration and coordination of instruction in schools.

Another impression one can make from this poor performance of pupils in the municipality is that it could happen that teachers, headmasters and circuit supervisors in the municipality might have gotten different perception of the term supervision of instruction hence their being satisfied with everything in schools in the municipality

Since it is the general consensus among teachers that internal supervision is being given greater emphasis than external supervision and teachers seeing it as more effective in enhancing the teaching and learning process, it would be appreciated if the internal supervision could be given more support than it is presently receiving in the Tema municipality.

It would be good also, if external supervisors could be encouraged to perform better in the way internal supervisors have been performing by way of having enough time for those they supervise. This can lead to teachers having

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more confidence in the external supervision and the notion of fault-finding spree erased from the minds of teachers.

It would be useful if both headmasters and teachers would be given regular in-service training to equip them with the necessary supervisory techniques. Presently attendance of in-service training in the municipality is not regular. This is in conflict with Merton (1968) who says that if supervision can be effective, supervisors should constantly be oriented with fresh ideas and equipment provided them. It must however, be noted that the complementary role external supervision is expected to play should not be ignored. The two must complement each others' role in supervision. The table of results of the Basic Education Certificate Examination however does not correspond with the findings from respondents. While respondents state that supervision from both external and internal supervisors was satisfactory, results of candidates' B.E.C.E showed poor performance. The anomaly reveals that respondents have hidden the actual situation prevailing in the schools or they are afraid of being exposed as non-performers.

It was observed that headmasters and teachers were not satisfied with the level of supervision from the Director and Head of inspectorate division but were satisfied with the supervision from the circuit supervisors, it is being suggested that since the circuit supervisors do work under the Director and the head of inspectorate division, they need to be given every assistance and encouragement so that they can offer the needed professional advice and guidance to headmasters and teachers.

This can be effected by way to evaluating and assessing headmasters' and teachers' work, organising in-service training to brief them on new methods, correcting their mistakes and evaluating their performance to bring about the attainment of educational objectives. According to Burton and Brueckner (1955) effective supervision ensures a proper appraisal of the teaching and learning process in order to bring about the achievement of objectives. The study reveals that the consensus among supervisors is that they are faced with a lot of problems which render their work less effective such as lack of funds, logistics, materials, transportation and delays in reports to schools.

This situation will see a redress if everything possible is done to ensure the elimination of these problems. For instance, if funds could be released on time for supervisors to perform, there will be tremendous improvement in the learning process. Circuit supervisors without motorbikes or vehicles need to be given some or even in order for them to visit their schools regularly to supervise teachers' work. Those with motorbikes and vehicles need to be provided with maintenance allowances early enough to facilitate their movements into the schools to offer professional advice and guidance to teachers. Circuit supervisors who play important roles in supervision of instruction in schools could be given the opportunity to move about by providing them with vehicles and motor bicycles. Their motorbikes and vehicles if provided should be sold to them and maintenance allowances given

to an assistant to enable her off-load some of the working difficulties that hinder her regular visits to the schools. This will bring about effective supervision in the schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This chapter presents the summary of findings and the conclusions drawn from the findings, recommendations for progress and suggestions for further research. The research was a study to find out the state of supervision in Junior Secondary Schools in the Tema municipality of Ghana. It was an attempt to ascertain the views of education officers, headmasters, teachers, and school prefects, education committee members of the municipal assembly and some parents, on the state of supervision in Junior Secondary Schools in the Tema Education municipality since pupils continue to perform poorly in their final Basic Education Certificate Examinations.

Fifteen (15) schools and the Municipal Education Office were included in the study. In all, one hundred and seventy seven (177) respondents were involved in the study. These included the municipal director, five (5) circuit supervisors and one (1) education officer from inspectorate division, fifteen {15} headmasters, seventy five (75) teachers, seventy five (75) school prefects, three (3) parents and two (2) members of education committee of municipal assembly. However, the responses from parents and committee members of the municipal assembly did not work out due to no knowledge answers given. This situation, however, has been recommended for further research. One headmaster's questionnaire was not retrieved due to bereavement hence the use of the one hundred and seventy six (176) respondents, as stated above.

