

UNIVERSITY OF CAPE COAST

EFFECTIVENESS OF SCHOOL SUPERVISION IN PUBLIC AND
PRIVATE BASIC SCHOOLS IN THE OKAIKOI NORTH MUNICIPALITY
IN THE ACCRA METROPOLIS

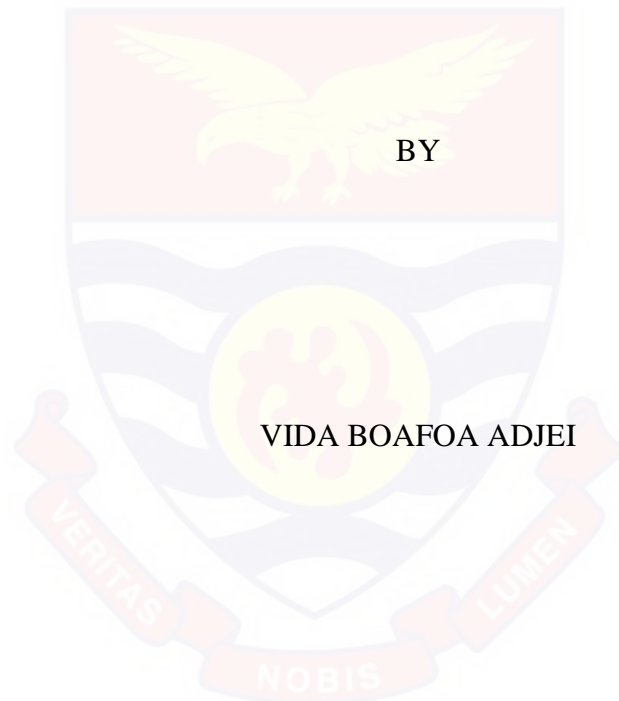
BY

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2021

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Thesis submitted to the Department of Education and Psychology, College of Distance Education, University of Cape Coast in partial fulfilment of the requirements for the award of Master of Philosophy degree in Measurement and Evaluation.

2021

DECLARATION

Candidate's Declaration

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

Candidate's Signature Date

Name:

Supervisor's Declaration

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

Supervisor's Signature Date

Name:

ABSTRACT

Supervision is an important activity that ensures the quality of education, not only in private but public schools as well. This study sought to investigate the effectiveness of supervision in basic schools (public and private) in the Okaikoi North Municipality in the Accra Metropolis. The study adopted a mixed method approach, specifically, triangulation method. The population of this study involved all the circuit supervisors and headteachers in the Okaikoi North Municipality of Accra. A census survey was adopted to select the participants for the study. Both questionnaires and interviews were used to gather data for this study. Findings from the study revealed that headteachers and circuit supervisors adopted several practices in their supervisory roles which included meeting teachers that were supervised to give feedback on how supervision went, supervising teachers' classroom instruction and keeping supervision report for future reference. Moreover, results showed that there was no difference in both private and public school supervision. It was therefore recommended that all students enrolled in school get an appropriate level of education from their instructors under the supervision of effective headteachers and circuit supervisors. This is because supervision places a priority on teaching and learning standards. Policymakers should prioritise effective school supervision and establish comprehensive strategies and regulations for execution.

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DEDICATION

To my industrious family, who have shown me tremendous support throughout the years.



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CHAPTER ONE INTRODUCTION

Background to the Study

Education is attaining more influence in the globe than it has ever been. It is viewed as the answer to a plethora of questions and the solution to an infinite number of problems. Governments and individual persons are investing more money in education in order to achieve greater standards (Faubert & Blacklock, 2012). As a result, there is a higher need for probity and responsibility, because all educated parents are now concerned about maintaining standards and ensuring sufficient quality control methods. The need for school monitoring has recently been brought to the fore (Musungu & Nasongo 2008) and thus adequate supervision of both teachers and students is necessary for effective education.

Supervision is a method of exciting, directing, developing, renewing, and encouraging particular groups, as well as supervising them through the goal of securing their collaboration in order for supervisors to succeed in their jobs (Zepeda, 2007). The source of supervision, the person in charge of the supervision (supervisor), as well as the classroom teacher all play a role in supervision (Firth & Pajak, 1998). Close supervision was a common solution to productivity and control issues, with managers attempting to manipulate and control subordinates. It's no surprise, therefore, that many instructors regard supervisors as just another layer in the bureaucratic apparatus meant to monitor and regulate their behaviour.

The subordinate retains the option between alternatives in his critical faculties and utilizes the formal criterion of receiving an order or signal as the

foundation of decision, which distinguishes authority from other forms of influence or power. When evaluating superior-subordinate interactions in schools, two criteria of authority are critical: (1) voluntary obedience with lawful instructions, and (2) suspension of one's standards for decision making and acceptance of the organizational command. When these two criteria are met, it leads to effective supervision.

Effective supervision in public schools is an elusive but interesting activity, and the name "supervision" itself is fraught with misunderstanding. Although words like "evaluation," "rating," "assessment," and "appraisal" are terms which are employed when researchers attempt to describe what supervisors perform, none of these truly depict the process of instruction supervision. Among instructors, such phrases are a source of mistrust, anxiety, and confusion. Regrettably, monitoring has its origins in bureaucratic industrial literature.

Furthermore, specifically in the 1870s, a teacher's income was determined by the students' success in national exams (Levin, 1991). The goal of this technique was to increase instructors' commitment to the work of educating students and to help them achieve greater success in school. The notion of educational monitoring is constantly associated to the No Child Left Behind (NCLB) program recently in the United States (US). School supervision can be viewed as the process of closely monitoring the performance of school personnel, noticing their strengths and weaknesses. This notion which helps in employing suitable and harmonious methods to address the faults whereas enhancing the strengths raises the standard of education. Furthermore, the

notion helps in achieving educational objectives. The phrase "supervision" according to Adepoju (1998) comes from the word "super video," which means "to watch over". This refers to a two-person engagement that aims to enhance a certain activity. Again, it's not just a mixture of procedures, and methods, but also involves situations intentionally meant to improve individual and group work performance. When supervision is employed in schools, it is known as school supervision.

School supervision, according to Adepoju (1998), is the method of improving education by involving individuals who work with students. Also, school supervision has also been defined as a method of encouraging the growth of teachers. Furthermore, school supervision is focused on assisting teachers in achieving teaching excellence. As a result, school supervision is a critical process and set of actions associated with not only teaching but development of the teaching in the school setting as well. Educational management is the process of a collective group of people pooling their personal and material resources to plan, strategize, monitor, oversee, and implement structures to carry out the duties of an educational system (Connolly, James & Fertig, 2017).

According to Grauwe (2007), school monitoring began in France during Napoleon's reign towards the end of the 18th century. In 1839, Her Majesty's Inspectorate (HMI) began providing inspection services in the United Kingdom (UK) (Learmonth, 2000; Wilcox, 2000). Furthermore, at European schools, according to Neave (1987), effective supervision was envisioned as a key element of educational accountability. In addition, other kinds of educational

accountability include market choice, which is used in the United States (US), the United Kingdom (UK), Australia, and New Zealand. Also, in Chile, Colombia, and England, school vouchers are used (Lee & Wong, 2002; Friedman, 2005). Furthermore, Neave (1987) and Levin, (1991) posit that instructors' salaries were contingent on their students' success in national tests, particularly in the 1870s. The goal of this technique was to increase instructors' commitment to the work of educating students and to help them achieve greater success in school. The notion of educational monitoring has been related with NCLB initiative in the United States.

In essence, the NCLB policy effort was designed to make instructors more attentive to each pupil's learning requirements and to promote and assure its implementation (Sergiovanni & Starratt, 2007). Furthermore, Neave (1987) observed in that certain countries school supervisors, along with other regional and district educational administration bodies, have been given power and authority to make educational supervision decisions. These countries include England, Wales and the Netherlands. This is owed to the notion that educational monitoring via inspection in schools may aid in the achievement of objectives while also meeting the educational requirements of students (Neave, 1987; Levin, 1989).

In many African countries, the advent of formal public education was followed by the development of efficient school oversight (Grauwe, 2007). Following independence, several emerging nations increased their monitoring services. In addition, Grauwe, (2007) posit that although there is a rising number of schools being built, this rising number has been followed by a slower increase

in the number of supervising officers available. Several kinds of research, according to Hoyle and Wallace (2005), have revealed that in both developed and developing countries, three basic premises are put up about the creation of school monitoring and supervision as an external evaluation in education. To begin, school monitoring is regarded as a key framework for the government. This is because it helps government in supervising and ensuring the worth of education given out in communities throughout nations.

Secondly, it is asserted that in the absence of external evaluation to balance instructors' responsibilities for teaching and learning, governments would be unable to assure the execution of national goals and objectives. Finally, it is maintained that, in order for countries to develop its citizens to become a competitive workforce who are in the capacity to address the difficulties that arise as a result of globalization processes, school supervision as an external control in education is both necessary and unavoidable (Mathew & Smith, 1995; Davis & White, 2001; Chapman, 2001).

Furthermore, when an African country such as Tanzania is considered, it is realised that the public and the media both are found to blame administrators (in schools) for the deterioration in the quality of education that are given out to students in schools (Collie & Taylor, 2004). When students perform poorly on national examinations, society places responsibility on school administrators, claiming that they did not execute their jobs correctly or that too much time had passed between inspections. Several researchers (Doerr, 2004; Coates, James & Baldwin, 2005; Hoyle & Wallace, 2005; Lopez, 2007) when a large number of students pass national examinations, however, all acclaim is directed at the

headteacher and instructors, who are competent in the essential areas. Conflict thinking is depicted in studies on school inspection and school development conducted in the Netherlands and certain African nations. According to research by Earley (1998), Nkinyangi (2006), and Ehren and Visscher (2006), school supervisors just look for flaws, resulting in numerous inspection visits to schools with little or no influence on teaching and learning. Other researchers argue that school inspection refers to a system that places unneeded additional load on teachers when they already know what they want to do with their careers and that the focus has been on accountability rather than professional development (Webb & Vulliamy, 1996; Chapman, 2001b; Richards, 2001).

According to research, effective school monitoring causes instructors to feel tense and fearful, and it diverts their attention away from teaching to keeping their record aimed at impressing their supervisors and/or superiors (Brimblecombe, Ormston & Shaw, 1995; Hargreaves, 1995; Webb, Vulliamy, Hakkinen & Hamalainen 1998). According to UNESCO (2004), attaining education for all is a critical problem in ensuring that students have the information they need for a better life and to contribute to society. Education has also been recognized for its good effects on social and economic results, among other things.

These include cognitive abilities as well as basic socioeconomic benefits such as greater earnings, improved health, a stable pattern of reproduction, and well-informed people (Lloyd, Tawila, Clark & Mensch, 2003; UNESCO, 2004). Countless nations across the world, on the other hand, seek to offer basic

education and focus on creating conditions that allow for optimal learning for all students (UNESCO, 2004).

School inspections have long been seen as an important way for governments to monitor the quality of education offered to their population. As a result, establishing external education monitoring policies has become a significant element of many nations across the globe. This is relevant across the globe to guarantee that nationwide goals and purposes are met (Webb et al., 1998; Wilcox, 2000; MacBeath, 2006). Countless countries have established legislation and regulations requiring all students to improve their academic performance, including effective teaching and teacher evaluation (Sergiovanni and Starratt, 2007). Both developed countries like North America, Western Europe, and Australia, as well as emerging countries including Tanzania, are going in such direction (Black & William, 2001; Richards, 2001; Leslie, 2003; Sergiovanni & Starratt, 2007). Controlling the teacher's work in the classroom has become more important for these and other reasons (Gaynor, 1998; Grauwe, 2007). Effective school supervision has been envisioned as a tool and vehicle for accomplishing that aim. According to Sammons (2006), national assessment and examination statistics show considerable increases in child accomplishment, which is a signal of better teaching and learning quality. As a result of good supervision, Sammons (2006) reported that performance in the Mathematics increased from 62% in 1997 to 72 % in 2000 and 74% in 2004. It has also been claimed that English students' performance in worldwide juxtapositions at primary school levels aged 11 in 2001 was greater than in previous surveys. To further elaborate on the importance of supervision in

schools, a study on the assessment of effective supervision in public schools in northern region of Ghana and found that the supervisors perceived the overall supervision as operative in promoting effective academic activities (Yeng et al., 2022). Vera et al. (2016) found a significant positively weak relationship between supervisory roles and students' academic performance'. This implied that effective supervision leads to and an increase in the academic performance of students. This study intends to find out the supervisory practices that supervisors use in their role as supervisors.

Statement of the Problem

Ghana has made major gains in basic education. This is evident from the fact that there has been increased school enrolment, reduced gender disparities, and lower dropout rates (Millennium Development Goals Report, 2015). Moreover, the goals of the educational reform included raising the efficiency and effectiveness of education services. For educational services to be more effective and efficient, there must be inspection and supervision of these school activities. Globally, Inspection and supervision is deemed to be the process of assessing the quality of education and performance of schools by internal and external evaluations (Tyagi, 2010). The priority of most educational institutions, especially those in developing countries such as Ghana, aims to raise the standard of education and student accomplishment. Hence, they focus on the quality of education given to the students. On the other side, how well teachers and headteachers are trained and monitored has an impact on educational quality. Thus, this study seeks to find the effectiveness of supervision among headteachers and supervisors in the private and public schools. Moreover, although studies bordering on supervision in Ghanaian schools has been well

documented (Vera et al., 2016; Dewodo et al., 2019; Yeng et al., 2022; Anab, 2018), these studies only focused on either private or public schools and did not compare the supervision strategies among private and public schools in Ghana. Furthermore, these studies were also conducted only in the northern and volta part of the country. Thus, the present study seeks to compare the supervision effectiveness and strategies among both private and public basic schools in Okaikoi north municipality in the Accra metropolis. Also, the challenges that come with supervision are worrying. For instance, Arhin (2001) found that when respondents were asked about significant challenges they faced in discharging their jobs, all five (100%) circuit supervisors mentioned funds for logistics were not adequate. They also mention inadequate funds for materials, and unavailability of funds for their motorbikes to be maintained. Moreover, it also found that 51.3 percent of circuit supervisors stated that their performance was being hampered by diverse factors. Some of the factors cited include a lack of motivation, teachers' unwillingness to change from old ways of doing things, a fear of intimidation if they admitted a lack of knowledge, and uncooperative attitudes from both teachers and administrators. To further stress on the challenges that comes with supervision, Healthy relationships between supervisors and supervisees, a lack of regular in-service training, a lack of funding, and follow-up activities were all identified as impediments to effective supervision (Yeng et al., 2022). Therefore, in addition to exploring the supervision strategies of supervisors and headteachers, this study also intends to find out some of the challenges that the supervisors and headteachers face in attempt to discharge their duties as supervisors and also find measures that can

be put in place to improve supervision in the Okaikoi north municipality in the Accra metropolis.

Purpose of the Study

The general purpose of the current study was to examine the effectiveness of supervision among public and private basic schools. The study sought:

1. To examine supervisory practices headteachers/supervisors of basic school exhibit.
2. To identify the challenges faced during supervision.
3. To find out whether there are variations between public and private school supervision.
4. To assess whether years of experience is a contributing factor to effective supervision.
5. To identify whether gender difference influence school supervision.
6. To identify whether age difference contribute to effective school supervision.
7. To find out the measures that can be put in place to improve supervision in the Okaikoi North Municipality.

Research Questions

To realize the stated objectives, the current study was guided by the following research questions:

1. What supervisory practices do head teachers/supervisors of basic schools exhibit?

2. What are the challenges faced during school supervision?
3. What are the variations between public and private school supervision?
4. How are years of experience a contributing factor to school supervision?
5. How does gender difference influence school supervision?
6. How does age difference influence school supervision?
7. What measures can be put in place to improve school supervision in Okaikoi North Municipality?

Significance of the Study

All school-aged children must get an adequate level of education under competent supervision, since this is deemed critical for individual and social achievement. As a result, this study places a premium on standards in teaching and learning. The current study is to contribute to gaining a strong understanding of teaching and learning processes through supervision for stakeholders. This study should persuade policymakers to view good school supervision as a critical approach and to establish clear strategies and policies for its execution. Furthermore, the findings of this study could help stakeholders such as teachers, headteachers and circuit supervisors better understand how to execute supervisory rules linked to the quality of teaching and learning activities at the level of schools. Furthermore, the study's findings should aid in the successful application of supervisory methods by supervisors and heads of schools.

In essence, the study's findings are intended to raise awareness of headteachers' duties and responsibilities. Furthermore, it is also to promote behaviours likely to improve teaching-learning experience. To teachers, the study's findings will provide additional indepth understanding focused on the

instructional supervisory methods that heads of various schools are required to use in their schools in order to improve student achievement. For greater results, this should encourage instructors to work together during instructional supervision. Again, the study's findings should help students' performance by improving head teachers' supervision procedures. Furthermore, these findings should spark strategic debates regarding future educational research initiatives. The research should contribute to a better knowledge of diverse ways to successful school supervision, which would be beneficial to academics and scholars. Furthermore, the study should be contributed to the current literature and added to the worth of existing academic information.

Delimitation

Orodho and Kombo (2002) stated that delimitation of a study reflects the boundary of the study. Even though the scope of the study could have examined the general population, the study considered headteachers and circuit supervisors of the Okaikoi North Municipal Education Office.

Limitations

Respondents' perceptions of the efficacy of supervision in public and private basic schools may differ due to individual variations. Questionnaires (the study instrument used to gather data) has its own set of limitations and flaws. It is difficult to obtain precise information as a result of this. Due to their hectic schedules, several respondents did not have enough time to complete the questionnaire completely and provided replies that did not appear to reflect their objective viewpoints. Future research should devote ample time for participants to attend to all items on the questionnaire in order to endure high level of truthfulness and honesty on the part of the participants.

Operational definition of Terms

Supervision: Is a method of stimulating, directing, developing, renewing, and encouraging particular groups, as well as supervising them through the goal of securing their collaboration in order for supervisors to succeed in their jobs.

School Supervision: Is the process of improving education through working with individuals who work with students.

Public school: A school own and maintained by the government of a country to educate it citizens.

Private School: A school owned and managed by other individuals other than the government.

Organization of the Study

The current research is divided into five sections. The first section to consider introduced the investigation by providing background information on the phenomena. The current study's objectives, the research questions and scope of the investigation, were given. The relevant literature study on the research topics was provided in Chapter Two, along with notions related to the phenomena. The study technique was the subject of Chapter Three, which included suitable reasons. In essence, the conclusions of successful monitoring and supervision were presented in Chapter Four. The fifth section offered the research findings' conclusions as well as recommendations for improving supervision and monitoring at the basic school level.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This section of the study reviewed related pieces of literature and research findings on headteachers/supervisors' supervision. Specifically, the literature was reviewed in line with supervisory practices, types of school supervision, challenges faced during supervision and measures to improve supervisory in the Okaikoi North Municipality. Theories such as Path-Goal Model, Leader Member-Exchange, and Douglass McGregor Theory X and Theory Y were also reviewed to support the current findings of this study. The areas of review include the related literature, empirical review and the theoretical review.

Conceptual Review

School Supervision

According to Alphonso (1997), a distinct area of educational practise known as supervision, with clearly defined tasks and obligations did not appear out of nowhere in its fully developed form. Instead, the researcher (Alphonso, 1997) posits that supervision emerged gradually as a separate activity, always in connection to the institutional, intellectual, cultural, and professional factors that have historically produced the multifaceted agenda of education. External inspections were used in colonial New England to monitor both instructors' and students' progress. The inspectors' goal was to ensure that monitoring remained firmly entrenched in the profession. Supervisory action which is regarded as a formal activity is performed by educational administrators. These

administrators within a school system may be traced back to the late 1830s, when the common school was first founded.

