

UNIVERSITY OF CAPE COAST

EFFECTIVENESS OF SUPERVISION IN JUNIOR HIGH SCHOOLS IN
THE YILO KROBO DISTRICT

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IN THE YILO KROBO DISTRICT

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation 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.....

Name: RUDOLF AMENYO NUTOR

Supervisor's Declaration

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

Supervisor's Signature: Date:

Name: MR. STEPHEN K. ATAKPA

ABSTRACT

In recent times, teaching and learning at the basic schools leave much to be desired. Lateness, absenteeism and misuse of instructional time on the part of teachers have been the order of the day. The purpose of the study was to find out the present state and effectiveness of supervision in Junior High Schools in the Yilo Krobo District.

Out of the eight circuits in the district, four were used for the study – Two urban, two rural. Four schools were selected from each of the four circuits. The sample size was distributed as follows: One officer in-charge of supervision (AD Supervision) from the District Education Office, Four circuit supervisors in charge of the selected circuits, 16 Head teachers, 80 teachers (five from each school) and 80 prefects (five from each school). The circuits and schools were carefully selected to include schools from “urban” “semi-urban” and rural communities. Questionnaires were prepared and distributed to the various categories of respondents by the researcher through personal contact. Interview guide was also in the collection of the data. Data were analyzed using SPSS software and summarized into frequency tables, and cross tabulations.

Major findings of the study were that internal supervision was being emphasized and it also promoted effective teaching and learning in the schools. Supervision in the district was found to be facing a number of problems which affected the positive impact that it should have on education delivery in the district.

It is recommended that both internal and external supervision be supported; with more emphasis on internal supervision. In this regard, GES should give more authority to heads of schools to function better as instructional leaders. It is also recommended that pragmatic steps be taken to resolve the challenges that impede supervision processes in the Yilo Krobo District.

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DEDICATION

This work is dedicated to my mother, Mrs. Paulina Nutor and in memory of my father, Mr. J.K.D. Nutor.

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CHAPTER ONE

INTRODUCTION

Background of the Problem

The contributions of education to national development are uncountable and very important to every nation in the world. A nation's education therefore functions to maintain and integrate the national structure. It is through education that a nation prepares within its children, the essential conditions of its very existence. The school system has the task of training the future leaders of the nation to be imbued with the right attitudes, values and skills that will help them to make intelligent decisions, and be abreast with the fast moving and dynamic world around them. Education has therefore been identified by many as the vehicle through which socio-economic development of a nation can be attained. To this end, many countries, including Ghana, have been making efforts to expand and improve upon the educational system as part of their overall development plans to relate education to the programme of national economic and social development.

In Ghana, an attempt to expand and improve quality education led to a number of Education Acts and Reforms. These include the Accelerated Development Plan of Education in 1951, Education Act of 1961, the 1987 Educational Reform and the Free Compulsory Universal Basic Educational policy. Governments continue to train a large number of teachers annually to impart knowledge to pupils necessary for national transformation and development. In the history of the development of education in Ghana, the role of

the teacher in the successful implementation of any Educational Act or Reform has always been highlighted because the teacher is regarded as a high priest in the temple that has been consecrated to the glory and progress of humanity.

The 1992 Constitution of the Republic of Ghana also enjoins the government to put in place a programme under the Free Compulsory Universal Basic Education (FCUBE) which would enable all children between the ages of six and fifteen to have access to basic education by the year 2005 (Article 38(2) of 1992 Constitution of the Republic of Ghana). This has led to the free Compulsory Universal Basic Education (FCUBE) as from 1996/97 academic year. This constitutional requirement coupled with the objectives of expanding access to basic education for Ghanaian children of school going age led to the establishment of many schools in the urban and rural areas of Ghana.

In addition, government supplies textbooks to first and second cycle schools, builds bungalows for heads and teachers in both urban and rural areas; provides scholarship to needy but brilliant students including students from the three northern regions and continues to supply motorbikes to circuit supervisors to enable them to carry out their supervisions of schools in their circuits.

Whatever effort the government of Ghana has made to make education in the country a success has not been well implemented to achieve the needed results. To ensure that the educational system is functioning very well, not only have the afore-mentioned reforms been introduced but also among other things, the government has put in place strong supervision at all levels. All these measures put in place were intended to have gone a long way to improve upon education delivery.

Swearingen (1962), cited by Olivia and Pawlas (1997) contends that supervision is a consciously planned programme for the improvement and consolidation of instruction. To him, school supervision does not simply refer to the specific occasion when the whole school is examined and evaluated as place of learning, but the constant and continuous process of guidance based on frequent visits by heads and external officers with focus on one or more specific aspects of the school and its organization.

To supervise according to the Advance Learner's Dictionary means to be in charge and make sure everything is done correctly and safely. Thus supervision may be defined as a process of ensuring that activities in a plan are carried out as designed in order to attain a set objective. It can also be said to be the act of checking and controlling performance.

Musaazi (1985) has stated that the activities of an inspector/ supervisor may include the following:

1. Individual conferences
2. Group meetings with teachers
3. Visit to schools (classroom visits and giving demonstration lessons)
4. The use of teaching and learning materials
5. The exchange of ideas with teachers and students
6. Planning for inter-school visit by teachers
7. Guiding professional readings and arranging book exhibitions
8. Organizing workshops for teachers and serving as resource person.

School inspection in Ghana is as old as the introduction of the western system of education. According to Musaazi (1985), it started in missionary schools and became government concern in 1882. According to Annoh (1997) supervision of the instructional process began in the Gold Coast schools around 1887. There were visits by officers who were generally referred to as inspectors. In 1900, the remuneration of a teacher was determined by the level of academic performance of his/her pupils; this system was called "Payment by results". It was assumed that it would motivate the teacher to give off his best. Payment by result was abolished in 1906 because pupils were over beaten to force them to learn to pass exams.

From Lokko (2001) actual school visits began in this country in the 1940s with the appointment of visiting teachers by the mission school authorities to assist the large number of untrained teachers in their schools particularly schools in the rural areas. The visiting teachers were mainly to visit the schools and help in the provision of syllabuses and time tables. They were also expected to guide lesson notes and sometimes to give demonstration lessons.

According to McWilliam and Kwamina-Poh (1975), the government also found it necessary to appoint visiting officers; this was after the Accelerated Development Plan of Education in 1951. Assistant Education officers were appointed to take care of the supervision of schools. From 1963 to 1974 Principal Teachers were appointed from the rank of senior teachers to handle supervision. By the establishment of the Ghana Teaching Service in 1974, which later became the Ghana Education Service (GES) in 1975, supervision has become one of the

major responsibilities of the Service. The Educational Reform of 1987 among other things led to the appointment of circuit supervisors.

Throughout the years, two types of supervisions are being used, namely internal and external supervisions. With internal supervision the supervisor is within the institution while with the external supervision the supervisor comes from outside (District, Regional or National Headquarters). The manner in which supervision is carried out has however, changed over the years. From a type of supervision which showed the supervisor as someone who controls affairs and was feared, respected and obeyed without questions, it has gradually developed into one of co-operation rather than control. Asiedu-Akrofi (1978) favoured an inspector of schools who would work co-operatively with the teachers to create favourable circumstances for learning in schools. He felt that “since the relationship between the supervisor and his co-workers affect the smooth running of the school; the establishment of good rapport between them is important” (p.82)

At present there is a directorate in charge of supervision at Ghana Education Service (GES) Headquarters which is headed by a divisional director of Education. There are also Assistant Directors in charge of the supervision in the Regions and Districts. The Divisional Director is mainly responsible for all professional matters. He and his staff are concerned with the quality of education in schools and colleges. There are divisions dealing with supervision at the various levels of education such as Primary, Secondary, Teacher Training Colleges or Teacher Education and Vocational and Technical Education.

At the district level, supervision is headed by an Assistant Director of Education who works under the District Director of Education. At the district level there are circuit supervisors who are supposed to be principal Superintendent in rank and work directly under the Assistant Director in charge of supervision. There are also subject co-ordinators for all subjects, who supervise the activities of the teachers at Primary and Junior High School levels. The staff at the supervision division has the responsibility for improving the standards and quality of education at the pre-tertiary level. Their other functions, apart from leading teams of inspectors; include constant consultation with the division of curriculum and instruction in schools.

The Headmaster/Headmistress being the administrator of the Junior High School is responsible for internal supervision as one of his or her administrative functions of the school. According to Abosi and Brookman-Amisshah (1992), supervision has grown to include school community relationship, curriculum instruction and appraisal, pupils personnel services, staff personnel services, physical facility and educational materials as well as financial and business management. Effective supervision by the head-teacher is therefore needed to launch and co-ordinate efforts to ensure the achievement of school goals.

Supervision of instruction over the years has not been effective in the Junior High Schools resulting in poor academic output, especially in the rural areas. According to Glickman and Gordon (1995), effective supervision requires knowledge, interpersonal and technical skills. Since it has been established that the supervision of instruction programme aims at achieving appreciable educational attainment, it's obvious that the success or failure of pupils at the

Basic Education Certificate (BECE) can be attributed in part to the nature of supervisory practices of the school heads.

The Basic Education Sector Improvement Programme (BESIP 1996) lists quality teaching and learning as one of the key issues in basic education. Although it has been widely acknowledged that education, particularly basic education is the fundamental building block of a nation, the document identified weak supervision both in school and by Inspectors as a major problem in our basic schools.

Modern day supervision however should not be considered as a mere classroom visits, individual teacher conferences, rating of teachers and writing of reports. Supervision has grown to include the curriculum, materials for instruction, the school community and other administrative functions. (Elesbree, Harold & Willard 1979).

These administrative functions are curriculum organization, policies on pupils' progress, method of pupil assessment and reporting to parents, allocation of funds for materials and equipment and morale of staff. All these administrative functions affect the teaching and learning process and cannot be divorced from supervision. Supervision, therefore, becomes an integral part of administration.

From the above, it could be said that any leadership that is primarily concerned with the school is considered supervisory and supervision itself is a major division of educational administration.

Statement of the Problem

The decline of standards in the quality of teaching and learning in public Basic Schools in Ghana continues to be a worry and concern of government, parent and all stakeholders in education. In view of this, hardly a week passes without a mass media report or comment on the poor performance in the Basic Schools and in the Basic Education Certificate Examination (BECE). According to Wiles (1967), 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 an effective supervision of instruction coupled with enough teaching and learning resources available, pupils' performance is expected to be good.

A thorough observation of the attitude of teachers and pupils towards the teaching and learning process in the Yilo Krobo District makes one ponder seriously on the effectiveness of supervision in the basic schools in the district. This is because children's performance is poor in the schools. The performance of the district in the Basic Education Certificate Examination (BECE) over the years has been equally bad.

