

UNIVERSITY OF CAPE COAST

**PERCEPTION OF TEACHERS AND ADMINISTRATORS ON
EFFECTIVENESS OF SUPERVISION IN BASIC SCHOOLS IN KRACHI
DISTRICT OF GHANA**

**BY
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CANDIDATE'S DECLARATION

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


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SUPERVISOR'S 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

This study "Perception of Teachers' and Administrators on the effectiveness of Supervision in basic school in Krachi District of Ghana" attempts to grapple with one of the crucial problems facing educational management in Ghana.

Since 1987, Ghana has embarked on transformation of her educational system at the pre-university level to make it efficient and effective. Elaborate programmes on supervision have been put in place to achieve the desired objectives. But some reports indicate that there appears to be no improvement in the quality of the teaching and learning in Basic School in krachi District.

The main objective of the study is to find out the extent to which effective supervision existed in basic schools in Krachi District.

The study is a survey in nature and it covered five out of seven circuits in Krachi District.

A sample of one hundred and seventy six (176) respondents made up of one (127) classroom teachers and forty-nine administrators drawn from thirty-six (36) Basic Schools in the 1997/98 school year were used for the study. Statistical computation, using frequencies and percentages were used to analyse the information collected.

The major finding was that supervision was inadequate and ineffective. This confirms most local news paper reports on the views of some educationists especially Dolphyne (1998) that the poor performance of pupils in these Basic Schools was due mostly to lack of effective supervision.

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I am however, wholly responsible for any flaws that may be detected in this study.

DEDICATION

This thesis is dedicated to my beloved wife in whose care I left my children to seek academic laurels at the University of Cape Coast.

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CHAPTER ONE

INTRODUCTION

BACKGROUND TO THE STUDY

The main purpose of a nation's school system is to train its future citizens to be imbued with attitudes and skills that will help them to make intelligent decisions, and be responsive to the fast moving and dynamic world around them.

The supervisor's new role as a flexible partner in the classroom learning situation demands that he must not only be enthused with new ideas and practices but his performance in the school needs greater attention. The teachers must be helped to develop a sense of responsibility and right attitude to work.

It is observed that efficiency of operational activities tends to vary directly in proportion to the frequency and thoroughness with which ~~on-the-spot~~ Supervision is carried on.

Supervision should be seen as an active and a continuing process which should be used to help the classroom teacher to manage the content of the education he offers so that it becomes relevant to the world outside.

This continuous appraisal of the school's performance, set against the aims and objectives of the school and the conditions in which it is working makes the headteacher and the circuit supervisors important persons in the supervisory hierarchy.

Supervision should be used to find the cause of faults and whether the personnel supervised have any reasonable wants or grievances which need attention; it can also be used as a means of spotting and promoting efficiency among the staff.

Gokah (1990) sees Supervision as a very important instrument which ensures that facilities are effectively used to enhance teaching and learning, that educational policies are adhered to, discipline and high educational standards are maintained in educational institutions and that scientific management practice's are adopted in educational institutions to help produce well educated manpower for the benefit of the entire nation.

Within the first half of the 1990s there were a lot criticisms about the educational system and the standard of education within the Basic School System.

Gokah (1990) observed that supervision in basic schools as it existed by 1990 was not operating effectively and efficiently, as it should. The reason she noted were that there were among others lack of adequate training and job satisfaction among teachers. Allegations were also rife that there has been poor standard of education and a lack of dedication and commitment to duty on the part of teachers and administrators.

These criticisms may have some justification but it is however, difficult to convince critics to appreciate the fact that teachers and administrators are with a number of problems which militate against their effectiveness. The introduction of the Education Reform in 1987 has greatly increased the number of pupils in the school system. From 1993 - 1996, 269 Primary and 368 Junior Secondary School were established. The percentage increase in enrolments for the same period were four percent for Primary and five percent for Junior Secondary School (NDC Manifesto 1996).

It is to be noted that the increase in the number of schools and enrolment also had repercussion on class size in most of the schools. Naaso (1995) observed that "too many pupils per class are threatening the quality of

teaching and learning and the respect of professional freedom” (p.1).

Similarly, Nyiaye (1995) writing under the heading “Privatisation of Education in Ghana” noted that for the teacher, the so-called free education would only worsen his plight. To increase the pupil - teacher ratio at J.S.S. level by 75% and 30% at the Primary level is to increase the work-load of the teacher by that fold without due consideration for his health, his remuneration and other conditions of service (P.11).

He went on to say that such a move did not take into consideration the already dense pupil - teacher ratio in towns where some class sizes go beyond 70 pupils. The increase in the class size in the circumstance of lack of resources has serious implication for efficiency and quality education.

With the coming into force of the policy of Decentralization (PNDCL 207), the Ghana Education Service has further decentralised its function to the districts. Now the District Education Office has the additional duty of supervising second cycles institutions, the creation of the post of Circuit Supervisors, and a new system of supervision in our Basic Schools. These situations introduce a new dimensions in our Basic Schools and pose new challenges to educational supervision.

Statement of the Problem

The falling standards in the quality of teaching and learning in Basic School in Ghana continues to be a major concern of the government, parents, and other stakeholders in education. It is in view of this that hardly a week passed in the past, without a mass media comment on how the public Basic Schools are effectively supervised by the educational authorities.

The government through the Ghana Education Service has put in place elaborate programmes on supervision for heads of Basic Schools throughout the country since 1994. The criteria for recruiting inspectors of schools have also been reviewed and more importantly, the appointment of Circuit Supervisors have been made as part of the support system for the classroom teacher.

But there appears to be no improvement in the quality of the teaching and learning in the basic schools. Most reports in our local newspapers attribute the poor performance to lack of effective supervision. However, there has not been any scientific investigation to establish specifically the authenticity of such in the area.

The proceeding issue has prompted the researcher to conduct an investigation to find out the perception of teachers and administrators on the effectiveness of supervision in Basic Schools in the Krachi District.

Research Question

The following questions have been raised to guide the research process

1. How effective is supervision in Basic Schools?
2. What type of Supervision do teachers prefer?
3. Which type of supervision do teachers perceive as promoting effective instruction?
4. How do teachers assess supervision?
5. How do teachers and administrators perceive the supervisors?
6. What problems do supervisors and teachers in the District face during supervision?
7. In what ways could the problems be solved?

Objectives of the Study

The main objectives of the study are to find out the perception of teachers and administrators in Krachi District about;

1. The extent to which effective supervision exists in Basic Schools in Krachi District
2. The type of supervision teachers prefer
3. The type of supervision that ensures effective instructions in Basic Schools
- ✓ 4. The problems of supervisors and teachers
5. The ways the problems could be solved.

Significance of the Study

The significance of the proposed study is two fold.

1. The findings from the study will be a contribution to knowledge. particularly, it will contribute to the body of literature relating to supervision.
2. Educational authorities will be able to determine the type of supervision that should be emphasized in the schools.

Delimitation

The study examined the perception of teachers and administrators on effectiveness of supervision. The study did not cover functions, nature, procedure and roles of supervision. The findings would apply only to Krachi District and the schools involved in the study, but recommendations based on the findings may be applied to other districts with similar characteristics.

Limitation

Ideally, this study should cover the whole of Krachi District. But it has been observed that any study involving large land size requires a longer period of time and resources to be able to accomplish the required results.

Since the researcher did not have enough time and resources at his disposal, only a segment of the population that was accessible could be studied. Time and Financial constraints were therefore the main problems encountered by the researcher.

As a case study, the generalization of the findings of the study will be limited to the schools that were included in the study.

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Definition of Terms

For the purpose of the study, concepts require operational definitions.

1. "Education Circuit" - a specific geographical location with a number of schools assigned to an officer for the purpose of supervision.
2. "Perception" - refers to the way people view a situation, behaviour or position.
3. "Administrators" - refers to heads of Basic Schools, Circuit Supervisors and there officers of the District Education Officer.

4. "Basic Education" - means the first nine years of schooling in Ghana for all children aged normally between 6 to 15 years.

Organisation of the Study

Chapter one (1) comprised the introduction; background, to the study, statement of the problem, Research questions, objectives of the study, significance of the study, Delimitation, Limitation, Definition of terms and Organisation of the study.

Chapter two (2) touched on the review of literature.

Chapter three (3) centred on the methodology

Content of the chapter included introduction, population and sample, Design of research Instrument, Data collection Procedure, Administration of Questionnaire, research problems, Data Handling and Analysis and Data Analysis procedure.

Chapter four (4) focused exclusively on data presentation, Analysis and Discussion.