Types of School Supervision

According to Mankoe (2007), two forms of supervision exist: district-based supervision, which is external and is typically performed by the Inspectorate Division of the education department, and school-based supervision, which is internal and is typically conducted by headmasters. According to Adentwi (2000), internal supervision occurs when monitoring is performed by team member in charge of designing and implementing the program being monitored. According to the Ghana Circuit Supervisors Handbook (2002), external supervision is performed by people/officers who are not affiliated with the institute and whose job it is to supplement the function and duties of the internal supervisor by offering professional advice and assistance to instructors.

External supervisors are quite important in school management. The circuit supervisors from the district education office are prominent among them. External supervision that comes from outside, most commonly from district office, from the regional office, or from the national office. External supervision can take the form of a quick visit, a familiarization visit, an evaluation for promotion visits, a special visit, or a follow-up visit. Similarly, a quick description of the five forms of supervision accessible in school includes inspection, total freedom, coercion type, instruction and direction, and democratic leadership (Manjit & Shivgotra, 2007).

Inspection

This is the primary and most important role of supervision. Supervisors will inspect the classes. It may be the principal of the school in question or the circuit supervisor. This is the first level of supervision in the sense that the instructor becomes aware of his obligations and responsibilities after being assured that his duties may be scrutinized unexpectedly in the classroom. As a result, this form of monitoring encourages the teacher to acquire the necessary preparedness to offer effective teaching methods in the classroom. Furthermore, even after being aware of all of these processes, some teachers fail to carry out their responsibilities effectively. Furthermore, it has been discovered that they are punished for failing to attend the lesson on time. On the contrary, the honest instructor is praised for carrying out his or her tasks and obligations properly. This form of supervision is accepted in a number of industrialized nations across the world due to its consistent and beneficial influence on the components that are directly related to it.

Absolute Freedom

This form of supervision allows a teacher to use instructional approaches that he believes are beneficial for his students. When it comes to teaching programmes, there are no hard and fast rules he must stick to in order to conform to the principles of a good teaching program and acceptable teaching techniques for certain courses. This sort of monitoring is inappropriate in today's climate since it emphasizes the teacher's authoritarian attitude to educating on one topic while not expecting authorities to check his instruction.

Compulsion

Autocracy motivates the inspection personnel in this form of monitoring. Because monitoring is intended to improve instructors' teaching effectiveness, information must be communicated in a clear and straightforward manner. They must do it in line with the most recent regulations and legislation governing instructional concepts. However, it is a source of tremendous distress for the instructor that he or she is obliged to teach in accordance with the norms imposed by the inspecting authorities while under this sort of monitoring. There are inspecting officers whose teaching perspectives differ from those of particular instructors; as a consequence, these teachers are compelled to educate in accordance with what the supervisors desire. As a result, the instructor's individuality, dignity, and uniqueness are jeopardized in this respect.

As a result, some teachers are scared, enraged, and unable to deliver adequate instruction. This form of supervision indicates the rise of miscommunication in the supervisor-teacher interaction. Good, humble, and balanced supervisors, on the other hand, do not approach supervision in such an authoritative manner. This proclivity among skilled managers assists the educator in successfully instructing.

Training and Direction

This sort of monitoring is valued in today's educational system since it has a good and long-term influence on teachers' ability to teach. Students or pupils are the primary objective of this monitoring in terms of teaching-learning processes. Each child's educational curriculum should be tailored to his or her specific needs. Teachers must get in-service training on current recognized teaching techniques for a variety of subjects in order to do so. The supervising

role should subsequently be completed. This sort of monitoring fosters a great lot of curiosity, self-confidence, and inventiveness in instructors when it comes to teaching subjects.

Democratic Leadership

The importance of democracy is acknowledged not only from a political standpoint, but also as a way of life. It means that democracy should have a bearing on all aspects and sectors of human existence. Education is not excluded from this viewpoint. This form of supervision is highly valued in today's educational system because it emphasizes that the general growth of teaching and learning is the responsibility of everyone who are directly or indirectly involved in this process. As a result, this monitoring states that no improvement in teaching and learning should be made just via instructors. High-level officers, on the other hand, must actively participate in the teaching program as supervisory staff and assist instructors by making private recommendations for improvement, if any. To do this, supervisory employees must advance awareness of difficulties and concerns that occur in the teaching and learning environment, and then assist instructors in resolving these issues.

Theoretical Underpinning of the Study

For this study, three (3) theories were proposed to be suitable. They are Path-Goal theory, Leader-Member Exchange Theory and Douglas McGregor Theory Y and Theory X.

Path-Goal Model

According to House and Mitchell (1974), to achieve an objective, a superior's style or behaviour must be geared towards subordinate and work environment. The objective to be achieved enforced by superiors is to enhance

subordinates' motivation, empowerment, and happiness so they can be effective employees. Path-Goal is based on Vroom's (1964) expectancy theory. This theory argues that people behave depending on their anticipation of a specific outcome and the appeal of that goal to them. House expanded on Evans' path-goal theory (1970-1971).

Impact of the Theory for Headteachers /Supervisors

Path-Goal Model

The theory suggests that headteachers/supervisors should exhibit leadership styles and attitudes that encourage subordinate and create enabling working environment to achieve a specified goal. This will help increase subordinates' motivation, empowerment as well as satisfaction.

Leader-Member Exchange Theory

The theory originally appeared in the 1970s. It focuses on the developing interaction between managers and individuals of their teams. Leader-member exchange theory (LMX) according to Graen and Uhl-Bien, (1995) stresses the two-way link between leaders and followers. It implies that leaders (headteachers and supervisors) create exchanges. This exchange is between the leaders and their subordinates (teachers). Furthermore, the quality of these exchanges influences responsibilities, decisions, access to resources, and performance of each of the subordinates (Deluga, 1998). Relationships are frequently emotional and extend beyond the boundaries of job and are built on trust and respect (Bauer & Ergoden, 2015). Leader-member interaction enhances organizational effectiveness and fosters pleasant workplace experiences (Liden, Sparrowe & Wayne 1997).

According to the theory, supervisors and headteachers should form leader-member exchange connections with their subordinates. They should also allocate authority and incorporate them in decision-making processes. Nonetheless, via training and seminars, the Ministry of Education (MoE) and the Ghana Education Service (GES) should involve the headteachers/supervisors. These are the primary elements that can have an influence on a headteacher's or supervisor's day-to-day actions.

Douglas McGregor Theory Y and Theory X

Douglas McGregor (1967), a 20th-century author, proposed Theory Y, which states that people are naturally motivated to work and find intrinsic joy in their jobs. The role of managers as facilitators and instructors is the emphasis of supervision under Theory Y. Theory Y leaders think that all they need to do is create a nice, healthy, and engaging work environment, and their workers will be highly motivated from inside (McGregor, 1967). McGregor also created Theory X, which is the opposite of Theory Y. The foundation (Theory X) is that individuals detest working by nature. However, individuals work only because they are required to do so by external forces. Managers that subscribe to Theory X (i.e Theory X Managers) place a greater importance on staff motivation and monitoring. In sum, the underlying concept of Theory X supervision is that workers will take advantage of every opportunity to slack off and get away with anything. As a result, it is the manager's job to ensure that staff are productive and following corporate regulations (McGregor, 1967).

Impact of the Theory for Headteachers /Supervisors

Theory Y indicates headteachers/supervisor's role as facilitators. Headteachers/ Supervisors must provide a pleasant, healthy, engaging work environment and subordinates will be highly motivated to work. Theory X place more emphasis on the responsibility of headteachers/ supervisors motivating and monitoring subordinates. Therefore, headteachers/ supervisors have the responsibility to keep employees working.

Dealing with the concept Theory Y and Theory X as posited by Douglas McGregor, the MoE and the GES should provide the needed apparatus for headteachers/ supervisors so that they will deliver their utmost best. As human beings, their services will depend upon the give and take from the government. These are some of the reasons why some of the employees of the government do not give in their best. However, the findings of this study will encourage the headteachers/ supervisors.

Empirical Review

For this study several journals, publications and other research materials were collectively scrutinized to be able to develop related literature to support this study. The related literature of the present study is presented on the basis of the precise objectives of the study.

Supervisory Practices Headteachers/Supervisors of Basic Schools Exhibit

According to Wilkinson (2010), in addition to administrative duties, the headteacher is responsible for overseeing pupils, school activities. However, most significantly, the headteacher is responsible for how teaching and learning is conducted. Blasé and Blasé (1999) discovered that effective headteachers/supervisors supplied knowledge on instruction. Furthermore,

effective headteachers/supervisors also encouraged teachers to attend meetings that focused on increasing their competences. Some of these meetings include workshops, seminars, and conferences. These headteachers/supervisors supplied cash to their teachers and educated them about cutting-edge seminars and workshops.

Furthermore, school administrators were regularly confronted with difficult decisions. This conflict exists between the requirement to properly assess instructors and the need to change teaching from the traditional methodical repetition of teaching protocols to a wide collection of instructional responses to students' innate curiosity and various levels of preparedness. Throughout the century, there was a tension between supervision as a rigorous, scientific technique of teaching and supervision as a fluid, dialogic process between teacher and supervisor that included both parties' professional judgment.

Moreover, according to Pajak (1993), In 1969, Robert Goldhammer suggested a five-stage supervision system. This five-step procedure starts with a pre-observation between the supervisor and the instructor to determine which aspects of the class will be observed. Classroom observation is the second part of the procedure. The third step comprises a supervisor's examination of the observation notes and post-observation planning. The fourth stage is a post-observation between the supervisor and the teacher. A monitored observation concludes the procedure.

A collegial connection centred on the teacher's desire in increasing student learning, as well as a practice of non-judgmental observation and inquiry, were emphasized by several educationists. Supervisors also wear two

or three different hats, according to Sergiovanni and Starratt (1998), although their specialized tasks tend to involve all or any of the following. However, these are ordered in ascending order of scope or reach:

- i. Mentorship or facilitating the mentoring of new teachers to provide a smooth transition into the profession.
- ii. Educating individual instructors to meet basic teaching requirements (quality assurance and maintenance functions of supervision).
- iii. Improving individual instructors' abilities, regardless of their perceived proficiency.
- iv. Collaborating with groups of instructors to improve student learning outcomes.
- v. Working with groups of teachers to adapt the local curriculum to fit the needs and abilities of a diverse population of students while still adhering to state and national standards.
- vi. Connecting teachers' efforts to enhance their teaching to wider aims of school-wide improvement in the pursuit of high-quality learning for all students.

With the Ghana Education Service's engagement in monitoring, school development initiatives and supervisory responsibilities have expanded to include higher-level activities. As a result, rather than the more purely inspectorial tasks of the past, these roles include supervisors in far more complicated, collaborative, and developmental activities with instructors.

Babatope and Gabriel (2014) called for a revived interest in supervision as a consequence of the need to reorder or reshape current techniques for

enhancing educational service quality as a result of falling productivity, accountability, teacher surpluses, and lower education expenditures. According to Kyte (2001), the major purpose of supervision is to provide advise to teachers so that they can be competent in self-analysis, self-criticism, and self-improvement. This is useful information for Nigerian technical institutions since many instructors, student teachers, and young teachers who lack the necessary abilities and experience to stand alone in the classroom require guidance and assistance. In Nigerian technical institutions, monitoring the teaching and learning process is an important instrument for improving the performance of teachers and students. It defines school objectives, raises teacher morale, and assures high-quality instruction and learning.

Again, Shantz and Stratemeyer (2000) believe that in order for technical college teachers to enhance their instructional delivery, they must rely on input from their supervisors (internal or external supervisor). Supervisors' constructive criticism and assistance will assist teachers in readjusting their teaching skills in order to promote effective learning on the side of the student. It was also suggested that instructional activities increase instructor enthusiasm, inspiration, and trust, which helps to improve teaching performance (Retting, 2000). In the context of this work, supervision involves the process of assessing and evaluating the status of a classroom teacher in teaching by designated officials to ensure that high standards are maintained in accordance and conformity with the rules and regulations of schools.

The importance of monitoring and supervision by inspectors for improving effectiveness in teaching and learning in schools in Nigeria cannot be over-emphasized. An inspection is an indispensable means used to achieve

effectiveness in teaching and learning processes. According to Isa and Jailani (2014), inspection is done particularly to guarantee that minimal requirements are met in the fundamental activities of teaching and learning. This perspective includes curriculum coverage, resource provision, discipline maintenance, and the management of required records and accounting.

It also gives access to school difficulties and the amount of achievement that is achieved in pursuing the school's objectives. Tyagi (2010) has highlighted that inspection is a top-down method to the examination and assessment of school development according to established criteria. In this paper, inspection is defined as special and official visits by internal or external personnel within the technical college to ensure that the teaching and learning process are complemented to achieve educational standards. It includes taking inventory of the environment, classroom facility and structure such as students' sitting arrangement, class size, desk, office space, teachers' time book, students' register, neatness of the student, instructional materials (duster, chalk/board, maker/board, seats, tales and lesson, comparison between Scheme of Work (SOW) and teachers lesson note).

In general, the necessity for monitoring in schools according to Nwagwu (2004), is a crucial necessity in educational management, which is concerned with the strategies of efficient and effective people and material resource management. Aguokagbuo (2002) defines supervision as a means of counseling, directing, rejuvenating, encouraging, stimulating, improving, and supervising instructors in order to achieve their cooperation and success in teaching and classroom management. Similarly, Rexac (2004) defines supervision as a means of guiding, directing, and encouraging progress in order

to improve the learner's teaching and learning process. The following are examples of the above definitions: Monitoring instructional materials is a method of education that aims to improve teaching and learning in a good system. Afianmagbon (2007, p1(3).) defines supervision of instruction as "motivating the instructor to explore innovative instructional techniques to improve teaching and learning." The instructor must be made aware of the educational objectives and standards that will be applied.

The observer must also retain his or her objectivity throughout the entire procedure. For the observer to offer positive comments and suitable materials for the instructor to employ and comprehend his or her role properly, confidentiality is also required to protect the observer's identity. According to Fisher (2008), supervision of instruction has to do with the process of supporting the teacher in improving herself/himself and her/his instructional proficiencies in order to increase the effectiveness of teaching and learning in the classroom. A successful teacher is one who is capable of bringing about improvements in all aspects of his or her work within the system. Bilesanmi (2006) asserts that monitoring of education is important since not all instructors are dynamic and competent, but the system is dynamic, and so supervision of instruction is required. This implies that monitoring is required in order for these types of instructors to be able to enhance their performance in terms of teaching and learning activity. Instructors must also be skilled and up to date in their field, which can only be accomplished if they are monitored on a regular and effective basis, resulting in a more positive connection between supervisors and teachers. On the basis of the foregoing statements, we may be able to conclude that appropriate and effective severe supervisions in our modern secondary schools

are required in order to establish a favourable environment for a dynamic proper and normal interactions among intellectuals in our society (Zepeda, 2007). In essence, its goal is to gain a comprehensive understanding of the educational system as a whole. Supervisory approaches are regarded as cyclical and three-pronged in this study, with the three prongs being instructional supervision, professional development, and assessment. In the supervisory method, there are three components that are all interwoven, and each of these aspects is a part of the whole supervision process. However, regardless of how supervision is defined, why is it necessary to have instructors under supervision? There appears to be a relationship between more teacher monitoring and better instruction. The accomplishment of the aims of educational supervision makes the fulfilment of the educational goals considerably more straightforward. This becomes even more essential and demanding as worldwide outcry against immorality and corruption in the education system grows louder and more widespread (Nolan & Hoover, 2008; Eya & Chukwu, 2012). Again, the significance of educational supervision is receiving appropriate guidance from professionals. Supervision is intended to give academic assistance by an experienced teacher or expert/specialist in different school topics to younger or junior instructors in order to help them grow in their abilities and knowledge.

The tasks and responsibilities of a supervisor, according to Kiadese (2000), are those of any qualified employee who is tasked with providing direction and supervision to the work of members of the teaching staff. This indicates that the supervisor's duty is to assist the instructors in doing their duties more effectively through joint efforts. Furthermore, Eya and Leonard (2012) describe a supervisor as a person who, via his or her activities, carries out

responsibilities that are concerned with the management of both human and material resources within the school system and how they may be utilised to the greatest extent possible. In other words, the supervisor is responsible for assisting students in the learning environment so that they may make the most of the resources available to them in order to achieve their objectives. A supervisor is anybody who has been tasked with the responsibility of assisting instructors in improving their instructional abilities (Onasanya, 2008). The following are some of the responsibilities of supervisors according to The first is mentoring or facilitating mentoring of new teachers in order to provide a helpful entry into the profession, according to Adeel (2010). The second entails assisting teachers in achieving the standard of effective teaching through quality assurance and maintenance, as well as enhancing individual teachers' competencies, regardless of their level of proficiency. Engaging in collaborative efforts with groups of teachers to improve student learning while also assisting teachers in adapting the curriculum to meet the needs and abilities of students from a diverse range of backgrounds. This is done while also ensuring that the curriculum is consistent with state and national standards. As a result of the participation of state departments of education in the monitoring of school improvement initiatives, supervisory duties have expanded to include more of the activities at the top of this list in recent decades. Therefore, the tasks that supervisors are responsible for are considerably more complicated and collaborative with instructors, as opposed to the more purely inspectorial responsibilities that supervisors were responsible for in the past. As a result, Sergiovanni and Starratt (2002) stated that the choice of a specific supervisory technique would be influenced by the unique features of each teacher as well as

the environment of the school. Because supervisory practise is a question of personal preference, the supervisor should choose a practise that is compatible with the needs of the teacher under supervision (Kosmoski, 1997). It is possible that teachers may respond more favourably to supervisory practises that are sensitive to their needs and professional ambitions. Instructing supervisors may collaborate with instructors in a direct or indirect manner, using approaches that have a substantial impact on teacher instruction and, consequently, student learning. Students' performance, classroom instruction, and curriculum problems are addressed in real time through direct supervision methods, which involve rapid interactions with instructors and other employees. When it comes to supervision, these activities may be divided into two main categories: curricular supervision and instructional supervision, respectively (Drake & Roe, 2003). Curriculum monitoring is also an important part of the principal's instructional leadership role in the classroom, according to research findings. Meyer and Macmillan (2001) discovered that curriculum creation was one of the principal's main responsibilities in terms of improving instruction. According to Drake and Roe (1999), instructional supervision is the way by which the principal strives to collaborate constructively with teachers and other school officials to improve teaching and learning in the school. In this context, supervision of instruction is intended to be a progressive process through which instructional leaders may encourage teaching methods that result in improved student achievement. Effective principals offer leadership in education, coordinate instructional programmes, and stress the importance of high academic standards and expectations (DiPaola & Tschannen-Moran, 2003). Direct supervisory techniques have two significant benefits over indirect

supervisory practises (Blase & Blase, 1999; Oliver & Pawlas, 2001). As a result, they engage instructional supervisors and teachers in collaborative work that is critical to the delivery of curriculum and teaching. Additionally, they assist in ensuring that management and policy choices are executed jointly. Direct supervisory techniques, on the other hand, tend to impose restrictions on supervisors, who are typically occupied with other administrative responsibilities (Meyer & Macmillan, 2001). Teachers' perceptions of the significance of their instructional supervisor's actions are shaped by indirect supervisory activities that are concerned with the internal and exterior surroundings of the school, as well as the physical and internal contexts of the classrooms, teaching, and curriculum (Kleine-Kracht, 1993).