In 2005, for instance, out of 1313 pupils who sat for the BECE in the District, only 463 pupils representing 33.31% passed. The situation was no better in 2006 and 2007 which saw 33.38% and 30.54% passes, respectively. Some schools in the district failed to produce a candidate with aggregate 30, which is the minimum aggregate to qualify one to enter the senior High School. Analysis of the results can be found at the appendices, D,E and F

The government through the Ghana Education Service (GES) has come out with a number of elaborate programmes and interventions on supervision for heads of basic schools throughout the country over the years. A head teacher's manual has been provided to guide head teachers in the supervision of their school. A series of workshops and seminars have been organized and are being organized to improve the supervisory skills of the head teacher, notably among them is the training session organized under the Whole School Development Project (WSDP) – Teacher Development Component, but there seems to have been no improvement in the quality of teaching and learning in Basic Schools.

The general lackadaisical approach adopted by both pupils and teachers towards teaching and learning makes it imperative to institute effective supervisory process capable of turning the fortunes of the Junior High Schools (JHS) in the Yilo Krobo District for the better so that the problem of teachers often seen sitting under trees chatting heartily with their colleagues during instructional hours would be a thing of the past.

Purpose of the study

This research was guided by some objectives, which served to direct the activities of the research. The purpose of the study was to find out the effectiveness of supervision being practiced in the Yilo Krobo District. To be precise, the study sought to find out: the present state of supervision at the Junior High Schools in the Yilo Krobo District, the type of supervision being emphasized in the Yilo Krobo District, the problem militating against supervision of instruction at the Junior High Schools in the District, and prescribe some

antidotes to improve supervision in the Junior High Schools in the Yilo Krobo District.

Research Questions

1. What type of supervision, internal or external is being used most in the Yilo Krobo District?
2. What type of supervision do teachers prefer in Yilo Krobo District?
3. What are the main problems associated with supervision of instruction in Junior High Schools in the Yilo Krobo District?
4. What suggestions could be raised to improve supervision of JHSs in the Yilo Krobo District?

Significance of the study

The significance of the study includes the following:

First, it would serve as a contribution to knowledge since anyone who would have access to the findings and recommendation may derive a lot of benefits from it to enhance his/her supervisory roles and skills in education.

Secondly, it would help the stakeholders in the educational sector in the formulation of policies on educational activities related to supervision in the Yilo Krobo District to benefit both pupils and teachers. Thus, the formulation of policies on educational activities may eventually bring about high performance in schools.

Also, it would help supervisors and teachers to cooperate in the use of both types of supervision in the achievement of educational goals. Hence, it would help to improve supervision practices in the Yilo Krobo District.

Lastly, the study would benefit the school communities in the district. The pupils' performance would greatly improve because the knowledge, skills and experience gained through the work by stakeholders in education such as teachers, head teachers, and officers from the Education Office would enhance the teaching and learning process of the pupils. Since pupils are future assets to the school communities, their development through the research work would contribute more effectively and positively towards their societies.

Delimitation

This study was carried out in Yilo Krobo District in the Eastern Region of Ghana. Geographically, Yilo Krobo District shares boundary with Manya Krobo District in the east, New Juabeng in the west, Dangme West in the south, Fanteakwa in the north, Akuapem north in the southwest and East Akim in the west.

It would have been good to have extended the study to other districts such as Manya Krobo Districts or Akuapem North district but this was not possible due to the time frame given for the completion of the study. The cost involved was also a factor for restricting the study to Yilo Krobo District only.

The study covers the public Junior High Schools in the district and the District Education Office. The Yilo Krobo District has eight (8) circuits with a

total of 39 Junior High Schools. However, due to constraints of time and other inputs, four (4) circuits were selected for the study.

Limitations

Though the researcher went to the field to administer the questionnaire himself, and spent time explaining questions to students, there was the possibility of some teachers in separate groupings and friends sharing ideas. In such a situation, responses could contain some biases as a result of some influential respondents whose views might dominate the individual respondents. This undermined the reliability of the final outcome of the study.

Due to lack of time on the part of the researcher, community agencies such as Churches, District Education Oversight Committee (DEOC) and School Management Committee (SMCs) were not included though their ideas could have contributed immensely towards the success of the research.

The generalization of the research was limited only to the circuits that were included in the study. The findings might not, therefore, be taken as what exists in all Schools in the Yilo Krobo District.

Organization of the Study

The organization of the study is done in five chapters. Chapter one (introduction) is made up of the following headings: Background to the study, statement of the research problem, Purpose of the Study, Research questions, significance of the study, Delimitation and Limitations.

Chapter two deals with the review of the related literature. Documents both published and unpublished such as books, newspapers and journals that had useful information on the topic were reviewed. Chapter three consists of the methodology used for the study. Contents of this chapter includes: Research design, Population and Sample, Instrument used in the data collection and pre-testing of instruments.

Chapter four highlights exclusively on data presentation, analysis and discussions. Chapter five deals with summary of the study, conclusions drawn after the analysis and recommendations. Finally, it also includes suggestions for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The literature review examines existing studies which have been done on supervision. It includes a summary of the writings of recognized authorities and previous research works. Documents both published and unpublished including books, Journals and newspapers that have information on the topic are reviewed.

The review covers the following major areas:

1. Concept of Supervision
2. Principles of Supervision
3. Supervision Beliefs
4. Types of Supervision
5. The role of Supervision in Schools
6. The need for Supervision
7. Factors for Effective Supervision.

Concept of Supervision

Various writers and authorities have given many interpretations of Supervisions and all the sources seem to agree that supervision improves monitoring structures of an institution or organization and brings about effectiveness and efficiency. Organizational goals and objectives are achieved through effective supervision.

Supervisor does not do the work by himself but he sees to it that the work is done. This view falls in line with the concept of administration of Hanlon (1968) as cited by Stones (1984) who saw administration as a process of getting things done through the efforts of others. Ata, Agyenim-Boateng and Baafi-Frimpong (2000) held the same view of the school administrator who according to them should not teach Geography himself but see to it that Geography is taught.

According to Sergiovanni and Starratt (1988), to supervise is to rigorously find out what parts of a system are working according to plan. It is to ensure that every resource - Man, Money, Material and Time - is utilized to the benefit of the department. We can therefore confidently say that effective supervision is a key factor in goal achievement.

For Glickman (1990) supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole-school action (p.4). In a metaphor, he calls supervision the “glue of a successful school”. He described supervision as the process through which a person or a group of people is made responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work in harmony towards their vision of what school should be. According to Robins and Alvy (1995) supervision is providing support for teachers so they become the best they can be. (p.100).

Stones (1984) saw supervision as directing or overseeing as well as watching over in order to maintain order. He stressed that the qualification for becoming a supervisor was super-vision. A person with super-vision is supposed to have very acute eyesight to be able to see what is happening in the classroom

and beyond. According to the Oxford Advanced Learner's Dictionary of Current English, to supervise means to watch and direct work, workers and an organization.

Supervision Beliefs

Glickman, 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. (1995) quote Robins and 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 teachers' 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 and negotiate an improvement plan. The improvement plan becomes a hypothesis to be tested by the teacher through the supervisor's assistance. Thus, supervisors and teachers should share the responsibility for instructional improvement.

For Glickman (1985), supervision should 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 relationship with the teacher characterised by openness, trust and acceptance.

More again, 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.

Principles of Supervision

Hoy and Forsyth (1986) identified three broad principles for the supervisor and four for the person to be supervised. According to Okedara, effective supervision calls for certain principles on the part of the supervisor and the person to be supervised.

First of all, the supervisor is expected to hold discussion with people whom he supervises on the difficulties that are noticed. His attitude to the person to be supervised should not be “this is the way it must be done: I am telling you to do it”, rather, his attitude should be: “we all want to make this a success, let’s discuss how it can be done better”.

Secondly, the supervisor should follow-up the result of his discussion with programme personnel to find out whether or not the new methods and techniques discussed are introduced. Finally, the supervisor should measure results in relation to aims in the planning stage. At the same time, the supervisor can measure his effectiveness in relation to how will the people whom he supervises perform their tasks and the contribution that each one makes to the total educational process.

The person to be supervised should first of all be motivated. Secondly, he should be informed fully about his responsibilities and the standards by which his work will be judged. The next principle states that he should be trained to do his work satisfactorily. Finally, he is expected to get information about how the programme is operating by looking over enrolment records that is, checking the records, receiving reports, talking to people (personnel, board members and parents) and observing educational activities.

Types of Supervision

Likert (1961) cited by Olivia (1993) identified two types of supervision: employee-centred and job-centred. With employee-centred supervision, the supervisor focuses his primary attention on the human aspects of their subordinates' problem and also endeavours to build effective work groups to achieve high performance goals. Under the job-centred supervision, the emphasis is on the work to be done. The supervisor keeps the subordinates engaged on specified work cycles. The way in which the job is done is prescribed and must therefore be strictly followed and accomplished within the given time.

Neagley and Evans (1970) also identified two types of supervision, which they called internal and external supervision.

They stated that internal supervision is where the head or principal in present public school organization is the chief administrator in the day-to-day administration and supervision of the school. Musaaazi (1985) also saw internal supervision as a situation where the head is to ensure the improvement and making of the instructional process more effective. External supervision on the other hand, deals with supervision where the supervisors come from outside the school i.e. District, Regional or National offices. Olivia and Pawalas (1997) describe the teacher, the school head and the officers in education offices as supervisors because to them every adult is a supervisor who sees to it that planned educational activities are carried out successfully. Supervisor should be a teacher, a facilitator and a resource person to the learner's continuing self development, rather than a boss. The people who direct affairs at the central, regional and local offices are supervisors.

Burton and Brueckner (1955) as cited in Olivia (1993) have named five (5) types of supervision. These are inspection, Laissez-faire, coercive, supervision as training and guidance and supervision as democratic professional leadership.

Inspection is the earliest form of supervision which involves monitoring the work of teachers by the school inspector. This term is still applied to certain offices in England and the British Commonwealth. During the initial stages, supervision was simply a matter of inspecting the work of the teacher, and in many school districts, the person responsible for that task was known as the school inspector.

The laissez-faire type of supervision is actually not constructive supervision at all, because it is a policy which makes each teacher teach as he or she pleases, without reference to other teachers to improve the instructional programme or to develop any consensus among teachers with respect to philosophy or practice. Although this type of supervision was once characteristic of an earlier period in American education, it has now disappeared from the scene. Even though some school authorities mistake this form of supervision for democracy, the assertion is completely wrong. A school authority who follows this type of “hands off” policy in supervision will not gain the respect of his teachers for his professional leadership, for he will be exerting none, and he will be evading his responsibility for the improvement of his school’s learning programme. School authorities who adopt this method of supervision do so because they want to evade their responsibilities as professional leaders.

Coercive supervision is based on the assumptions that out of the knowledge available, there is a certain well-defined body, which is desirable for

all pupils to learn, and that is possible and desirable to establish an annual time table applicable to practically all children for the learning of it. With this type of supervision, teachers are visited by the principal for an observation period. Following the observation of the lesson, there is a conference between the teacher and the principal, during which the teacher is commended for those aspects of his lesson which coincided with what the principal “knows”, is good teaching, and then has pointed out to him his errors of omission and commission. Follow-up visits are made to check on whether he modifies his teaching in conformity with the dictates of the principal. This concept is closely bound up with the curriculum and instructional philosophy, which came to permeate almost all schools, and even now is by no means dispelled. Critics of Coercive supervision see it as an authoritative concept.