The main research instrument used was a set of self-developed questionnaire and interview guide administered to respondents. The descriptive survey design was used to collect data.

The research made use of personal contacts in conducting interviews and administering questionnaire during data collection. It should be mentioned briefly that a pre-test was conducted in the Kpeshi sub-metro Education District, also in Greater Accra Region to test the reliability and validity of the instruments used in the study. Simple percentage was used as the main statistical method in analysing the data in the study.

Summary of findings

In the main study, while the external supervisors were of the view that both internal and external supervision were given greater emphasis, headmasters and teachers respectively, also were with the thought that both internal and external supervision were given greater emphasis in the municipality. The headmasters and the teachers respectively, were of the opinion that external supervision was being emphasised in the schools.

Another observation made was that majority of the teachers, preferred internal supervision because they saw it as a more effective way of improving the teaching as learning process than the external supervision. However some minority teachers think both internal and external supervision work for the good of supervision. A few teachers opted for external, but did not express their preference.

On headmasters' views of supervision by categories of external supervisors, it was found out that all the headmasters were satisfied with the work of circuit supervisors while headmasters were not satisfied with the supervision of the Municipal Director of Education.

It was further seen that while most headmasters were satisfied with the level of supervision by the school inspectors, they were however dissatisfied with the level of supervision by the head of inspectorate division. Only a minority group considered his visits as satisfactory.

On the adequacy and quality of external supervision, majority of headmasters and teachers were of the view that supervision was adequate and qualitative, whereas, only a few of the headmasters and teachers were not satisfied with the adequacy and quality of supervision.

On regularity of teachers, external supervisors felt satisfied with teachers' regularity and punctuality respectively, while majority were also satisfied with teachers' use of instructional time. Only a few of the external supervisors were dissatisfied with both teachers' punctuality and regularity, respectively. Therefore it implies that majority of the external supervisors appreciate teachers' regularity as well as teachers' punctuality, which indicate a healthy sign to improve work performance.

Majority of external supervisors were also satisfied with teachers' use of instructional time. The indication is that full instructional time when used enhances maximum learning and teaching periods.

Another interesting observation made was that where as half of external supervisors were satisfied with headmasters' supervision, the other half were not satisfied. This situation indicates the perception of supervisors of headmaster, based on the type of school they head as well as the environment in which they work. The urban school headmaster may have more facilities as to equipment that could enhance his performance, whereas the village headmaster may not acquire enough facilities to work with and may be found wanting.

On teachers' supervision, it was observed that majority of external supervisors were satisfied while minority were not satisfied. This is true because teachers are always the immediate supervisors who work with children on daily basis. It was found out that school prefects were very satisfied with the punctuality, regularity of headmasters, teachers, colleague pupils and their utilization of instructional time. This indicates children's perception of a situation where they operate in their own world, believing what they see. What they see, touch and hear is the only right thing to them. Teachers also felt satisfied that both circuit supervisors and headmasters provided sound working environment in their schools. The study also reveals that teachers were satisfied with both brief and follow-up visits by external supervisors.

It was observed that supervisors, particularly external supervisors encountered a lot of problems which rendered their work less effective. These included lack of transportation which delayed reports to schools and teachers, lack of textbooks, funds for logistics and materials and over population in classes.

Result on Parents and Education Committee members of the Municipal Assembly with the unstructured interviews held with three parents and two education committee members of the Tema municipal assembly, showed that both parents and those at the assembly had no knowledge of how supervision is carried out in the municipality. It must be emphasised that though the pre-test showed that parent-respondents and municipal assembly committee respondents had no idea, the researcher wanted to know whether other parents/assembly committee members had any idea about supervision in the municipality.