Indirect supervisors help other school personnel (teachers and department heads) lead in several ways (Zheng, 1996; Wanzare & da Costa, 2001): (Zheng, 1996; Wanzare & da Costa, 2001). Increasingly, scholars such as Elmore, (2000) Wanzare and da Costa, (2001), and Deborah, (2002) claim that instructional leadership is a duty that is shared among principals, vice-principals, department heads, teachers, and policymakers. In a similar vein, Howley and Pendarvis (2002) argued that in order to alleviate demands on headteachers, it is necessary to establish professional development programmes that prepare new administrators to handle the difficulties of educational leadership, which includes supervision. Once again, this should be done with the goal of improving the overall performance of the instructors in the institution. In his observation that it is the job and responsibility of headteachers to get familiar with the Uganda government's standing orders, as well as to be aware of their rights, privileges, obligations and responsibilities, Lubanga

(2004) affirms this point. Headteachers have a supervisory objective, according to Glickman (1990), which is to enhance classroom and school education by allowing teachers to become better at adapting to their students' needs, thinking more critically, and working together more cohesively. According to Kadushin (1992), the fundamental aim of administration and supervision is to guarantee that work policies and procedures are followed. The headteachers are given the authority to oversee the teachers in order to guarantee that the rules and procedures of the agency are correctly, effectively, and appropriately implemented. In support of this, Mankoe (2007) goes on to add that monitoring helps to develop and foster teachers' motivation and dedication to teaching, as well as their commitment to the overall goals of the school and the defining educational platform. The attainment of these objectives, on the other hand, is contingent on the quality of supervisory practise and the effectiveness of the supervisory system. The following are also classified as reasons of supervision in schools, according to Mankoe (2007), as those that attempt to enhance ways of teaching and learning, as well as to establish a physical, social, and psychological environment that is conducive to teaching and learning. Also desired is the coordination and integration of all educational activities and resources to assure continuity as well as the quality of teaching and learning, as well as the development of teachers' professional skills and motivation. To this end, the importance or purpose of supervision is classified by Adewole and Olaniyi (1992) as follows: improvement of teaching and learning, systematic efforts to assist students in understanding themselves, getting in touch with their feelings, and observing their behaviour, in addition to assisting teachers in school administration. In addition to connecting teachers with the Ministry of

Education, assisting in the development of necessary teaching competencies, ensuring compliance with the education law that makes supervision mandatory, and interpreting school programmes to the community, supervisions serve as a platform for the approval of schools as centres for recognised examinations and assessments of teaching and learning activities. Instructors' development of a strong educational philosophy, as well as the creation of trust in inept teachers, as well as the identification of positive characteristics held by teachers. In addition, the supervisor evaluates if a teacher should be moved, promoted, retained, or fired, as well as recognising critical requirements in the classroom and school. In addition, the supervisor reviews the school's instructional goals on a continual basis and evaluates the effectiveness of instructors in fulfilling those goals. Hughes (2002), on the other hand, claims that the headteacher is ultimately in charge of all aspects of school life. Each duty must be fully addressed by the headteacher. Once again, the headteacher must make certain that all responsibilities are well stated. According to Hughes, the headteacher must also guarantee that a channel of communication is built so that the headteacher is constantly well-informed and that the staff and students are not isolated in tiny areas.

According to Eye (1995), it is the responsibility of Headteachers to classify and assign teachers to certain subjects. It is common for headteachers to express the belief that their teachers are their most important asset, according to Emerson (1993). It is undeniably important to give planned chances for that resource to develop in order for it to become even more successful in the future. Wideen (1992) points out that the teacher is the primary character in the creation of curriculum and school development.

Without the growth of the teacher, there can be no development of students. Furthermore, monitoring and supervision are essential components of all educational systems across the world, and their function has remained the same throughout history, regardless of where they are located on the global scale. Monitoring and supervision in schools are carried out for a variety of reasons, according to Wanzare (2002), Ojelabi in Olele (1995), and Kamuyu (2001), with one of the most important being the necessity to get an understanding of the overall quality of education. In order to allow educational institutions to develop improvement plans, this is done using underperformance indicators for an education in relation to this report. The findings of this report are communicated to the educational institutions concerned. In addition to ensuring basic requirements, monitoring and supervision are necessary to prevent fraud and abuse. This is done in order to ensure that the bare minimal requirements are being followed. In this way, it is possible to ensure that everyone has access to roughly equal educational opportunities by ensuring that the same school standards are maintained across the country. As an added bonus, monitoring and supervision are performed in order to provide useful and helpful suggestions. As a result of this action, a forum for relevant and constructive advice may be formed in order to improve the overall quality of teaching and learning in schools. Furthermore, curriculum implementation is a joint process involving those who created the curriculum as well as those who will deliver it (Ornstein & Hunkins, 1998). The monitoring of its implementation ensures that instructors are following the school curriculum to the letter. There have been legitimate worries that some schools are failing to implement their curriculum and that some instructors are not aware of the

expectations placed on them. If the curriculum is to have an influence on student learning, it must be presented appropriately. Another reason for supervision and monitoring is the identification of potential discipline concerns. When faced with this circumstance, school inspectors seek to identify some of the discipline issues that have arisen in the past. School inspections, for example, help to verify that prudent practises are maintained and that public monies allocated for school operations are used appropriately. Another reason for supervision and monitoring is the requirement to monitor and enhance teaching and learning, which is still another reason for these activities. The real status of a school's personnel and material resources may be of interest to school officials in this circumstance. Teachers' teaching credentials and the condition of school facilities are all assessed by inspectors in this way. Inspectors also assess the qualities of school employees. Finally, there is a need for supervision and monitoring since it is necessary to stimulate and guide people. This is done in order to guarantee that schools are motivated and directed in their efforts to develop and accomplish educational goals via the use of appropriate methods.

Challenges Faced During Supervision

According to Merga (2007), the non-existence of a dedicated budget for supervision and assistance is a significant problem that has a negative impact on the overall quality of supervision. Policymakers in education have been concerned about teachers' attitudes toward supervision since instructors are at the heart of most expanding supervisory efforts. Teachers' attitudes about supervision have been a source of worry for policymakers in education (Williams, 1994). In addition, Wanzare (2011) emphasised that supervision has

a long history of being used for management convenience, which familiarises instructors with the idea of supervisors as system executers or system administrators. Because of these inherent problems, educational authorities have worked to establish models of supervision that may be utilised as models for effective supervision in the future. The perception that supervision is at best an unproductive and at worst a detrimental kind of interference with the teacher's job can be voiced collectively by instructors, despite the fact that there are instances of well-received supervisory activity in the field of education (Glickman, Gordon & Ross-Gordon, 1995). Unsupportive behaviour is also quite frequent among instructors, and it has put a strain on the efficient co-operation that should exist between the supervisor and his or her staff. The majority of fresh ideas and innovations that may be presented during in-service training courses would not be adopted if instructors regarded monitoring as an intrusion into their job. This has unquestionably been one of the difficulties faced by supervisors. According to Callaghan (2007), another issue that supervisors must deal with is how to strike a balance between the processes of guiding and regulating the supervising process. Consequently, the interaction between supervisors and instructors is impacted by this process. Because instructors do not have the time or opportunity to go beyond their curriculum, it is the supervisor who is often in charge of initiating improvements in the teaching and learning environment. Moreover, because supervision is a process of analysis and evaluation, the supervisor must be open to hearing and evaluating the views of the instructors under his or her supervision. Furthermore, Mankoe (2007) asserted that there is a clear negative link between the amount to which instructors have trust in their supervisors and the

supervisor's compliance with bureaucratic practise. The results of an investigation on school supervision by Mankoe (2007) revealed that instructors value their relationships with supervisors and that teachers consider it a high priority to evaluate their level of satisfaction with supervisors and colleagues. Teacher attitudes and sentiments about the supervisory actions of the GES officials are varied, according to him, even if instructors recognise and accept some parts of the supervisory process to be necessary and expedient. Teaching supervisors have frequently given instructors cause for concern since they have a tendency to look for flaws in the work of their colleagues and to criticise them unfairly. As Mankoe (2007) points out, according to instructors, inspections should be focused on highlighting shortcomings in teachers' performance as well as the necessity for supervisors to provide teachers with practical ideas, innovations, and valuable recommendations that may help them improve their overall performance. As previously stated, Callaghan (2007) believes that supervision is a role that cannot be performed in a vacuum, but rather must be integrated into a collaborative effort encompassing the whole school community. In addition, Mankoe (2007) identifies the following as prevalent supervisory issues in basic schools: supervisors' inability to move, economic constraints causing supervisors and teachers to struggle to make ends meet, a lack of confidence in supervisors and headmasters, and a lack of academic qualification and professional development training. Furthermore, he points out that some supervisors are unable to demonstrate in the classroom but are constantly lecturing instructors about the need of good teaching. Because of the above-mentioned problems in Ghana's basic schools, circuit supervisors are unable to provide adequate supervision to their students. This also leads to poor

teaching and learning, which results in a high rate of failure among students during their basic education certificate programme.

Mankoe (2007) discovered that supervisors do not have official cars and must rely on public transportation, which means that schools in distant areas may not be visited as regularly as other schools. According to Mankoe (2007) and the Education Review Committee Report (2004), people who own motor bicycles confront the challenge of ensuring a consistent supply of gasoline due to a lack of suitable operational finances, as well as a lack of acceptable incentives and remunerative incentives. These are some of the difficulties that supervisors face.

Comparison between Private and Public-School Supervision on Performance

Wenglinsky (1996) followed up with a study based on statistical analysis of a nationwide survey and a student and school longitudinal database. It was agreed that the study would focus on a group of kids from inner-city schools. The researchers were able to compare students' academic performance and other education-related outcomes across different types of public and private schools through monitoring and supervision. When important family background variables were taken into account, the study found that low-income students from urban public high schools performed just as well academically and on long-term indicators as their private high school peers.

The study discovered, in particular, that when the family background was taken into consideration, the following conclusions emerged:

1. Because all independent private high schools, most types of parochial schools, and public schools of choice are supervised at the same level as

traditional public schools, students attending these institutions performed no better on achievement tests in math, reading, science, or history than their counterparts in traditional public schools.

2. As a result of the context-based nature of supervision, students who had attended any sort of private school were no more likely to complete high school than their peers who had attended regular public schools.

3. In addition, young people who had gone to any sort of private school found that they did not have any higher levels of work satisfaction than young adults who went to regular public schools.

4. Young people who had attended any sort of private school ended up being no more involved in civic activities than young adults who had attended regular public schools.

According to previous research by Coleman, Hoffer, and Kilgore (1982), private schools have a distinct advantage over public schools, even when students' socioeconomic condition is included. In essence, the incidence of a private school outcome was first recognised by James Coleman and his colleagues in an 1982 research, which was published in the journal *Science* (Coleman, Hoffer & Kilgore, 1982). It was discovered that pupils who attended private high schools outperformed their counterparts who attended public high schools on average. Almost exclusively, the findings on private voucher plans were based on favourable impacts in the New York City programme; the findings for private voucher plans in Dayton and Washington, D.C. were not statistically significant. Nonetheless, until recently, there has been no

conclusive evidence that public schools outperformed private schools in terms of academic achievement (Belfield & Levin, 2005) Apart from that, a series of studies published in 2006 (National Assessment of Educational Progress, NAEP) altered the conversation regarding the effects of private schools (NAEP). The first of these studies, conducted by Lubienski and Lubienski (2006), compared the mathematics achievement of 4th graders from public and private schools using hierarchical linear modelling, a technique that takes into consideration the multilevel structure of the data. When student background factors were taken into consideration, the researchers discovered that students in public schools outperformed those in private schools. Braun and his colleagues followed up on this discovery with a bigger research the following year, which confirmed their findings (Braun, Jenkins & Grigg, 2006). There is no distinction between public and private schools, according to the data. Furthermore, it is impossible to attribute achievement gaps to private schools; it is possible that private schools enroll children who are already performing at a better level than their peers. The National Association of Independent Schools (NAIS) published a study in 2005 that compared public and private high schools in the United States, based on data from the National Educational Longitudinal Research from 1988 to 2000. According to the findings of the survey, kids at private schools outperformed their peers in public schools on average.

Years of Experience as a Contributory Factor to Effective Supervision

Osae-Apenteng (2012), in a research at the Ga South Municipality, points out that the establishment of trust between the supervisor and supervisee is the primary emphasis of the initial phase of this interaction. Supervisory

behavior attempts to make this new situation seem more like home for the supervisee. Many important and conscious expectations about supervision are identified and defined during this stage. Relationships have reached a mature or growing stage when other concerns become the primary focus of monitoring. The necessity of recognizing that supervision relationships evolve with time is emphasized as a precaution against supervisees having excessive expectations. Because trainees have various needs for support based on their level of training, a lack of time and effort in developing trust within the supervision relationship is likely to manifest itself in trainee reluctance to addressing client or therapist concerns. According to Heppner and Roehkle (1984), supervisory interactions may grow more complicated as the learner gains more expertise. So, as the trainee gets more proficient, the supervisor's attention will progressively be drawn to the trainee. To provide quality assurance, Eya and Chukwu (2012) suggest that effective monitoring of student instructors throughout school practice. It is important for university supervisors to build a relationship with their student instructors. As a result, the supervisees acquire confidence, trust, love, and devotion to duty. Ideally, a school practice supervisor will have administrative training or experience. Therefore, this study analyzes the link between supervisor abilities and performance of the student teachers.

A research in Ga South Municipality by Osae-Apenteng (2012) found that the supervisor's role is crucial to employment experience. First and foremost, supervisors are in charge of the level of structure, uncertainty, and conflict in the workplace. Employees are also given informal and formal comments on their job behaviour by supervisors. Employees' pay and job

security are also within their discretion. Workplaces place a high value on all of these aspects of employment experience.

In a similar vein, all of the staff's experience may be used as a reference or source for his single decision making. A long-term professional development strategy must be promoted by school management (Burkhauser & Metz, 2009). According to the experts, if headteachers/supervisors guide and put in efforts that will develop their employees or staff, performance would improve significantly. Likewise, Osae-Apenteng (2012) in a study at the Ga South Municipality found that when headteachers and as a result of their extended tenure, supervisors have a profound impact on their workforce. According to Merga (2007), a lack of funding prevents effective supervision activities, such as in-service training for teachers and exchange of experiences with other schools.

Gender Difference as a Contributory to School Supervision

The quality of the supervisor-supervisee relationship is critical to the process and success of supervision (Kaiser, 1992; Bernard & Goodyear, 2009). According to research, a good and productive working partnership, as well as the operational handling of interpersonal disputes, are required for successful supervision to be achieved (Ronnestad & Skovholt, 1993; Worthen & McNeill, 1996; Nelson, Gray, Friedlander, Ladany & Walker, 2001; Heru, Strong, Price, & Recupero, 2006;). Furthermore, individual qualities of both the headteacher/supervisor and the supervisee, (i.e., gender), are important constituents that impact the form and value of the interaction during supervision, as previously stated (Bernard & Goodyear, 2004). Crespi (1995) asserts that the effect of gender within the supervisory relationship appears

myopic, and that supervisors should use and interpret existing results with caution. Within societies, gender has long been considered to be a pervasive planner and a developmental process that influences one's views, stereotypical ideas about other people, and societal expectations about how people should behave as specified by Gilbert and Rossman, (1992). Additionally, this relationship (the supervisory relationship) may be conceived of as sex-sensitive and directed by the perspectives and prejudices of both the supervisor and the supervisee. Nelson (1991) emphasised the need of supervisors being aware of their own gender prejudices before engaging in supervisory activities. Women, in particular, have historically had less authority in society than males, which has resulted in a long history of opposition to women in supervisory positions. Furthermore, some males have been opposed to female subordination. This is evident to the point that women who have been involved in supervisory relationships with male supervisees have occasionally experienced opposition according to Granello, (1996). Furthermore, differences in gender (male and female) in terms of the conversational and interpersonal qualities of supervisors are to be expected, and these differences might have an impact on the quality of the supervisory relationship (Nelson & Holloway, 1990). Certain academics have agreed that some males are less likely to be effective as supervisors. This assertion is made because, compared to women, men are perceived as less caring and socially oriented. Moreover, men are perceived to be more task-focused, self-confident, and autonomous than women, according to some studies (Nelson, 1991; Putney, Worthington, & McCullough, 1992; Tannen, 1994; Granello, 1996; McHale & Carr, 1998). However, unless there is sufficient data to support or refute such views and characterizations, caution

should be exercised in making such judgments and assessments. As a result, it is prudent to conduct a cautious evaluation of the present research to evaluate whether or not there is more or less evidence for these gender-based points of view. There are two other aspects that should be mentioned. When we downplay the significance of gender differences, we ignore the significance of meaningful within-group experience, while emphasising the significance of within-group experience diminishes the possibility of individual uniqueness. Moreover, while much of what we have learned about gender disparities has been influenced by the women's movement, it is crucial to recognise that the possibility of bias and discrimination impacts both men and women. The supervisory relationship takes place inside the same cultural framework as other gender-related problems do nowadays. Another major research study discovered that there were gender-related disparities in the amount of reinforcement given to trainees' forceful and more aggressive statements in a group setting (Nelson & Holloway, 1990).

Age Difference as a Contributory Factor to Effective School Supervision

Two-thirds of principals in England and Australia are 46 or older, and this older age profile is compounded by the fact that early retirement/resignation from school supervision has been made simpler and is nearly universally desired by principals in both countries (Earley, Evans, Collarbone, Gold & Halpin, 2002). A study conducted by Boyland (2002) found that older instructors are much more susceptible to career-threatening psychological disorders such as anxiety and depression. Men above the age of 45 were shown to be more vulnerable to this scenario. 71 percent of long-term absences for males over 45 were caused by stress, compared to 58 percent for the same age group of women in a survey of 266 schools in the United Kingdom. According to the findings of

an Australia-wide research, the average time elapsed between the mandatory retirement age and the planned retirement/resignation age was 5.5 years (Grady, Bernstein, Beig & Siegenthaler, 2002). Apart from that, the Mfantseman Municipal Directorate of GES ought to consider the well-being of teachers as well as their working conditions, work environment, training, and other requirements so that, regardless of their age, they will be properly motivated to carry out their responsibilities (Esia-Donkoh, & Baffoe, 2018).

Anomabo Education Circuit, as well as other Education Circuits in the Mfantseman Municipality, should conduct additional research on instructional supervisory practises of headteachers/supervisors. The Education circuit ought to consider teacher motivation in public basic schools. By doing so, the circuit would obtain general information that should inform policy and practise. The benefit of this is that it would improve effective instructional supervision and teacher motivation throughout the Municipality. There are a number of ways to achieve educational equality including: (a) eliminating barriers based on gender, age or other protected group status; (b) providing equal opportunities for all children and ensuring historically underserved or underrepresented groups meet the same rigorous academic standards expected of all children (Esia-Donkoh & Baffoe, 2018).

Measures that could be put in Place to Improve School Supervision in the Okaikoi North Municipality

Onasanya (2008) identifies the fundamental characteristics of successful supervision, which are important in ensuring the efficacy of supervisory systems. These concepts are broad, and they encompass a healthy environment, staff orientation, and guidance as well as employee training and development.