Supervision as training and guidance developed when teachers and supervisors realized how ineffective coercive supervision was as a teaching technique. It was also realized that the learner’s voluntary co-operation in the learning process was very important. An effort was made to change teaching from rote memorizing process to one that sought to stimulate children’s interests and to enlist their active participation in the learning process. It was also realized that instead of trying to force teachers to follow prescribed methods, emphasis should be placed upon the teaching of the teachers. As more new teachers were entering classrooms with an appreciable amount of pre-service preparation in normal schools, supervision assumed the task of containing that training on the job. Teachers were themselves interested in doing a better job.

Supervision as democratic professional leadership gives a modern view of supervision, which calls for co-operation. The school instructional staff, including the principal and others with supervisory responsibility, together in groups study the factors in the learning situation and together decide upon the “what, when, how and why” to teach. The principal’s responsibility is to release and coordinate, not to control the creative abilities of the teachers. Supervision as democratic professional leadership is a modern form of supervision which concerns itself with the improvement of the total teaching learning process. The purpose of the modern supervision, therefore, is to supply the leadership which will help the staff to improve the instructional situation, and in doing that to grow professionally themselves. In connection with this idea, Harris (1985) noted that the improvement of teachers is not so much a supervisory function in which teachers participate as it is a teacher function in which supervisors co-operate.

Modern supervision is co-operative. Instead of directing attention solely to the improvement of individual teachers, it enlists the co-operative efforts of the entire staff in the study of the educational problems of the school. Asiedu-Akrofi (1978) also supports co-operative supervision which is highlighted by modern supervision when he stated that traditional supervision which relies heavily on the exercise of control should be done away with and in its place modern supervision which stresses co-operation should be used in schools. He also sees the role of the inspector in modern supervision as one who should always depend on the co-operation of the teachers in order to create conducive learning environment for the students.

The Role of Supervision in Schools

Supervision has been acknowledged for the important roles it plays in the improvement of educational instructions especially, the basic schools. Musaaazi (1985) supported this view by saying that supervision is primarily concerned with action taken to ensure achievement of instructional objectives. He further asserted that the main purpose of supervision is to maintain and improve the quality of instruction.

According to Enus (1963), as cited by Asiedu (1997) another role of supervision is to evaluate the instructional process. To give meaning to such a general statement, Enus advanced that staffing, motivation and stimulation, consultation and programme development function as the key functions of supervision.

Wiles and Bondi (1986) saw the role of supervision as an expert technical service primarily aimed at studying and improving co-operatively all factors which affect child's growth and development. They were of the view that modern supervision is expected to improve the total teaching-learning process and the total setting for learning. They maintained that the supervisor is the one expected to enrich the professional knowledge of the teacher by giving him fresh ideas through in-service training courses.

Beeby (1977), on the other hand, saw supervision as playing the evaluative role in the school. According to him, supervision is an example of evaluation which deals with systematic collection and interpretation of evidence in the school system, leading as part of the process to a judgement of value with a view of action. He contended that supervision plays the evaluation function by

attempting to get feed back on the effectiveness of the operations of the school so that the school can assess its progress towards set goals.

Neagley and Evans (1970), referred to the role of supervision as a democratic action designed to improve instruction. According to them, modern supervision is both dynamic and democratic, reflecting the vitality of enlightened and informed leadership. As such all human beings in the educative process- students, teachers, administrators and supervisors- are individuals of work, endowed with unique talents and capacities. Supervision must therefore recognize the inherent value of each person, to the end, that the full potential of all will be realized.

The Need for Supervision

The need for supervision is made more prominent in McGregor's theory X which is based on the traditional view of direction and control. Daft and Marcic (2004) look at McGregor's theory X and Y styles of leader behaviour. The assumptions of theory X are:

1. The average human being has an inherent dislike for work and will avoid it if possible.
2. Because of his human characteristic of dislike for work, most employees must be corrected, controlled, directed and threatened with punishment to get them to put forth adequate effort towards achieving organizational objectives.
3. Most people are not ambitious, have little desire for responsibility and prefer to be directed or led.
4. The average man is by nature indolent- he works as little as possible.

5. Most people are inherently self-centred, indifferent to organizational needs.
6. Man is by nature resistant to change. (pp.36 &37)

In sum what is fundamental to McGregor's theory X is a philosophy of direction, close-supervision, external control and authoritarian and directive style of leadership.

While theory X exemplifies the traditional use of authority seen in extremely task-oriented management, McGregor's theory Y, which may lead to people oriented leadership and to clear demands for high performance, involves quite a different set of assumptions. These assumptions are:

1. The expenditure of physical and mental efforts in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means of bringing about efforts towards organizational objectives to which they are committed.
3. Commitment to objectives is a function of the rewards associated with their achievement.
4. The average human being learns, under proper conditions, not only to accept, but also to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely and not narrowly distributed in the population. (Daft and Marcic (2004, p.37)

While theory X and theory Y were propounded in the early 1960's, theory Z was developed in the early 1980s. Theory Z is the term coined by William G. Ouchi to characterize the Japanese approach to managing a business. According

to Ouchi as cited by Cole (2004), like theory Y, theory Z emphasizes concern for people and participative or consultative decision making. The theory emphasizes the workers as the key to productivity and economic growth. Workers are trained to perform a variety of tasks and are rotated from job to job to reduce excessive boredom. Promotions are within the company and progression through the ranks is slow and deliberate. The main features of the theory are:

1. Life time employment
2. Collective decision making
3. Collective responsibility
4. Slow evaluation and promotion
5. Implicit control mechanism
6. Non-specialized career paths
7. Holistic concern for employee as a person(pp.47-49)

The need for supervision also dates back to biblical times and as far back as 70 AD during the Israelites' exodus from Egypt under the leadership of Moses. Jethro advised Moses his son in law as follows: "Teach them the decrees and laws, and show them the way to live and the duties they are to perform. But select capable men from all the people – men who fear God, trustworthy men who hate dishonest gain – and appoint them as officials over thousands, hundreds, fifties and tens. Have them serve as judges for the people at all times, but have them bring every difficult case to you; the simple cases they can decide themselves. That will make your load lighter, because they will share it with you" (Exodus 18:20-22, NIV).

According to Neagley and Evans (1970) as cited by Olivia (1993), an effective supervisory programme is needed in every school district. Supervision is therefore a necessary service to teachers. That stage has not yet been reached where the services of these specialised personnel may be eliminated. He believes that there exists a present need for more supervisors who are better trained. He identified experienced and inexperienced, effective and ineffective teachers. However, he contends that supervisors should provide help to all teachers - experienced and inexperienced, effective and ineffective. In practice, they will need to spend more time with the inexperienced and ineffective.

Factors for Effective Supervision

It has been observed 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 wrote about conditions that can make supervision effective and secondly how effective supervision can promote teaching and learning.

Neagley and Evans (1970) are of the mind that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervisory staff are able to function effectively as a team.

According to Halpin (1956) as cited in Olivia (1993), supervision can be effectively carried out when materials and logistics are provided to support it. In the view of Acheson and Gall (1980), supervision can enable students perform

better by ensuring better methods of lesson delivery in the classroom. Herman (1947) as cited in Mankoe (2002) noted that schools with superior supervisory programmes had better teaching techniques which considerably improve pupil's achievement. Baldrige (1971) is of the opinion that for supervision to achieve its objectives the quality of the supervisor should be seriously taken into consideration.

Musaazi (1985) is of the view that, if supervision is to achieve its goal by improving the process of instruction in the school, then supervision must take the lead in providing a pleasant, stimulating and wholesome environment in which teachers will want to work. Musaazi also pointed out that the supervisor must arrange courses or workshops for teachers and head-teachers to infuse in them new techniques in teaching. Baldrige (1971) says that supervision achieves its aims by equipping teachers with ideas that enhance teaching and learning.

In view of Wiles (1967) supervision is concerned with giving effective leadership within the staff. To do this, the supervisor must be sensitive towards the teaching, opinion and interest of the various groups. A good supervisor should be tolerant, patient and understanding. He needs to relate well to the people he supervises.

Reboree (2001), also identified a variety of important characteristics for the supervisor including communication skills, credibility, technical skills and patience. The heart of supervision is interaction and interaction calls for communication. Since one of the key goals of communication understands, listening becomes a central part of the communication process. Effective

supervision therefore, learns how to listen well and how to allow another person know that they are listening attentively.

Supervisors who lack credibility may have to resort to coercive strategies to accomplish their goals. They may find it particularly difficult to undertake supervision activities in constructive and effective way.

Supervision has now become technical. Supervisors must be proficient in conferencing, goal setting, diagnosing instructional needs and observing in classroom. They should be capable of helping teachers to improve performance.

In a report prepared by Duke and Stiggins (1985), they indicated that supervision often lack two critical skills namely skills in evaluating teaching performance and skills in communicating with teachers about evaluating process and results.

To evaluate these deficiencies, supervisors must learn and practice supervision and evaluation techniques, remain up to date on new research related to instructional effectiveness, and share experiences and insights with other supervisors. Technical competence is unlikely to be achieved by taking a single course or by the process of trial and error.

Unruh (1970) highlights four characteristics for effective leadership in supervision. According to him, supervisor must:

1. Know how to use data and research to get set goals and promote actions
2. Exemplify integrity and tolerance and willingness to admit errors, demonstrate purposeful behaviour, self discipline and good judgement, stimulate discussion and work towards a decision.

3. Work with adversity and frustration, see the potential in others and help them to see it, anticipate future events and be adequately prepared for them and
4. Face criticism and misunderstanding.

According to Olivia (1993), the supervisor's intuition, humility, friendliness, thoughtfulness, sense of humour, his effects on others, as well as his patience are essential characteristics because supervision deals with relations between people. The effectiveness of a supervisor, according to him, will largely depend on his understanding of human behaviour.

Olivia (1993) cited Kinhart (1981) in a study to show the positive effects of supervision on English achievement for high school students. He divided the pupils of English class in twelve sections on the basis of mental age, chronological age and achievement in English as determined by a standardized test. Two sections were assigned to each of the six teachers who were judged to be about equal in ability. Supervision was applied to three teachers for about one semester but not to the other three. At the end of the period, achievement tests were given. After the administration of the tests, gains were noted.

The data showed that there was superiority of attainment of pupils whose teachers were supervised over those who were not supervised. This shows that supervision can influence both the instructional process and students' achievements. Kinhart concluded that all the six sections taught by supervised teachers made a great final gain in standard test than any of the six sections taught by unsupervised teachers. It can be concluded that effective supervision has been identified by educational writers and researchers as a catalyst that could enhance teaching and learning to ensure better performance.

In conclusion Neagley and Evans maintained that the modern supervisor must be capable, well trained in education, psychology, likeable and expert in the democratic group process. He recognizes his role as a leader and cooperates with his fellow administrator and teachers in all major decision affecting them and the teaching and learning situation.

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

1. Individual teacher conferences
2. Regular class visitations
3. Action research
4. Co-ordination of special subject.
5. Demonstration and substitute teaching on occasion
6. Planning and presenting in service programme.
7. An active role in curriculum development.