Chapter five (5) dealt with conclusions drawn after the analysis and discussions of the study.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter is designed to acquaint the reader with existing studies which have been written on supervision. These include :

1. What is supervision?
2. History of supervision
3. Theory of supervision
4. Types of supervision
5. Contribution of supervision to instruction
6. Discussion of research findings on supervision

The above section will be discussed in details as below :

What is Supervision

According to Rue and Byars (1990,p.6) supervision is to encourage members of the unit to give of their best in achieving the organisational goals and objectives. Eye, Netzer and Krey (1971) define supervision as 'that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectation of educational system' (pp.30 - 31). "On the other hand, Burton and Brueckner (1955,pp. 1 - 13) sees supervision as : ... an expert technical service primarily aimed at studying and improving co-operatively all factors which affect child growth and development".

According to Elsbree et. al. (1969) 'supervision has grown to include the curriculum, materials for instruction, the school community and other administrative functions.

Neagley and Evans (1970) also think that 'supervision seems destined to play an essential role in deciding the nature and conduct of the curriculum, in selecting the school organisational patterns and learning materials to facilitate teaching and learning and in evaluating the entire educational process. Effective supervision is therefore needed to launch and co-ordinate efforts to ensure maximum achievement'.

Ben Harris (1975) on the other hand sees supervision as not the act of instructing students in teaching, but rather actions that enable teachers to improve upon instruction for students "Similarly, in modern educational cycles, supervision is used to concern with studying and improving the conditions which surround the learning and growth of pupils and teachers" (Moorer, 1956,p.1). In trying to summarise what supervision is, Neagley and Evans (1965,p.3) observed that modern school supervision is positive, democratic action aimed at the improvement of classroom instruction through the continual growth of all concerned - the child, the teacher, the supervisor, the administrator and the parent or other interested lay person. From the above, one could conclude that supervision plays an important role in the achievement of organisational and institutional objective.

History of Supervision

Knezerich (1983) outlined four main phases in the history of supervision in the United States. The first of these phases was from the colonial period, running through to the civil war. The supervisors were mostly made up of laymen, such as clergymen; school trustees and town selectmen. From the civil war to the early part of the twentieth century, witnessed the second phase. Supervision was transferred from laymen and part-time

individuals to professional and full-time school officials. Supervision in those two phases was geared towards inspection and compliance to rule and regulations. Supervision acted and were seen as inspectors, who came round only at assess and upgrade teachers. From the early 1900s to 1935 changes in supervision was from inspection towards professional study of instructional problem in American schools. Instructions was looked at as a means of improving instructions and primarily responsibilities were assigned to principals and special subject supervisors.

The last stage was from 1935 to present. This saw the broadening of horizon on dynamics of human relation, competencies and continuous development programme for all educators.

In Ghana, the history of supervision began in the 1940's with the appointment of visiting teachers by the Mission school authorities, to assist the large number of untrained teachers especially in schools in the rural areas.

With the launching of the Acceleration Act of 1961, the number of schools increased and therefore more untrained teachers were employed. The government had to appoint Visiting Officers called Assistant Education Officers (AEO) in 1952. By 1963, the Principal teachers, selected were from the ranks of the senior teachers, to assist with the supervisory exercises in the school.

With the 'birth' of the Educational Reform in 1987, the need to give more attention to effective supervision to ensure the achievement of the goals and objectives of the new curriculum cannot be over emphasized. This led to the appointment of Circuit Monitoring Assistants who were to Supervised. Of late, communities and stake holders in education have been called upon to carry out some supervisory roles in their schools. We can talk of the school

boards, the District Education oversight Committees (DEOC) and the School Management Committee (SMC).

Theory of Supervision

It is very difficult to find a well defined theory on supervision. This is because attempts to formulate a theory of supervision was quite recent. However, the theory of leadership that is applicable to the improvement of instruction was developed by Sanders, et. al. (1966), cited in Neagley and Evans, (1970). In their work, they stressed that instructional improvement is the achievement of a set of objectives which seems to be directly related to the improvement of learning experiences for students. Sanders (1966) argued that co-operatives group is the most accepted and effective approach in reaching a goal that is satisfactory to and meets the needs of the total group.

Kimbal Wiles (1967,p.26) on the other hand, formulated his own theory of supervision by taking a number of concepts and facts from appropriate related fields and developed a set of criteria that might be used for evaluating projected supervisory acts. The following assumptions were made:

1. The function of supervision is to effect changes in the curriculum, instruction and learning in schools
2. Supervisors and teachers differ in function rather than in education and experience
3. Teachers must be treated as professionals who have a code of ethics specialised education and a desire to be self directing
4. Supervisors are expected to provide leadership and competency in developing an organisation and a working environment that make possible continuous improvement in curriculum instruction and learning

5. The behavioural sciences are the most valuable sources of concepts to be used in the development of an organisation and strategy for change.
6. Concepts from each of the behavioural sciences that appears to have relevance to the formulation of strategy of change should be utilized as the bases for formulation of a theory of supervision.

In their supervisory theory based on an Action Pattern:

Eye and Natzer (1965) were of the view that the understanding of theory and its use is essential to the improvement of learning and instruction. They emphasized that ;

... consistency in the form of methodological attack on problems, then becomes the result not of averaging experiences, but of a series of successful and varied experiences. These experiences, whether or not verbalised constitute the theoretical bases of behaviour integral part of supervisory planning and performance (p.34).

Discussing the development of a sound theoretical basis for supervisory practices the same authors suggest that the supervisors must develop the ability to scrutinize his own actions to identify his own value patterns to an end, that he will be in a position to view, explore and evaluate the factors involved in the choice of behaviour (p.37).

A theory of administration that appears to have much relevance to supervision was propounded by Getzel and Cuba (1957). In their model, administration was seen as a special process structured in a hierarchy of subordinates super-ordinate relationship within a social system. In reinforcing Getzel and Cuba, Peretomode (1992) observed that a social system is a system in which the components are people, each individual's behaviour within the social system is shared by his psychological uniqueness and sociological attributes. These are the attributes that affects relationships. Two hypotheses

have been identified when trying to apply the social process theory.

- i. If the expectations of the subordinate and superordinate are congruent, then the goals of the institution are more likely to be achieved.
- ii. If the personality and need disposition of individuals are in conflict with the institutional role expectation, then quality performance will not result. According to Neagley and Evans (1970), individuals in supervisory position will normally go in for the second hypotheses when it came to giving assistance to finding solution to instructional problems resulting from poor teacher assignment (p.32).

✓

Types of Supervision

Neagley and Evans (1970) group supervision into two main types. These include internal and external. To them, internal supervision involves supervision with the various institutions by individual heads, while external deals with supervision from outside, that is from the local, district or national of the school system.

Elsbree, et al (1967), were also of the view that internal supervision involves a system whereby internal measures in a school objectives are achieved.

Neagley and Evans, (1970), on internal supervision think that the Principal in present day public school is the chief school administrator, and has the duty to see to the day to day administration and supervision of the school.

Carey (1953), thinks that internal supervision deals with all the activities performed by teachers and principals in schools to enhance teaching and learning.

Boardman, et al (1963), commenting on personnel involved in supervision, think that extra-high school officers have responsibility of furnishing the Central Office with information on teacher's effectiveness in schools. They therefore complement the role and duties of the internal supervision.

Halpins, (1956), shares similar views. He sees the external supervisor as playing complementary role in the supervisory process, and also provides professional advice and guidance to teachers.

✓ In looking at the duties of the external supervisors, Brickel. (1961), observes that the supervisors' role includes among others, making the work of teachers more effective through such things as improving working conditions, better materials for instruction, improve methods of teaching, preparation of courses of study and supervision of instructions through direct contact with the classroom teacher.

Burton and Brueckner, (1958), address themselves specifically to the fact that the external supervision is expected to enrich the professional knowledge of teachers by giving them fresh ideas through in-service training courses.

Eye and Netzer (1965) also see external supervisor to play an important role in ensuring that the educational policy guidelines are adhered to.

Contribution of Supervision to Institution

Shirley The role of supervision to the improvement of teaching and learning cannot be over emphasized. Studies conducted on the effects of this on elementary and secondary schools in America testify to this.

Studies conducted by Harman (1947), Crabbs (1925), Greenfield (1933), Jinsk (1936), Van Antwerp (1936) and Kinhart (1941) found out that supervisory impact on the pupils was positive. In the Kinhart's study, six teachers of about equal ability were assigned to assess the achievement of pupils in twelve sections in English exercise on the basis of mental age, chronological age, and achievement in English as determined by standard tests. Three of the six teachers were given treatment through supervision activities for approximately one semester, but not to the other three. At the end of the period achievement tests were again administered and gains noted. The outcome showed that there was a superiority of attainment in pupils whose teachers were supervised over those who were not. It was also observed that all six sections were taught by the supervised teachers made greater final on standard test than any of the six section taught by an Unsupervised teacher. Similarly as a co-operative educational service was applied in practice in schools which were believed to have superior supervisory programmes, Teachers in this study co-operated in identifying and in solving problems. They looked upon their supervisors as consultants, counsellors and coordinator rather than as inspectors.