According to the definition of a healthy environment, the school should be a work environment that encourages and rewards exceptional performance. When it comes to employee orientation, it is critical that the quality and amount of work be defined in clear terms to the employees during their orientation. Staff members must be made aware of the expectations placed on them and the consequences of failing to meet those expectations. As a result, new employees must have a full orientation. It is recommended that this orientation contain materials that explain how and where they may obtain information, as well as resources that will assist them in performing their jobs effectively. In terms of advice and staff training, the employees should be provided with all necessary information, including instructions on how to do their assigned tasks. Supervisors should set work standards, and written information about these standards should be given to all employees to ensure accountability. To ensure that new techniques and approaches to education are regularly presented and understood by students and teachers, educational institutions must consistently plan for and participate in staff training and development. Furthermore, according to a research, managers and politicians should guarantee sufficient training of school practise supervisors and argue for a specific level of expertise and abilities in supervision by supervisors to be required (Apolot, Otaala, Kamanyire & Komakech, 2018). It is also important to give quick appreciation to those who do excellent work and to those who are doing good job. The recognition of excellent work done must be quick and presented in a public forum in order to act as an encouragement to others. Increased performance is aided by incentives such as public recognition and recommendations for advancement. Work that falls short of expectations should be properly critiqued.

Staff members who have engaged in inappropriate behaviour should be provided positive and constructive counsel and assistance. Contrary to positive reinforcement, constructive criticism should be provided in private and should always be free of bias and prejudice. Employees should be provided with chances to exhibit their abilities and goals to their superiors. They should be encouraged to participate in decision-making that will have an impact on their school and students, when the situation calls for it. It is hoped that this sort of empowerment or engagement would encourage employees to work harder and to take greater ownership of their classes and assignments. Again, employees should be encouraged and driven to raise their level of production. They should be encouraged to develop their talents. According to Marquez and Kean (2002), supervision is a process that improves educational quality at all levels by improving connections, focusing on problem identification and resolution, and assisting in resource allocation optimization. It also promotes high standards, teamwork, and improved two-way communication. Working with employees to create goals, monitor performance, identify and fix issues, and proactively enhance the quality of service is a cornerstone of supervisory responsibilities. Together, the supervisor and instructors identify and fix deficiencies on the spot, therefore preventing poor habits from becoming standard practise in the classroom. Supervisory visits are also a chance to acknowledge and support instructors in order to keep their high levels of performance up and continue to improve. Furthermore, according to Mankoe (2007), a supervisor is an official who acts as a connection or a liaison between the school, the community, and the district directorate, among other things. Additionally, the supervisor is characterised as a person who is in charge of ensuring that the teachers follow

out the plans and policies of the management team. Teachers' interpretation of educational policies and assistance in understanding the objectives of educational policies are some of the tasks and responsibilities of circuit supervisors. They also promote successful teaching and learning in primary and secondary schools. Teachers' in-service training and the promotion of positive school-community interactions should also be priorities for administrators and teachers. They should also keep track of the academic progress and performance of students and faculty, develop a work plan for approval by the District Director of Education, and present reports on specific schools to him or her, with copies sent to the schools in question as well. They should also be prepared to take on additional special duties as requested by the education directorate, the school, or the local community at their discretion. Circuit supervisors are responsible for making recommendations for headteachers and teachers for promotion and reward, as well as evaluating the performance of headteachers (Circuit Supervisors' Handbook, 2002). This demonstrates that circuit supervisors in the Ghana Education Service perform two distinct functions. According to the manual, the dual function includes curriculum adviser and teacher supporter, as well as an evaluator of teaching and learning activities. The supervisor provides professional assistance and advice to teachers and headteachers in order to assist them in their daily work. In addition, he assesses students in English and mathematics to get a sense of their learning progress; he examines headteachers' and teachers' records; he examines students' exercise books; and he observes instructors in the process of teaching. The school atmosphere, on the other hand, is a multi-dimensional notion. It aids us in comprehending how schools differ in terms of environment, what causes these

variances, and how these underlying factors affect the performance of educational institutions (Kunnanatt, 2007). A school organisational environment is created by the constant interaction of members of the school community. School climate, according to Hoy and Miskel (2005), is a collection of factors that distinguish one school from another internally and that affect the behaviour of members of a school's community. Kunnanat (2007) identified eight elements of school environment among teachers and principals, which he classified as follows: This is exemplified by the term "disengagement." Disengagement refers to a teacher's tendency to be "out of touch" with the classroom environment. When used in relation to the job at hand, it indicates a group that is "going through the motions," a group that is "not in gear." The teacher's behaviour in a task-oriented environment is the emphasis of this section, in brief. It is the teachers' perception that the principal loads them with regular responsibilities, committee requests, and other obligations that they believe are unnecessarily time-consuming and needless labour. They believe that the principal is obstructing rather than assisting them in their legal obligations. Teachers' "morale," or the belief that their social needs are being met while they are also experiencing a sense of success, is another component of the personality scale. Teachers' appreciation of pleasant social relationships with one another is referred to as "intimacy." This component represents the satisfying of a social need that is not always linked with the execution of the job (Kunnanatt, 2007). Additionally, features of the school, such as the physical structure and interactions between members of the organisations, are two different variables that influence and contribute to the definition of the climate of the organisations. Environmental factors, classrooms, materials used for

instruction, academic performance, a sense of security in the school environment, and feelings of trust and respect are all factors that influence school climate. Students' perceptions of their environment, as well as their perceptions of their environment, are all factors that influence school climate (Kundu, 2007). According to research, the school environment may have an impact on a variety of areas and individuals inside the school. A healthy school environment has been linked to less behavioural and emotional difficulties among members of the school community, according to recent research. Employees that have a specific motivation perform at their highest levels when the organisational atmosphere is favourable to that motivation (Gunbayi, 2007). Most governments consider education to be a worthwhile investment, and as a result, they allocate significant sums of public money each year to the provision of education at all levels. So, the management is quite concerned about making certain that the funds allocated for education are utilised correctly. The organisational atmosphere, which is critical to the success of educational changes, has usually been overlooked in educational reforms (Kundu, 2007). According to Kagis and Williams (2000), organisational climate has a variety of critical consequences at the person, group, and organisational levels, including: Moreover, they argue that organisational environment has an impact on leaders' behaviour and that turnover intentions have the ability to influence work satisfaction, individual job performance, and overall organisational performance. When the organisational environment plays a role in determining organisational success, it is possible to forecast with confidence that organisational performance will be higher than it otherwise would be. A thorough understanding of the environment that prevails in a company as a

whole aid in the more effective usage of human resources, allowing for their successful growth and utilisation (Thompson & Luthans, 1990). As defined by Pashiardis (2000), a school's organisational climate is the collective personality of the organisation; the general atmosphere that one feels when entering the building. The presence of communication and collaboration among participants (principal, teachers, and students) in the achievement of the school's goals, as well as the fact that the school has a positive impact on the behaviour of students and staff, constitutes a good organisational environment. A method for enhancing collaboration and harmonising seemingly conflicting objectives is required by a school in order to support such a process. It is thought that a pleasant school atmosphere would be able to enhance the satisfaction of both instructors and students. They are more likely to be dedicated to their schoolwork if they are experiencing higher levels of enjoyment (Pashiards, 2000). One of the tasks of educational management by principals, according to Okumbe (2001), is to impact and encourage the availability of human resource via the creation of an acceptable organisational atmosphere. A healthy school atmosphere may improve staff performance, encourage greater morale, and increase student success by creating a welcoming environment (Freiberg, 1998). In 2000, researchers Heck and Goddard found a relationship between school environment and student achievement.

Similarly, Harris (1999), in agreement with Hallinger and Heck, stated that school improvement alignment towards a common set of values is of vital significance, and that this is achieved through the headteacher's vision and belief system, as well as through guidance, word, and deed. He discovered that the

headteachers were effective in realigning both the staff and the students to their specific vision of the school using a range of symbolic gestures and acts. Southworth (2002) is persuaded that learning schools enhance teachers' pedagogy since the development of their pedagogical abilities and repertoires appears to be the most significant aspect of the process, and that the curriculum of learning schools is entirely devoted to pedagogy. A link is also discovered between instructional leadership and specific organisational characteristics associated with learning communities, according to the author. As a result, the school transforms into a teaching and learning institution that provides a conducive environment for the exercise of instructional leadership. According to Southworth (2002), in a world where an increasing number of businesses are interested in developing themselves as "learning organisations," thus, time for school administrators to establish themselves as advocates for teachers' par excellence, including teacher qualifications, expenditures, and facilities. Other researchers discovered that characteristics outside of school, such as family history, socio-economic position, and race, predicted a greater proportion of the difference in student performance than factors within school. Philosophical aspects, which refer to the leaders' personal views, and organisational culture, which refer to the underlying behaviours of the company, are also important considerations. So, the views of school administrators drive their management behaviour, but the organisational culture impacts the behaviour of everyone in the school (Grima, 2007).

Summary

The chapter discussed the concept of supervision and the theoretical underpinning for the study being Path-Goal theory, Leader-Member Exchange Theory and Douglas McGregor Theory Y and Theory X. The chapter also deliberated on issues such as the roles of headteachers/supervisors on teaching and learning behaviours; supervisory practices headteachers/supervisors of basic school exhibit; measures that can be put in place to improve supervision in the Okaikoi North Municipality and comparison between private and public-school supervision on performance.



CHAPTER THREE RESEARCH METHODS

Introduction

This particular section of the current study sought to discuss the research approach that was implemented. The chapter three of the current study begins with discussions focused on the research design, the study area, population, sampling technique and the sample, sources of data and the data analysis procedure.

Research Design

According to Hakim (2000), the research design of a particular study outlines the objectives, uses, purposes, intents, and the plans that the study intends to adhere to. Whiles these considerations are taken into account, the researcher has to also bear in mind the practical constraints of location (study area), funding, and the time that the study will take. Also, it is necessary to consider the availability of the researcher as well. Additionally, the study design that will be used will reflect the thoughts of the researcher (Creswell, 2003). Thus, the design to be used will reflect the researchers' understanding of phenomenon. Creswell (2014) admonishes that when conducting a study, the researcher ought to question him/herself about the knowledge claims and the theoretical views that they adhere to during the research process. The researcher should also consider how the entire study is going to be conducted because this will help them ascertain which methods and questions will be used. Knowing these will also help the researcher determine how he/she will go about collecting the data required for the study. The above-mentioned processes must be done for researchers bearing in mind any bias that they may bring to any study

project, as well as how it will impact the strategy that they choose to use and the instruments that they use to gather their data (Vogt, Gardner & Haeffele, 2012).

In the present study, the descriptive survey design was used. It is employed in obtaining and identifying information about the features of communities, or groups of individuals. Kothari (2010) states that the descriptive design is used when one wants to describe the issues that happen in society including structures and societal circumstances. The descriptive survey research design was deemed appropriate for this study as the researcher seeks to find out the opinions and views of headteachers and circuit supervisors about their supervision practices and effectiveness of these supervision practices.

Study Area

The current study was conducted at the historic town of Okaikoi North Municipality in Accra, Ghana. The town is named after one of the kings from the dynasty of medieval rules. The Okaikoi North Municipal Assembly was stamped out of the Accra Metropolitan Assembly. After this, it became one of the newly created and upgraded 38 Districts Assemblies in 2018. The latitude of Okaikoi, Accra, Ghana is 5.587938, and the longitude is -0.238539. Okaikoi, Accra, Ghana is located in Ghana and this district was created with (LI: 2307). The Okaikoi North Municipal Assembly has Abeka (Accra Metropolitan Assembly, 2018) its capital.

Population

Gay (1992) defines population as the group in which the researcher is interested in investigating. The larger group the researcher wishes to generalise the research/study's findings. He continued by stating that the defined

population possesses at least one distinguishing characteristic from other groups. Polit and Hungler (1996) define a study population as "the totality of cases that meet a specified set of criteria." It is the subject to which the researcher wishes to apply his or her findings. Johnson (2012) asserts that each respondent in the population must possess the data required for the study. The study's population includes all Circuit Supervisors and headteachers in Accra's Okaikoi North Municipality. Seventy (70) headteachers and eight (8) circuit supervisors make up the population of seventy-eight (78) participants.

Sample and Sampling Procedures

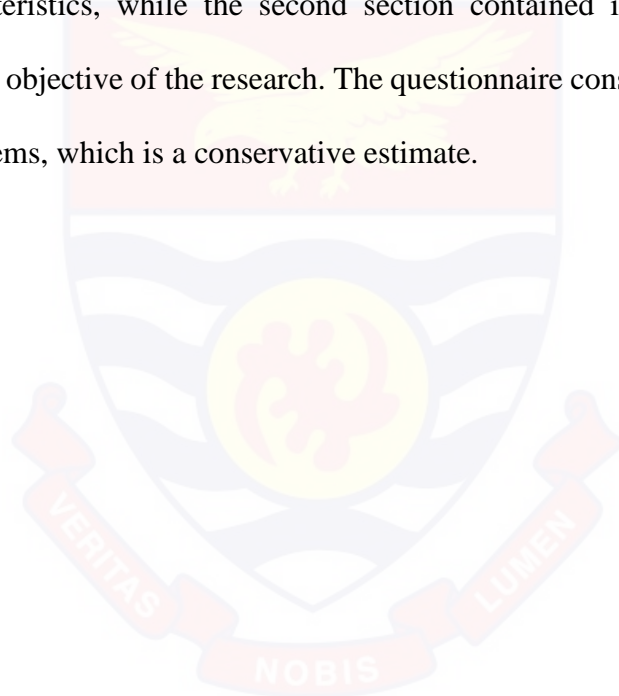
To ascertain the reality of the effectiveness of supervision, all the seventy (70) basic schools at the Okaikoi North Municipality, were considered for this study, thus, a census survey was considered for the study. This is because the population was small and a census survey in which all participants that makes up the population are also included in the sample would be appropriate for generalization purposes. Seventy-eight (78) respondents made up of eight (8) circuit supervisors and seventy (70) headteachers participated in the current study.

Data Collection Instrument

The researcher used both primary and secondary data in order to acquire accurate and legitimate information for the current study. The core data for this study was collected using a questionnaire and an interview guide. The researcher came up with them. The headteachers immediately answered the instrument (questionnaire), whereas the circuit Supervisors answered the items on the interview guide.

Questionnaire

The data was collected using a single set of questionnaires (one for each headteacher), since questionnaires are effective tools for gathering information. This questionnaire was self-made by the researcher. This information gathered could be on people's perspectives, attitudes, knowledge, or even about the experiences they have had. It was determined that the use of questionnaires structured in three sections would be appropriate. During the first portion of the questionnaires, information was gathered about the respondents' personal characteristics, while the second section contained items pertaining to the overall objective of the research. The questionnaire consists of about fifty-eight (58) items, which is a conservative estimate.



Section A gathered the bio-data or the demographics of the respondents, it was made up of seven (7) items. The next section, Section B collected data on supervisory practices headteachers/supervisors of basic school exhibit. It was made up of eight (8) items. Section C assembled data on challenges faced during supervision. It was made up of ten (10) items. Section D gathered data on variations between public and private school supervision. It was made up of five (5) items. Section E congregated data on whether the experience is a contributing factor to effective supervision. It was made up of fourteen (14) items. Section F gathered data on whether gender difference influence school supervision. It was made up of four (4) items. Section G assembled data on whether age difference contributes to effective school supervision. It was made up of three (3) items. Section H collected data on the measures that can be put in place to improve supervision in Okaikoi North Municipality. It was made up of seven (7) items. The questionnaire was measured on a 5-point Likert scale. The Likert scale had 5 options. The first option was for Strongly Disagree (SD=1). The second option was for Disagree (D=2). The third option was for Neutral (N=3). The fourth option was for Agree (A=4). With the last option been for Strongly Agree (SA=5).

Validation of the Questionnaire

The questionnaire developed for the study was subjected to a validation process. This process was to make sure that it was valid on both the face and content levels. Validity on the face and in the content, according to McBurney (1994), is characterised as follows: first, it is believed that face validity refers to the idea that an instrument should superficially appear to test what it is intended to test. Secondly, it is believed that content validity refers to the idea that an instrument should choose from a large pool (sample) the variety of behaviour represented by the theoretical concept being tested. In order to ensure the validity of the current study, several copies of the questionnaire were distributed to both the supervisor and other research specialists during the validation process. The specialists thoroughly examined the study questionnaire to see

whether it was acceptable and adequate for the purpose for which it was designed. The reliability of the instrument used for the current study as determined by the Cronbach Coefficient Alpha was 0.77.

Pilot Testing

Preceding and closely associated with a larger study, a pilot research project is conducted (Lancaster, Dodd, & Williamson, 2004; Eldridge et al., 2016). When it comes to piloting, the term is frequently used to refer to a *“feasibility study designed to assist the preparation of a large-scale investigation”* (Thabane et al., 2010, p. 1). Pilots are part of a risk mitigation approach designed to decrease the likelihood of failure in bigger research projects (Thabane, Ma, Chu, Cheng, Ismaila, Rios & Goldsmith, 2010). Pilot studies are defined in a variety of ways throughout the research literature. However, these definitions given to Pilot studies are typically focused on an experiment, project, or development (Eldridge et al., 2016) that is undertaken in advance of a future larger experiment, project, or development that is not defined in the research literature.

In relation to feasibility, a pilot study is considered feasible in the sense that it is *“a preparatory study designed to test the performance characteristics and capabilities of study designs, measures and procedures recruitment criteria, and operational strategies that are under consideration for use in a subsequent, often larger study,”* as specified by Moore, Carter, Nietert, and Stewart (2011; p.332). In addition to the foregoing, Whitehead, Julious, Cooper, and Campbell (2016) state that for a pilot study designed with 90 percent power and two-sided 5 percent significance, they recommend pilot trial sample sizes per treatment arm of 75, 25, 15, and 10 for standardised effect sizes that are

extra small (0.1), small (0.2), medium (0.5), and large (0.8). Before undertaking this study on the effectiveness of supervision in public and private basic schools a pilot test was conducted to assess the procedures for participants. This would enhance and activate the usability of the research instruments and data collection processes before commencing the main research study. Specifically, the piloting took place in the Okaikoi South Municipality. The respondents for the pilot testing therefore comprised thirty (30) participants. The Cronbach Coefficient Alpha yielded 0.69 for the reliability of the instrument.

Interview Guide

The interview guide was made up of thirty-one (31) items. Items on the interview were generated by the researcher. Section A comprised seven (7) items which gathered data on demographic information of respondents. The remaining twenty-four (24) items collected data meant to support the general objective of the study.

Data Collection Procedure

Methods of data collection are the basic parts of any research work. For this, the researcher obtained a letter of introduction from the School of Graduate Studies and Research of UCC soliciting for the assistance of circuit supervisors and headteachers from the municipal education directorate to respond to the questionnaire and interview guide designed for this thesis. Following a visit to the schools to get permission, the researcher scheduled an administration of the questionnaire and interview guide on a day and time that was convenient for everyone involved. Before handing out the research instrument, the researcher

took ample time and described the purpose of the study as well as the information that would be collected from the respondents. The questionnaires were delivered directly to the participants in the research who had been selected. The questionnaire was distributed to respondents in a total of seventy (70) copies.

The option of obtaining the complete questionnaire was made possible by the generosity of the researcher's colleagues, who offered to provide a hand. If the researcher had chosen to travel around to all of the different schools and collect the questionnaire on her own, the results may have been very different. The responses were in a form of primary data that were later analysed. Respondents were expected to respond to the instrument within one week. The interview was held on the appointed date and time and responses taken back on the same day. Circuit supervisors were asked questions contained in the guide and their responses were recorded. Since the circuit supervisors were eight (8) in number; they were all integrated in the study. The data collection procedure for the current research took the researcher a total of three weeks to complete.