It also came to light that after deliberations of the municipal assembly committee members, there are no follow-ups to the schools by this group of people. Parents also end up at various Parent-Teacher Association (PTA) meetings and do not follow-up. They do not even know who their circuit supervisors were. Thus, the whole system of supervision operates only between supervisors, headmasters, teachers and pupils. It was also revealed during the research that parents and municipal assembly education committee members were ignorant of how supervision is carried out in the municipality whereas stake holders are direct beneficiaries of effective education. It would therefore be appreciated if supervisors could involve every stake holder in supervision in their evaluation programmes. This is because according to Eye and Neitzer (1965):

> ''For supervision to achieve its goals, it must institute an
> evaluation programme (like the parents' evaluation system
> in Ghana) that is comprehensive enough to include the

participation of pupils, teachers and administration and also to examine the effectiveness of learning in the light of instructional supervisory and other administrative procedures".

Recommendations were however made by the researcher for further research to be conducted into the area of relationship between the municipal education office and that of parents and education committee of the municipal assembly. The results therefore do not cover them. Researcher's pre-test on the parents and the assembly education committee members on supervision even showed that they had no idea about supervision in the schools.

The regular use of School Performance Appraisal Meeting (SPAM) system should be practised as sustained by Elsbree et al. (1967) that modern day supervision should not be considered a mere classroom visits, individual teacher conferences, rating of teachers and writing of reports only, but should include curriculum, materials for instruction, the school community and other stake-holders.

After analysing the results of year 2003, 2004 and 2005 collected from the Ghana Education Service, the following findings emerged:

The Basic Education Certificate Examination results for 2003 - 2005 academic years of the selected schools showed that majority of the candidates performed poorly. It also revealed that majority of them failed in their final examinations. For example, majority of the pupils failed while in 2004 an

appalling result was obtained. The above findings therefore indicate the necessity of regular and effective supervision in the municipality.

The table of results of the Basic Education Certificate Examination does not correspond with the findings from respondents. While respondents state that supervision from both external and internal supervisors was satisfactory, results of candidates' Basic Education Certificate Examination showed poor performance. This revelation about respondents shows that they have hidden the actual situation prevailing in the schools or they are afraid of being exposed as non-performers.

Conclusions

Based on the findings made from the study, it can be concluded that the general consensus among external supervisors, headmasters and teachers is that both external and internal supervision are being given greater emphasis in the Tema municipality of Education, therefore internal supervision also is to be strengthened and sustained in the municipality.

Teachers in the municipality saw internal supervision as more effective in enhancing the teaching and learning process. Internal supervision is therefore to be reinforced and sustained. However, there is the need for teachers to recognise the complementary role external supervision is expected to play in the teaching and learning process in order to ensure the attainment of educational goals in the municipality.

From the interviews held with teachers, it was revealed that the visits of external supervisors were irregular. Therefore the external supervisors did not create any impact on them hence their preference for internal supervision. Teachers' preference for internal supervision seems to indicate that they have not grabbed the full intention of external supervision in order to give it the needed attention. After all, what teachers should know is that the optimum intention of external supervision is to guide and give professional advice to improve the teaching and learning process.

Public perception of supervision that is teacher-focused and conformity to policies, syllabuses and specific teaching methods was also shared among personnel of education both in public and private schools. If such outmoded concept of supervision is held among teachers and supervisors, then it could be concluded that supervision is not very effective in the basic schools because ideally supervision should emphasise teacher autonomy. Modern supervision is a peer relationship between the teacher and the supervisor; it is self reflective, non-directive and non-intimidating.

External supervision was not regularly done in the public schools and it was non-existent in the private schools. External supervisors help to improve teaching and learning in all basic schools by interpreting educational policies to teachers, organising in-service courses for teachers and monitoring the achievement of pupils and teachers among others. With their limited interaction in the schools, it could be concluded that circuit supervisors are not playing their roles effectively in the promotion of teaching and learning.

circuit supervisors visit both the private and public schools to provide the necessary support for the improvement of instruction. To succeed in this direction the proprietors, teachers and headmasters of public and private schools should be well educated by the municipal directorate on the roles of circuit supervisors to ensure their utmost co-operation.