Boardman et. al (1955) maintained that the changes in the conception of supervision have been influenced by several development in the whole programme of education. They went on to say that the increase in institutions for the education of school officials and then evolution of principalship and the superintendship called for the creation of these supervisors increasing responsibilities. These responsibilities called for the training of qualified staff to take up those positions. This in turn changed the attitudes and conceptions towards the duties and functions of these personnel. Supervision, therefore

became democratic and co-operative.

Discussion of Research Finding on Supervision

There have been several researches on supervision, but a study conducted which reports attitudes of teachers to supervision and supervisors, was done in the work of Neagley and Evans, (1962, pp 154-155). According to the study, there is a negative relationship between the extent of confidence held by teachers in their supervisor and the supervisor's conformity with bureaucratic practices.

Clay (1963, p 358) studying American school teachers of all levels of the elementary school on their attitudes towards supervision, came out with the following conclusion;

- i. Effective supervision is based on sound principles of social change and group dynamics.
- ii. Teachers want supervision from Principals as well as from those persons with titles of adequately.
- iii. Principals do not supervise adequately
- iv. The kinds of help that teachers want do not change significantly as the length of time in service varies
- v. All teachers need and want supervision

Again, studies carried out to show the relationship that existed between supervisory leadership and the various situational factors, Cambell (1961, pp. 68-69) found out that teachers place a high value of those behaviour actions of supervisors which seemed to exemplify warmth, mutual trust, friendship and respect.

On the study of teacher's assessment of supervisory practices, Crossman, (1967, p. 101) found the following values very useful. This includes "helpful attitudes, informal conferences, demonstration, teaching assistance with discipline, informal observation, assistance with planning, provision of books and materials, assistance to new teachers and provision of administrative assistance".

Summary of Literature

The related literature summarised above has attempted to describe what supervision entails, the history, theory and types of supervision used in our basic schools.

A critical aspect observed in this literature review is the contribution of supervision on instruction.

In conclusion, this literature review, which gives insight into the work of scholars in this area would guide the writer in his research.

The study would find out if some of the issues discussed above exist in the Basic schools. Thus, findings from the study would confirm or contradict the views of the experts in the field.

CHAPTER THREE

METHODOLOGY

Introduction

The current study is a survey. It attempts to examine a small number of variables across a large sample of units. In this respect, the focus was on teachers and administrators whose opinions were sought on their perception on the effectiveness of supervision in Basic School in Krachi District of the Volta Region.

This chapter therefore describes the procedures used to undertake the study.

Population

The population for the study constituted:

- i. All Teachers and Heads of Basic Schools in Kete-Krachi District
- ii. All Circuit Supervisors of schools in the District
- iii. All officers of the District Education Office, Kete-Krachi

Information provided by the District Education Office Statistics Department in a preliminary visit gave the following data on Basic Education at the beginning of the 1997/98 academic year.

TABLE 1
NUMBER OF SCHOOLS AT BASIC EDUCATION
LEVEL 1997/98 ACADEMIC YEAR

TYPE	NUMBER
Primary	129
JSS	42
Total	171

TABLE 1.2
TOTAL NUMBER OF SCHOOLS IN EACH CIRCUIT

Circuit	Primary	JSS
Kete-Central	25	5
Osramanae	20	8
Borae	17	5
Asukawkaw	17	5
Tokoroano	17	5
Dambai	20	7
Chinderi	14	8
Total	129	42

Source : Krachi District Education Office Statistics Department

The total population for the study covered two hundred and twenty-nine (229) respondents from five out of the seven circuits in the District. The reason being that two of the circuits by then, had no substantive circuit supervisors. This was to ensure fairness to the schools and the circuits.

The population constituted 204 teachers and administrators (headteacher/masters) five (5) circuit supervisors and twenty (20) officers from the Inspectorate Division of the District Education Office, including the District Director and his Deputy.

Sample

The procedure adopted to select the sample for this study was stratified random sampling.

i. Teacher respondents

In selecting the teacher respondents, the schools were divided into Primary and Junior Secondary Schools, circuit by circuit. They were

then arranged in an alphabetical order, and the researcher hand picked the schools one out of five, for Primary Schools, and one out of three, for the Junior Secondary Schools. This process was seen as appropriate, owing to the differences in the total number of schools and teachers in both Primary and Junior Secondary Schools in each circuit. Only Trained teachers from the schools so picked, formed the teacher respondents. This process was to cut down the number of respondents and also to allow more schools to be covered in the study.

ii. Administrators

The schools in the district have only single streams. Because of this, all administrators in the selected schools were used. There were therefore thirty-six (36) in all. The views of the five (5) circuit supervisors and eight (8) personnel from the District Supervision division, including the District Director and his Deputy were elicited. All the five circuit supervisors were used to ensure fairness in their representation. Secondly, their number too was small for random selection. Table 3.1 shows the sample schools and the teacher respondents for the study.

TABLE 3.1
SAMPLE SCHOOLS AND RESPONDENTS

CIRCUITS	NAME OF SCHOOL	NO. OF TEACHERS	NO. OF TRAINED TEACHERS
1. Kete Central	Abujuro L.A. Primary Sch.	6	6
	Dadekro L.A. Primary Sch.	4	2
	Kete L.A. Primary Sch.	12	12
	Nkyenkyene L.A. Primary Sch.	2	1
	Abujuro L.A. Junior Sec. Sch.	6	4
	John Doeswick Junior Sec. Sch.	8	8
	2. Osramanae	Ankaase Primary Sch.	4
Ehiamankyene L.A. Primary Sch.		6	4
Monkra L.A. Primary School		6	6
Okuma Akura Junior Sec. Sch.		3	2
Bommoden Junior Sec. Sch.		4	4
Kpetehu Junior Sec. Sch.		6	4
3. Borae		Ayigbe Akura L.A. Primary Sch.	2
	Borae No.2 L.A. Primary 'B' Sch.	6	6
	Dindo L.A. Primary Sch.	4	3
	Wonado R.C. Primary Sch.	2	1
	Banda L.A. Junior Sec. Sch.	4	4
	Borae No.2 Junior Sch.	4	4
	4. Chinderi	Abrewanko 2 L.A. Primary Sch.	4
Boafri L.A. Primary Sch.		6	4
Korkorso		6	5
Werenja L.A. Primary Sch.		4	3
•Chinderi L.A. Junior Sec. Sch.		12	12
Bejamse L.A. Junior Sec. Sch.		6	6
Grubi L.A. Junior Sec. Sch.		6	4
Akaniem L.A. Junior Sec. Sch.		6	4

CIRCUITS	NAME OF SCHOOL	NO. OF TEACHERS	NO. OF TRAINED TEACHERS
5. Dambai	Adiebra L.A. Primary Sch.	4	3
	Dambai Old Town Primary Sch.	6	6
	Dambai L.A. Primary 'A' Sch.	6	6
	Kparekpare L.A. Primary Sch.	6	5
	Togbekope L.A. Primary Sch.	4	4
	Banka Junior Secondary Sch.	8	5
	Dambai Lake Side Junior Sec. Sch.	8	8
	Kparekpare L.A. Junior Sec. Sch.	6	5
	TOTAL	204	164

NOTE The School with asterisk has two headmasters

Design of Research Instrument

All the respondents of this study were literates. Consequently, questionnaire was designed and used. Because there were no already tested questionnaire for the current study, which had deviated from classroom observation, to more of an opinion survey, the researcher had to design his own questionnaire based on the important issues in the literature that was reviewed.

Two different types of questionnaire were administered. One for teachers and the other for administrators. Each of the questionnaire had two sections. Section 'A' was devoted to the biographical data. This section had the underlisted components; gender, age, marital status, professional qualification and rank in the Ghana Education Service.

Section 'B' of the questionnaire catered for questions on perception of teachers and administrators on effectiveness of supervision. Here respondents were expected to tick or write answers to the questions.

Data Collection Procedure (Preliminary Study)

After the research instrument had been designed, the researcher made a preliminary study at Kpetehu Local Authority Primary School and Chinderi L.A. Junior Secondary School. In each of the schools, four teachers were selected through simple random sampling technique for the pilot study. The headteachers/masters were also involved. Those schools were used because they had a larger teacher population. At the District Education Office, four officers were also selected using the simple random sampling technique.

The pilot was done on the 11th and 12th of March at the schools and District office respectively. The purpose of the exercise was explained to them and the questionnaire were supplied to them to fill under close supervision by the researcher. The questionnaire were collected after the respondents had filled them and the researcher skimmed through carefully to be sure that all items had been properly answered.

The pilot study revealed a few inherent weaknesses in some of the questions, which otherwise might have distorted the meaning and therefore would bring out the exact information needed. The responses of the subjects led to the restructuring of a few of the items in the questionnaire and finally arrived at the final instrument for use.