Data Processing and Analysis

Only when data collection is structured, summarised, and observations are presented in a thorough manner does it become relevant in research studies. The data collected after replies had been edited, coded, and scored and then analysed using descriptive and inferential statistics, respectively. In addition, the inferential statistic was utilised to assess whether or not there is a statistically significant difference between the means of two groups, which may be connected to specific characteristics. As a result, a t-test was used in this investigation to resolve whether or not the hypothesis was correct. The data was

analysed in accordance with the queries that were posed. For each item on the questionnaire, frequency and percentage tables were given, indicating the amount to which respondents (Headteachers/supervisors) agreed or disagreed with the proxies listed on the questionnaire. When it came to the questionnaires that were sent out, Section A included background information about the people who took part in the survey. The findings were analysed and provided in the form of a descriptive statistic, as well as frequency tables and percentage tables. Section B, collected data on supervisory practices headteachers/supervisors of basic school exhibit and it answered research question one. Data regarding the supervisory practices of headteachers/ supervisors was analysed and presented in a table of frequency and percentages. Data on challenges faced during supervision which is section C, were also analysed using table of frequency and percentages and answered research question two.

The research question three dealt with variations in supervision between private and public schools. This was tested with one-way analysis of variance. In statistics, the term "analysis of variance" refers to a collection of statistical models and their related estimate techniques that are used to evaluate the differences between group means in a sample of interest. Ronald Fisher, a statistician, was the one who invented the ANOVA (Gelman, 2008). Fisher based this test on the law of total variance. This law implies that when the observed variance in a given variable is divided into components, these components may be attributed to distinct causes of variation. In its most basic version, ANOVA gives a statistical test to determine if two or more means taken from a population or sample are equal on a particular variable. Because of this

assumption, it extends the scope of the t-test to include more than two means (Bailey, 2008).

When two variables are correlated, Pearson's correlation coefficient is equal to the product of their standard deviations divided by the covariance of the two variables. The just ended definition includes what is termed as a "product moment". A product moment can be defined as the mean (the first moment around the origin) of the product of the mean-adjusted random variables; this is denoted by the modifier product-moment in the definition (Katz, 2006). Section E reported on whether experience is a contributory factor to effective school supervision and it answered research question four. Section F addressed issues on whether gender differences influence school supervision and it answered research question five.

Section G elaborated on whether age differences contribute to effective school supervision and it answered research question six. The last Section H elicited information on measures that could be put in place to improve school supervision in the Okaikoi North Municipality and it answered research question seven. Data for research question 7 was analysed and presented in a table of frequency and percentages.

Analysis of Interview Data

Data analysis, according to Miles and Huberman (1994), is comprised of three continuous flows of activity: data reduction, data presentation, and conclusion drawing/verification. Miles and Huberman define the three steps of qualitative data analysis that must be completed once data has been collected during a "data collection period" as follows:

Data Reduction

When it comes to written-up field notes, data reduction is the act of selecting, compressing, simplifying, conceiving, and transforming the data that appears in them (Miles & Huberman, 1994). At this stage, the data obtained is analysed to gain a broad perspective on themes such as conversation subjects, language, and recurrent activities, meanings, and sentiments, as well as to detect trends in respondent's responses, among other things (Taylor & Bogdan, 1989). It is possible to identify themes by combining components of thoughts and experiences that are frequently meaningless when examined alone (Leininger, 1985). The objective of data reduction is to organise information in such a manner that it may be used to generate "final" conclusions. Decisions on how to code categories, group categories, and arrange categories must be made by the researcher in order for reasonable findings to be reached and validated by the researcher.

Role of the Researcher in Qualitative Research

The primary research tool is the researcher himself or herself. Bias should be considered in the inquiry based on what the researcher transmits to the investigation from his or her history and identity (Maxwell, 2005). The fact that qualitative research is interpretive in nature means that researcher biases, beliefs, as well as assumptions, might intrude into the data analysis process (Strauss & Corbin, 1998). Social researchers generally make an effort to neutralise or buffer their biases by disclosing everything about themselves (Altheide & Johnson, 1994). Participant checks were conducted before and after interviews in order to reduce the possibility of researcher bias influencing the findings of this study. This helped to enhance the credibility, validity, and

transferability of the study results (Lincoln & Guba, 1985). Aside from restating and summarising material, the researcher also asked participants whether the information they had received was accurate throughout each interview. After the taped interviews had been transcribed, the researcher requested each participant to check the transcript to ensure that the information contained in it was accurate. Aside from that, the researcher sought advice from resources and academic advisers during the course of this investigation. The researcher's attention on significant information provided by participants was aided by the guidance of the faculty adviser, which resulted in the development of themes from the data collected by the researcher. Finally, the researcher incorporated a sufficient number of relevant quotes from study participants in order to substantiate the conclusions of the investigation (Maxwell, 2005).

Qualitative Data Collection Method

While the tasks of data collecting and data analysis were intimately intertwined throughout this phase of the study, they were presented separately for the sake of clarity. Telephone interviews and field notes served as the major sources of information for this investigation.

Interviews

There were three main reasons why qualitative interviews were chosen as the major technique of data gathering for this study. If you are interested in “studying people's comprehension of the meaning in their lived world,” qualitative interviewing is an acceptable method to utilise (Kvale, 1996, p.105). Interviewing is the most effective approach to utilise “to uncover those elements that researchers cannot see directly, such as feelings, ideas, and intentions,” according to the American Psychological Association (Merriam, 1998). The

results of qualitative interviews are detailed descriptions of the subject under investigation (Rubin & Rubin, 1995). Interviews also enable for the triangulation of information gathered from several sources, including other interviews (Lincoln & Guba, 1985).

All of the interviews for this study were done in the offices of the supervisors, however they were scheduled according to their availability. As a first stage in the interview process, participants were reminded of the study's aim, research methods, expected benefits, their right to withdraw from the study at any time, and the importance of maintaining anonymity throughout the process. In order to establish a positive connection with respondents and to exhibit knowledge with the subject matter (Creswell, 1994), the researcher pretended to be a student throughout the interview. The interviews were audio taped with the consent of the participants in order to provide a comprehensive transcript (Merriam, 1998; Rubin & Rubin, 1995).

During all interviews, typed notes were made, which allowed the researcher to keep track of important topics to go back to later in the interview and to utilise during data analysis afterwards. To conduct discussions that would elicit rich material that might be used in qualitative analysis, a semi-structured interview method was adopted (Lofland, 1971). Semi-structured interviews provide participants with more freedom to express themselves in terms of what is important to them (Miles & Huberman, 1994; Strauss & Corbin, 1998), as well as the ability to direct the introduction and flow of subjects (Miles & Huberman, 1994; Strauss & Corbin, 1998) (Mishler, 1986). The interviews were semi-structured in the beginning, but grew more organised in the later stages of

triangulation and member checking, as seen in the table below (Lincoln & Guba, 1985).

Participants were provided with the interview procedure approximately one week before their planned interview in order to give them enough time to think about and prepare their replies to the initial questions that were asked. "Please explain your experiences as a Circuit Supervisor," the interviewers asked at the outset of the session. The question was worded in this manner in order to give participants with the flexibility and freedom to investigate the phenomena in further detail (Strauss & Corbin, 1998). Throughout the remainder of the interview, open-ended questions were utilised to enable participants to express themselves freely and reply honestly to the questions (Bogdan & Biklen, 1982; Kvale, 1996). When it was required, probing questions were utilised to urge participants to expound on or clarify an answer, as well as to examine the underlying experiences (Rubin & Rubin, 1995; Seidman, 1991).

In addition, after answering to interview questions, participants were frequently asked "why" by interviewers. The researcher's attempt to offer enough think time by asking participants "why" was an attempt to allow the participant to thoroughly think about and comment on their experiences. A total of roughly 45 minutes was spent interviewing each participant to improve the understanding of their experiences and increase the credibility of the study's findings. The audio recordings were meticulously transcribed verbatim in a Microsoft Word document by a transcriptionist who was engaged for the job

since accurate transcripts are critical for meaningful analysis and interpretation of the interview data collected (Mishler, 1986,).

Fieldnotes

As an auxiliary data source for this investigation, field notes were used as well. When the interviews took place, field notes were typed. These notes were then analysed and compared to the interview transcriptions (Maxwell, 2005). Bogdan and Biklen made recommendations for how to format field notes, which we followed (1982). To begin each set of notes, the researcher wrote down a date and time, along with a working title that described what would be included in them on the following pages: Participants' recollections of specific events, the researcher's predictions about developing themes, clarification points, and any links that the researcher observed between or among participants' perspectives were all addressed in the field notes (Bogdan & Biklin, 1982). Additionally, direct statements from participants that attracted the researcher's interest were included in the field notes, along with remarks regarding the participant's attitude. Quotes from participants that attracted his attention were immediately highlighted in red by the researcher so that they could be easily discovered throughout the data analysis process later on.

Analysis of Interview Data

The research was divided into three stages. First, transcripts of interviews were examined many times in order to look for “repeated regularities” in the data as suggested by Merriam, (1998). Furthermore, the statements and phrases from the interviews that were particularly relevant to the investigation were selected by the researcher. The researcher used the continuous comparative approach (Glaser and Strauss, 1967) to travel back and

forth between transcripts until categories that were consistent yet different appeared (Marshall & Rossman, 1989). The researcher assigned names to these categories, tagged the transcripts, and organised parts of the transcripts into folders labelled with the category names (Bogdan & Biklin, 1982; Merriam, 1998). Secondly, all of the interviews that were coded were brought together with the field notes by the researcher. This assisted the researcher look for patterns and correlations inside and across the data sources, which she did by combining them. As preliminary categories formed, the researcher compared them to the facts they were based on (Merriam, 1998). It is necessary for the researcher to combine and improve the categories created until the themes were more apparent (Strauss & Corbin, 1998). In the end, this proposition was worked on until the themes were more apparent.

Data Display

Data display is the process of connecting qualitative data in a thematic manner using visual tools such as matrices, charts, graphs, rubrics, networks, lists, and Venn diagrams (Tashakkori & Teddlie, 1998). Miles and Huberman (1994) reiterate that it is the organisation and compression of information that allows for the drawing of conclusions and the taking of action. A major step toward valid qualitative analysis is the development of better displays. These displays are intended to collect data in a way that is easy to access. It also stores data in a compressed format so that the analyst can see what is happening and either draw justified conclusions or proceed to the next step in the analysis. Furthermore, Miles and Huberman (1994) argue that humans are incapable of processing huge volumes of information quickly enough, and that the extension

of text can overload humans' information-processing skills. Furthermore, good displays are one of the most important components of a valid qualitative study.

Thematic Analysis

Data analysis using themes helps in discovering, examining, and reporting patterns (themes) in data. Themes help to organise and explain your data collection in comprehensive detail while keeping it as simple as possible. In many cases, however, it goes farther than this and analyses different elements of the study issue in question (Boyatzis, 1998). Analysis is the intermediate step between description and interpretation, and it is the methodical process of discovering essential characteristics and correlations in a structured manner. While description relies on evidence to speak for itself, interpretation is more free-form and creative, addressing the question "so what?". There is a varied balance between these three components according to the different studies (Wolcott, 1994). One of these is the constructionist approach. This involves understanding how society's events, realities, meanings, and experiences are the result of a multitude of discourses at work. This was at the heart of the theme analysis, both theoretically and methodologically. A latent or interpretive level of analysis was used to identify themes (Boyatzis, 1998), where the formation of the themes themselves is dependent on interpretative effort, and the study is both descriptive and theoretical in nature (see Figure 1). Recursive procedures incorporating the fundamental principles were used to adapt the study objectives and data in a flexible manner (Patton, 1990). The researcher followed the five phases of development that occur throughout time (Ely, Vinz, Downing, and Anzul, 1997) throughout the course of the investigation. Following that, we'll go into the steps that went into developing the themes.

Familiarity and Transcription of the Data

Following the interviews, which were primarily tape-recorded, it was necessary to convert the audio files into written transcripts. The transcription process was time-consuming, tedious, and even dull, but it was a good method to begin familiarising oneself with the information (Riessman, 1993). The data required a significant amount of time, which was spent comparing the transcripts to the original audio recordings to ensure correctness, reading and re-reading the data, and making notes about first thoughts. All verbal and non-verbal cues were evaluated. The evaluation was based on verbatim reports provided by the respondents. The central aim was to make it easier to develop the close reading and interpretive abilities that would be required to analyse the data (Lapadat & Lindsey, 1990).

Generating initial codes

It entails the generation of initial codes from the data collected. Codes are used to indicate a component of the data (semantic content or latent) that the analyst finds noteworthy. According to Boyatzis, (1998, p 63), these relate to *“the most fundamental segment, or part, of the raw data or information that may be appraised in a meaningful way in relation to the phenomenon”*. It was necessary to code the data manually, which involved making notes on the texts that were being studied, using highlighters to suggest possible patterns, and even utilising "post-it" notes to designate parts of the information. To guarantee that all real data extracts were coded and aggregated together inside each code, this was done in a number of ways. It is considered part of the analysis (Miles & Huberman, 1994). This is because the researcher is organising the data into meaningful categories through the act of coding (Tuckett, 2005).

Searching for Themes

This step refocuses the study on a larger level of themes rather than codes, allowing for a more comprehensive conclusion. This larger level of themes involves categorising the different codes into probable themes. Furthermore, it relies on compiling all appropriate coded data extracts inside the themes that have been found. Some of the codes were combined to form an overall theme, while others were analysed individually. The link between codes, themes, and different levels of themes was investigated in order to determine whether or not original codes may develop into main themes in the future. This involves the primary overarching themes and sub-themes within them. Those who were unable to fit in were once again rejected. Tables and charts were developed for the purpose of showing the data, and quotes were written to communicate respondents' opinions on the topic under examination.

Review of Themes

The themes that were established were re-examined to ensure that they were coherent and clear. First and foremost, all of the collated extracts were re-read for each theme, and a second consideration was given to the validity of each separate theme across the entire data set in order to ensure that their meaning was accurately reflected across the entire data set. Finally, additional data within themes was recoded, as coding is an ongoing organic process.

Defining and Naming Themes

This is the stage at which the researcher determined the essence of each topic in order to determine the characteristics of the data that each theme was capable of representing. This was accomplished by going back through the data extracts collected for each theme and putting them together into a cohesive and

internally consistent narrative structure. This was done in order to avoid too much overlap between themes and to determine whether or not a theme had sub-themes, among other things. The goal was to establish a clear distinction between what constitutes a theme and what does not. Short phrases were written to define the breadth and substance of each topic, and themes were given succinct and short names to distinguish them from one another.

Establishing Trustworthiness

Qualitative research has been criticised in the past for its lack of reliability in some areas. In general, the degree the results of study can be reproduced is referred to as the dependability of the findings. Denscombe (2002) stressed that while assessing reliability in social research, two key concerns must be addressed: (a) Are the data valid? and (b) Are the data consistent? & (b) Do the approaches have a high level of reliability? The researcher implemented techniques recommended by Lincoln and Guba in order to improve the credibility of the study's findings (1985). By combining several sources of information, the researcher was able to reduce risks. Because reliability is important, the researcher produced an audit trail that detailed how data was gathered, how categories were developed, and the choices that were made throughout the investigation (Merriam, 1998). The researcher utilised good, rich, dense description (Merriam, 1998), which enabled other researchers to make choices regarding transferability and generalizability based on his or her findings. Attempts were made to reduce bias. To achieve this, the researcher considered suggestions provided by Strauss and Corbin, (1998) and Marshall and Rossman, (1989). These suggestions include continuously comparing data, searching for examples of the phenomenon in literature, obtaining multiple

viewpoints, searching for negative instances of the phenomenon, checking and rechecking data (Strauss and Corbin, 1998). The last but not the least is to compare data again (Marshall & Rossman, 1989). While the above conditions are satisfied, it is necessary to engage in triangulation of data which is essential to the credibility of qualitative investigations since it increases the likelihood of finding reliable results. As the investigation progressed and specific pieces of information were available, procedures were taken to ensure that each piece of information was verified against at least one additional source (Denzin, 1989; Lincoln & Guba, 1985). It is possible to obtain more accurate, comprehensive, and objective results by utilising a second source or a second approach (Silverman, 2006). Interviews and field notes were compared in this study to guarantee that the results were reliable.

Drawing Conclusions and Verification

A procedure that involves developing an initial idea about patterns and clarifications from the study's findings, then validating those ideas on an ongoing basis by analysing the data and creating a new matrix is known as drawing conclusions, or verification. Through this procedure, the legitimacy of the data is confirmed, and the significance of the findings are revealed, among other things. Among the three steps of data analysis are the following: data reduction, data visualisation, conclusion drafting, and validation. Every one of them contributes to the creation of an ongoing, collaborative process. Using data coding and data reduction, Miles and Huberman (1994) demonstrate that fresh ideas about what should be included in a data presentation matrix can be generated as a result of the data reduction. Initial inferences are made when the backdrop materialises; nevertheless, these conclusions ultimately lead to the

choice. Somehow, the process of qualitative data analysis is a continual and iterative process. What things signify is determined by it, and irregularities, patterns, explanations, potential configurations, causal processes, and propositions are noted by it (Miles & Huberman, 1994). The writers, on the other hand, assert that a competent researcher should proceed with caution and retain an attitude of openness as well as a certain amount of scepticism. In light of the fact that qualitative methods are immensely diverse, complicated, and subtle (Holloway & Todres, 2003), it was acceptable for the researcher to select a method that was appropriate for the research questions. Consideration was also given to the assumptions that underpinned the current research.

Thematic analysis was a primary analytic approach particularly used by the researcher, despite the fact that the researcher typically used all three stages of qualitative data analysis. This is because there are several methods to analyse informants' statements about their experiences (Spradley, 1979; Taylor & Bogdan, 1984; Mahrer, 1988).

Ethical Considerations

The inclusion of ethical concerns is defined as one of the most crucial elements of the research and the research will be doomed if this component is not included. According to Bryman and Bell (2007), there are several essential concepts to consider while doing research that are connected to ethical issues. In order to effectively address the ethical issues portion of this study, it was necessary to broaden the debates on ethics that had taken place. The participants were therefore subjected to the condition of voluntary participation in the study. Additionally, participants had the option to pull out from the study at any point

during the course of the trial if they so desired. In addition, before to participating in the study, participants must provide written informed permission. In order to comply with the concept of informed consent, researchers must present participants with enough information. Furthermore, assurances about participating should be offered to respondents in order for them to comprehend the ramifications of participating and make an informed, thoughtful, and freely given decision about whether or not to participate, without any pressure or coercion. During the questionnaire and interview questions development, the researchers made a conscious effort to avoid using derogatory, discriminatory, or otherwise inappropriate language. Privacy and confidentiality were also of utmost concern to the researcher when conducting the study. The study is also in compliance with the Data Protection Act 2012 (Act 843). This act of the Republic of Ghana is designed to preserve the privacy of individuals and the personal data of study participants.

Summary

This chapter give a picture of the research methodology used in the current study. The discussion centred on the research design, population, sampling strategy, and sample size, as well as the data sources and collecting and analysis procedures. Additionally, the study adheres to ethical research practises. The next chapter discusses the data's conclusions and interpretation.

CHAPTER FOUR RESULTS AND DISCUSSION

Introduction

The preceding chapter discussed the methods used in the current study. This chapter contains the data's results and analysis, as well as a discussion. Tables were created to display the respondents' results together with their associated measurement scales. The analysis and interpretation of the headteachers questionnaire are completely quantitative in nature and are separated into eight categories (A-H). Also, the analysis and interpretation for the circuit supervisors interview guide are divided into two sections (A-B). The “A” part is the background information of the circuit supervisors and is presented in quantitative tables. However, the “B” part was purely qualitative and is offered in a narrative form.