Supervision of instruction is recognised as very important in ensuring good result in the teaching and learning process, but this can be affected positively where there is enough logistics and material support to ensure the attainment of educational goals. It is unfortunate that in the Tema municipality a lot of problems erupt which render the supervisory roles less effective. It can therefore be concluded that without the necessary logistics to support the teaching and learning process, attainment of educational goals in the municipality cannot be effectively attained. This situation might even be the cause for the poor performance of pupils in the Basic Education Certificate Examination.

Finally, other observations made during interviews with teachers, were that most teachers commute from towns and villages far away from where their schools were situated. Lateness was observed by the researcher among the commuting teachers. Other observations made also were that private schools were not visited by external supervisors and most teachers in private schools were untrained. It is therefore expected that qualified teachers are employed for close supervision, which encourages 'pretences of dictated behaviour' as stated by Gwynn (1961) it would give way to collaborative method of supervision

where the teacher and the supervisor see each other as colleagues in the improvement of instruction. The code of ethics for all teachers in both public and private schools should therefore be enforced.

Recommendations

The findings of the study and conclusions drawn serve as a yard stick for a number of recommendations:

1 Transportation and other logistics are provided by the municipal directorate of education for effective supervision.

2 Training workshops by the municipal education outfit to change teachers' perception towards both internal and external supervision as complementary to each other, which serves as a tool to improving instruction.

3 The municipal education director in Tema should motivate teachers by providing them with textbooks and other education materials to increase their instructional hours.

4 Code of ethics for public and private schools should be enforced the Ghana Education Service.

5 Public as well as private schools' visits should be intensified by municipal director, head of inspectorate and supervisors, for the improvement in supervision.

a further study to be carried out to find out the relationship of the education committee of the municipal assembly and the municipal education office as regards supervision as well as the extent of involvement of parents in supervision. as stakeholders in education. This further study would go a long way to reveal new strategies that could be used in the teaching and learning process for effective and quality education.

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QUESTIONNAIRE ON SCHOOL VISITS, REGULARITY, PUNCTUALITY AND UTIILIZATION OF INSTRUCTIONAL HOURS AMONG TEACHERS AND PUPILS

Dear Respondent,

The purpose of this study is to collect and collate information on the state of supervision in Junior Secondary Schools in the Tema Municipality. The researcher will treat any information given as strictly confidential. This is to ensure the respondent of anonymity in whatever contribution he or she will make towards the study.

INTERVIEW GUIDE FOR SUPERVISORS

SECTION A

Types of Supervision and forms they take

1. What are the types of supervision that are mostly practised in the junior secondary schools in the Tema municipality?

    A. External Supervision

    B. Internal Supervision

    C. Both

    D. None.

2. Which type of supervision do you prefer?

    A. External Supervision

    B. Internal Supervision

    C. None

3. Which type of Supervision is given the greater emphasis?

A. External Supervision

B. Internal Supervision

C. Both

4. What form does external supervision take?

A. Intensive Visits

B. Regular Visits

C. Occasional Visits

D. A and B.

E. A and C

F. B and C

G. None

5. Please, how does your rate time-table drawn to promote supervision?

A. Very Good

B. Good

C. Satisfactory

D. Not Satisfactory

6. In your opinion whose supervision should be given greater empha

A. Director
B. Head of Inspection
C. Circuit Supervision
D. Headteacher
E. Teacher
F. School Prefect

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SECTION B

School visits and Supervisory reports

7. How regularly do the following officers visit the school?

		Weekly	Fortnightly	Monthly	Quarterly	Once in every six months
i	Director					
ii	Head of Inspectorate					
iii	School Inspectors					
iv	Circuit Supervisors					

8. How often are supervision and inspection reports on schools in the municipality implemented?

   A. Weekly   B. Fortnightly   C. Monthly

   D. Quarterly   E. Once in

9. How do you rate the counselling aspect after supervision and inspection?

   A. very Good   B. Good   C. Satisfactory

   D. Not Satisfactory   E. Uncertain

10. Please, rate teachers' responses to counselling after supervision?

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A. very Good   B. Good   C. Satisfactory

D. Not Satisfactory   E. Uncertain

11. How often do you receive feedback from your circuit supervisors and other officers who visit schools in the municipality?

