UNIVERSITY OF CAPE COAST

STAKEHOLDERS' PERCEPTION ON EFFECTIVENESS OF SUPERVISION IN

JUNIOR HIGH SCHOOLS IN THE OKAI KOI SUB-METROPOLITAN AREA,

ACCRA

GILBERT KWAKU KORANTENG

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IN JUNIOR HIGH SCHOOLS IN THE OKAI KOI SUB–METROPOLITAN

AREA, ACCRA

BY

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DECLARATION

Candidate's Declaration

I hereby declare that the dissertation 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.

Signature's Candidate: …………………………… Date: ……………………

Name: Gilbert Kwaku Koranteng

Supervisor's Declaration

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

Supervisor's Signature: ………………………… Date: ……………………

Name: Prof. Yaw A. Ankomah

ABSTRACT

The study was on stakeholders' perception on the effectiveness of supervision in junior high schools within the Okai Koi Sub–Metropolitan area of Accra. It was specifically to ascertain the state of supervision in the schools, the type of supervision more emphasized and the one teachers like more. Eighteen junior high schools were used for the study. One hundred and forty four teachers comprising four males and four female teachers from each of the 18 selected schools took part in the study.

Fifty four school prefects including the Senior School Prefects and assistants were selected. One final year class prefect was selected at random. Two circuit supervisors from the two selected circuits, the head of supervisory division and the district director were purposively selected. The total number of respondents was 220. The data were collected through questionnaires to the 18 school heads, 144 teachers and 54 prefects. The District Director, two Circuit Supervisors and the head of the supervisory team were interviewed. The data were analysed using simple percentages.

The major finding of the study was that many teachers viewed internal supervision as helping to promote effective teaching and learning more than external supervision. Perhaps the circuit supervisors need training to carry out their supervisory visits in a constructional and non-threatening or critical manner and to play a more supportive and advisory role for teachers.

ACKNOWLEGDEMENTS

DEDICATION

To my wife Mrs. Diana Koranteng and my son, Kwame Koranteng.

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CHAPTER ONE

INTRODUCTION

The chapter covers the background to the study, statement of the problem, purpose of the study. It also deals with the research questions, significance of the study, delimitation and limitations of the study, definition of terms as well as the organisation of the rest of the study.

Background to the study

Education is a "sine qua non" (cannot do without) and a key to national development the world over. The contributions of education to national development are many and valuable to all nations on the globe. National development refers to the progress a nation makes by using its education system, science and technology and its human and material resources in a manner which improves the quality of life of its citizens. According to Coombs (1970), planning education in its generic sense is the application of rational systematic analysis to the process of educational development with the aim of making educational development more effective and efficient in responding to the needs of its students and society.

According to Annoh (1997) education is considered to be a key to national development for a number of reasons: Education produces the labour force for national commerce, industry and civil service among others, which contribute

largely to national development. It raises the level of science and technology in a nation by the production of more scientists, technologists and technocrats to manage the affairs in the various sectors of the economy.

Again Annoh argues that education helps to discover new ideas and skills in schools, through research, for solving social and economic problems. It brings attitudinal change and national integration andpromotes national development. For example, education has minimized tribalism in Ghana by uniting people of varied ethnic backgrounds. Unlike cheap things which are not worthwhile, education cannot be achieved on a silver platter. Some investment in form of funds, material and humanresourcesand other factors must be put in place.

Lokko (2000), for instance, states that certain measures and facilities have to be put in place to derive the optimum effect from an education system. Expanding infrastructure would enhance education delivery. Lokko moves on to say that the central government has introduced the Ghana Education Trust Fund (GETFund) to, originally, improve the infrastructure of all public tertiary schools. The benefits of these noble ideals have extended to cover all public junior and senior high schools throughout the country. Lokko adds that income generated from the "GETFund" is used to build infrastructure like workshops, laboratories and classroom blocks and to purchase equipment for educational institutions, among others. Besides, the Government of Ghana continues to train teaching and nonteaching staff and also takes absolute responsibility for paying all their salaries and allowances.