Results and Interpretation of Headteachers Questionnaire

Section A presents the background data of the research respondents. Also, Section B focuses on data on supervisory practices headteachers/supervisors of basic school exhibit and it answers research question one. Section C presents data on challenges faced during supervision. Section D elicited information on variations between public and private school supervision and it. Section E reports on whether the years of experience of supervisors is a contributing factor to effective supervision. Section F addresses issues on whether gender differences influence school supervision. Section G elaborates on whether age difference contributes to effective school supervision. The last Section H elicited information on measures that can be put in place to improve supervision in the Okaikoi North Municipality.

Section A: Background Information of Respondents (Headteachers)

This section provides background information on the headteachers and supervisors who participated in the survey and answered the questionnaire. Background data collected from the headteachers and supervisors are; age range, sex, number of years respondents have been on their present post, number of staff supervised, most effective type of supervision, policy document directing supervision in schools and category of school supervised. Histogram 1 presents the age range participants.

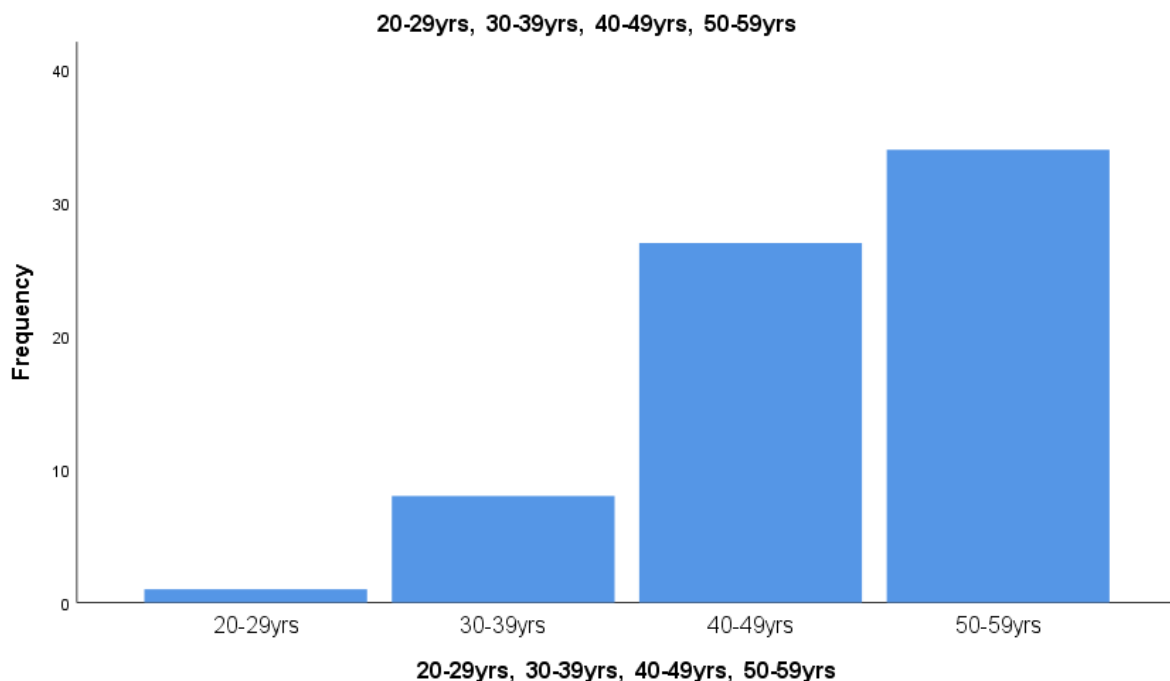


Figure 1: Age Range of Headteachers

Figure 1 reveals that most of the headteachers, 34 (48.6%), are between the ages of 50 and 59 years old. In addition, 27 of the respondents, or 38.6%, were between the ages of 40 and 49. However, just one, or 1.4 percent of the Headteachers, was between the ages of 20 and 29.

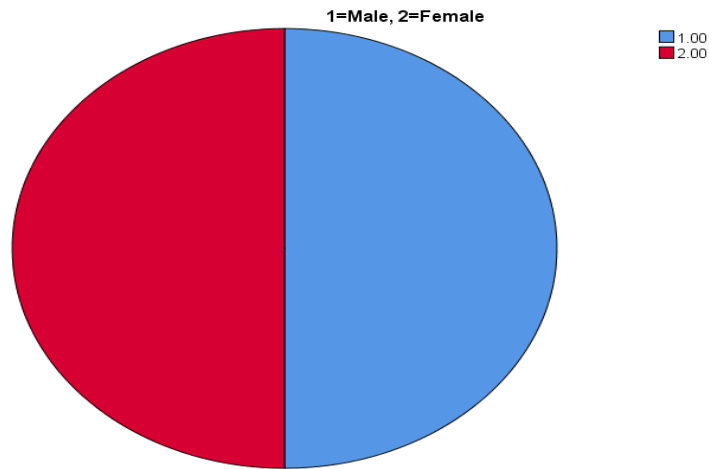


Figure 2: Sex of Respondents (Headteachers)

From Figure 2, it is found that 35 (50.0%) of the headteachers were males. Whiles the females too were 35 representing 50.0%.

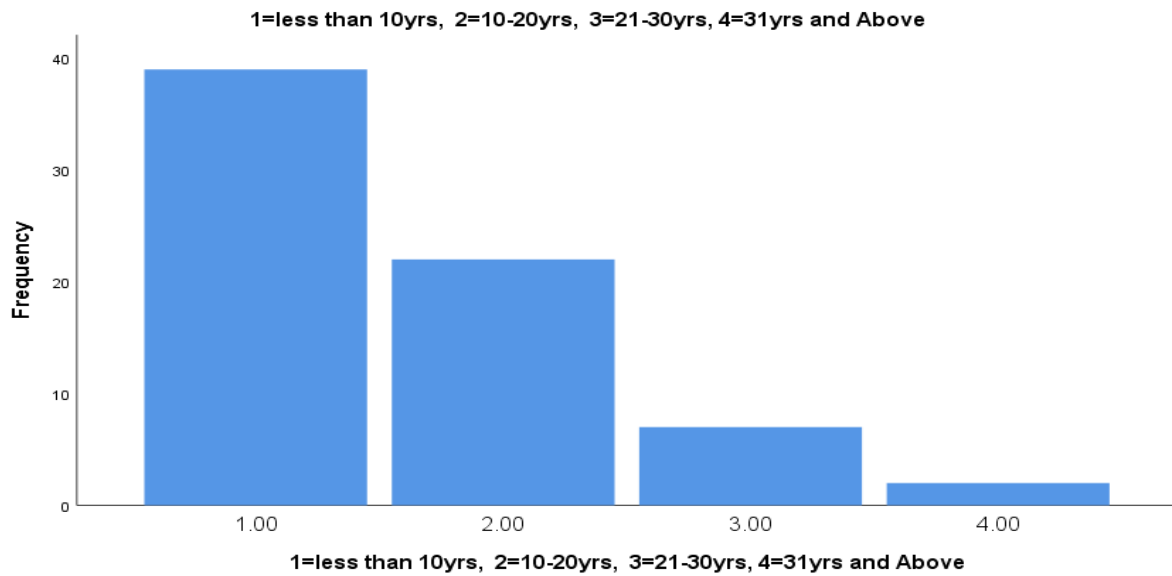


Figure 3: Number of Years Headteachers have been on their Present Post

Figure 3 shows that 39 of the headteachers representing 55.7% have been at their present position for less than 10 years. Also, 22 of the respondents representing 31.4% have been at their present position for a period between 10-20 years. However, 2 of the Headteachers representing 2.9% have been at their present position for more than 31 years.

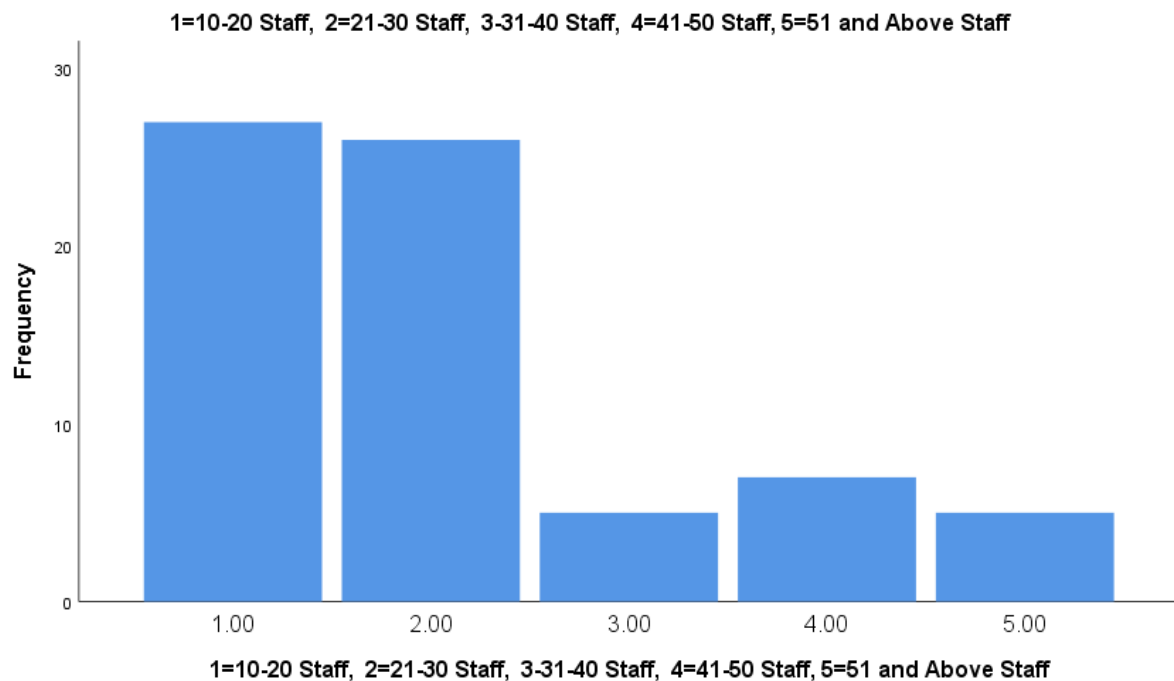


Figure 4: Number of Staff Supervised

Figure 4 shows that 27 of the headteachers representing 38.6% supervises 10-20 staff. Also, 26 of the headteachers representing 37.1% supervise 21-30 workers. Coincidentally, 5 of the headteachers representing 7.1% supervises 31-40 employees and a similar percentage supervises 51 and above staff.

Table 1: Most Effective Type of Supervision (Headteachers)

Subject	Frequency (f)	Percentage (%)
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External Supervision	29	41.4%
Internal Supervision	41	58.6%
Total	70	100%

Table 1 shows that 41 of the respondents representing 58.6% reported that internal supervision is the most effective type of supervision at the school. The table shows that 29 of the respondents representing 41.4% indicated that external supervision is the most effective type of supervision.

Table 2: Policy Document directing Supervision in Schools (Headteachers)

Subject	Frequency (f)	Percentage (%)
There is Policy Document	65	92.9%
There is no Policy Document	5	7.1%
Total	70	100%

Table 2 shows that 65 representing 92.9% of the headteachers indicated that there is a policy document guiding school supervision. However, 5 of the headteachers representing 7.1% gave a negative response that there is no policy document guiding their supervision.

Table 3: Category of School Supervised (Headteachers)

Subject	Frequency (f)	Percentage (%)
Public School	45	64.3%
Private School	25	35.7%
Total	70	100%

Data from Table 3 confirms that 45 (64.3%) of the respondents are headteachers at the public basic school whilst 25 representing 35.7% are headteachers at private basic schools on the Okaikoi Municipality.

Main Data for Headteachers/Supervisors of Basic School

Participants in the study were asked to specify whether they agreed or disagreed with the precise statements of the study objectives by checking the appropriate box. The research used a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree (SA). Considering the responses centred on strongly disagree, disagree, agree and strongly agree, the researcher combined strongly disagrees and disagree as disagree and agree and strongly agree as agree.

Section B: Supervisory Practices Headteachers/Supervisors of Basic School Adopt

Table 4 present the results of the analysis and the data on supervisory practices headteachers/supervisors of basic school adopt.

Table 4: Supervisory Practices Headteachers/Supervisors of Basic School Adopt

Statements	Agree		Disagree	
	freq.	(%)	freq.	(%)
I supervise teacher’s classroom instruction	70	100.0		
I check weekly the teacher ‘s scheme of work	58	82.9	12	17.1
I keep appraisal forms that have been filled	68	97.1	2	2.9
I visit teachers in their respective classes during classroom instruction	58	82.9	12	17.1
I keep my teachers aware of the supervision of teachers in my school	68	97.1	2	2.9
I supervise my teachers during outside-the-classroom instruction	60	85.7	10	14.3
After supervision, I always meet with the supervised teacher to give feedback on what I observed during the lesson	70	100.0		
After the supervision process, I keep supervision reports for future reference	70	100.0		

Table 4 shows that 70 (100.0%) of the headteachers responded agree to the statement “I supervise teachers classroom instruction”. Likewise, to the statements “After supervision, I always meet with the supervised teacher to give feedback on what I observed during the lesson” and “After supervision process, I keep supervision reports for future reference” all the headteachers responded

positively. Also, the table shows that 68 (97.1%) of the headteachers reacted positively to the statements “I keep appraisal forms that have been filled” and similar to the statement “I keep my teachers aware of supervision of teachers in my school”. However, 2 (2.9%) disagreed to the statement. In furtherance, the table shows that 68 (97.1%) of the headteachers reacted positively to the statement “I keep appraisal forms that have been filled”. However, 2 (2.9%) disagreed with the statement.

Section C: Challenges Faced During Supervision

Table 5 present the results of the data analysis on challenges faced during supervision.

Table 5: Challenges Faced During Supervision

Statements	Agree		Disagree	
	freq.	(%)	freq.	(%)
Negative perception by school administration	2	2.9	68	97.2
Teachers not taking your comments seriously	6	8.6	64	91.4
Lack of motivation	11	15.7	59	84.3
Lack of materials/equipment	33	47.1	37	52.9
Teachers see supervision as interference	16	22.9	54	77.1
Teachers prepare only when to be supervised	25	35.7	45	64.3
Lack of skills in the areas of quality assurance	23	32.9	47	67.1
Seen as fault finders by teachers	27	38.6	43	61.4
Poor road network	14	20.0	56	80.0
Large distance between schools	26	37.1	44	62.9

Table 5 shows that 68 (97.2%) of the headteachers indicated that they disagree with the statement “There is a negative perception by school administration” meanwhile, 2 (2.9%) agreed to the statement. Also, the table shows that 64 (91.4%) of the headteachers specified that they disagree with the statement “Teachers not taking headteachers comments seriously”. However, 6 (8.6%) agreed to the statement. In addition, 59 (84.3%) of the headteachers stated that they disagree with the statement “Lack of motivation” but, 11 (15.7%) agreed to the statement. Moreover, the table shows that 56 (80.0%) of the headteachers indicated that they disagree with the statement “Poor road network”, but 14 (20.0%) agreed to the statement.

Section D: Variations between Public and Private School Supervision

Table 6 present the results of the analysis of variance of the for the research question three (3) “variations between public and private school supervision”

Table 6: Variations between Public and Private School Supervision (ANOVA)

Variables				Sum of Squares	Degree of freedom (df)	Mean Square	the ratio of mean square values (F)
Supervisor sets clear targets/standard for work in private schools	Between	groups		.996	1	.996	.938
	Within	Groups		72.204	68	1.062	
	Between	groups		1.220	1	1.220	2.153

Follow up to see that subordinate meet targets in private schools	Within Groups	38.551	68	.567	
Supervisor encourages well performed subordinate	Between groups	.026	1	.026	.103
	Within Groups	16.960	68	.249	
Supervisor demands feedback for work assigned	Between groups	.038	1	.038	.150
	Within Groups	17.404	68	.256	
Supervisory feedbacks are sent to subordinates	Between groups	.960	1	.960	2.307
	Within Groups	28.311	68	.416	

Table 6 shows that there is statistically no significant difference in the statement “Supervisor sets clear targets/standard for work in private schools” since ($p = .336$), is greater than 95% confident level ($\alpha = 0.05$). Table 6 shows that there is statistically no significant difference in the statement “Supervisor encourages well-performed subordinate” since ($p = .749$), is greater than 95% confident level ($\alpha = 0.05$). Also, the table specifies that there is statistically no significant difference in the statement “Supervisor demands feedback for work assigned” since ($p = .700$), is greater than 95% confident level ($\alpha = 0.05$).

Section E: Experience and Effectiveness of Supervision

Table 7 present the results of the analysis and the data on whether experience is a Contributory factor to effective supervision.

Table 7: Experience and School Supervision

Variables		1	2	3	4	5	6	7	8	9	10	11	12	13
I use school vision to guide curriculum/instruction	R	1	.023	.144	.188	.016	.492**	.008	.005	.475**	.219	.261*	.506**	.3
	sig.		.852	.233	.119	.898	.000	.948	.966	.000	.069	.029	.000	.0
I create a sense of shared purpose	R	.023	1	-.304*	.082	-.319**	.306*	.264*	.458**	.027	-.116	.241*	.359**	-.1
	sig.	.852		.011	.498	.007	.010	.027	.000	.827	.340	.045	.002	.2
I focus on instructional/facilitative leadership	R	.144	-.304*	1	.198	.467**	-.174	.049	-.248*	.297*	.419**	.315**	.248*	.6
	sig.	.233	.011		.100	.000	.150	.687	.039	.013	.000	.008	.038	.0
I exhibit moral courage (not to cheat)	R	.188	.082	.198	1	-.053	.252*	.228	.063	.477**	.054	.120	.051	.4
	sig.	.119	.498	.100		.662	.035	.057	.604	.000	.657	.323	.676	.0
I build a climate of mutual trust/ respect	R	.016	-.319**	.467**	-.053	1	.129	-.105	.278*	.329**	.211	.268*	.142	.3
	sig.	.898	.007	.000	.662		.286	.387	.020	.005	.080	.025	.240	.0
I empower teachers in decision making	R	.492**	.306*	-.174	.252*	.129	1	.059	.503**	.634**	.166	.432**	.483**	.0
	sig.	.000	.010	.150	.035	.286		.626	.000	.000	.170	.000	.000	.8
I adopt policy to local context	R	.008	.264*	.049	.228	-.105	.059	1	-.170	.141	-.034	-.133	-.076	.2
	sig.	.948	.027	.687	.057	.387	.626		.159	.244	.781	.272	.534	.0
I set an example/role model	R	.005	.458**	-.248*	.063	.278*	.503**	-.170	1	.291*	.070	.230	.246*	-.1
	sig.	.966	.000	.039	.604	.020	.000	.159		.014	.562	.055	.040	.1
I develop effective coordination strategies	R	.475**	.027	.297*	.477**	.329**	.634**	.141	.291*	1	.190	.677**	.478**	.2
	sig.	.000	.827	.013	.000	.005	.000	.244	.014		.115	.000	.000	.0
I develop structures that allow for collaboration	R	.219	-.116	.419**	.054	.211	.166	-.034	.070	.190	1	.323**	.433**	.0
	sig.	.069	.340	.000	.657	.080	.170	.781	.562	.115		.006	.000	.5
I foster parents' involvement in the education of their children	R	.261*	.241*	.315**	.120	.268*	.432**	-.133	.230	.677**	.323**	1	.750**	.0
	sig.	.029	.045	.008	.323	.025	.000	.272	.055	.000	.006		.000	.7
I become very active in school council	R	.506**	.359**	.248*	.051	.142	.483**	-.076	.246*	.478**	.433**	.750**	1	.1
	sig.	.000	.002	.038	.676	.240	.000	.534	.040	.000	.000	.000		.2
I share decision making responsibility	R	.343**	-.126	.660**	.495**	.309**	.028	.223	-.171	.265*	.071	.036	.140	1
	sig.	.004	.299	.000	.000	.009	.818	.064	.157	.026	.561	.769	.247	
I become sensitive to exam statistics to improve instruction	R	.007	-.321**	.167	-.105	.159	.113	.150	.008	.304*	-.032	.061	-.082	-.1
	sig.	.955	.007	.167	.388	.189	.351	.215	.947	.011	.795	.614	.500	.7
Respondents		70	70	70	70	70	70	70	70	70	70	70	70	70

** . Correlation is significant at the 0.01 level (2-tailed). (r) represent Pearson correlation coefficient

Table 7 shows Pearson correlation coefficient value of .492, .475, .506 and .343 which confirms that there appears to be a moderately positive correlation between the statements “I use school vision to guide curriculum/instruction”; “I empower teachers in decision making”; I develop effective coordination strategies” and “I become very active in school council”. Also, the table shows Pearson correlation coefficient value of .677 and .750 which confirms a strong positive correlation between the statements “I foster parents’ involvement in the education of their children”; I develop effective coordination strategies” and “I become very active in school council”. However, table 14 shows the Pearson correlation coefficient value of -.319 which confirms a weak negative correlation between the statements “I create a sense of shared purpose” and “I empower teachers in decision making”.