It was also learnt from the pilot exercise that it was good to administer the questionnaire under strict supervision to get the independent views of respondents.

ii. Administration of Questionnaire

To ensure that there was a high return rate, the researcher personally administered the questionnaire.

Before the visit, a letter of introduction from the researcher's Head of Department, IEPA, University of Cape Coast was presented to the District Education Officer, Krachi for permission. The District Education Officer also issued an instruction in a secular letter to all Basic schools staff to give their support and co-operation for the exercise. (Appendix 'A'). On reaching each school, the researcher introduced himself and then showed the introduction letter to the head of that institution. The purpose of the visit was then explained. The trained teachers in the school were assembled in one classroom. They were then instructed on what to do before the questionnaire were given to them to fill under close supervision.

In all, 176 questionnaire were given out to both teachers and administrators and the researcher got all of them back fully answered. The analysis of the results have been presented in the next chapter. Table 3.2 gives the breakdown of the respondents by circuits.

TABLE 3.2
BREAKDOWN OF RESPONDENTS BY CIRCUITS

Circuit	Teach-ers	Administrators	Circuit Supervisors and Supervisors from District Office	Total
1. Kete Central	27	6	9	42
2. Osramanae	21	7	1	29
3. Borae	14	6	1	21
4. Chinderi	31	9	1	41
5. Dambai	34	8	1	43
Total	127	36	13	176

iii. **Research Problems**

The exercise was quite strenuous and demanding, but with tact and diplomacy the researcher was able to secure the co-operation of administrators and teachers to make the exercise successful.

There were no significant problems that were really encountered in the administration of the questionnaire. This was due to the maximum co-operation researcher had from the school heads.

Secondly, the exercise was conducted under strict examination conditions and therefore the difficulties associated with the retrieval of questionnaire were highly reduced to the minimum.

Data Handling and Analysis

Back from the field the answered questionnaire were re-examined to ensure that every item had been responded to and in the order required. The editing was further meant to identify any inconsistencies in the answers for corrections to be made by referring to questions that were meant to serve as checks on others. During the processing the editing, there was nothing that called for a return to the field for correction.

Data Analysis Procedure

The statistical procedure used in analysing the data gathered was descriptive statistics. Frequencies and percentages were calculated for the following.

1. The frequency of supervision in basic schools
2. Types of supervision that was preferred
3. Teachers acceptance of supervision

4. Usefulness of supervision
5. Teachers' and administrators' perception of the supervisor
6. Teachers' assessment of effective supervision
7. Type of supervision that ensures effective instructions
8. Problems of supervision
9. Solution strategies of supervision

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

In this chapter, the data collected from the field were presented and analysed. The findings were then discussed.

Two categories of respondents were focused on in the study. These were teachers and administrators.

In analysing the data, the responses of the teachers and Administrators were examined separately. The total number of responses were later converted into percentages.

Below is the analysis and discussion of the data collected.

Biographical Data

A brief study of the biographical data of the respondents showed the following information, gender, age, marital status, qualification and rank in the Ghana Education Service of the respondents.

In the analysis, while gender, age and marital status were mentioned, they were not analysed because they were of little relevance to the subject matter, but qualification and rank in Ghana Education Service, were analysed and discussed to explain the spatial distribution of the qualification and ranks of the respondents.

Tables 4 1A and 4 1B show the distribution of qualification and ranks of teachers and administrators.

TABLE 4 1A
RESPONDENTS ACADEMIC QUALIFICATION

QUALIFICATION	NO. OF RESPONDENTS	PERCENTAGES
Certificate 'A' 4(Yr)	82	46.6
Certificate 'A' 2 Yr (P/S)	10	6.8
Certificate 'A' 3 Yr. (P/S)	77	43.8
Certificate 'A' Post 'B'	2	1.1
Specialist	2	1.1
Diploma	1	0.6
Total	176	100

The table shows that a large number of the respondents representing 46.6% had the teachers' Certificate 'A' 4 (Yr) 43.8% had Certificate 'A' 3 Yr. (P/S); 6.8% had teachers' Certificate 'A' 2 Yr (P/S); 1.1% had Certificate 'A' Post 'B' and Specialist respectively, while only 0.6 had a Diploma Certificate. The distribution therefore covers all the categories of qualification that teach in Basic Schools in the district making the sample representative.

TABLE 4.1B
RANKS OF RESPONDENTS IN G.E.S.

PROFESSIONAL STATUS	NO. OF RESPONDENTS	PERCENTAGE
Assistant Director	3	1.7
Principal Superintendent	14	8.0
Senior Superintendent	15	8.5
Superintendent	14	8.0
Assistant Superintendent	49	27.8
Teacher	81	46.0
Total	176	100

A close observation of Table 4.1B indicates that 46.0% of the respondents were of Teacher rank and were yet to have their first promotion. 27.8% had at least been promoted once while 24.5% had been promoted four times. Very few of the respondents, 1.7% had reached the grade of Assistant Director.

VIEWS OF TEACHERS AND ADMINISTRATORS ON FREQUENCY OF SUPERVISION BY SCHOOL-BASED AND EXTERNAL SUPERVISORS

Administrators and Teacher were asked to express their views on the frequency of supervisory work by headteachers and external supervisors.

Table 4.2 and 4.3 give the summary of the data.

TABLE 4.2
TEACHERS' VIEWS ON THE FREQUENCY OF VISITS BY SCHOOL-BASED SUPERVISORS

RESPONSES	NO. OF TEACHERS	PERCENTAGE
(a) Once a week	70	55.1
(b) Once a month	30	23.6
(c) Once a term	16	12.6
(d) Once a year	11	8.7
(e) Less than once a year	-	-
Total	127	100

When teacher were asked to state how often their classrooms were visited by school-based supervisors, 55.1% stated once a week. 23.6% were supervised once a month, while 12.6% had at least witnessed supervision once in a month. From the data, it could also be inferred that 21.3% of the respondents had been supervised once in the year. The implication here was that school-based supervision was inadequate if headteachers had to visit most classrooms once in a week.

VIEWS OF TEACHERS AND ADMINISTRATORS ON THE FREQUENCY OF EXTERNAL SUPERVISION

Teachers and administrators were asked to express their views on how frequently external supervisors visited schools and classrooms for supervision. In analysing the responses, the answers (a) to (b) that is (a) once a week, (b) once a month were considered satisfactory, while answers (c) to (e) that is (c) once a term, (d) once a year and (e) less than once in a year were considered unsatisfactory.

TABLE 4.3

RESPONSES	TEACHERS		ADMINISTRATORS		TOTAL	
	NO	%	NO	%	NO	%
(a) Satisfactory	27	21.3	37	75.5	64	36.4
(b) Unsatisfactory	100	78.7	12	24.5	112	63.6
	127	100	49	100	176	100

From Table 4.3 it was observed that majority (78.7%) of teachers were of the view that external supervision was unsatisfactory, while 75.5% of administrators saw it as satisfactory.

The Table also indicated that 63.6% of both teachers and administrators were of the view that external supervisors do not visit schools and classrooms frequently.

The impression created was that external supervision was not being carried out in the Basic Schools in the District. It is to be noted that external supervision is necessary in our Basic Schools especially those schools far away from circuit centers to enable the teachers have access to guidance services and in-service training programmes .

TABLE 4.4

ADMINISTRATORS VIEWS ON THE EXTENT TO WHICH TEACHER LIKED TO BE SUPERVISED

RESPONSES	NO. OF ADMINISTRATORS	PERCENTAGE
(a) To a great extent	29	59.2
(b) To some extent	17	34.7
(c) Not much	3	6.1
(d) Not at all	0	-
Total	49	100

On the extent to which teachers liked to be supervised, Table 4.4 reveals that 59.2% of the administrators were of the view that teachers in the District like to be supervised to a great extent, while 34.7% liked to be supervised to some extent. Only 6.1% of the respondents did not like to be supervised. The high percentage of acceptance might be due to the numerous in-service training programmes organised for teachers and headteachers of Basic Schools in the middle of the 1990s. Supervision is now, not associated only with evaluation as it was in the past, but helping teachers prepare for, and teach well in their classrooms.

VIEWS OF TEACHERS ON THE EXTENT OF USEFULNESS OF SUPERVISION

Teachers were asked to respond to be extent to which supervision is useful. In the analysis of the responses, answers (a) to (b) to a great extent, (b) to some extent, were considered useful, while answers (c) to (d) that is (c) not much, and (d) not at all, were considered not useful. Table 4.5 shows the summary of the responses.