In addition, the government supplies textbooks to Junior and Senior High schools, builds bungalows for headteachers and teachers in rural and urban areas, provides scholarships for needy but brilliant students, and continues to supply motor bikes to circuit supervisors to facilitate their supervision. Irrespective of all efforts by government to provide education in Ghana, there is much to be done, as government cannotsolely bare the cost of education.

Supervision has been defined by the Hornby, Gatenby and Wakefield (1948) as 'being in charge of a group of workers or students and being responsible for making sure that they do their work properly' (p. 709). According to Annoh (1997) supervision of the instructional process began in the Gold Coast schools during the 1887 Educational ordinance under Governor Roger's Reforms. Visiting officers were generally referred to as inspectors who occasionally visited schoolsfor inspection. The payment by results was introduced in 1900, where remuneration of a teacher in the system was determined by the level of academic performance of pupils in the class.

The system resulted in teachers caning pupils to compel them to learn and pass examinations so that the teachers could earn their salaries. It was short-lived due to the abuse of pupils and the fact that it encouraged rote learning so it was abolished in 1906. In its place,government grants to the assisted schools based on the "general efficiency of the teaching" and "class size" was instituted. Lokko (2000) states that actual school visits began in this country in the 1940s with the appointment of "visiting teachers" by the mission school authorities to assist the large number of untrained teachers in their schools,particularly in the rural areas.

The roles of these visiting teachers included providing stationery, such as syllabi, helping in the preparation of lesson notes, timetables, and teaching and learning aids as well as giving demonstration lessons and advising untrained teachers.

The government also found it necessary to appoint visiting officers to visit the schools to help the teachers in the classroom in the aftermath of the Accelerated Development Plan of Education of 1951. Their responsibility was to train on thejob, the large number of untrained teachers, recruited to teach the increased enrolment in the primary schools due to the Accelerated Development Plan of Education. The principal teacher was appointed in 1963 from the rank of the senior teachers to visit primary and middle schools. The role of the principal teacher was to help improve the standard of teaching and to perform other duties assigned to himor her.

The Ghana teaching service was changed to the Ghana Education Service, with two types of supervisory staff namely, the Assistant and Principal Education Officers to inspect and help improve teaching. The basic aim of supervision did not change with the formation of the Ghana Education Service, but remained with the usual professional advice to teachers to raise standards of teaching in order to improve academic performance. The introduction of the Education Reform Programme in 1987 resulted in the appointment of circuit supervisors. Monitoring assistants, now called Circuit Supervisors by the Ministry of Education, supervised the implementation of the curriculum and the accomplishment of set objectives. The District Monitoring Assistants wrote situational reports to the Ghana Education Service (GES) on real conditions on the ground regarding the

instructional process and the availability of stationery and equipment. Their reports covered things like:

1. Regularity and punctuality among teachers and pupils;

2. Frequency of teacher in service training and its implication in the classroom;

3. Regular preparation of lesson notes with behavioral statements of instructional objectives and how lessons are evaluated.

Currently, circuit supervisors are appointed and charged with the responsibility to supervise all basic schools in Ghana, their roles include: supervision of the instructional process, giving professional advice and guidance within the educational circuits assigned to them. The monitoring assistants are in charge of a particular district to make the difference with the former.

Government has empowered communities and stakeholders in education to exert influence by supervising the schools in their localities to eschew unprofessional conducts like lateness, untidiness, absenteeism and drunkenness. Neagley and Evans (1970) conclude that supervision, then seems destined to play an essential role in deciding the nature and conduct of the curriculum in selecting the school organizational patterns and learning materials to facilitate teaching and learning and in evaluating the entire educational process.

Statement of the Problem

From a casual observation of basic schools in the Okai-Koi sub-metropolitan area it was difficult to gauge the relative effectiveness of internal or external supervision on the quality of teaching and learning. In some schools,

internal supervision waswell received by teachers and seemed to improve teaching and learning more than external but it was vice versa in otherschools.It is also common knowledge that teachers and prefects often makeefforts to control and supervise problems internally to enhance teaching and learning in schools.