Section F: Gender Difference and School Supervision

Table 8 present the results of the analysis and the data on Gender Difference and School Supervision

Table 8: Gender Difference and School Supervision

Variables		1	2	3	4
I face discrimination in the workplace because of my gender	Pearson Correlation Sig. (2-tailed)	1	.679**	.062	.869**
I feel less willing to speak up for the role of subordinate	Pearson Correlation	.679**	1	.407**	.590**

	Sig. (2-tailed)	.000	.000	.000	
I exhibit aggression towards subordinate per their gender	Pearson Correlation	.062	.407**	1	.017
	Sig. (2-tailed)	.000	.003		.891
There is no relationship among the genders of supervisors/supervisees	Pearson Correlation	.610	.000	.017	1
	Sig. (2-tailed)	.000	.000	.891	
Respondents		70	70	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8 shows the Pearson correlation coefficient value of 0.869 which confirms that there appears to be a strong positive correlation between the statements “I face discrimination in the workplace because of my gender” and “There is no relationship among the genders of supervisors/supervisees”. Also, the table shows the Pearson correlation coefficient value of 0.679 which confirms that there is a positive correlation between the statements “I feel less willing to speak up for the role of subordinate” and “I face discrimination in the workplace because of my gender”. Moreover, the table shows the Pearson correlation coefficient value of 0.590 which confirms a positive correlation between the statements “There is no relationship among the genders of supervisors/supervisees” and “I feel less willing to speak up for the role of subordinate”.

Section G: Age difference and effectiveness of school supervision

Table 9 presents the results of the analysis of respondents data on age difference and effective school supervision.

Table 9: Age Difference and Effectiveness of School Supervision

Variables		1	2	3
My age influences my daily work	Pearson Correlation	1	.231	.
				6
				4
				3
				*
				*
	Sig. (2-tailed)		.054	.
				0
				0
				0
Subordinates look down on me as young	Pearson Correlation	.231	1	.
				3
				5
				6
				*
				*
	Sig. (2-tailed)	.054		.
				0

				0
				3
I am not able to exhibit the appropriate supervisory roles due to my age	Pearson Correlation	.643**	.356**	1
	Sig. (2-tailed)	.000	.003	
Respondents		70	70	70
				0

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9 shows the Pearson correlation coefficient value of 0.643 which confirms that there seems to be a positive correlation between the statement “Subordinates look down on me as young” and “I am not able to exhibit the appropriate supervisory roles due to my age”. Also, the table shows a Pearson correlation coefficient value of 0.356 which confirms that there seems to be a moderately positive correlation between the statements “My age influences my daily work” and “I am not able to exhibit the appropriate supervisory roles due to my age”.

Section H: Measures to Improve School Supervision in the Okaikoi North Municipality

Table 10 below shows the results of the analysis of data on measures that can be put in place to develop better supervision strategies in the Okaikoi North Municipality.

Table 10: Measures to Improve School Supervision in Okaikoi North Municipality

Statements	Agree	Disagree
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	freq.	(%)	freq.	(%)
There should be regular training of instructional supervisors	66	94.3	4	5.7
The supervisor should demand feedback for work assigned	70	100.00		
Teachers should be giving feedback after supervision	68	97.1	2	2.9
Counselling services should be provided after supervision	58	82.9	12	17.1
Supervisors should institute disciplinary action against staff whose work performance falls short	54	77.2	16	22.8
The Workload of supervisors should be reduced	35	50.0	35	50.0
Supervisors should be completely detached from teaching to have enough time to concentrate on supervisory roles	60	85.7	10	14.3

Table 10 shows that 70 of the headteachers representing 100.0% agreed to the statement “Supervisor should demand feedback for work assigned”. In addition, 68 of the headteachers representing 97.1% agreed to the statement “Teachers should be giving feedback after supervision” whilst 2(2.9%) disagreed with the statement. Also, 66 of the headteachers representing 94.3% agreed to the statement “There should be regular training of instructional supervisors” whilst 4(5.7%) disagreed with the statement. Moreover, 60 of the headteachers representing 85.7% agreed to the statement “Supervisors should be completely detached from teaching to have enough time to concentrate on supervisory roles” whilst 10(14.3%) disagreed with the statement. Coincidentally, in the statement “The Workload of supervisors should be

reduced” 35 of the headteachers representing 50.0% agreed whilst a similar percentage disagreed.

Results and Interpretation of Circuit Supervisors Interview Guide

Section “A” presents the background information of the circuit supervisors and is presented in quantitative tables of frequency and percentages.

They are made up of seven (7) items from Table 11 to Table 17.

Section A: Background Information of Respondents (Circuit Supervisors)

Table 11 presents the age range of circuit supervisors.

Table 11: Age Range of Circuit Supervisors

Subject	Frequency (f)	Percentage (%)
40-49 years	3	37.5%
50-59 years	5	62.5%
Total	8	100%

Source: Field Survey, 2021

From Table 11, the majority of circuit supervisors are within the age range of 50-59 years representing the majority of 62.5%. Also, the other 37.5% were within the age range of 40-49 years.

Table 12: Sex of Respondents (Circuit Supervisors)

Subject	Frequency (f)	Percentage (%)
Male	7	87.5%
Female	1	12.5%
Total	8	100%

Source: Field Survey, 2021

From Table 12, 7 (87.5%) of the respondents (circuit supervisors) were males whilst only one representing 12.5% was a female.

Table 13: Present Position/Rank (Circuit Supervisors)

Subject	Frequency (f)	Percentage (%)
Director	1	12.5%
Assistant Director I	3	37.5%
Assistant Director II	4	50.0%
Total	8	100%

Source: Field Survey, 2021

From Table 13, 4 (50.0%) of the respondents are at the rank of Assistant Director II. Also, 3 of the circuit supervisors representing 37.5% are at the rank of Assistant Director I. However, only one of the circuit supervisors representing 12.5% is at the rank of a Director.

Table 14: Years of Service at Present Position/Rank (Circuit Supervisors)

Subject	Frequency (f)	Percentage (%)
10 Years and Below	6	75.0%
21-30 Years	2	25.0%
Total	8	100%

Source: Field Survey, 2021

Table 14 shows that 6 of the Circuit Supervisors representing 75.0% have served at their present position for 10 years and below. Meanwhile, 2 of the respondents representing 25.0% have served for 21-30 years.

Table 15: Number of Staff Supervised

Subject	Frequency (f)	Percentage (%)
31-40	1	12.5%
41-50	3	37.5 %
51 and Above	4	50.0%
Total	70	100%

Source: Field Survey, 2021

Table 15 specifies that the majority ($n = 4$, 50%) of the respondents are circuit supervisors and they supervise more than 51 staff. Also, 3 of the circuit

supervisors supervises 41-50 staff. Only one of the supervisors representing 12.5% supervises 31-40 staff.

Table 16: Effective Type of Supervision

Subject	Frequency (f)	Percentage (%)
External Supervision	4	50.0%
Internal Supervision	4	50.0%
Total	8	100%

Source: Field Survey, 2021

Table 16 shows that 4 (50.0%) circuit supervisors indicated that external supervision is most effective meanwhile, the remaining 4 (50.0%) circuit supervisors also indicated that internal supervision is most effective.

Table 17: Types of Supervision Circuit Supervisors Conduct

Subject	Frequency (f)	Percentage (%)
External Supervision	1	12.5%
Both (Internal & External)	7	87.5%
Total	8	100%

Source: Field Survey, 2021

Table 10 shows that 7 (87.5%) of the circuit supervisors indicated that they conduct both external and internal supervision.

SECTION B: ANALYSIS OF CIRCUIT SUPERVISORS INTERVIEW DATA

The section presents the narrative analysis and interpretation of the qualitative data. They are made up of twenty-four (24) items.

Item 1: Explaining why the Circuit Supervisors adopt a certain type of supervision

Three (3) (37.5%) of the circuit supervisors responded that engaging in both internal and external supervision brings change and new approaches in supervising. In addition, two (2) (25.0%) replied that a combination of both internal and external supervision brings about effective supervision. Moreover, one (1) answered that both are conducted to observe what is happening in the educational jurisdictions and to analyse both the external and internal schools. One of the circuit supervisors responded that he/she acts as a representative of the Director-General but not as a member of staff and for that matter engages in external supervision only.

Item 2: How do you carry out your supervisory roles as a Circuit Supervisor?

The Circuit Supervisors answered that they draw an action plan to serve as a guide. They also visit the schools to identify what transpires there. Besides the supervisory plan that they draw is in line with that of the directorate and also follow guidelines from the circuit supervisors' handbook and the authorities in charge with supervision. They as well make use of guidelines from

the handbook and a well-developed plan that is in line with that of the Directorate.

Item 3: Are there policy documents/directives on how school supervision is conducted?

All the 8 Circuit Supervisors responded yes indicating that there are policy documents/ directives on how supervision is conducted.

Item 4: Category of School supervised

All 8 respondents responded that they supervise both Public and Private Schools.

Item 5: What is the nature of supervision carried out in Okaikoi North Municipal Education Directorate?

They responded that both internal and external supervision is carried out through school visits for monitoring.

Item 6: As a supervisor, do you consider your experience as a key to influence performance?

All the 8 circuit supervisors responded yes that they consider experience as a key influence on performance.

Item 7: If yes, what in your opinion has shaped this identity?

The Circuit Supervisors gave the following responses:

Through workshops and other capacity-building activities, I have been able to carry out my work with due diligence and effectively. Through experience, I have been able to work more diligently to produce efficient and effective results. Best practices are applied during their day-to-day activities. My role in the

*schools has made both headteachers and teachers sit up or live to expectations
It always makes me ready to perform the tasks at hand.*

Item 8: How does your gender influence your supervisory role?

*Asking the influence of gender on the supervisory role of the supervisors,
these were the responses that were given:*

My gender does not influence my role as a supervisor.

My gender plays little role in my role.

Able to relate well with both male and female staff.

This is not about gender issues but competency.

Item 9: How does your age influence your supervisory role?

*Asking the influence of age on the supervisory role of the supervisors,
these were the responses that were given:*

It depends on the health condition of the supervisor.

My age expects me to be active in the work.

My age offers me experience in this role.

*My age has influenced my role through the experience I have gained throughout
all the years.*

*Being a teacher for many years has equipped me with areas of importance to
achieve success.*

Item 10: How does supervision affect performance?

The Circuit Supervisors responded that:

It motivates teachers to use the right approach in teaching.

It puts subordinates on their toes to work hard.

Through supervision, staff know what they have to do and how to do it well which leads to good performance.

Supervision provides an avenue to address issues and also to provide recommendations to improve performance.

It has helped all members of the school community to perform their duties to the best of their abilities to improve performance.

Item 11: How will you generally describe your role as a supervisor?

The Circuit Supervisors responded that:

The role of supervisor serves as a resource facilitator to the teacher.

They ensure that teaching and learning go on effectively in all schools.

They deem it to be exemplary because of the results it produces.

Their role is to direct and assist headteachers and teachers to carry out their duties well.

Item 12: In real terms how do you play your role as a supervisor?

The Circuit Supervisors responded that:

Supervisors serve as a guide to the teacher; also, they write daily and monthly reports.

Supervisors conduct regular monitoring in all schools and compiling data for the district office.

Supervisors carry out supervisory role using the accepted guidelines from the handbook and guidance from the Deputy Director in charge of Management and Supervision.

Supervisors follow the general plan of the Education Directorate by implementing a plan of action that is in line with the strategic plan set.

They visit the schools per the action plan laid down by the Education Directorate.

Item 13: How do you carry out your day-to-day roles?

The Circuit Supervisors responded that:

Circuit Supervisors follow a drafted action plan by visiting schools for monitoring.

Circuit Supervisors carry it out using a well-guided time-based action plan.

Circuit Supervisors carry out day-to-day roles using a time-based plan.

Circuit Supervisors use two days to gather reports and attend to other official issues.

Item 14: How often do you carry out those roles?

The Circuit Supervisors responded that they visit both the public and private schools normally three or four times a week and assess them by the end of the week to provide the needed recommendations.

Item 15: Where specifically do you perform those roles?

Circuit Supervisors perform their roles in the entire schools including public and private in the municipality.

Item 16: Why do you carry out your supervisory roles?

The circuit supervisors responded that it is to communicate organizational needs, oversee the performance and provide guidance, when necessary, identify developmental needs and manage the reciprocal relationship. Another reason is to motivate teachers and headteachers in the

delivery of their assigned duties and to ensure that schools perform their duties as expected of them and to improve the learning outcomes and performance.

Item 17: Do you institute any disciplinary action against staff whose work performance falls short?

All the circuit supervisors gave a positive response that disciplinary action is taken against staff whose work performance falls short.

Item 18: If yes to Item 17, in what form?

The circuit supervisors gave responses that disciplinary actions are taken through reprimanding and queries, warnings and retraining, reporting to the Education Directorate and providing advice.

Item 19: How quickly is an action taken on the report sent to regional/headquarters?

The circuit supervisors indicated that it will depend on the magnitude of the report but sometimes action is not taken speedily and can take almost an academic year.

Item 20: What major problems do you face in doing your work?

The circuit supervisors also outline the following as the challenges affecting their work. They include lack of resources, lack of co-operation from staff, lack of transportation, inadequate training and government policies.

Item 21: How does effective supervision shape the attitude of staff?

The circuit supervisors responded that it boosts the teacher's confidence in class and they can perform better. Also, through supervision, the shortfalls of the various aspects of the administration are seen and addressed leading to

positive results. Again, supervision helps the staff improve upon their performance since their weaknesses are addressed.

Item 22: What are the conditions at your workplace that you think have promoted high staff performance?

The circuit supervisors stated that constant supervision leads to a cordial relationship between circuit supervisor and staff, staff capacity building such as workshops and seminars. Also, teachers have easy access to the supervisor due to proximity to the office.

Item 23: In your opinion is public school supervision effective than private school?

The circuit supervisors gave a divided response. Five (5) of them representing 62.5% said yes public-school supervision is effective than private school. Meanwhile, three (3) of them representing 37.5% disagreed that public school supervision is effective than private school.

Item 24: What are your reasons for your answer to Item 23?

The circuit supervisors gave these responses as to why public-school supervision is effective than private school.

In the public schools, the teachers are more prepared while in the private schools they are less prepared but circuit supervisors are mostly welcomed in the public school than the private school; this because at times, they refuse to open their doors/gates to you the circuit supervisor because you did not give them prior notice.

To ensure that teachers put up their best for the salaries they are being paid. In other words, to get maximum returns from staff.

This is because supervision in private schools is more intensive and well-coordinated than that of public schools.

In private supervision, there is a more organized and directed plan with the necessary resources to address issues. Some also think that public schools have more seasoned staff.

DISCUSSION

Research Question One

“What supervisory practices do headteachers/ supervisors of Basic Schools exhibit?” Eight (8) statements based on the research question were presented to the respondents to solicit their views. The study’s findings revealed that the majority of the headteachers perform several practices aimed at effective supervision. Some of the practices include supervising teacher’s classroom instruction, meeting teachers that were supervised to give feedback on what was observed during the lesson and keeping supervision reports for future reference. Also, they appraise and keep records of appraisal. In addition, the circuit supervisors indicated that they engage in both internal and external supervision since it brings change and new approaches to effective supervision. Besides this, the supervisory plan that circuit supervisors draw is in line with that of the education directorate. They also follow guidelines from the circuit supervisors’ handbook and the authorities in charge with supervision.

This study is related to Sergiovanni and Starratt (1998), who identified unique supervisory tasks by stating that supervisors typically wear two or three additional hats. Also, Kyte (2001), specified that the primary goal of supervision is to provide direction to teachers in order for him/her to become competent in analyse oneself, criticise oneself, and improve oneself. Furthermore, successful

headteachers/supervisors, according to Blasé and Blasé (1999), supplied knowledge about workshops, encouraged teachers to attend conferences seminars, workshops, and regarding teaching. In order to be effective, headteachers cannot operate in isolation and cannot spend their time overseeing everything else without also supervising their own personnel, particularly teachers. The use of collegial procedures for the supervision of teachers is recommended by more than a few experts in the field of supervisory practises (Glatthorn, 1990; Sergiovanni & Starratt, 1993; Sullivan & Glanz, 2000). As a result, encouraging companionship and cooperation among teachers is an important part of assisting schools in making positive changes in their practises (Sergiovanni & Starratt, 1993). The prevalence of high levels of collaboration among instructors as well as between teachers and administrators, according to them, is characterised by cooperation, mutual respect, particular dialogues regarding teaching and learning as well as shared work values (Sergiovanni & Starratt, 1993, p.103). As previously stated, a technique of supporting instructors' progress as a consequence of regular contact with peers is regarded as cooperative professional development.. Professional conversation, curriculum construction, colleague observations and feedback, and action research projects are just a few examples among others. Moreover, according to Glatthorn, the process in practice incorporates a range of techniques comprising professional discussion, curriculum creation, observations by colleagues with the provision of feedback, and action research. One important topic that has yet to be answered is how collegiality may be used to enhance effective academic achievement. The ability for teachers and administrators to collaborate is one thing; channelling such collaboration into best practises and high-quality

academic output is quite another." Collaborative supervision that is well-practiced might resemble a form where the supervisor and the teacher collaborate on an action research project in which they propose a hypothesis experiment as well as execute techniques to arrive at reasoned solutions (Gebhard, 1990).

Research Question Two

“What are the challenges faced during school supervision?” Ten (10) statements were posed to gather facts to support the study. The study's findings deduced that few of the headteachers are faced with challenges with regards to supervision. However, the majority of the headteachers remarked that they are not faced with several challenges such as lack of motivation, lack of working materials, poor road network and been branded as fault finders. Opare (1999) and Oduro (2008) noted low student achievement in public schools is partly a result of inefficient teacher monitoring. According to Bamroongraks (1996), Ghana's educational delivery system faces several difficulties. These obstacles include a teacher shortage, insufficient infrastructure, shaky educational policy, and the expensive expense of providing a high-quality education.