A. Weekly   B. Fortnightly   C. Monthly

D. Quarterly   E. Once in every six Months

SECTION C

In-Service Training Courses and Headteachers Supervision

12. How regular are in-service training courses organised for teachers in their schools, by the following:

		Weekly	Fort-nightly	Monthly	Quarterly	Once in every six months
i.	School Inspectors					
ii.	Circuit Supervisors					
iii.	Head teachers					

13. What has been teachers' response to in-service training courses organised in the Municipality?

A. Very Unsatisfactory   B. Unsatisfactory   C. Satisfactory

D. Very satisfactory   E. Excellent.

14. How would you rate supervision of teachers' work by their headteachers in the municipality?

A. Very Good   B. Good   C. Satisfactory

D. Not Satisfactory   E. Very Satisfactory

SECTION D

Punctuality, Regularity and Utilization of Instructional Hours

Please rate teachers as follows:

15. Punctuality

		Very Good	Good	Satisfactory	Not Satisfactory
i.	Headteachers				
ii.	Teachers				
iii	Pupils				

SECTION E

Suggestion to improve Supervision

18. Please, suggest ways and means of improving supervision in the Tema municipality?

i.

ii.

iii.

iv.

INTERVIEW GUIDE FOR CIRCUIT SUPEVISORS

Dear Respondent,

The purpose of this study is to collect and collate information on the state of supervision in Junior Secondary Schools in the Tema Municipality. The researcher will treat any information given as strictly confidential. This is to ensure the respondent of anonymity in whatever contribution he/she would make towards the study.

1. What types of supervision are practised in your circuit?

   a. External   b. Internal   c. Both

2. How often do you visit schools under your care?

   a. Weekly   b. Fortnightly c. Monthly   d. Quarterly e. Once.

3. How do you rate the use of instructional hours by teachers in your circuit?

   a. Very inadequate   b. inadequate   c. adequate

   d. Fairly adequate   e. Excellent

4. How would you rate pupils' use of instructional time?

   a. Very unsatisfactory   b. unsatisfactory   c. Satisfactory

   d. Very Satisfactory   e. Excellent.

5. How do you rate headteachers' supervision on teachers' academic work?

   a. Very unsatisfactory   b. Unsatisfactory   c. Satisfactory

d. Very Satisfactory   e. Excellent

6.   How do you rate teachers' supervision on pupils' academic work?

       a. Very Satisfactory   b. Unsatisfactory   c. Satisfactory

d. Very Satisfactory   e. Excellent

7.   How often do you supervise headteachers academic work?

       a. Weekly   b. Fortnightly   c. Monthly

       d. Quarterly   e. Once in every five month

8.   How often do you supervise teachers' academic work?

       A. Weekly   B. Fortnightly   C. Monthly

       D. Quarterly   E. Once in every five month

9.   How regular are in-service courses organised for teachers in the circuit?

       A. Daily   B. Weekly   C. Fortnightly

       D. Quarterly   E. Once in every five months.

10.   How often do teachers under your care receive feedback?

       A. Daily   B. Weekly   C. Fortnightly   D. Monthly

       E. Quarterly

11.   What major problems do you encounter in your duties as a circuit

       supervisor?

       A. Teaching and learning materials   B. Lack of funds

       C. Lack of co-operation from teachers   D. Transport.

12.   Please, suggest ways and means of improving supervision in the

       municipality.

a.

QUESTIONNAIRE FOR HEADTEACHERS, TEACHERS AND PREFECTS

Dear Respondent,

The purpose of this study is to collect and collate information on the state of supervision in Junior Secondary School in the Tema Municipality. The researcher will treat any information given as strictly confidential. This is to ensure the respondent of anonymity in whatever contribution he/she would make towards the study.