Effective and efficient supervision is a concern to parents, teachers, educators and other stakeholders to justify the huge investment for education of children. If supervision is not effectively done, it could cost the nation a great deal in terms of needed or human resources. It is therefore very crucial that supervision of instruction is effectively carried out to ensure that teaching and learning are equally carried out effectively.

The uncertainty about the nature of supervision of instruction in junior high schools in the Okai Koi sub-metropolitan area as noted from casual observation raised the question whether supervision was being effectively done. Issuing from this is the question of how stakeholders perceive the supervision done in the schools. It was to bring to light these and such other questions about supervision in the Okai Koi sub-metropolitan area that the study was embarked on.

Purpose of the Study

Basically, the purpose of the study was to ascertain the perceptions of teachers and supervisors in the Okai Koi Sub-Metropolitan area of Accra on the effectiveness of instructional supervision in the schools. The study attempted specifically to look at:

1. the types of supervision, internal or external, being used in most circuits.

2. teachers' preference between the two types of supervision.

3. how supervision facilitates the teaching and learning process.

4. how best to integrate internal and external supervision to improve learning outcomes

Research Questions

The following research questions were posed to guide the study:

1. What type of supervision is being used most in junior high schools in the Okai Koi sub-metro of Accra?

2. What type of supervision do teachers prefer in the junior high schools in the Okai Koi sub-metro of Accra?

3. What type of supervision do teachers and headteachers find most effective in promoting effective teaching and learning?

4. To what extent does supervision become more effective if the two types of supervision are integrated?

5. What constraints are associated with supervision in the two selected circuits?

6. What are the suggestions to improve supervision in the Okai Koi Sub-Metro Schools

Significance of the Study

First and foremost, it isenvisaged that this study would serve as a contribution to research so that those who have access to the findings and

recommendations may use it to enhance their supervisory roles and skills in education. The study would also assist stakeholders and government informulating policies on educational supervision in the two circuits and to apply them nationwide in order to enhance school performance. Finally, it would help supervisors and teachers to co-operate and integrate both types of supervisionto achieve educational objectives and to improve supervision in all circuits.

The study will add to current research in the area of school supervision. It will be of use to policy makers, teachers, supervisors and other stakeholders in planning optimum supervision for schools in order to enhance the quality of education nationwide. Policy makers may find the study useful in informing their policies on educational supervision in the two circuits and may apply these nationwide in order to enhance school performance through more effective supervision. The findings of this study would help supervisors and teachers to work together, integrating both types of supervision to achieve educational objectives to improve supervision in all circuits.

The research involved would be useful in informing other research into effectiveness of the different models of school supervision.This is to guide such prospective student go straight to the point and avoid re-inventing the wheel or replication. It would also help supervisors and teachers to cooperate and investigate both types of supervision to improve supervision practices,in the two circuits in the achievement of school objectives, influence practice and contribute to theory. Nevertheless, other circuits in the metropolis and other areas with

similar characteristics can adopt the findings to the solution of their own educational problems.

Delimitations of the Study

The study was confined to the consideration of two types of supervision – internal and external, carried out in junior high schools.It was confined to twocircuits in the Okai Koi sub-metropolitan area of Accra.

Limitations of the Study

Some of the limitations identified in this studyare presented here.Some community leaders and school management committees (SMCs) that were contacted were reluctant to grant interview to the researcher or to provide vital data. This situation couldundermine the quality of the results of this study. There is the possibility of the meaning of some items on the questionnaire that might not be properly understood by some respondents as expected,in spite of the painstaking effort made to make every item clear. In a situation of such misunderstanding, the respondents might provide wrong answers which will affect the final outcome of the study.

Definition of Terms

Curriculum: this refers to the content and specific objectives that have been formulated to be given to a pupil/student as a course of study.

Stakeholders: this refers to the people, bodies, and organizations apart from the central government who are also interested in the promotion of the educational enterprise.

Education Circuit: a specific geographical location with a number of schools assigned to an officer for the purpose of supervision.

Circuit Supervisor: an officer assigned to supervise ina specific geographical area with a number of schools under him/her.