TABLE 4.5
VIEWS OF TEACHERS ON THE EXTENT OF
USEFULNESS OF SUPERVISION

RESPONSES	SCHOOL-BASED		EXTERNAL	
	NO.	%	NO.	%
(a) Useful	119	93.7	47	29.1
(b) Not Useful	8	6.3	90	70.9
Total	127	100	127	100

Table 4.5 indicates that 93.7% of the respondents were of the view that school-based supervision was useful while 6.3 of them did not think it was useful.

Similarly 70.9% of the teachers were of the view that external supervision was not useful, while only 29.1% supported the view that external supervision was useful.

It could therefore be inferred from the table that school-based supervision was more useful to them than external supervision.

The following reasons were given by teachers for considering school-based as useful.

- i. that school-based supervision is able to "accommodate" teachers problems
- ii. that school-based supervision is regular and much informal
- iii. school-based supervisors are more friendly and approachable

The implication of the above reasons is that teachers have always accused external supervisors, especially circuit supervisors that they came to schools only to victimise and intimidate them Secondly, it may also mean that most teachers in the area did not see much of the work of external supervisors.

In an attempt to find out how teachers feel during the presence of supervisors in their classrooms for supervision, the responses have been summarised in Table 4.6.

TABLE 4.6
TEACHERS VIEWS ON THEIR FEELING
DURING SUPERVISION

RESPONSES	NO. OF TEACHERS	PERCENTAGE
(a) Very comfortable	25	19.7
(b) Comfortable	78	61.4
(c) Uncomfortable	24	18.9
Total	127	100

This question was asked because most Basic school teachers take supervisors as the old school inspectors who were feared. Table 4.6 showed that 61.4% of teachers were of the view that they were comfortable in class whenever supervisors visited them.

It is also observed that 19.7% of the respondents were very comfortable while 18.9% were uncomfortable.

In examining critically the reactions of the teachers, it was realised that most of the teachers who responded that they were uncomfortable came from schools in the inaccessible areas, where external supervisors hardly visited.

The impression that 18.9% of teachers were uncomfortable in class whenever supervisors come, shows that the fear of supervisors especially external supervisors, had not "died down" completely in the minds of some teachers.

Secondly, it is also observed that adequate supervision was not being done in the remotest areas of the District. The situation is unfortunate, because

those were the areas that need the services of external supervisors in upgrading the teachers' skills and knowledge in teaching and learning.

The following reasons were given by teachers to support how comfortable they were in class whenever supervisors visited them.

- i. they adequately prepare for their lessons at home.
- ii. they take their supervisors as helpers and not fault-finders.

TABLE 4.7

**ADMINISTRATORS VIEWS ON THE PERCEPTION
OF SUPERVISORS BY TEACHERS**

RESPONSES	NO. OF ADMINISTRATORS	PERCENTAGE
(i) As professional helpers and consultants	15	30.6
(ii) As officers who come round to find fault with teachers	34	69.4
Total	49	100

From Table 4.7, it was inferred that majority (69.4%) of the respondents were of the view that teachers saw them as officers who come to find fault with them. Only 30.6% think that teachers viewed them as professional helpers and consultants.

The implication created here is that supervision in this area was not effective because teachers have a negative conception of supervision and supervisors. This situation was considered unfortunate because the numerous in-service training programmes organised for teachers and headteachers of basic schools should have helped removed this misconception. Effective supervision could not go on well if teachers and supervisors see themselves as enemies.

TABLE 4.8

VIEWS OF TEACHERS ON THE ROLE OF THE SUPERVISOR/ADMINISTRATOR

RESPONSES	NO. OF TEACHERS	PERCENTAGE
(a) As an officer who comes found as a fault-finder	63	49.6
(b) As a helper and consultant	64	50.4
Total	127	100

From Table 4.8, it was observed that there was an almost divided new of teachers on the role of the supervisor.

While 50.4% were of the view that supervisors served as professional helpers and consultants, 49.6% had a contrary view that they served as officers who come round to find faults with teachers.

This observation of teachers confirms earlier view of administrators that teachers see them as fault-finders, when they came round for supervision (Table 4.7).

VIEWS OF TEACHERS ' AND ADMINISTRATORS ON THE TYPE OF SUPERVISION THEY PREFER

The main purpose of this question was to find out from teachers and administrators the type of supervision they prefer. Table 4.9 gives the summary of teachers ' reaction on the type of supervision they preferred.

TABLE 4.9
TEACHERS' VIEWS ON THE TYPE OF SUPERVISION PREFERRED

TYPE	NO. OF TEACHERS	PERCENTAGE
(a) School-based supervision	98	77.2
(b) External supervision	29	22.8
(c) Both (school-based and External)	-	-
Total	127	100

There is a general unanimity now that at the school level, the headteacher should play a leading role in maintaining and improving standards, in allocating resources effectively, and providing professional leadership to school staff. School-based staff development may be only viable way of providing regular, properly-planned professional support for teachers. Data in Table 4.9 indicated that teachers preferred school-based supervision to external supervision. School-based was preferred by 77.2% of the teachers, while only 22.8% preferred external supervision.

The impression created by this view of teachers confirms what Makau and Coombe, (1994) observed that :

Current resource constraints mean that it is unlikely that in fore seeable future, the expansion of school inspectorate in sub-Saharan Africa will match growth in the number of schools and teachers. Thus alternative ways of maintaining and improving standards and improving standards and providing school-based staff development need to be developed (p.17).

TABLE 4.10

VIEWS OF ADMINISTRATORS ON THE TYPE OF SUPERVISION THEY PREFER

TYPE	NO. OF ADMINISTRATORS	PERCENTAGE
(a) School-based supervision	16	32.7
(b) External supervision	8	16.3
(c) Both (Schools-based and External)	25	51.0
Total	49	100

From Table 4.10, it was inferred that majority (51.0%) of the administrators were of the view that they preferred both (school-based and External) supervision. About 32.7% of the administrators were of the view that they also preferred school-based supervision, while 16.3% preferred external supervision. The impression gathered from the table indicates that majority (51.0%) of the administrators preferred both internal and external supervision. This shows that majority of the administrators were equally important as far as school supervision was concerned.

Another important revelation of the data is that taking into consideration the views expressed by the administrators it is observed that school-based supervision had an edge over external supervision.

TEACHERS' ASSESSMENT OF THE EFFECTIVENESS OF SUPERVISION

Teachers were asked to assess the level of effectiveness of supervision. They were asked to rate it as (a) Very good (b) good, (c) Average and (d) Poor. In the analysis answers (a) - (b) (that is (a) very good, (b) good, were considered as effective, (c) that is Average was considered as satisfactory and

(d) that is Poor as considered ineffective. Table 4.14 gives a summary of the responses of teachers' assessment of supervision.

TABLE 4.11
TEACHERS' ASSESSMENT OF THE EFFECTIVENESS
OF SUPERVISION

RESPONSES	NO. OF TEACHERS	PERCENTAGE
(a) Effective	25	19.7
(b) Satisfactory	42	33.1
(c) Ineffective	60	47.2
Total	127	100

From Table 4.11 it was observed that majority of the teachers were of the view that supervision in the District was ineffective (47.2%)

Similarly, teachers' assessment of supervision being satisfactory (33.1%) had an urge over "supervision was effective" (19.7%). Since most of the teachers teach in rural areas, there is the impression that supervision was not being done well especially areas far away from circuit centers.

VIEWS OF TEACHERS' AND ADMINISTRATORS ON WHETHER SCHOOL-BASED SUPERVISION ENSURES EFFECTIVE INSTRUCTION IN SCHOOLS

To find out whether school-based supervision ensures effective instruction, the views of teachers and administrators were sought. Four options were given them as responses to select from these include :

(a) strongly agree (b) agree (c) some what disagree (d) strongly disagree

For purposes of analysis, answers (a) - (b) that is (a) strongly agree (b) agree were considered effective, while (c) - (d) thus (c) somewhat disagree (d) strongly disagree were considered as ineffective.

Table 4.12 gives the summary of the responses.

TABLE 4.12

**VIEWS OF TEACHERS' ON SCHOOL-BASED SUPERVISION
ENSURING EFFECTIVE INSTRUCTION**

RESPONSES	NO. OF TEACHERS	PERCENTAGE
(a) Effective	120	94.5
(b) Ineffective	7	5.5
Total	127	100

From the results in Table 4.15, it was inferred that school-based supervision ensures effective instructions in schools. Data from Table 4.12 indicates that 94.5% of the respondents confirmed this view. Only 5.5% were of the opposing view that it was ineffective.

This revelation collaborated the earlier findings that teachers in the District preferred school-based supervision, because it was more useful to them (Table 4.6). This observation showed the important role heads of schools play in modern school supervision.

**VIEWS OF ADMINISTRATORS ON SCHOOL-BASED
SUPERVISION ENSURING EFFECTIVE INSTRUCTION**

The administrators were asked the same question that was asked the teachers.

Table 4.13 gives the summary.