Finally, the supervisor should devote greater part of his time to planning for the teacher conferences, classroom visitations, action research, curriculum development and other supervisory activities if he wants to succeed as an effective supervisor.

Problems of Supervision

The attitude of teachers to supervision has been one area that has engaged the attention of educationists. Since teachers are the focus of the most of these increased supervisory efforts their attitude towards supervision is very important. Neagley and Evans (1970) are of the view that although there are undoubtedly

many instances of well received supervisory practice, common response of teachers to supervision might be expressed as the supervision is an ineffectual and at worst a harmful form of interference with the work of the teacher. This view expressed by Neagley and Evans is very common among teachers and has been a strain on the effective cooperation that should exist between the supervisor and the supervised. If teachers should view supervision as interference to their work, then it means most of the new ideas and innovations that might be given them at workshops would not be implemented.

Neagley (1962) reveals that there is inverse relationship between the amount of trust held by teachers in their supervisors and the way a supervisor conforms to bureaucratic practice. According to Eye (1975), supervision itself has a history of the teacher always submitting as a servant to his master-the supervisor or administrator. This background has caused the teacher to view supervision as system executioners.

The attitude of the teacher towards supervision has been considered to be one of the problems associated with supervision. Because teachers are the pivot of most of the aspects of supervision their response to supervisory efforts is very crucial.

Sergiovanni and Starratt as cited in Mankoe (2002), are of the view that economic constraints make teachers and for that matter supervisors face the problem of making ends meet. This situation induces some supervisors to seek for monetary favours indirectly and teachers in the school readily accede to the supervisor's request. In return for this favours, supervisors tune down professional

sanctions which could otherwise be served or offered. The result is ineffective supervision at the end of the transaction.

Another problem confronting supervision according to Unruh (1970) is that of the supervision balancing the process of directing and controlling the supervising process. The process affects the inter-relationship between supervisors and teachers since teachers do not have the time and opportunity to go beyond their own curriculum, it is the supervisor who normally initiates improvement of teaching and learning. In doing this, the supervisor must also be willing to hear and evaluate teachers' ideas, since supervision should also involve a process of analyzing and appraising other views.

Furthermore, Annoh (1997) says a supervisor is expected to possess the competence, Confidence and expertise to do his job of supervision effectively. These job requirements are also dependent on the supervisor's academic qualification and professional experience. A supervisor's qualification and experience should be on the normal circumstances be higher than those of the other teacher's whose job he is supposed to assess. Sometimes this is not the case and it creates feeling of superiority on the part of the teacher being supervised and inferiority on the part of the supervisor.

Mankoe (2002) adds that owing to the lack of official vehicles, supervisors have to rely on public means of transport. In this case, schools in the very remote areas may not be visited for many months if not for a whole year. Officers who are able to travel to the schools use their own money expecting reimbursement shortly after that. Usually, such reimbursement is deferred until quarterly

government subventions are paid. These subventions are sometimes delayed or are seen as inadequate to cater for full refund of monies spent.

Another problem according to Mankoe (2002) emanates from the conditions under which staff development programmes are organized for supervisors. Sometimes staff development programmes are organized without prior notice which would enable them to make prior preparation. This is particularly true to staff development programmes organized and sponsored by some non-governmental organizations (NGOs). Participants are not given the opportunity to practice or experiment what they learnt at staff development programmes.

Summary

From the review of literature relating to supervision, it is clear that supervision implies working with and through people with available resources to achieve organizational goals and objectives. It involves planning, decision making, organising, communicating, influencing and evaluating. To achieve objectives and goals of his organization, the supervisor should be equipped with technical skills, interactive or interpersonal skills, and conceptual skills. An effective supervisor acknowledges that no situation or circumstance is permanent, and people vary in nature so he adopts the leadership style according to the needs of a particular situation or circumstance of his staff.

In education, supervision is the assistance given to teachers for the improvement of instruction. Supervision as a function, according to the literature

is not the preserve of functionary called a supervisor or should it be associated with a person since that position does not make one an expert.

Two types of supervisors are identified in basic schools and for that matter Junior High Schools in Ghana. These are internal (school-based) and external (Office based) supervisors; hence we internal and external supervision. The internal supervisors are the head teachers, and external supervisors comprise circuit supervisors, district and regional directors, and personnel of the inspectorate division.

The literature also identified the following types of supervision: (a) inspection (b) laissez-faire supervision (c) coercive supervision (d) training and guidance and (e) democratic professional leadership. The democratic professional leadership type of supervision was popular choice of supervision among the authorities studied. This type of supervision emphasises co-operation and peer relationship between the supervisor and the supervisee in search for a better and effective way of improving teaching and learning. Though this type of supervision, which gives autonomy and choice for teachers was popular among the authorities, it was also noted that for some teachers in some circumstances, a restrictive or a directive method of supervision may be useful.

Authors such as Neagley and Evans (1970) and Campbell et al. (1977) are of the view that the supervisory practices of school head teachers can be seen in the administrative tasks they perform. The administrative tasks, according to these authors, include among other things, school-community relationship, curriculum instruction and appraisal, pupil and staff personnel services, physical facility as well as financial and business management.

Some authors including Musaazi (1984) and Unruh (1970) share the view that supervision requires a high level of educational leadership for its implementation. According to them, supervisor must possess a certificate, diploma or degree authorizing him or her to teach as well as outstanding skills and experience in the teaching profession.

The literature review, which is an insight to works of scholars in this area, has given the researcher a guide in his work to find out the extent to which his findings agree or disagree with the above writers.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter deals with the research design selected for the study. It describes a number of issues which include: the research design, population, the sample, instrument for data collection, data collection procedure and data analysis procedure.

The Research Design

The descriptive survey design was used for the study. A survey design provides a description of trends, attitudes or opinions of a population by studying a sample of that population. The descriptive design is extensively used in educational research since data obtained through descriptive survey represents field condition. According to Osuala (1991), descriptive surveys are versatile and practical since they point to present needs. He further asserts that descriptive research is basic for all types of research in assessing the situation as a pre-requisite for conclusions and generalizations.

The descriptive survey was used for this study based on its advantages. The design enabled the researcher to evaluate the extent to which effective supervision is carried out in Junior High Schools in the yilo Krobo district. However, descriptive survey is not without some disadvantages. Fraenkel and Wallen (2002) pointed out some difficulties associated with its use. These include the danger of prying into private affairs of respondents and the likelihood of

generating unreliable responses and the difficulty in assessing the clarity and precision of questions that would elicit the desired responses. It is also known to result in making generalizations about a situation, which may not be a true reflection of what actually prevails. Being aware of these weaknesses, the researcher made efforts to reduce the magnitude of these problems. For example, interviews and follow-up questions were used to ascertain the validity of responses that were not clear.

Population

The target population for this study was Junior High Schools in the Yilo Krobo District as well as the District Education office. The Yilo Krobo District is divided into eight (8) circuits with a total of 39 public Junior High Schools. There were 312 Junior High School teachers with 7395 pupils according to the 2008/2009 academic year census. The District Education Office had a total of 54 workers.

Sample and Sampling Procedure

A sample is a carefully selected subset of the units that comprise the population. Four (4) out of the eight (8) circuits were selected for the study. The Assistant Director in charge of supervision was purposively selected because, he was the only person holding this position and his contribution would constitute a vital part of the study. The four (4) circuit supervisors for the selected four circuits were also purposively selected.

From the total of thirty-nine (39) public Junior High Schools (JHS) in the Yilo Krobo District, sixteen (16) were selected with sixteen (16) Head-teachers chosen from each of the sixteen selected schools. In addition, a total of eighty (80) teachers from the randomly selected Schools were chosen based on experience and professionalism. The schools and teachers were randomly selected by the hat and draw or the lottery method. National service personnel and National Youth Employed were excluded. Lastly, there was a selection of five (5) prefects namely: boys' prefects and assistants, girls' prefects and assistants and the compound overseer from each of the selected Schools totaling eighty (80) prefects. The school prefects were purposively selected since they were the only people occupying these positions in the various schools.

Table 1

Distribution of Respondents.

Types of Respondents	Number of Respondents
Head of Supervision	1
Circuit Supervisors	4
Head teachers	16
Teachers	80
School Prefects	80
Total	181

The simple random sampling procedure was used in the selection of schools and teachers. The lottery method was used in the selection of the Teachers

and the schools. In this method, sample units were chosen directly from the population by a procedure, which was designed to meet the essential criterion of randomness. The method gave all units of the target population an equal chance of being selected. The researcher gave numbers to the sample units on slips of paper, put them in a container, mixed them well and removed one paper or slip at a time from the container without looking into it. When a slip was selected and recorded, it was thrown back into the container before the next one was picked. The process continued until the required number of respondents were selected and recorded. If an already drawn number is selected for a second or third time it is ignored, that is, it is thrown back into the container. This went on till the required number was obtained. This process was used in the election of the teachers and the schools.

The sample was chosen to suit the purpose of the study. Some elements of the population like the head of the supervision were deliberately selected on the judgment of the researcher. The researcher also thought his views and contributions were essential for the success of the study.

Instrument for Data Collection

Data for the study were collected using interviews and questionnaires. Both types of instruments were designed by the researcher himself. Teachers, head teachers and prefects in the selected schools were served with copies of questionnaire to answer. Questionnaire was considered appropriate because the teachers and school prefects were so many that the researcher could not have adequate time to interview all of them. It also enabled the teachers, heads and school prefects to provide their individual responses. The questionnaire was

divided into seven sections. These sections covered aspects like: the type of supervision used more, the type of supervision teachers and heads prefer, teachers regularity and punctuality to School, how frequently external supervisors visited schools, how instructional hours were utilized in the schools, challenges supervisors face in their work and suggestions to improve supervision practices.

Both close-ended as well as open-ended questions were employed to get the information needed from the respondents. The open-ended questions were designed in such a way that respondents were allowed to use their own language, expression or style to express their view on the subject matter under discussion. The close-ended questions on the other hand restricted respondents to choose from the alternatives provided on the questionnaire. See appendices B and C for questions for teachers, heads and school prefects.

The researcher used interviews to collect data from the head of supervisory team and the four Circuit Supervisors. In the interview, questions were posed to respondents. Respondents were allowed time to organize information to answer the questions. This method was chosen because these officers had busy schedules, which made it difficult for them to make time to attend to questionnaire on their own. The interview schedule covered aspects like: type of supervision and forms they take, school visits and writing of reports, in-service training courses and head teacher's supervisions, type of supervision and how each type promotes effective instruction, punctuality, regularity and use of instructional time and suggestions to improve supervision practices. This can be seen in Appendix A.

Data Collection Procedure

All the data for the study were collected by the researcher himself. Interview guide and questionnaire were used in collecting the data. The researcher made lots of personal contacts in the process of gathering research data. This involved a lot of movements from one school to another by the researcher. The researcher had to explain the questions to the respondents thoroughly after copies of the questionnaire had been given to the selected teachers and heads. The purpose of this was to help the respondents provide their independent opinions on the questionnaire items given them. In each of the selected schools, the researcher grouped the prefects and clarified or explained the questions to them before they answered the questionnaire. In each school, the researcher waited and collected the completed questionnaire. The researcher made sure that a high level of understanding existed between him and the respondents. The reason for this was to remove all forms of suspicions, hostilities, anxieties or apathies that could have hindered the free flow of information from the respondents. The return rate of the completed questionnaire was 85.08%.