SECTION A

Types of Supervision and Forms they take.

1. What are the types of supervision that are practised in the Tema Municipality?

A. External Supervision   B. Internal Supervision   C. Both

2. On which type of supervision is greater emphasis given by supervisors?

A. External Supervision   B. Internal Supervision   C. Both D. None

3. What form does external supervision take in the municipality?

A. Intensive Visits   B. Regular Visits   C. Occasional Visits

D. A and B.   E. A and C   F. B and C G. None.

4. Please, how do you rate the time-table drawn to promote external supervision?

A. Very Good   B. Good   C. Satisfactory D. Not Satisfactory

SECTION B

Regularity of School visits

5. How often do the following officers visit your school?

Please tick appropriate column.

		Weekly	Fortnightly	Monthly	Quarterly	Once in every six months
i	School Inspectorate					
ii	School Inspectors					
iii	Circuit Supervisors					
iv	Director					

6. Would you agree that visits by offices to your school are adequate?

A. Strongly Agree　　　　B. Fairly Agree　　　　C.　Agree

D. Disagree　　　　E. Strongly Disagree

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SECTION C

Headteachers views on Supervision

7. In your view, which supervisors' work influences effective learning among the pupils?

    A.   Director   B. Head of Inspectorate

    C.   Circuit Supervisor   D. Headteachers   E. Teachers.

8. How would you rate your circuit supervisor in the following?

		Very Good	Good	Satisfactory	Not Satisfactory
i	Provisions of leadership				
ii	Competence				
iii	Provision of Sound Working environment				

9. How often do officers involve you in the planning to improve teaching / learning process?

    A. Weekly   B. Fortnightly   C. Monthly

    D. Quarterly   E. Once in every six months

10. How would you rate supervision of pupils work by teachers?

    A. Very Good   B. Good   C. Satisfactory

    D. Not satisfactory

11. Do you agree that supervision is necessary, if pupils are to do well accordingly?

A. Strongly Agree   B. Agree   C. Uncertain

D. Disagree   E. Strongly Disagree

SECTION D

REGULARITY, PUNCTUALITY AND UTILIZATION OF

INSTRUCTIONAL HOURS AMONG TEACHERS AND PUPILS

12. How do you rate teachers and pupils on the following:

Punctuality

		Very Good	Good	Satisfactory	Not Satisfactory
i	Teachers				
ii	Pupils				

13. Regularity

		Very Good	Good	Satisfactory	Not Satisfactory
i	Headteachers				
ii	Teachers				

Utilization of Instructional Hours:

14. How regularly do you ensure that teachers distribute their work time during school hours properly?

A. Daily

B. Weekly

C. Fortnightly

D. Monthly

15. How often do you ensure that teachers follow a systematic plan in the presentation of their lessons?

A. Daily

B. Weekly

C. Fortnightly

D. Monthly

16. How often do you visit classrooms to see how teachers organise group work and class learning activities?

A. Daily
B. Weekly
C. Fortnightly
D. Monthly

17. How often do instructional activities begin soon after morning assembly and other breaks?

A. Daily
B. Weekly
C. Fortnightly
D. Monthly

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SECTION F

Suggestions to improve Supervision

21.   Please suggest ways and means of improving supervision in the Tema
       Municipality?

       i.

       ii.

       iii.

       iv.

       v.

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

The purpose of this study is to collect and collate information on the state of supervision in Junior Secondary Schools in the Tema Municipality. The researcher will treat any information given as strictly confidential. This is to ensure the respondent of anonymity in what ever contribution he / she would make towards the study.