TABLE 4.13

**ADMINISTRATORS VIEWS ON SCHOOL-BASED
SUPERVISION ENSURING EFFECTIVE INSTRUCTION**

RESPONSES	NO. OF TEACHERS	PERCENTAGE
(a) Effective	49	100
(b) Ineffective	-	-
Total	49	100

Findings from Table 4.13 was unanimous that all the administrators (100%) were of the view that school-based supervision ensures effective instruction. This observation also pointed to a situation where the school-based supervisors need to be constantly equipped with modern techniques of supervision to enable them become effective in their respective schools.

VIEWS OF TEACHERS AND ADMINISTRATORS THAT EXTERNAL SUPERVISION ENSURES EFFECTIVE INSTRUCTION

The main purpose of this aspect of the research was to find out from teachers and administrators, their views that external supervision ensures effective instruction.

Four options were given for them to select one that was most appropriate. These were; (a) strongly agree (b) agree (c) somewhat disagree (d) strongly disagree. For purposes of analysis, answers (a) - (b) that is (e) somewhat disagree (d) strongly disagree were considered as ineffective. Table 4.13 and 4.14 give the summary of the responses.

TABLE 4.14
VIEWS OF TEACHERS' ON EXTERNAL SUPERVISION ENSURING EFFECTIVE INSTRUCTION

RESPONSES	NO. OF TEACHERS	PERCENTAGE
(a) Effective	27	21.3
(b) Ineffective	100	78.8
Total	127	100

Form Table 4.14 it was deduced that the majority, 78.8% of teachers, were of the view that external supervision does not ensure effective instruction. The findings also gave the impression that external supervisors

were not giving teachers in the schools maximum support. The reasons for this could be that external supervisors were not being given the necessary support and encouragement to carry out their duties.

It could also be that most of the external supervisors were not adequately trained and qualified and therefore did not know what expected of them.

Some of the teachers who responded to the questionnaire accused the Circuit Supervisors and those from the district office of victimisation and dictatorship in their dealings with them. This situation calls for a redress because, external supervision compliments the efforts of school-based supervision. ↵

TABLE 4.15

**VIEWS OF ADMINISTRATORS ON EXTERNAL SUPERVISION
ENSURING EFFECTIVE INSTRUCTION**

RESPONSES	NO. OF TEACHERS	PERCENTAGE
(a) Effective	6	12.2
(b) Ineffective	43	87.8
Total	49	100

From Table 4.15, it was observed that while majority (87.8%) of administrators were of the view that external supervision ensures ineffective instruction, a minority (12.2%) saw it as effective. The impression gathered from the data showed that adequate external supervision was not being done in the schools in this district. Similarly most teachers did not have access to guidance services and in-service programmes. The reason is that most of these schools are in rural areas and therefore disadvantaged in terms of qualified staffing.

ADMINISTRATIONS' OPINION ABOUT THE ORGANISATION OF CONFERENCE FOR TEACHERS

There was an attempt to find out from the administrators whether they organise conferences for their teachers Table 4.16 gives the summary of the responses.

TABLE 4.16

ADMINISTRATORS' VIEWS ON WHETHER THEY ORGANISE CONFERENCES FOR TEACHERS

RESPONSES	NO. OF TEACHERS	PERCENTAGE
(a) Yes	49	100
(b) NO	-	-
Total	49	100

From Table 4.16, all the forty-nine administrators positively said that they organised conferences for their teachers after supervision.

TYPE OF CONFERENCE ORGANISED

In an attempt to find the type of conference that was organised in the schools for teachers, the views of forty-nine administrators were sought. Table 4.17, illustrates the summary of the responses.

TABLE 4.17

ADMINISTRATORS' VIEW ON THE TYPE OF CONFERENCE ORGANISED FOR TEACHERS

TYPE	NO. OF ADMINISTRATORS	PERCENTAGE
(a) Individual Conference	15	30.6
(b) Group Conference	8	16.3
(c) Both (Individual and Group)	26	53.1
Total	49	100

It was inferred from Table 4.17 that 53.1% of the administrators were of the view that they organise both (individual and group) conferences for their teachers after supervision.

It was also observed that while 30.6% of the administrators organised individual conferences, the rest 16.3% also organised group conference.

It was also observed that the administrators gave equal attention to both (individual and group) conferences. The implication here is that there was flexibility in the use of time. The administrators were of the view that they employed the type of conference that suits the occasion and the problem to be solved.

Another observation was that taking into account the views expressed by some of the administrators, it was observed that individual conference had more rating (30.6%) than group conference (16.3%).

The impression was that the administrators tended to use more of individual conference which recognises individual differences in its approach.

TABLE 4.18

**ADMINISTRATORS' VIEWS ON THE TYPE OF CONFERENCE
TEACHERS PREFER**

TYPE	NO. OF ADMINISTRATORS	PERCENTAGE
(a) Individual Conference	36	73.5
(b) Group Conference	13	26.5
Total	49	100

The objective here was to find out the views of administrators on the type of conference teachers in the district prefer. The analysis and findings from Table 4.18 indicate that 73.5% of the respondents preferred individual conference, while only 26% preferred group conference.

TABLE 4.19

**ADMINISTRATORS' VIEWS ON WHETHER POST CONFERENCES
ARE ABLE TO CHANGE TEACHERS' ATTITUDES**

RESPONSES	NO. OF ADMINISTRATORS	PERCENTAGE
(a) Yes	49	100
(b) No	-	-
Total	49	100

The findings from Table 4.19 showed that all the respondents gave an affirmative response that post-supervision conferences were able to change teachers' attitudes and build their confidence. The implication here was that administrators tended to devote more time for post-conference at the expense of the others. It is implied that the others (pre-conference and the observation stage) do not also change the attitudes of teachers.

TABLE 4.20

**CREATING GOOD WORKING RELATION WITH TEACHERS
AND ADMINISTRATORS - SUGGESTIONS**

RESPONSES	NO. OF ADMINISTRATORS	PERCENTAGE
1. Consider themselves as consultants and not adult-finders	12	24.5
2. Learn to control their emotions or be self-disciplined	23	46.9
3. Avoid victimisation of teachers	6	12.2
4. They should be fair and firm	4	8.2
5. They must be open minded and discuss their findings freely with teachers	4	8.2
Total	49	100

From Table 4.20, five main suggestions were put forward by administrators.

Out of the total number of respondents, 46.9% of them were of the view that to create a good working relation with teachers, supervisors should learn to control their emotions or be self disciplined.

On the view that supervisors should consider themselves as consultants and not fault - finders 24.5% held that view, while 12.2% were of the opinion that supervisors avoid victimisation of their teachers. During supervision. The remaining 16.4% shared equal views that supervisors should be fair and firm with teachers and also they must be open minded and discuss their findings freely with teachers. The impression gathered here was that there was no warm relationship between teachers and supervisors in this area. Teachers and administrators/supervisors alike still hold to the assumption that the modern supervisor was like the inspector of schools, who was regarded as a 'tin-god'. Everybody in the school feared his visit because, to them, he never came as a friend to give advice, but as a 'policeman' and fault-finder. This situation was considered unhealthy and unfortunate, because modern supervision enjoins that teachers and supervisors work in harmony and as "partners in progress".

TABLE 4.21

TEACHERS AND ADMINISTRATORS OPINION ABOUT THE PROBLEMS OF SUPERVISION AND SUPERVISORS

RESPONSES	TEACHERS		ADMINISTRATOR		TOTAL	
	NO	%	NO	%	NO	%
i. Lack of adequate motivation to supervisor	51	40.2	10	20.4	61	34.7
ii. Unco-operative of attitudes both teachers administrators	46	36.2	23	46.9	69	39.2
iii. Non-Performing administrators	30	23.6	-	-	30	17.0
iv. Some teachers do not want to change from their old ways of doing things	-	-	7	14.3	7	4.0
v. Teachers hide their ignorance for fear of intimidation	-	-	9	18.4	9	5.1
Total	127	100	49	100	176	100

From Table 4.21 it was inferred that 56.8% of the teachers identified the most important problems facing supervisors and teachers as uncooperative attitudes of both teachers and administrators, and non-performing administrators. On the part of administrators, 53.1% listed lack of adequate motivation to supervisors, some teachers do not want to change from their old ways of doing things, and teachers hide their ignorance for fear of intimidation.

It was also observed that lack of adequate motivation to supervisors and unco-operative attitudes of both teachers' and administrators were common problems of both teachers' and administrator. The implication here is that motivation and co-operation play a very important role in effective supervision. This confirms what Mondy Holmes and Flippe. (1980) observed that

motivation and co-operation stimulate a person to take action that will accomplish desired goals. (P.263).