As a strategy employed, information was collected from the selected schools first before the District Education Office. School prefects were given questionnaire first before questionnaire were given to the teachers and heads in the selected schools.

The administration of the questionnaire to the School heads, teachers and school prefects was done during the break periods. The questionnaire was also collected during the break periods. The essence of this was to save a lot of time

and also limit the disruption of instructional hours in the selected schools to the barest minimum.

As Nwana (1990) contends, pre-arrangements are necessary to be made before hand. The interviewees were informed two weeks in advance. This helped to minimize delays and other forms of disappointments. It also helped the interviewees in getting access to most of the documents from which information was needed.

At the District Education Office, the circuit supervisors were interviewed first before the head of the supervisory division. The rationale for this procedure was to prevent supervision officers from influencing their subordinates since they would have had ideas about what the whole exercise was about, if they were contacted first.

Data Analysis Procedure

In all, four (4) weeks were used for the data collection. The data collection started on 16th of March, 2009 and ended on 14th of April, 2009.

The main methods used in analyzing the data were simple percentages and descriptive analysis. The data collected were organized into appropriate categories for easy tabulation. For example, with the open-ended questions, the responses were categorized. All the responses were then tallied to obtain the frequencies after which percentages were calculated. Tables were also drawn based on the percentages for the various data. The data were grouped as follows:

- a) The type of supervision that was used most by supervisors.
- b) The type of supervision that most teachers like.

- c) Regularity of external supervisors.
- d) Adequacy of external supervision.
- e) Type of supervision that enhances effective teaching and learning.
- f) Usage of instructional time as well as the punctuality and regularity of teachers.
- g) Challenges circuit supervisors and Heads encountered during supervision of instruction.
- h) Suggestions to improve supervision of instruction.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter deals with how data collected are presented, analysed and discussed. The various groups included in the study were the following: The Head of Supervisory Division, Circuit Supervisors, Head teachers, Teachers and School Prefects in the selected schools in the Yilo Krobo District.

The study was to find out the types of supervision the schools used more in the Yilo Krobo District as well as the type of supervision that Headmasters and Teachers of Junior High Schools in the selected schools preferred. The study also sought for the type of supervision Teachers and Head teachers view as promoting effective teaching and learning, and finally constraints associated with supervision of Junior High Schools in the Yilo Krobo Education District.

In analyzing the data, 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 analysis were the simple percentage and descriptive analysis. In other words, the number and percentage of respondents of each research question are calculated.

Research Question 1: What type of supervision, internal or external is being used most in the Yilo Krobo District?

Aspect of External Supervision emphasized

To find out the aspect of External supervision that is mostly emphasized in the Yilo Krobo District, views of external supervisors, Head teachers and Teachers were sought. Table 2 gives the summary of the responses.

Table 2

Aspect of External Supervision Emphasized.

Respondents	comprehensive		Brief		Follow-up		Casual		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Circuit supervisors	2	40.00	3	60.00	-	-	-	-	5	100.
Heads	3	18.75	9	56.25	2	12.50	2	12.50	16	100
Teachers	22	27.50	34	42.50	16	20.00	8	10.00	80.	100

Source: Field work.

From the Table 2, it can be seen that both groups of respondents were unanimous in their support for the view that brief aspect of external supervision was the most emphasized in the selected schools.

Sixty percent of external supervisors mentioned brief visits as the aspect of external supervision being emphasized in the District. The external supervisors also admitted that comprehensive visit was done at least once every year in a

Junior High School. Also, the internal supervisor who is the Head of the school played most of the supervisory roles and they also went on brief visits to assist and counsel. This revelation supports the view of Halpin (1956) cited in Olivia (1993) who sees external supervision as playing a complementary role in the supervisory process. He looks at external supervision as complementing the role and duties of the internal supervisor.

Forty-four point eight percent of Heads and their teachers (i.e. 56.25% and 42.50% of Heads and Teachers respectively) are of the opinion that brief visits are the most practiced aspect of external supervision in the schools. The teachers explained that their Circuit Supervisors check their lesson notes, exercise books and attendance on such visits. To 26% of Heads and teachers (i.e. 18.75% and 27.50% of Heads and Teachers respectively), it was comprehensive visit that was mostly emphasized in the selected schools. In this case more than one supervisor was involved. Eighteen point eight percent (18.8%) of the Heads and teachers also saw the external supervisors coming to their schools on a follow-up visit rather than comprehensive or brief visits while 10% believe that casual visits were the most common visits of external supervisors to their schools.

According to 40% of the external supervisors, it was the comprehensive supervision that was mostly emphasized. To them, they inspected almost everything on their visits which sometimes qualified it to be comprehensive.

Regularity of External Supervisors

Table 3 gives the summary of the responses by heads and teachers on regularity of Ghana Education Service (GES) officials to the selected Junior High Schools.

Table 3
Views of Heads and Teachers on Regularity of GES officials to selected schools

Officers	Weekly		Fortnightly		Monthly		Termly		Yearly	
	No.	%	No.	%	No.	%	No.	%	No.	%
District Director	-	-	-	-	4	5.20	22	28.60	51	66.20
Head of Inspectorate	-	-	3	4.00	3	4.00	43	57.30	26	34.70
Circuit Supervisor	42	44.20	22	23.2	27	28.40	3	3.20	1	1.10
Unit Managers	5	8.10	3	4.80	2	3.20	15	24.20	37	59.70

Source: Field data

Observation from the views expressed by respondents in Table 3 shows that the most regular external supervisors to the selected Junior High Schools in the Yilo Krobo District were the Circuit Supervisors. Out of the five external

supervisors, the circuit supervisors scored 44.20% on weekly visits; 23.20% on fortnight visits and 28.40% on monthly visits.

To show how often the head of inspectorate visited schools, 57.30% respondents expressed their opinion that they saw him termly, 34.70% saw him annually, 4.00% mentioned that they saw the head of inspectorate fortnightly and monthly respectively. No body expressed his/her view that the head of inspectorate was seen weekly.

Most of the respondents claimed that the Districts Director and the Unit Managers did not visit them at all. Meanwhile, some of the mission schools confessed that the local managers did visit them since they live in the school communities. This revelation is however against the view of Byars (1992) which state that supervision is the day to day activities of the work of supervisors in such a way that the work of pupils are facilitated.

Adequacy of External Supervision

To find out the adequacy of external supervision in the Yilo Krobo District, respondents were asked to express their views. Table 4 shows the views expressed by respondents.

Table 4**Respondents' views on Adequacy of External Supervision**

Respondents	Adequate		Not Adequate		Total	
	No.	%	No.	%	No.	%
Circuit Supervisors	3	60.00	2	40.00	5	100
Headmasters	5	31.25	11	68.75	16	100
Teachers	31	38.75	49	61.25	80	100
Prefects	21	30.40	48	69.60	69	100

Source: Field data

From the Table 4, it can be seen that all the three groups except external supervisors were unanimous in their support for the view that external supervision in the selected schools was not adequate.

It is however interesting to note that while Headmasters, Teachers and Pupils are of the view that external supervision in the selected schools were not adequate; the external supervisors thought that supervision in the selected schools were adequate. In fact, external supervisors supported this view with 60% responses. This revelation should send signal to external supervisors to carry out more supervisory role in their various circuits in the District. In other words, Heads, Teachers and Pupils expect to see the external supervisors more often than presently.

Research Question 2: What type of supervision do teachers prefer in the Yilo Krobo District?

The Type of Supervision that JHS Teachers and Head teachers Prefer in the Yilo Krobo District

To find out the type of supervision that JHS teachers and heads preferred in the Yilo Krobo District, respondents were asked to give their views. The essence of this was to find out from the classroom teachers and heads which of the two types of supervision (internal or external) they preferred and why. Table 5 gives the summary of the responses of the teachers.

Table 5
Type of Supervision Preferred by Teachers and Head teachers

Types of Supervision	Number	Percentage
Internal Supervision	81	84.38
External Supervision	12	12.50
None of the above	3	3.12
Total	96	100.00

Source: Field data

From Table 5, it can be seen that 84.38% of the respondents (teachers and Heads) preferred internal supervision to external supervision. About 13% preferred external supervision while about 3.12% dislike both types of supervision.

The major reasons given by the teachers for their preference for internal supervision include the following: it is done on a more continuous basis; it is not regarded as fault finding exercise; teachers' mistakes are corrected in a more cordial manner; and lastly, teachers' problems are better understood by their headmasters than by external supervisors. On the other hand, the main reasons for which respondents prefer external supervision to internal are that new ideas of doing things are brought and external supervisors also do thorough work especially during an intensive visit. Lastly, the unannounced visits by external supervisors to supervise teachers' work keep the teachers on their toes.

Type of supervision that Enhances Teaching and Learning

In an attempt to find out the type of supervision that enhances teaching and learning, respondents were asked to present their views. Four options were given in all. Table 6 gives the summary of the responses of the teachers.

Table 6

Type of Supervision that Enhances Teaching and Learning

Respondents	Internal		External		Both		None		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Circuit Supervisor	2	40.00	-	-	3	60.00	-	-	5	100.00
Heads Teachers	7	43.75	1	6.25	8	50.00	-	-	16	100.00
Teachers	22	27.50	3	3.75	50	62.50	5	6.25	80	100.00

Source: Field data

From Table 6, it can be seen that majority of the respondents were of the view that both internal and external supervision enhance teaching and learning. Sixty percent of Circuit Supervisors, 50% of Head teachers and 62.50% of teachers believed that both the internal external supervision enhance teaching and learning. Forty percent (40%), 43.75% and 27.50% of Circuit Supervisors, Heads and Teachers respectively believed internal supervision enhances teaching and learning. It is worth noting that 6.25% of Head teachers and 3.75% of Teachers thought that external supervision enhances teaching and learning. This view might have been informed by the way over fraternization on the part of some internal supervisors (Head teachers) affects teaching and learning.

Perhaps the views expressed by Boardman (1963) that supervision should involve all teachers, head teachers and supervisors, each actively participating if educational goals are to be attained might have led the respondents to appreciate both internal and external supervision as enhancing teaching and learning.

Also, the views expressed by Elsbree et al, that internal measures taken in the school by teachers to ensure the achievement of school objectives and external supervision, enhancing or evaluating the effectiveness of the instructional programme might have also informed the respondents' decision to appreciate both internal and external supervision in enhancing teaching and learning.

An observation from the views expressed by the respondents showed that internal supervision enhances teaching and learning. In fact, internal supervision is believed to enhance teaching and learning in Junior High Schools in the Yilo Krobo District. This assertion agrees with the view of Byars (1992) which states that supervision is the day to day activities of the work of supervisors in such a

way that the works of pupils are facilitated. Thus the presence of the head in the school as the first supervisor helps to improve the performance of the teachers.