SECTION A

Types of Supervisions and Teachers

1. What are the types of supervision that are carried in the Tema Municipality?

    A. External Supervision

    B. Internal Supervision

    C. Both

2. On which type of supervision is greater emphasis given in the Municipality?

    A. External Supervision

    B. Internal Supervision

    C. Both D. None.

3. Which type do you prefer?

    A. External

    B. Internal

C. None

D. Why ....

4. Please rate time-table drawn to promote external supervision.

    A. Very Good

    B. Good

    C. Satisfactory

    D. Not Satisfactory

5. Please rate time-table that has been drawn to promote internal supervision.

    A. Very Good

    B. Good

    C. Satisfactory

    D. Not Satisfactory

6. How would you rate the following forms of supervision generally as practised by supervisors?

		Very Good	Good	Satisfactory	Not Satisfactory
i	Brief visits				
ii	Follow ups visits				

7. How often do the following officers visit your school?

		Weekly	Fortnightly	Monthly	Quarterly
i	Director				
ii	Head of Inspectorate				
iii	Circuit				
iv	Supervisors				

8. Whose supervision in your opinion promotes effective teaching?

A. Director   B. Head of Inspectorate   C. Circuit Supervisor

D. Headteacher   E. Teacher

9. In your opinion which supervisor influences effective learning among pupils?

A. Director   B. Head of Inspectorate   C. Circuit Supervisor

D. Headteacher   E. Teacher

10. Would you agree that visits by officers to your school are adequate?

A. Strongly Disagree   B. Disagree   C. Agree   D. Fairly Agree

E. Strongly Agree

SECTION B

Supervision by Officers and Teachers and In-service Training

11. How often does your circuit supervisor supervise your work?

A. Daily   B. Weekly   C. Fortnightly   D. Monthly   E. Quarterly

12. How often does your headteacher supervise your work?

A. Daily   B. Weekly   C. Fortnightly   D. Monthly   E. Quarterly

13. How regularly are in-service training courses organised for you by the following officers?

		Weekly	Fortnightly	Monthly	Quarterly
i	Circuit Supervisors				
ii	Headteachers				

14. Please rate your circuit supervisor in the following:

		Very Good	Good	Satisfactory	Not Satisfactory
i	Provision of Leadership				
ii	Provision of Sound working Environment				
iii	Professional Competence				

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15. How do you rate your headteacher in the following?

		Very Good	Good	Satisfactory	Not Satisfactory
i	Provision of Leadership				
ii	Provision of Sound working Environment				
iii	Professional Competence				

16. Please, suggest ways and means of improving supervision in the Tema Municipality.

i.

ii

iii

iv

v.

15. How do you rate your headteacher in the following?

		Very Good	Good	Satisfactory	Not Satisfactory
i	Provision of Leadership				
ii	Provision of Sound working Environment				
iii	Professional Competence				

16. Please, suggest ways and means of improving supervision in the Tema Municipality.

i.

ii.

iii.

iv.

v.

QUESTIONNAIRE FOR PREFECTS

Dear Respondent,

The purpose of this study is to collect and collate information on the state of supervision in Junior Secondary Schools in the Tema Municipality. The researcher will treat any information given as strictly confidential. This is to ensure the respondent of anonymity in whatever contribution he / she would make towards the study.

SECTION A

School Visits, Regularity, Punctuality and Utilization of

Instructional Hours among Teacher and Pupils

1. How frequently do officers come to your school for visits?

    A Weekly   B. Fortnithly   C. Monthly   D. Quartely

    E once in everh months

2. How do you rate headteacher, teachers and colleague pupils on the following?

Punctuality

		Very Good	Good	Satisfactory	No Satisfactory
i	Headteacehr				
ii	Teachers				
iii	Pupils				

3. Regularity

		Very Good	Good	Satisfactory	No Satisfactory
i	Headteacehr				
ii	Teachers				
iii	Pupils				

4. Utilization of Instructional Hours

		Very Good	Good	Satisfactory	No Satisfactory
i	Headteacehr				
ii	Teachers				
iii	Pupils				

SECTION B

Pupils' views on Supervision by Officers, Headteachers and Teachers

and Promotion of Learning

5. How would you rate your headteacher's supervision on teacher's work?

   A. Very Good   B. Good   C. Satisfactory   D. Not Satisfactory

   E   Uncertain

6. Please rate your teacher's supervision on pupils' academic work?

   A. Very Good   B. Good   C. Satisfactory   D. Not Satisfactory

   E   Uncertain

7. How often do your teachers supervise your work?

    A   Daily   B   Weekly   C. Fortnightly   D   Monthly

8. In your opinion, who helps pupils to learn more in your school?

    A. Officers   B. Headteacher   C Teachers   D. Prefects

    E. Directors

9. Do you agree that you do more learning without assistance from your

    teacher?