“Change to people is a necessary evil”. To “catch” with modern trends, teachers need to change from their old ways of doing things. The implication was that if teachers need to remain in that state, the educational system would continue to suffer and its vision 2005 would be a mirage. Efforts should therefore be made to reverse the situation.

TABLE 4.22
VIEWS OF TEACHERS AND ADMINISTRATORS ON SOLUTION ADOPTED OR TO BE ADOPTED

SOLUTIONS	TEACHERS		ADMINISTRATOR		TOTAL	
	NO	%	NO	%	NO	%
i. More trained supervisors and in-service development of teachers	40	31.5	23	46.9	63	35.8
ii. Supervisors must be suggestive and not impose their ideas on teachers	20	15.7	5	10.2	25	14.2
iii. More incentive packages to attract experienced qualified and committed supervisors	18					
iv. Supervisors should consider teachers as co-workers		14.2	9	18.4	27	15.3
v. Provision of teaching and learning materials and physical facilities	17	13.4	3	6.1	20	11.4
vi. Encourage Community participation in school management	12	9.4	6	12.2	18	10.2
vii. School heads must be detached as much as possible	10	7.9	1	2.1	11	6.3
Total	127	100	49	100	176	100

From Table 4.22, it was deduced that 35.8% of both teachers and administrators were of the view that the Ghana Education Service should

review its training programme with the view of training more qualified supervisors. The implication was that it was going to raise the level of supervision and also lower the supervisors - teachers' ratio in our schools. The view that more incentive packages should be instituted to attract experienced, qualified and committed supervisor was held by 14.2% of both of teachers and 18.4% of the administrators. It is significant to note that 14.2% of both teachers and administrators also think that supervisors on their usual rounds, should be suggestive and not try to impose their ideas on teacher. The implication of this was that such attitudes do not create good environment for effective supervision. This situation invariably confirm what Abosi and Brookman-Amissah, (1995), observed that attractive work environment makes teachers more committed and efficient.

It was the opinion of 11.4% of teachers and administrators that supervision should consider teachers as co-workers.

What had been revealed from the data indicates that 10.2% of the teachers and administrator were of the view that one solution to the problem of supervision, was the provision of adequate teaching and learning materials and physical facilities.

The impression created here is that there is direct link between physical facilities and pupils achievement. A study conducted in Zimbabwe Primary Schools, confirms that, among factors positively associated with good performance in reading schools with more "Completed classrooms and needing fewer repairs, water, electricity and availability of housing for teachers. Roose Postlethwaite, 1992, p.26).

One of the main causes of frustration among teachers in schools is the scarcity or non-availability of teaching and learning materials. For Zimbabwe.

out of ten stated factors, teachers rated quality of classroom supplies (such as books, paper, and pens) as "the most important thing for improving teachers' satisfaction with their job" (Roose and Postlethwaite, 1992 P.26). Only 10.2% of the respondents (teachers and administrators) suggested this as one of the solutions.

As parents and communities are called upon to shoulder a rising share of the resources needed by their wards' schools it was observed by 10.2% of the total respondents that the communities should be involved in the management of the schools, but care must be taken not to disabuse the practice. The implication here was that some parents or communities would try to undermine or take over the administration of schools, which is the prerogative of the headteacher, yet still only 6.3% of the total number of teachers' and administrator respondents were of the view that, for post of headteacher or headmaster should be detached to enable the heads have enough time for effective supervision of their subordinates. The view that the more incentive packages should be instituted to attract experience, qualified and committed supervisors was held by 14.2% of teachers and 18.4% of the administrators. It is significant to note that 14.2% of both teachers and administrators also think that supervisors on their usual rounds, should be suggestive and not try to impose their ideas on teachers. The implication of this was that such attitudes do not create good environment for effective supervision. This situation invariably confirms what Abosi and Brookman-Amisshah, (1995), observed that attractive work environment makes teachers more committed and efficient.

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One of the main causes of frustration among teachers in schools is the scarcity or non-availability of teaching aids and teachers rated quality of classroom supplies (such as books, paper and pens) as the most important thing for improving teachers' satisfaction with their job" (Roose and Postlethwaite. 1992:26). Only 10.2% of the respondents (teachers and administrators) suggested this as one of the solutions.

SUMMARY

On the basis of the data presented, analysed and discussed, the following ten fold observations were made during the survey.

1. Teachers' and administrators agreed that the frequency of visits by both school-based and external supervisors were unsatisfactory (inadequate) in schools.
2. Administrators agreed that teachers in the District generally liked to be supervised.

3. Teachers agreed that while school-based supervision was useful, external supervision was not useful to them. The reasons were that while the former (school-based) was able to understand their problems and difficulties, the latter (external) did not. External supervisors came to find faults with teachers.
4. Teachers in the district were comfortable in class, wherever supervisors visited their classrooms for supervision.
5. Administrators and teachers perceived the supervisors negatively.
6. There was consensus among teachers that, teachers preferred school-based and external) supervision. The administrators' reason for this was that it ensured that every body, i.e. teachers headteachers/masters and pupils were involved in supervision.
7. Teachers assessment of the effectiveness of supervision was that it was ineffective.
8. There was a consensus among teachers and administrators that school-based supervision ensured effective instruction than external supervision.
9. It was inferred that teachers preferred individual conference to group conference. The reason was that it catered for their individual differences.
10. Administrators agreed that post conference is able to change teachers' attitudes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

Effectiveness of supervision has been a serious concern for Educationists and educational policy makers and planners not only in Ghana, but in almost all the developing countries.

In Krachi, the traditional headteachers who can exercise firm control over all teachers and pupils are no longer at post in most of the basic schools in the district. This situation makes on-the-spot supervision of teaching and Learning to suffer, due, to ineffectiveness of most of the heads.

The present study attempted to investigate the perception of teachers and administrators on the effectiveness of supervision in basic schools in Krachi District of the volta Region of Ghana.

The design used in collecting the data was the descriptive survey and the sample for the study was made up of 127 classroom teachers and forty-nine administrators which gives a total of 176 respondents. The instrument used in gathering the information was questionnaire and the information collected in the study were analysed through tabular representation. Frequencies and percentages were used to analyse the responses.

FINDINGS

The key findings that emanated from the study are summarised as follows:

1. It was observed that supervision (school-based and External) was inadequate and ineffective.

- iii. Victimization of teachers by supervisors
- iv. Lack of trained and qualified supervisors.

CONCLUSION

In the light of the findings of the study the following conclusions could be drawn.

It was observed, that the findings of the study confirmed Ghanaian newspaper reports that the poor performances in Basic Schools was due mostly to lack of effective supervision of teaching and learning. Both teachers and administrators agreed that supervisory visits to schools and classrooms were inadequate and ineffective.

The conclusion drawn from the study showed that most teachers in the district generally do not mind being supervised and also school-based supervision ensures more effective instruction in Basic Schools than external supervision. Similarly, basic schools in the district would suffer if external supervision was not also emphasized. Finally, there is also the need to improve the means of transportation for circuit supervisors to enable them regularly visit schools in their circuits.

RECOMMENDATION

It has been confirmed from the study that supervision in basic schools in the district was inadequate and ineffective. The researcher, therefore suggests that the barriers to effective supervision should be removed in the following ways;

1. Supervision is seen as an active and a continuous process. For this reason, headteachers of schools running double streams should be detached to ensure effective instructional supervision.
2. Visiting officers should visit schools with the aim of helping the teachers to overcome some of their problems.
3. It is observed that effective supervision depends on effective and efficient supervisors at the school and district levels. Programme for the preparation of supervisors must concern itself with knowledge, skills and attitudes. The changes in the concept of supervision now require new skills, new knowledge, new thinking and new attitudes and the view that teachers and administrators should see their roles in supervision as partners rather than as antagonists. Therefore there must be a continuous training for supervisors to re-orient their minds on modern techniques of supervision.
4. Since teachers and administrators agreed that school-based supervision ensures effective instructions in basic schools, there should be proper screening of teachers through interviews to ensure that the right calibre of person is appointed to supervisory positions to effectively play this role of frontline supervision.

SUGGESTION FOR FURTHER RESEARCH

Supervision is one of the tools for improving on performances. Changes in the techniques of supervision is necessary so that it can cope with the

problems in the new tasks which the earlier supervisory roles, attitudes and procedures could not effectively cope with. This research therefore was more school focused as such the respondents were all educational practitioners. In the light of this, it will be expedient to :

1. Research into the perception of pupils and parents on the effectiveness of supervision in basic schools.
2. Conduct comparative studies using two different districts into school-based supervision and external supervision which ensures effective instructions.

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GHANA EDUCATION SERVICE

In case of reply the number and date of this letter should be quoted.

My Ref No. GES/KD/PT.423/7

Your Ref No.