Interestingly, 6.25% of the teachers did not see the need of supervisors in enhancing teaching and learning in Junior High Schools in the Yilo Krobo District. This assertion is in conflict with the view of Eye and Netzer (1972) who say supervision is the attempt through second party intervention to ascertain, maintain and improve the quality of work done.

Internal supervision should go with the external supervision since combination of the two has been identified in the selected schools as enhancing teaching and learning.

Rating of Headmasters/Headmistresses' Supervision on Teachers

In an attempt to find out the effectiveness of Headmasters/Headmistresses' Supervision on their teachers, external supervisors and school prefects' views were solicited. Table 7 gives responses of external supervisors and school prefects.

Table 7

Head teachers' supervision on Teachers' work

Respondents	Very Good		Good		Satisfactory		Not		Total	
	No	%	No.	%	No.	%	No.	%	No.	%
Circuit Supervisor	-	-	3	60.00	2	40.00	-	-	5	100.00
Prefects	55	79.71	13	18.84	-	-	1	1.45	69	100.00

Source: Field data

As stipulated from Table 7, the views from the Circuit Supervisors and the school prefects were all unanimous in their satisfaction with the heads' supervision on their teachers in the selected schools. This shows that the heads are performing their roles as expected of them. The heads, however, admitted that the secrets of their success story were that some teachers and school prefects helped them in their supervisory roles in the selected schools since they could not do a meaningful work alone.

Research Question 3: What are the main problems associated with supervision of instruction in Junior High Schools in the Yilo Krobo District?

Punctuality of Teachers

External supervisors and prefects were asked to assess the punctuality of their teachers. Four options were given to respondents to choose from. These were very good, good, satisfactory and not satisfactory.

Table 8 gives the picture drawn from the respondents after the summary.

Table 8

Punctuality of Teachers

Responses	External supervisors		Pupils	
	No.	%	No.	%
Very good	-	0	53	76.81
Good	2	40.00	11	15.94
Satisfactory	2	40.00	4	5.80
Not satisfactory	1	20.00	1	1.45
Total	5	100.00	69	100.00

Source: Field data

From the analysis in Table 8, it is observed that majority of the respondents, were satisfied with the punctuality of teachers. Both the external supervisors and the pupils were unanimous in their satisfaction with their teachers' punctuality in the selected schools. In fact only 20% and 1.45% of Circuit Supervisors Pupils respectively were not satisfied with the teachers' punctuality.

Regularity of Teachers

External supervisors and school prefects were asked to present their views on regularity of their teachers. Four options were given to respondents to select from. These were very good, good, satisfactory and not satisfactory. Table 9 gives responses of external supervisors.

Table 9**Regularity of Teachers**

Responses	External supervisors		Pupils	
	No.	%	No.	%
Very good	-	-	50	74.63
Good	2	40.00	16	23.88
Satisfactory	3	60.00	-	-
Not satisfactory	-	-	1	1.49
Total	5	100.00	67	100.00

Source: Field data

From the analysis in Table 9, it is observed that all the external supervisors were satisfied with the regularity of their teachers. While 60% of the Circuit Supervisors were of the view that their teachers' regularity was satisfactory, 40% also maintained that their teachers' regularity was good. In the same vein, 74.63% and 23.88% of the pupils also rated their teachers' regularity in school as very good and good respectively.

Organization of In-service Training for Teachers

The head of Inspectorate and Circuit Supervisors were asked to express their view of the number of times in-service training was organized for teachers in a year Table 10 gives summary of their responses.

Table 10

Organization of In-service Training for Teachers

Responses	No	%
Once	-	-
Twice	-	-
Three times	1	20.00
When need be	4	80.00
Total	5	100.00

Source: Field data

It can be inferred from Table 10 that, there was no stipulated time for organizing in-service training for teachers though it was deemed very important. Eighty percent however admitted that in-service training is organized for teachers when the need arises. Nobody indicated that in-service training was organized once or twice a year. Only 20% confirmed that in-service training for teachers is organized three times a year. From the responses, one can deduce that in-service training in the schools defeat the aim for organizing in-service training which states among others that in-service training provides teachers with experience which will enable them to grow professionally.

Use of Supervision Manuals

Circuit Supervisors provide professional and administrative functions. There is therefore the need for a laid down format for all supervisors. These may include guides and manuals and availability of a regular database to prepare and

monitor supervision. In this light Circuit Supervisors and the head of Inspectorate were asked if they were guided by any instrument or manual provided by the Ghana Education Service to follow during supervision. No and Yes options were given. The responses are indicated in Table 11 below.

Table 11

Use of Manual by C/Ss

Responses	No	%
Yes	5	100.00
No	0	0.00
Total	5	100.00

Source: Field data

It can be deduced from Table 11 that all the respondents were unanimous in admitting that they were guided by a manual or instrument provided by Ghana Education Service during their supervision. All the five supervisors responded yes to the question.

Rating Supervisors' Relationship with Teachers

This question was raised to find out the kind of relationship that exists between supervisors and teachers. Table 12 gives a summary of teachers' appraisal of their supervisors' relationship with them.

Table 12

Rating Supervisors' Relationship with Teachers

Responses	No	%
Excellent	11	11.46
Very good	24	25.00
Good	50	52.08
Poor	11	11.46
Total	96	100.00

Source: Field data

A critical look at Table 12 points out that majority of the respondents representing 88.54% were satisfied with the supervisors' relationship with teachers. Eleven point five percent expressed their dissatisfaction about the relationship of supervisors with teachers. The fact that 88.54% respondents are satisfied with the supervisors' relationship with them is a good thing in modern supervision.

Problems facing Supervisors

The researcher sought to find from supervisors and teachers the problems they (supervisors) face during supervision. From the data collected, it was realized that supervisors face a number of problems in their functioning which greatly affect their performance.

On the part of the supervisors, they complained bitterly about lack of logistics, materials and maintenance of their motor bikes. According to Circuit Supervisors who have means of transport, they suffer unduly from the provision

of fuel and maintenance of their cars and motor bikes. It is also important to note that lack of materials and logistics cannot give way to effective supervision. It is in light of this that Halpin (1956) contends that, supervision can be effectively carried out when materials and logistics are provided to support it.

Another problem that Circuit Supervisors and Heads faced was lack of co-operation from teachers. Some of the teachers were sometimes suspicious of their actions and for that matter some of them failed to accept their faults detected during supervision. Some of the teachers also come to class without preparation. Also some teachers fail to give and mark pupils' exercise.

Eighty percent of Circuit Supervisors mentioned overload of task as a problem facing them. To them, they were used for all sorts of other jobs, some of which have little or nothing to do with supervision; for example distribution of textbooks, distribution of letters, attending meetings among others.

The Circuit Supervisors contended that their inability to pay regular visits to schools in some rural areas was against their will. These schools remain unvisited because of bad road network and bad weather conditions. They were therefore at risk of all sorts of hazards but not protected under any health or insurance cover.

Head teachers and teachers responded by enumerating many problems. Some of the pertinent ones are summarized below: Heads and teachers also complained of lack of and inadequate teaching/learning materials and facilities. They sometimes had to improvise at their own cost.

Fifty-two percent of teachers contended that some of the supervisors adopted authoritarian method of dealing with teachers and that such attitude go

against the spirit of initiative expected from teachers within today's schools management practices.

Failure of teachers to prepare lesson notes, lack of co-operation from teachers, absenteeism of teachers, teachers disrespect to internal supervisors and inadequate in-service training for teachers were some of the pertinent problems raised by Headmasters/mistresses.

Eighty-two percent of Headmasters mentioned lack of incentives/allowance. According to them the One Ghana Cedi (GH¢ 1) that was given them a month as responsibility allowance was woefully inadequate.

Teachers also mentioned the way some supervisors tip-toed to the schools unannounced just to find fault with them. Also some supervisors pointed out teachers' mistakes to them in the presence of pupils. This creates embarrassing situation for teachers. Due to increase in population, teachers have to contend with large class sizes. In such situations class control becomes very difficult if not impossible.

Research Question 4: What suggestions could be raised to improve supervision of JHSs in the Yilo Krobo District?

Means of Improving Supervision

The Head of Inspectorate, Circuit Supervisors, Headmasters and teachers were asked to suggest ways and means of improving supervision in the Yilo Krobo District. This attracted many responses from the respondents.

Majority of the respondents (between 87% and 96%) stated timely supply of logistics, detachment of headmasters/headmistresses, provision of means of transport and payment of fuel allowance as means of improving supervision in the Yilo Krobo District. Other suggestions made by respondents were implementation of supervisory recommendations, frequent visit by external supervisors to schools and provision of accommodation for supervisors.

Heads and teachers also suggested that external supervisors inform them before visiting their schools for supervision. According to them this will enable them to make adequate preparation towards such visits. Respondents also appeal for construction of roads linking villages where schools are located, especially those roads that are impassable.

If supervision in the Junior High Schools is to be improved, authorities concerned needed to take into consideration the suggestions given above. As Wiles (1967) puts it, an effective method that could be used to promote good results as far as teaching and learning are concerned is supervision.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of the study was to examine the effectiveness of supervision of Junior High Schools in the Yilo Krobo District, the type of supervision teachers prefer and the type of supervision that promotes effective teaching and learning. It was the intent of this study to investigate teachers and administrators of supervision in terms of regularity and problems/challenges that impede effective supervision in the District.

This study became necessary as a result of the fact that the Basic Education Certificate Examination (BECE) results in the district over the last four years took a nose dive. This trend has remained a permanent feature over the years, and since supervision is a major factor in enhancing quality teaching and learning, an urgent justification for the study was prompted.

The study involved the use 16 Junior High Schools from four circuits in the Yilo Krobo District. 16 Head teachers, 80 teachers, and 80 school prefects were used to collect data for the study in the selected schools while the Assistant Director (AD) Supervision and four circuit supervisors were interviewed. Circuit supervisors and the AD Supervision were purposively selected while the Teachers and pupils were selected through simple sampling.

The researcher used simple questionnaire and interview methods to collect data used for the study. The data were analyzed in percentages. The analyses were

used to arrive at findings and conclusions made, a summary of which are listed below:

Summary of findings

Findings for the study were based on the research questions which are provided on page 10. The findings were analyzed and presented in such a manner as to address the research questions.

The major findings of the study include the following:

1. Majority of the teachers, heads and circuit supervisors affirmed that internal supervision was being given greater emphasis than external supervision.
2. There was consensus among teachers, heads and education officers that brief visit aspect of external supervision is emphasized in the Yilo Krobo District.
3. Teachers preferred internal supervision to external supervision. Reasons were that internal supervision is done on a more continuous basis; it is not regarded as fault finding exercise; and teachers' mistakes are better understood by their heads than by their external supervisors.
4. Approximately 60% of education officers, Heads and teachers believed that both internal and external supervisions promoted effective teaching and learning in the schools.
5. Majority of teachers and Heads attested that external supervisors except circuit supervisors were not regular in the schools.