    A. Strongly Disagree B. Disagree   C. Agree   D. Strongly Agree

10. In which aspect of supervision are you involved in the school?

    A. Conducting Assembly   B. Grounds work   C. Sports

    D.   Entertainment   E.   Worship

11. How often are you involved in this area or aspect of supervision?

    A.   Daily   B. Weekly C. Fortnightly   D.   Monthly

12. How often do you help to ensure that pupils lern instead of playing around

    when teachers are absent?

    A. Daily   B. Weekly C. Fortnightly D. Monthly   E. Quarterly

13. Would you agree that unless you are instructed you do not supervise

    learning and other activities in your school?

    A. Strongly Disagree   B. Disagree   C. Agree   D. Fairly Agree

    E. Strongly Agree

UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATION
OBSERVATION GIUIDE ON SUPERVISION, IN JUNIOR SECONDARY SCHOOLS WITHIN THE TEMA MUNICIPALITY.

Date ....

School.....................................Public/Private (Tick)

Observe and record the following:

1. Supervisor/ Head teacher's interaction with teachers and pupils.

2. Attendance and punctuality of teachers and pupils to school and the reaction of the head or supervisor to absenteeism and lateness.

3. The use of instructional hours.

4. Availability of instructional materials-books, audio/visual aids, etc.

5. Lesson notes if they are up-to-date and whether head vets them.

6. Whether school environment promotes teaching and learning.

7. Head teacher's presence in the school.

8. How head teacher monitors lesson delivery by teachers and assist those in difficulty.

9. Co-curriculum activities and the involvement of pupils and teachers.

10. How information is circulated in the school.

11. How often teachers come together to discuss and decide on issues affecting them and the school.

APPENDIX 'G'

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

INTERVIEW GUIDE ON SUPERVISION OF INSTRUCTION IN JUNIOR SECONDARY SCHOOLS WITHN THE TEMA MUNICIPALITY.

1. Do you often attend in-service training to up-date your knowledge and skill?

2. How are staffs informed about current educational issues and policies?

3. How often do you interact with circuit supervisors?

4. As circuit supervisor do you visit your schools frequently?

5. If you are unable to visit your schools frequently as a circuit supervisor could you give reasons?

6. What relationship do you maintain with your circuit supervisor?

7. As a headteacher how do you sanction teachers who are not punctual at classes?

8. Does your headteacher often take decisions with you?

INTERVIEW GUIDE FOR MEMBERS OF MUNICIPAL EDUCATION COMMITTEE ON SUPERVISION OF INSTRUCTION IN TEMA MUNICIPALITY

1. What types of visits do you pay Junior Secondary Schools in the municipality?

2. How often are those visits to the schools?

3. What role do you think supervision has to play in credible performance of schools?

4. How do you interact with Teachers?

5. How do you interact with Headteachers?

6. How do you interact with Circuit supervisors?

7. What relationship do you maintain with the municipal education office?

8. What decisions education committee authorities take with parents?

9. What do you think of supervision in the Tema municipality?

10. What do you think is the contributing factor of most failures in the B. E. C. E

11. What suggestions do you give for the improvement in supervision of instruction

12. What sanctions do the assembly apply in case of failures?

APPENDIX 'J'

ACRONYMS

BECE: Basic Education Certificate Examination

GES: Ghana Education Service

PTA: Parents Teacher Association

SPAM: School Performance Appraisal Meeting

IT: Instructional Time

AVE: Average

V: Very