In the face of some of these obstacles, many stakeholders have historically placed a premium on students' academic success, overlooking the other processes that contribute to good student academic performance. Other elements that are frequently ignored are the link between the community and the school, commitment of stakeholders, and leadership and supervisory styles of school administrators. Historically, researchers have believed that leadership and supervisory styles often mirror academic success in schools. Not only is educational supervision a delicate issue, but it is also a very wide one. Finally,

one can view supervision as “the instructional improvement of schools and teachers”. Circuit supervisors also in their suggestion indicated that disciplinary actions are taken against staff whose work performance falls short in the form of reprimanding and queries, warnings and retraining, reporting to the Education Directorate and providing advice; however, action is not taken speedily and can take almost an academic year.

Merga (2007) argued in support of the study that instructors' supervisory behaviour has been a focus of policymakers in education. In essence, Callaghan (2007) believes that supervisors' ability to balance the process of guiding and regulating the supervising process has an effect on the supervisor-teacher interaction. According to Bays (2001), some headteachers are perceived as being extremely authoritarian, relegating all other stakeholders, sometimes students, to a 'rear seat.' Regardless of the consequences and for students' benefit, it may be quite beneficial to compare notes, as supervision is ultimately focused on improving classroom procedures. Kelechukwu (2011) claimed in his argument that a good principal should not only be a coach, an architect, an ideal person, a leader of leaders, a teacher but a learning officer as well.

Research Question Three

“What are the variations between public and private school supervision?” Five (5) statements were presented to the headteachers. The results specified that there are no significant differences between public basic schools and private basic schools in the Okaikoi Municipality. In essence, when the researcher tried to inquire from the circuit supervisors their opinion on the effectiveness of supervision in the public and private basic school, the majority of the circuit supervisors reacted that public school supervision is effective than

private school supervision. This they explained that in the public schools the teachers are more prepared while in the private schools they are less prepared. The circuit supervisors are mostly welcomed in the public school than the private school; this is because, at times, they refuse to open their doors/gates to you the circuit supervisor because you did not give them prior notice. The circuit supervisors added that in the private schools the internal supervision there is a more organized and directed plan with the necessary resources to address issues. Some also think that the public schools have more seasoned staff able to cope through all situations.

The study is consistent with Ornstein and Hunkins (1998), who Ikechukwu also said that curriculum implementation is a collaborative effort between those responsible for developing the curriculum and those charged with delivering it. Additionally, oversight of its execution guarantees that instructors are properly implementing the school curriculum. Additionally, Wideen (1992) states that the teacher is the primary character in the creation of the curriculum and the school. Without the instructor, there can be no progress. In confirmation, (Belfield & Levin, 2005) published on evidence demonstrating that public schools outperformed private schools. Furthermore, Braun, Jenkins, and Grigg (2006) discovered no difference between public and private schools in their study. In a review of national studies of public and private schools using longitudinal data gathered in 1988, 1998, and 2000; they discovered parallels and differences between public schools and private schools (Alt & Peter, 2003). Public schools were regarded distinct from private schools due to their differing bureaucratic structures. Private schools (a) admitted pupils and were picked by

parents, (b) employed non-unionized instructors, (c) derived money from tuition and contributions, (d) functioned with a lesser bureaucracy and (e) were not required to participate in state-mandated educational policy efforts (Alt & Peter, 2003).

Research Question Four (4)

“How is years of experience a contributing factor to school supervision?” Fourteen (14) statements were presented to the headteachers. The results show that experience significantly affects school supervision. This is because the results show that there happens to be a moderately positive correlation between the variables. Moreover, all the circuit supervisors suggested that experience is a key to influence performance during supervision. This study is in agreement with a study that recommended that management and legislators should guarantee proper training for school practice supervisors and push for a minimum level of supervisory experience and competence. (Apolot, Otaala, Kamanyire & Komakech, 2018). Furthermore, effective supervision of trainee teachers during classroom instruction is one approach to provide quality assurance (Eya & Chukwu (2012). Again, Osae-Apenteng (2012) in a study at the Ga South Municipality also found that When headteachers and supervisors have a lot of expertise in what they do; their extended term has a tremendous impact on the workforce.

Research Question Five

“Does gender difference influence school supervision?” Four (4) statements were presented. The results of the study specified that on average there was a strong positive correlation between the variables. Concerning the influence that gender has on the supervisory role of the supervisors, some

indicated that they can relate well with both male and female staff. Meanwhile, others think gender plays little role in their supervisory role. This was supported by the fact that some subordinate may always associate supervision with their gender, making it seem as if the superior is acting towards them as a result of their gender. About the study, Esia-Donkoh, and Baffoe, (2018) in their study at the Mfantseman Municipality indicated that educationist should eliminate educational barriers based on gender and another protected group status.

Research Question Six

“How does age difference influence school supervision?” Three (3) statements were presented in support of the research question. The result after the data analysis revealed that there is a positive correlation between the two variables. This was evidenced by the fact that some subordinate looks down on their supervisors as young since they are older than them or maybe of the age range. Such a situation restricts some of the supervisors to exhibit the appropriate supervisory roles. About age influence on the supervisory role, some of the circuit supervisors suggested that it may depend on the health condition of the supervisor. Besides some also correlated age to the influence their experience in the service. In association with this study, According to Boyland (2002), senior instructors are considerably more exposed to career-threatening situations or issues as compared to young ones.

Research Question Seven

“What measures can be put in place to improve school supervision in Okaikoi North Municipality?” Seven (7) statements were outlined. The result shows that there was an overwhelmingly positive response in support of the measures that were suggested to the headteachers. This was a notice concerning

the fact that supervisors usually demand feedback for work assigned to subordinates and also believe that there should be regular training for instructional supervisors. By improving internal relations, focusing on the discovery and resolution of problems, and aiding in the optimization of resource allocation, this approach improves quality at all levels of the system, fostering high standards, teamwork, and improved two-way communication (Marquez & Kean, 2002).

Supervisory intervention is defined as a professional intervention given to a younger member of the same profession by a senior member of the same profession (Bernard & Goodyear, 2004). This is a long-term evaluative relationship that aims to improve the junior professional's professional functioning while also evaluating the quality of professional services delivered to the clients they encounter and acting as a gatekeeper for individuals wishing to enter the profession.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The preceding chapter covered the study's findings and discussions. The last chapter contains a summary of the major results, as well as conclusions and recommendations. There has also been a proposal for more research.

Summary

The researcher evaluated the effectiveness of school supervision in public basic schools and private basic schools in the Okaikoi North Municipality in the Accra Metropolis. This study was a descriptive survey. The research focused on headteachers and circuit supervisors at the Okaikoi North Municipality. The number of respondents who participated in the study was seventy-eight (78) in number which was made up of eight (8) circuit supervisors and seventy (70) headteachers. Cronbach's coefficient alpha of 0.77 was obtained using the research instrument employed in this study. The data was analyzed using parametric tests, and the results were presented in tables of means, frequencies and percentages.

The data analysis yielded the following conclusions:

1. Several factors have been identified as practices adopted by headteachers and circuit supervisors in their day-to-day services. The prominent among the practices include supervision of teacher's classroom instruction, giving feedback on observations during the

lesson. In addition, they keep supervision reports for future reference and visiting teachers in their respective classes during classroom instruction.

2. It was found out that there are few challenges associated with the supervisory role. In identifying them, it was found that working materials/equipment are inadequate. Also, teachers were found to prepare only when there is going to be supervision. In addition, supervisors are labelled as fault finders by teachers.

3. The perceived variations between public and private school supervision was also identified as statistically insignificant. Prominent among the perceived variations indicated that both public and private basic school supervisors demand feedback for work assigned. Besides, supervisors set clear targets/standard for work in both public basic schools and private basic schools.

4. It was also found out that experience is a contributing factor to effective supervision. Factors that were considered to have influence include creating a sense of shared purpose. Also, experienced supervisors focus on instructional/ facilitative leadership. In addition, they build a climate of mutual trust/ respect and empower subordinates to engage in decision making.

5. It was also revealed from the study that there is some form of gender discrimination as far as supervision is concerned. Significant among them is the fact that some supervisor face issues of discrimination when

performing their roles. In addition, there is a low level of association among the genders at the schools. For such reasons, most of the supervisors are less willing to speak up for the role of subordinate since their actions may be labelled as discrimination in the workplace.

6. The study as well found that age differences significantly influence school supervision. This is because some subordinates look down on supervisors as too young or too old. As a result, some of the supervisors are unable to perform their supervisory responsibilities effectively.

7. Finally, it was found that certain measures need to be put in place to improve upon supervision in Okaikoi North Municipality . The measures that were considered include demanding feedback for work assigned and giving feedback after supervision. Also, there is the need to organise regular instructional training for supervisors and supervisors should be completely detached from teaching to have enough time to concentrate on supervisory roles.

Conclusion

According to the conclusions of this research, the effectiveness of supervision in public and private basic schools are at par. Major factors responsible for the equivalence is deduced from the analysis conducted and results that, there were several forms of factors that have been identified as practices adopted by the headteacher and circuit supervisors in their day-to-day services. In essence, variations between public and private school supervision were also identified as statistically insignificant. Also, it can be revealed from

the study that there is some form of gender discrimination as far as supervision is concerned in Public and Private Basic Schools. Finally, it can be concluded that experience and age have a significant influence on school supervision. Based on the outcomes of this study, it can be stated that there is no reason for Private Basic Schools to outperform Public Basic Schools.

Recommendations

Based on the findings of this study, the researcher suggests that:

1. Stakeholders should ensure every school-aged child should receive a good education from their teachers through effective supervision by the headteachers and circuit supervisors. This is because supervision has a significant focus on standards of teaching and learning.
2. Policymakers ought to regard effective school supervision as a vital strategy and advance clear plans and policies to be implemented. This will guide the adoption of good supervision methods.
3. Headteachers must understand their duties and responsibilities, as well as the methods that are most likely to improve teaching and learning.
4. Teachers should support headteachers and circuit supervisors in their supervisory practices.

Areas for Further Research

Due to inadequate resources and time, the current research examined the effectiveness of supervision among public and private basic schools in the Okaikoi North Municipal in the Accra metropolis. It is also proposed that the research be expanded to include all of the nation in order to make the findings more generalizable.

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APPENDIX A

UNIVERSITY OF CAPE COAST SCHOOL OF GRADUATE STUDIES AND RESEARCH

Dear Respondent

This instrument is meant to solicit data on “**effectiveness of supervision in public and private basic schools in the OkaiKoi North Municipal in the Accra Metropolis**”. The researcher is a student at the University of Cape Coast and this research constitutes the requirements for the award of a master’s degree. Please be assured that it is purely for an academic exercise so all your responses will be kept strictly confidential. Please be at ease in providing clear, accurate and objective responses to the questions contained in this questionnaire.

Thank You.

Instruction: Please tick (√) the responses applicable to you.

SECTION A

Bio-Data of Respondents

1. Age Range
 - a. 20-29years [] b. 30-39years [] c. 40-49 years [] d. 50-59years []
2. Sex
 - a. Male [] b. Female []
3. How long have you been in your present position?
 - a. 9 years and below [] b. 10-20 [] c. 21-30 [] d. 31 and above []
4. How many persons do you supervise?
 - a. 10-20 [] b. 21-30 [] c. 31-40 [] d. 41-50 [] e. 51 and above []
5. Which type of supervision is most effective
 - a. External supervision is effective []
 - b. Internal supervision is effective []
6. Are there policy documents/directives on how supervision is conducted in your school?
 - a. Yes [] b. No []
7. Category of School supervised
 - a. Public school [] b. Private school []

SECTION B

Instruction: Below is a table to be completed. It involves statements that seek to identify **supervisory practices head-teachers/supervisors of basic school exhibit**. Please tick $\{\sqrt{\}$ your agreement or disagreement with the statement in the table that follows. The scales are: 5= strongly agree (SA), 4= agree (A), 3 = Neutral (N), 2= disagree (D), and 1= strongly disagree (SD)

SN	STATEMENTS	SD	D	N	A	SA
	I supervise teachers classroom instruction					
	I check every week teacher's scheme of work					
	I keep appraisal forms that have been filled					
	I visit teachers in their respective classes during classroom instruction					
	I keep my teachers aware of the supervision of teachers in my school					
	I supervise my teachers during outside-the-classroom instruction					
	After supervision, I always meet with the supervised teacher to give feedback on what I observed during the lesson					
	After the supervision process, I make and keep supervision reports for future reference					

SECTION C

Instruction: Below is a table to be completed. It involves statements that seek to identify **challenges faced during supervision**. Please tick {√} your agreement or disagreement with the statement in the table that follows. The scales are: 5= strongly agree (SA), 4= agree (A), 3 = Neutral (N), 2= disagree (D), and 1= strongly disagree (SD)

SN	STATEMENTS	SD	D	N	A	SA
	Negative perception by the school administration					
	Teachers not taking your comments seriously					
	Lack of motivation					
	Lack of materials/equipment					
	Teachers see supervision as interference					
	Teachers preparing only when to be supervised					
	Lack of skills in the areas of quality assurance					
	Seen as fault finders by teachers					
	Poor road network					
	Large distance between schools					

SECTION D

Instruction: Below is a table to be completed. It involves statements that seek to identify **variations between public and private school supervision**. Please tick {√} your agreement or disagreement with the statement in the table that follows. The scales are: 5= strongly agree (SA), 4= agree (A), 3 = Neutral (N), 2= disagree (D), and 1= strongly disagree (SD)

SN	STATEMENTS	SD	D	N	A	SA
	Supervisor sets clear targets and standard for work in private schools					
	Follow up to see that subordinate meet targets in private schools					
	The supervisor encourages well-performed subordinate					
	Supervisor demands feedback for work assigned					
	Supervisory feedbacks are sent to subordinates					

SECTION E

Instruction: Below is a table to be completed. It involves statements that seek to identify **whether the experience is a contributing factor to effective supervision**. Please tick $\{\sqrt{\}$ your agreement or disagreement with the statement in the table that follows. The scales are: 5= strongly agree (SA), 4= agree (A), 3 = Neutral (N), 2= disagree (D), and 1= strongly disagree (SD)

SN	STATEMENTS	SD	D	N	A	SA
	I use school vision to guide curriculum and instruction					
	I create a sense of shared purpose					
	I focus on both instructional and facilitative leadership					
	I exhibit moral courage (not to cheat)					
	I build a climate of mutual trust and respect					
	I empower teachers in decision making					
	I adapt the policy to the local context					
	I set an example/role model					
	I develop effective coordination strategies					
	I develop structures that allow for collaboration					
	I foster parents' involvement in the education of their children					

	I become very active in the school council					
	I share decision making the responsibility					
	I become sensitive to exam statistics to improve instruction					



SECTION F

Instruction: Below is a table to be completed. It involves statements that seek to identify **whether gender difference influence school supervision.** Please tick {✓} your agreement or disagreement with the statement in the table that follows. The scales are: 5= strongly agree (SA), 4= agree (A), 3 = Neutral (N), 2= disagree (D), and 1= strongly disagree (SD)

SN	STATEMENTS	SD	D	N	A	SA
	I face discrimination in the workplace because of my gender					
	I feel less willing to speak up for the role of subordinate					
	I exhibit aggression towards subordinate per their gender					
	There is no relationship among the genders of supervisors/supervisees					

SECTION G

Instruction: Below is a table to be completed. It involves statements that seek to identify **whether age difference contributes to effective school supervision**. Please tick {√} your agreement or disagreement with the statement in the table that follows. The scales are: 5= strongly agree (SA), 4= agree (A), 3 = Neutral (N), 2= disagree (D), and 1= strongly disagree (SD)

SN	STATEMENTS	SD	D	N	A	SA
	My age influences my daily work					
	Subordinates look down on me as young					
	I am not able to exhibit the appropriate supervisory roles due to my age					

SECTION H

Instruction: Below is a table to be completed. It involves statements about **measures that can be put in place to improve supervision in Ghana**. It is on a five scale of 1-5. The figures stand for 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree). For each of the statements, indicate with {√} the one that best reflects your opinion.

STATEMENTS	SD	D	N	A
There should be regular training of instructional supervisors				
The supervisor should demand feedback for work assigned				
Teachers should be giving feedback after supervision				
Counselling services should be provided after supervision				
Supervisors should institute disciplinary action against staff whose work performance falls short				

The Workload of supervisors should be reduced				
Supervisors should be completely detached from teaching to have enough time to concentrate on supervisory roles				

Thank You

APPENDIX B
INTERVIEW GUIDE FOR CIRCUIT SUPERVISORS
UNIVERSITY OF CAPE COAST
SCHOOL OF GRADUATE STUDIES AND RESEARCH

Dear Respondent

This instrument is meant to solicit data on “**effectiveness of supervision in public and private basic schools in the OkaiKoi North Municipal in the Accra Metropolis**”. The researcher is a student at the University of Cape Coast and this research constitutes the requirements for the award of a master’s degree. Please be assured that it is purely for an academic exercise so all your responses will be kept strictly confidential. Please be at ease in providing clear, accurate and objective responses to the questions contained in this questionnaire.

Thank You.

Instruction: Please tick (√) the responses applicable to you.

BioData of Respondents

1. Age Range
 - a. 20-29years [] b. 30-39years [] c. 40-49 years [] d. 50-59years []
2. Sex
 - a. Male [] b. Female []
3. What is your present position or rank?
 - a. Director { }
 - b. Assistant Director I { }
 - c. Assistant Director II { }
 - d. Principal Superintendent { }
 - e. Senior Superintendent { }
4. How long have you been on your present position?
 - a. 9 years and below [] b. 10-20 [] c. 21-30 [] d. 31 and above []
5. How many persons do you supervise?
 - a. 10-20[] b. 21-30[] c. 31-40[] d. 41-50[] e. 51 and above[]
6. Which type of supervision is most effective
 - a. External supervision is effective []
 - b. Internal supervision is effective []
7. Which type do you normally conduct?
 - a. External
 - b. Internal
 - c. Both
8. Give reason for your answer.....
9. How do you carry out your supervisory roles?
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.....
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10. Are there policy documents/directives on how supervision is conducted?

- a. Yes [] b. No []

11. Category of School supervised

- a. Public school [] b. Private school [] c. Both []

12. What is the nature of supervision carry out in Okai Koi North Municipal Education Directorate?

13. As a supervisor, do you consider your experience as the key to influence performance?

- Yes [] No []

If yes, what is your opinion has shaped this identity?

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14. Is your supervisory role influence by your gender?

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15. Does age have any influence on your supervisory role?

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16. How does supervision affect performance?

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17. How will you generally describe your role as a supervisor?

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18. In real terms how do you play your role as a supervisor?

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19. How do you carry out your day to day roles?

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20. How often do you carry out those roles?

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21. Where specifically do you perform those roles?

.....
.....

22. Why do you carry out your supervisory roles?

.....

23. Do you institute any disciplinary action against staff whose work performance falls short

a. Yes [] b. No []

24. a. If yes, in what form?

.....

b. If no why?

.....

25. How quickly is an action taken on the report sent to regional /headquarters?

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26. What major problems do you face in doing your work?

- a. Lack of resources
- b. Lack of funds

- c. Lack of co-operation from staff
- d. Lack of transportation
- e. Inadequate training
- f. Government policies
- g. If any add:

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27. How does effective supervision shape the attitude of staff?

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28. What are the conditions at your workplace that you think have promoted high staff performance?

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29. In your opinion is public school supervision effective than private school?

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

Why?

.....

Thank You