6. Non-payment and or late payment of travel and transport claims and fuel bills of circuit supervisors were affecting effective supervision in the Yilo Krobo district.
7. Inaccessibility of schools – some schools are located in very remote parts of the District and as such officers and Circuit Supervisors have to travel long distances and often under very difficult road conditions to reach such schools. Sometimes these roads are impassable during the rainy season. These factors make frequent visits extremely difficult and frustrating.
8. Failure on the part of District Directors to implement circuit supervisors' recommendations was affecting effective supervision.

Conclusions

In the light of the findings of the study the following conclusions could be drawn: It is evident that two levels of supervision were applied in the Junior High schools in the Yilo Krobo District. These were internal and external supervision. Internal supervision was done by the heads of schools while Circuit Supervisors were the main external supervisors. Brief visits aspect of external supervision was mostly practiced. Emphasis was however on internal supervision since the external sources were fraught with many challenges. It is observed that internal supervision is more used than external supervision.

It was also observed that the Circuit Supervisors visit schools more than any of the other external supervisors. This implies that it is the reports of circuit supervisors that paint the picture of the current supervision of instruction in the

selected circuits. This means that the circuit supervisors need recognition and support to help them carry out their duties effectively.

Majority of teachers prefer internal supervision to external supervision. This is because they view internal supervision as the type that the supervisor understands the teachers' problems more and are willing to offer them the needed help. This denotes that the teachers have a high respect for their heads and confide in them. In view of this, heads should reciprocate this high respect and confidentiality reposed in them to do their supervision duties very well and professionally.

It was also observed that supervisors face a lot of challenges which make their work less effective. These challenges should be highlighted and addressed from time to time so that their supervision of instruction duties could be effectively carried out.

Recommendations

Based on the results of the study, the following recommendations are made to enhance the supervision processes in the Yilo Krobo District:

1. Since there was a general consensus among teachers, heads, circuit supervisors and the Assistant Director in-charge of supervision that both internal and external supervisions were promoting effective teaching and learning in the schools, both types of supervision should be given support. Also, since internal supervision was singularly identified as promoting effective teaching and learning in schools more than external supervision, internal supervisors should be given more support. In this regard, more

authority should be given to the school heads and their assistants to enable them to function better as instructional leaders. The heads, as instructional leaders, together with their assistants should take major responsibility for in-service training of teachers and organization of workshops to update their knowledge and skills in the appropriate methodologies. Teachers and heads should be provided with the needed support in terms of resources to enable them to execute their duties more effectively and efficiently.

2. Supervisors should concentrate their interventions on schools most in need of their supports. They need to focus their supervision and support intervention on the remote and isolated schools and on the least effective schools.
3. Since teachers, heads and circuit supervisors agreed that internal supervision ensures effective teaching and learning in school, there should be proper and careful screening of teachers by District Directorate, through interviews to ensure that the most qualified teachers are appointed to supervisory positions to effectively and efficiently play this role of front–line supervision.
4. Supervisory training should be regularly organized by the District Directorate to equip supervisors with experience and knowledge in supervisory practices in order to provide effective feedback for professional growth and development.
5. Supervisory functions should be separated from those of inspection. The current situation where the supervisor performs both supervisory and inspection functions creates a situation where the supervisor is seen as a

fault finder at one time and helper of teachers and head teachers at another. The Ghana Education Service (GES) should appointed officers separately for supervision and inspection.

6. For the circuit supervisors, the researcher recommends that a more comprehensive itinerary be designed for them by the District Director, which must include a tentative time-table in each school for the supervision of classroom instruction. This would pose as a challenge to all teachers the year round, to provide quality education to pupils in their respective schools.
7. Appraisal and subsequent promotion of supervisors should be based on the number of schools supervised, the quality of supervision reports produced, prompt release of supervision reports and the number of follow-up visits made to ensure that recommendations made are being implemented.
8. The district directorate should organize annual evaluation and planning workshops for all supervisors, preferably during the long vacations to create a forum for sharing of idea on improvement of supervision in the district.
9. Teachers and supervisors should be well informed by the Ghana Education Service (GES) about the functions entailed in supervision to erase the outmoded perception that supervision is teacher-focused, restrictive and intimidating so that each would know what is expected to be done, and do it well.

10. I recommend that Ghana Education Service (GES) should provide the necessary logistics needed for effective supervision in Junior High Schools in the district.
11. Teachers who absent themselves from school without permission should be appropriately sanctioned by GES.
12. Release, transfers and appointment of teachers should be completed before the beginning of each academic year.

Recommendation for further research

The researcher wishes to entreat education planners, students in Colleges of Education and universities, and other institutions whose activities are focused on improvement of Education, to further conduct intensive research in the study area from time to time and also at different levels of education for a wider coverage.

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APPENDIX A

INTERVIEW SCHEDULE FOR CIRCUIT SUPERVISORS AND HEAD OF SUPERVISION

Dear Respondent,

This study seeks to investigate the effectiveness of supervision in Junior High Schools in the Yilo Krobo District of Ghana. Respondents are expected to select and tick an option, which they consider in their own opinion the most appropriate. They are also expected to provide their own answers where they are

to give reasons for an option already chosen. All information provided would be treated as strictly confidential.

1. How often do you visit your schools?

- a. Weekly []
- b. Fortnightly []
- c. Monthly []
- d. Termly []
- e. When need be []

2. Which type of supervision do you prefer?

- a. Internal []
- b. External []
- c. Both []
- d. Other (please specify).

3. Which type of supervision in your view enhances teaching and learning?

- a. Internal []
- b. External []
- c. Both []
- d. None []

4. Which type of supervision is much emphasized?

- a. Comprehensive []
- b. Brief []
- c. Follow-up []
- d. Other (please specify).

5. How do you rate the supervision of Headmasters' supervision on teachers in JHSs?

- a. Very good []
- b. Good []
- c. Satisfactory []
- d. Not satisfactory []

6. Do you notify your Head teachers (schools) when you want to undertake comprehensive visits?

- a. Yes []
- b. No []

If your answer to No.5 is "Yes" or "No" give your reasons.

.....

.....

.....

7. What is your view about the adequacy of external supervision in the Junior High Schools in your circuit?

- a. Adequate []
- b. Not adequate []

8. How do you rate teachers' punctuality in Junior High Schools in your circuit?

- a. Very good []
- b. Good []
- c. Satisfactory []
- d. Not satisfactory []

9. What is your view about the regularity of your teachers in your Junior High Schools?

- a. Very good []
- b. Good []
- c. Satisfactory []
- d. Not satisfactory []

10. How many times in a year do officers organize in-service training for JHS teachers?

- a. Once []
- b. Twice []
- c. Three times []
- d. When need be []

11. How often do you undertake comprehensive visit/inspection in a JHS?

- a. Annually []
- b. Termly []
- c. Biennially []
- d. None []
- e. Other (please specify)

12. Do you write reports on comprehensive visits?

- a. Yes []
- b. No []

If No, give reason.

13. How often do you make follow-ups after each visit?

- a. Very often []
- b. Often []
- c. Occasionally []
- d. Never []

14. Are you guided by any instrument/format/manuals by the GES, to follow during supervision of JHSs?

- a. Yes []
- b. No []

If No, give reason.

15. What four (4) major problems do you face as a supervisor of JHSs?

- a.
- b.
- c.
- d.

16. Suggest four (4) ways you think supervision can be improved in the Junior High Schools in the District.

- a.
- b.

- c
- d.....

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS AND TEACHERS

Dear Respondent,

This study seeks to investigate the effectiveness of supervision in Junior High Schools in the Yilo Krobo District of Ghana. Respondents are expected to select and tick an option, which they consider in their own opinion the most appropriate. They are also expected to provide their own answers where they are

to give reasons for an option already chosen. All information provided would be treated as strictly confidential

1. For how long have you served in this capacity as headmaster/mistress?.....years?

2. Indicate with a tick the regularity of the following external officers/supervisors to your school.

Officer	Weekly	Fortnightly	Monthly	Termly	Yearly
District Director					
Head of inspectorate					
Circuit supervisor					
Unit Manager					

Others					
--------	--	--	--	--	--

3. Do external supervisors notify you before they visit your school?

a. Yes []

b. No []

4. What is your view about the adequacy of external supervision in your school?

a. Adequate []

b. Not adequate []

5. How do you rate in-service training by external supervisors to your school?

a. Very helpful []

b. Helpful []

c. Not helpful []

6. What type of supervision do you like?

a. Internal []

b. External []

c. None of the above []

Why?.....

7. In your opinion which aspect of external supervision is mostly emphasized?

a. Comprehensive []

b. Brief []

c. Follow-up []

- d. Casual []
- e. Other (please specify).....

8. How do you rate supervisors' relationship with teachers?

- a. Excellent []
- b. Very good []
- c. Good []
- d. Poor []

9. Which type of supervision in your view enhances teaching and learning?

- a. Internal []
- b. External []
- c. Both []
- d. None []

10. Do external supervisors hold pre and post conferences with teachers during supervision?

- a. Always []
- b. Sometimes []
- c. Never []

11. Are you given a written report after external supervision?

- a. Yes []
- b. No []

12. State four (4) major problems supervisors face during their supervision exercise in your school.

- a.....
- b.....
- c.....
- d.....

13. Suggest four (4) ways you think can be pursued to improve supervision in your school.

- a.....
- b.....
- c.....
- d.....

APPENDIX C

QUESTIONNAIRE FOR SCHOOL PREFECTS

Dear Respondent,

This study seeks to investigate the effectiveness of supervision in Junior High Schools in the Yilo Krobo District of Ghana. Respondents are expected to select and tick an option, which they consider in their own opinion the most

appropriate. They are also expected to provide their own answers where they are to give reasons for an option already chosen. All information provided would be treated as strictly confidential.

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

- a. Weekly
- b. Fortnightly
- c. Monthly
- d. Quarterly
- e. Once in every six month

How do you rate your Headmaster/mistress, Teachers and colleague pupils on the following?