REPUBLIC OF GHANA

Krachi District Education Office

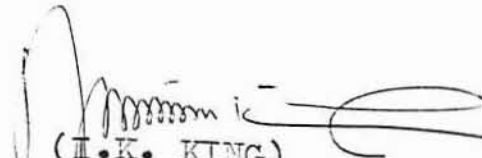
P. O. Box 17,

Kete Krachi.

25th February, 19 98.

LETTER OF INTRODUCTION
MR. PERK BOBSON DONKOR

- I have the pleasure to introduce to you Mr. Perk Bobson-Donkor, a graduate student of the University of Cape Coast.
2. He is collecting data/information in selected Junior Secondary Schools in Kete Krachi District for the purpose of writing thesis as a requirement of his programme.
 3. I would be pleased if the necessary assistance would be accorded him to enable him collect the data/information needed.
 4. Thank you.


 (I.K. KING)
 DISTRICT DIRECTOR
 KRACHI
 GHANA EDUCATION SERVICE
 KETE-KRACHI

ALL HEADS OF BASIC SCHOOLS
KETE KRACHI.

/tkg/-

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION
UNIVERSITY OF CAPE COAST

Ref : EP/90/Vol.4/121

18th February, 1998

District Director
Ghana Education Service
P. O. Box 17
Kete-Krachi

LETTER OF INTRODUCTION

The bearer of this letter, Mr Perk Bobson Donkor, is a graduate student of the University of Cape Coast. He is collecting data/information in selected Junior Secondary Schools in Kete-Krachi District for the purpose of writing a thesis as a requirement of the programme.

I would be grateful if you could help him collect the data/information from you and your teachers. Please ask your teachers to kindly complete the questionnaire for Mr Donkor.



S. K. Atakpa
Ag. Director

UNIVERSITY OF CAPE COAST
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

PERCEPTION OF TEACHERS AND ADMINISTRATION ON THE
EFFECTIVENESS OF SUPERVISION IN BASIC SCHOOLS IN
KRACHI DISTRICT OF GHANA

CATEGORY A : QUESTIONNAIRE FOR TEACHERS

This study seeks to investigate the perception of teachers and administrators on the effectiveness of supervision in Basic Schools in Krachi District of Ghana.

Some questions are open-ended and therefore would require that the respondents supply their own answer. Others are close-ended meaning the respondents will have to select an option according to what in his/her opinion is the most appropriate. Respondents are therefore encouraged to feel free and offer accurate responses to this questionnaire. The information provided would be treated as confidential. Please be brief and concise with your answers.

SECTION A

BIOGRAPHIC DATA

INTRODUCTION: Please tick answers to items in this section.

1. Gender (Tick) Male Female
2. Age Below 20 21 - 25 26 - 30
31 - 35 36 - 40 above 40
3. Marital Status
 - a) Married

- b) Single []
 - c) Divorced []
 - d) Widowed []
4. Professional Qualification
- Certificate 'A' (Yr.) []
 - Certificate 'A' 2 P/S []
 - Certificate 'A' 3 P/S []
 - Certificate 'A' Post B []
 - Specialist []
5. Rank in G.E.S.
- Teacher []
 - Supt. []
 - Asst. Supt. []
 - Snr. Supt []
 - Prin. Supt. []
 - Asst. Director []
6. How often do school-based supervisors (headteacehr or headmaster) generally visit your classroom for supervision.
- a) Once in a week
 - b) Once in a month
 - c) Once in a term
 - d) once in a year
 - e) Less than once a year
7. How often do external supervisors (Circuit Supervisors and officers from the District and Regional etc). generally visit your school for supervision?
- a) Once in a week

- b) Once in a month
 - c) Once in a term
 - d) once in a year
 - e) Less than once a year
8. To what extent do you find school-based supervision useful in basic schools in Krachi District?
- a) to a great extent
 - b) to some extent
 - c) not much
 - d) not at all
9. Give reason for your choice in question 8
- i)
 - ii)
 - iii)
10. To what extent do you find external supervision useful in Basic Schools in Krachi District?
- a) to a great extent
 - b) to some extent
 - c) not much extent
 - d) not at all
11. Give reasons for your choice in question 10
- i)
 - ii)
 - iii)

12. How do you feel when supervisors/administrators visit your classroom for supervision?
- a) Very comfortable
 - b) Comfortable
 - c) Uncomfortable
13. Give reasons for your choice in question 12
- i)
 - ii)
 - iii)
14. Which of the types of supervision do you prefer?
- a) School-based (supervision by headteacher or headmaster
 - b) External (supervision by Circuit Supervisors and officers from the District, Regional Offices etc).
15. As a classroom teacher, what is your assessment of the effectiveness of supervision?
- a) Very good
 - b) Good
 - c) Average
 - d) Poor
16. School-based supervision ensures effective instruction in Krachi District
- a) Strongly agree
 - b) Agree
 - c) Some how disagree
 - d) Strongly disagree

17. External supervision ensures effective instruction in the krachi District
- a) Strongly agree
 - b) Agree
 - c) Some how disagree
 - d) Strongly disagree
18. What do you see as the role of the supervisor/administrator when he/she comes round? (Tick one of these)
- a) As an officer who comes round to find faults with teachers
 - b) as a helper and consultant
 - c) others - (specify)
19. List the most important problems teachers encounter during supervision.
- i.
 - ii.
 - iii.
 - iv.
20. In what ways do you think these problems in Question 19 can be solved?
- i.
 - ii.
 - iii.
 - iv.
 - v.

Thank you.

UNIVERSITY OF CAPE COAST
 INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

PERCEPTION OF TEACHERS AND ADMINISTRATION ON THE
 EFFECTIVENESS OF SUPERVISION IN BASIC SCHOOLS IN
 KRACHI DISTRICT OF GHANA

CATEGORY B : QUESTIONNAIRE FOR ADMINISTRATORS

This study seeks to investigate the perception of teachers and administrators on the effectiveness of supervision in Basic Schools in Krachi District of Ghana

Some questions are open-ended and therefore would required that the respondents will supply their own answer(s) others would be close-ended meaning the respondents will have to select an option according to what in his/her opinion is the most appropriate Respondents are therefore encouraged to feel free and offer accurate responses to this questionnaire. The information provided would be treated as confidential. Please be brief and concise with your answers.

**SECTION A
 BIOGRAPHICAL DATA**

INTRODUCTION : Provide answers to items in this section.

1. Gender (Tick) Male Female
2. Age Below 20 21 - 25 26 - 30
 31 - 35 36 - 40 above 40
3. Marital Status (Tick as applicable)
 - a) Married
 - b) Single

- c) Divorced []
- d) Widowed []
4. Professional Qualification (Tick the highest)
- Certificate 'A' (Yr.) []
- Certificate 'A' 2 P/S []
- Certificate 'A' 3 P/S []
- Certificate 'A' Post B []
- Specialist []
5. Rank in G.E.S. Teacher []
- Supt. []
- Asst. Supt. []
- Snr. Supt. []
- Prin. Supt. []
- Asst. Director []
6. How often do you visit schools/classrooms under you?
- a) Once in a week
- b) Once in a month
- c) Once in a term
- d) Once in a year
- e) Less than once a year
7. To what extent do teachers accept supervision?
- a) To a great extent
- b) To some extent
- c) Not much extent
- d) Not at all

8. In your usual round of supervision, what do teachers take you to be?
 - a) As an officer who comes to find faults with teachers
 - b) As a professional helper and consultant
 - c) Others specify.

9. Which type of supervision do you prefer?
 - a) School-based (supervision by headteacher or headmaster)
 - b) External (supervision by Circuit Supervisor, officers from the District Regional offices etc).

10. Give reason for your choice in question 9
 - i)
 - ii)
 - iii)

11. School-based supervision ensures effective instruction in Krachi District
 - a) Strongly agree
 - b) Agree
 - c) Some how disagree
 - d) Strongly disagree

12. External supervision ensures effective instruction in the krachi District
 - a) Strongly agree
 - b) Agree
 - c) Some how disagree
 - d) Strongly disagree

13. Do you organise conference for your teachers after supervision?
 - a) Yes
 - b) No

14. If your answer in question 13 is Yes, then which type of conference do you artiness?
 - a) In deividual conference (dealing with each teacher's problem separately)
 - b) Group conference (dealing with two or more teachers together)
 - c) Both

15. Which of the two types do teachers generally prefer?
 - a) In deividual conference
 - b) Group conference

16. Are post supervision conference able to change teachers attitudes and build their confidence during supervision?
 - a) Yes
 - b) No

17. Give reasons for your choice in question 16
 - i)
 - ii)
 - iii)

18. What suggestions can you give for a supervisor to create a good working relationship with the teachers
- i)
 - ii)
 - iii)
19. What problems do supervisors encounter during supervision?
- i)
 - ii)
 - iii)
20. In what ways do you think these problems in question 19 can be solved?
- i)
 - ii)
 - iii)

Thank you.