2. Punctuality

	Very Good	Good	Satisfactory	Not satisfactory
Headmaster				
Teachers				
Pupils				

3. Regularity

	Very Good	Good	Satisfactory	Not satisfactory
Headmaster				
Teachers				
Pupils				

4. Utilization of Instructional Hours

	Very Good	Good	Satisfactory	Not satisfactory
Headmaster				
Teachers				
Pupils				

5. How would you rate your headmaster's supervision on teachers' work?

- a. Very Good []
- b. Good []
- c. Satisfactory []
- d. Not satisfactory []

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

- c. Teachers []
- d. Prefects []

e. Peers []

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

a. Yes []

b. No []

8. Do you agree that you do more learning without assistance from your teacher?

a. Yes []

b. No []

9. How often do you help to ensure that pupils learn instead of playing around
when teachers are absent?

a. Daily []

b. Weekly []

c. Fortnightly []

d. Monthly []

e. Quarterly []

APPENDIX E

BASIC EDUCATION CERTIFICATE EXAMINATION – 2006 ANALYSIS OF RESULTS – YILO KROBO (209)

POSITION	SCHOOL	NUMBER	NO. OF CANDIDATES REGISTERED			NO. OF CANDIDATES ABSENT			06			07 – 15			16 – 24			25 – 30			31+			% PASS
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	
1.	SOMANYA METHODIST	209003	47	53	100	1	2	3	0	0	0	4	1	5	18	16	34	20	16	36	5	20	25	75
2.	AHINKWA L/A	209023	11	3	14	0	0	0	0	0	0	0	0	0	3	0	3	5	1	6	3	2	5	64.28
3.	SOMANYA CATHOLIC	209006	56	71	127	0	0	0	0	0	0	2	3	5	22	19	41	14	21	35	18	28	46	63.78
4.	BUKRUM L/A	209019	5	6	11	0	1	1	0	0	0	0	1	1	3	2	5	3	2	5	2	3	5	54.55
5.	OTERKPOLU PRESBY	209017	18	10	28	0	0	0	0	0	0	0	0	0	3	0	3	6	4	10	9	6	15	46.43
6.	OBAWALE PRESBY	209027	12	8	20	0	0	0	0	0	0	1	0	1	2	0	2	4	2	6	5	6	11	45
7.	YILO STATE	209002	27	32	57	0	1	1	0	0	0	2	0	2	13	0	13	11	0	11	1	32	33	44.07
8.	SRA PRESBY	209007	26	37	63	0	0	0	0	0	0	0	0	0	9	0	9	8	5	13	9	22	31	41.51
9.	ADJIKPO DOKUYO L/A	209001	28	18	46	0	0	0	0	0	0	0	0	0	4	4	10	5	15	18	9	27	41.3	
10.	SOMANYA PRESBY 1	209004	61	48	109	0	3	3	0	0	0	3	0	3	12	4	16	15	7	22	31	37	68	37.61
11.	OTERKPOLY CATHOLIC	209014	17	9	26	0	0	0	0	0	0	0	0	0	1	0	1	6	2	8	10	7	17	34.61
12.	SOMANYA PRESBY 2	209005	44	42	86	0	0	0	0	0	0	0	0	0	6	1	7	15	7	22	23	34	57	33.72
13.	KLO-AGOGO ANGLICAN	209022	28	23	51	0	1	1	0	0	0	0	0	0	4	0	4	10	2	12	14	21	35	31.37
14.	AKORLEY L/A	209038	6	4	10	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3	3	4	7	30
15.	NKURAKAN PRESBY	209012	20	22	42	0	1	1	0	0	0	0	0	0	3	0	3	4	5	9	13	17	30	28.57
16.	KLO-AGOGO CATHOLIC	209045	18	11	29	0	0	0	0	0	0	1	0	1	1	0	1	3	2	5	11	9	20	25.42
17.	NEW SOMANYA METH.	209008	19	14	33	0	0	0	0	0	0	0	0	0	1	2	3	3	2	5	15	10	25	24.24
18.	OGOME ANGLICAN	209009	6	11	17	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4	4	9	13	23.53
19.	HUHUNYA L/A	209014	19	11	30	0	1	1	0	0	0	0	0	0	5	1	6	1	0	1	3	10	13	23.33
20.	KLO-AGOGO L/A	209021	30	13	43	0	2	2	0	0	0	0	0	0	2	1	3	5	2	7	23	10	33	23.25
21.	NSUTAPONG METH	209025	12	12	24	1	1	2	0	0	0	0	0	0	1	1	2	1	2	3	10	9	19	20.83
22.	AKPAMU CATHOLIC	209030	12	8	20	0	0	0	0	0	0	0	0	0	2	0	2	0	2	2	10	6	16	20
23.	SIKABENG L/A	209016	21	10	31	0	0	0	0	0	0	0	0	0	2	1	3	0	3	3	19	6	25	19.35
24.	OBENYEMI L/A	209010	16	13	29	0	1	1	0	0	0	0	0	0	0	0	0	3	2	5	13	11	24	17.24
25.	BOTI ROMAN CATHOLIC	209033	17	7	24	0	0	0	0	0	0	0	0	0	1	1	2	1	3	14	6	20	16.67	
26.	NKURAKAN CATHOLIC	209011	23	33	56	0	1	1	0	0	0	0	0	0	2	1	3	3	6	18	29	47	16.07	
27.	OBAWALE L/A	209028	14	5	19	0	0	0	0	0	0	0	0	0	1	1	2	1	0	1	12	4	16	15.79
28.	AKORWU-BANA L/A	209032	15	5	20	0	0	0	0	0	0	0	0	0	2	0	2	1	0	1	12	5	17	15
29.	WURAPONG L/A	209034	9	12	21	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3	8	10	18	14.28
30.	NKURAKAN L/A	209013	37	13	50	0	0	0	0	0	0	0	0	0	1	0	1	5	1	6	31	12	43	14
31.	ABOA-OSUBONINYA R/C	209037	6	2	8	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	5	2	7	12.50
32.	BUKUNOR-JUNCTION L/A	209043	5	3	8	0	1	1	0	0	0	0	0	0	0	0	1	1	0	0	5	2	7	12.50
33.	KLO-AKWAPIM CATHOLIC	209026	14	6	20	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	12	6	18	10
34.	ABREWANKOR L/A	209039	17	11	28	0	1	1	0	0	0	0	0	0	1	1	2	0	0	0	16	10	26	7.14
35.	TSREMATI-DONG L/A	209040	14	5	19	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	13	5	18	5.26
36.	OPERSIKA L/A	209029	12	23	35	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	12	22	34	2.86
37.	AKETERBOUR SAL. ARMY	209018	8	6	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	6	14	0
38.	ABOA-BESEASE CATHOLIC	209031	11	3	14	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	11	3	14	0
39.	SAMLESI L/A	209024	12	3	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	3	15	0
TOTAL			771	616	1387	4	17	21	0	0	0	13	4	17	120	55	175	167	104	271	440	462	924	33.38

APPENDIX F

BECE ANALYSIS – 2007 YILO KROBO DISTRICT

POSITION	SCHOOL	NO. OF CANDID. REGISTERED			NO. OF CANDID. ABSENT			06			07 – 15			16 – 24			25 – 30			31+			% PASS
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
1.	KLO-AGOGO R/C	15	5	20	1	0	1	0	0	0	0	0	0	5	1	6	7	3	10	3	1	4	84.2
2.	BUKRUM L/A	1	6	7	0	0	0	0	0	0	0	0	0	2	2	4	5	2	7	6	2	8	61.1
3.	SOMANYA METHODIST	10	54	64	0	0	0	0	0	0	0	0	0	18	5	23	19	16	35	16	33	49	54.2
4.	KLO-AGOGO ANGLICAN	17	14	31	0	0	0	0	0	0	0	0	0	2	6	8	4	3	7	8	5	13	53.6
5.	OBENYEMI L/A	13	5	18	0	0	0	0	0	0	0	0	0	0	2	2	1	0	1	0	3	3	50
5	TSREMATI-DORGUANOR L/A	16	2	18	0	0	0	0	0	0	0	0	0	3	0	3	3	0	3	4	2	6	50
5	OTERKPOLU PRESBY	15	13	28	0	0	0	0	0	0	0	0	0	1	0	1	7	7	14	9	6	15	50
8.	AHINKWA L/A	13	6	19	0	0	0	0	0	0	0	0	0	3	3	6	2	1	3	8	2	10	47.4
9	OBAWALE PRESBY	16	12	28	0	0	0	0	0	0	2	0	2	2	2	4	2	5	7	10	5	15	46.4
10.	AKPAMU L/A	15	5	20	0	0	0	0	0	0	0	0	0	2	0	2	7	0	7	6	5	11	45
11	ADJIKPO L/A	18	11	29	0	0	0	0	0	0	0	0	0	3	1	4	4	5	9	11	5	16	44.8
12	OBAWALE L/A	6	7	13	0	1	1	0	0	0	0	0	0	2	1	3	0	2	2	4	4	8	41.7
13	OTERKPOLU CATHOLIC	17	12	29	0	0	0	0	0	0	0	0	0	4	1	5	3	4	7	10	7	17	41.4
14	KLO-AGOGO L/A	23	17	40	1	0	1	0	0	0	0	1	1	5	1	6	5	4	9	13	11	24	41
15	SOMANYA CATHOLIC	51	77	128	0	1	1	0	1	1	3	2	7	6	19	25	4	11	15	38	43	81	36.2
16	SRA PRESBY	18	21	39	0	0	0	0	0	0	1	0	1	5	2	7	2	4	6	10	15	25	35.9
17	SOMANYA PRESBY 2	26	40	66	0	0	0	0	0	0	0	0	0	4	2	6	11	6	17	11	32	43	34.8
18	YILO STATE	33	29	62		0	0	0	0	0	0	0	0	2	3	5	8	6	14	23	20	43	30.6
19	ABOA-BESEASE CATHOLIC	6	4	10	0	0	0	0	0	0	1	0	1	0	0	0	1	1	2	4	3	7	30
20.	HUHUNYA L/A	16	20	36	0	1	1	0	0	0	0	0	0	1	1	2	4	4	8	11	15	26	28.6
21.	OGOME ANGLICAN	14	11	25	0	0	0	0	0	0	0	0	0	1	0	1	6	0	6	7	11	18	28
22	KLO-AKWAPIM CATHOLIC	5	4	9	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	3	4	7	22.2
23	NKURAKAN CATHOLIC	26	31	57	0	0	0	0	0	0	0	0	0	0	1	1	7	4	11	19	26	45	21
24	ABOA-OSUBONINYA CATH.	8	3	11	1	0	1	0	0	0	0	0	0	1	0	1	1	0	1	6	3	9	20
24	ABREWANKOR L/A	12	8	20	0	0	0	0	0	0	0	0	0	1	0	1	2	1	3	9	7	16	20
26	NSUTAPONG METHODIST	14	12	16	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5	10	11	21	19.2
27	NEW SOMANYA METHODIST	22	16	38	0	0	0	0	0	0	0	0		0	1	1	4	1	5	18	13	31	16.2
28	SIKABENG L/A	14	12	26	0	1	1	0	0	0	0	0	0	1	0	1	2	1	3	11	11	22	16
29	NKURAKAN PRESBY	37	22	59	0	0	0	0	0	0	0	0	0	4	0	4	0	3	3	33	19	52	11.9
30	NKURAKAN L/A	50	29	79	0	2	2	0	0	0	0	0	0	1	0	1	7	1	8	42	28	70	11.7
31	AKETEBOUR SALV. ARMY	5	6	11	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	4	6	10	9
32	BUKUNOR-JUNCTION L/A	12	3	15		0	0	0	0	0	0	0	0	0	0	0	1	0	1	11	3	14	6.7
33	SOMANYA PRESBY 1	44	27	71	0	1	1	0	0	0	0	0	0	1	0	1	3	0	3	40	28	68	5.7
34	AKORLEY L/A	11	5	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	5	16	0
34	AKORWU-BANA L/A	4	2	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	2	6	0
34	OPERSIKA L/A	4	3	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	3	7	0
34.	BOTI CATHOLIC	9	7	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	7	16	0
34.	SAMLESI L/A	3	2	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	2	5	0
	WURAPONG L/A	8	3	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	3	11	0
	GRAND TOTAL	679	565	1244	3	8	11	0	1	1	7	3	10	80	54	134	139	96	235	457	411	868	30.54