Organization of the Rest of the Study

The study is made up of five chapters. Chapter two addresses the review of related literatureincluding documents both published and unpublished such as books, newspapers and journals that had useful information on the topic. Chapter three presents the methodology used for the study. Content of chapter three includethe population of the study, the sample and sampling technique, instruments used in data collection and the instrument, and the data collection procedure and analysis. Chapter four presents the results of the data analysis and its discussion. Chapter five comprises a summary of the study, conclusions drawn from the findings and recommendations made for practice. The chapter ends with suggestions for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review deliberates on opinions of other authorities of researches in the area of study. It encompasses some beliefs, concepts, knowledge and examines issues such as:

1. Concept of supervision

2. Types of supervision

3. Purpose of supervision

4. Characteristics of supervision

5. Functions of supervision

6. Research findings and supervision

7. Problems in supervision

8. Qualities of a supervisor

9. What modern effective supervision entails

These sub-headings have been explained below.

Concept of Supervision

Supervision defies a precise definition. However, all definitions point to one direction-that it is primarily a service provided which aims at improving all factors that go into ensuring growth and development in teaching and learning process. Neagley and Evans (1970) give a summary of modern school supervision

as "positive democratic action aimed at the improvement of classroom instruction through the continual growth of all concerned-the child, the teacher, the supervisor, the administrator and the government or other interested persons"(p13). They conclude that when school prefects, teachers, school management committees, headteachers and supervisors cooperate in the supervision process it brings about effective supervision and improves the teaching and learning process. According to McKenzie (1983), "supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole school action" (p. 89). To him research in supervision studies show that schools that link their instruction, classroom management and discipline with staff development and action research under a common purpose achieve their objectives.

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

Musaazi (1985) is of the view that supervision of instruction is intended to improve the teaching and learning process in schools. To him the supervisor must provide a pleasant, stimulating and wholesome environment for security. His responsibility is to ensure that teachers have opportunities to share ideas and work in unity as a team to achieve the goals of the school. He adds, the supervisor

should broaden the base of leadership by utilizing the full potential of teachers. Hence, the supervisor of education is the person responsible for working with others to increase the effectiveness of the school's teaching and learning process".

According to Elsbree and Harold (1976) modern day supervision should however, not be considered as mere classroom visits, individual teacher conferences, rating of teachers and writing of reports. It should include the curriculum, materials for instruction, the school community and other administrative functions. He asserts that administrative functions should cover curriculum organization, policies on pupils' progress, tools for pupil assessment and reporting to the head, allocation of funds for materials, equipment, and staff. He concludes that the scope of supervision is very broad, covering all factors that affect the learning and teaching of pupils in schools. It is therefore imperative that after procuring the necessary material resources, adequate supervision should take place to ensure the realization of effective teaching and learning in schools.

Types of Supervision

Traditionally these are internal, external or the combination of both. However, Glickman and Tamashiro (1980) wrote about three types of supervision, that is directive, collaborative and the non-directive supervision. Directive supervision is an approach based on the belief that teaching consists of technical skills with known standards and competencies for all teachers to be effective. The supervisor's role is to inform, direct, model and assess these competencies. Collaborative supervision is based on the believe that teaching is primarily problem solving for two or more persons jointly pose hypotheses to a

problem, experiment and implement those teaching strategies that appear to be most relevant in the environment. Non- directive supervision is also a type that has its premise that learning is primarily a private experience in which individuals must come up with their solutions to improve the classroom experience for students. The supervisors role is to listen, be non-judgmental, provide self awareness and clarification of experience for teaching.

Parker and Smith (1982) are of the opinion that anyone with direct responsibility for improving classroom and school instruction is refered to as a supervisor. Typical supervisors are school Principals, Assistant Principals, Instructional Leaders, Teachers, Central Office Consultants, Co-coordinators and Assistant Superintendants. Supervision is viewed as a process and a function, not a particular position or person. Research on effective schools documents that such schools have in common staff members who attend to functions of improving instruction. Harris and Bessent (1986) clarified the supervisors' role that supervision is related directly to helping teachers with instructions but only indirectly to instructing students. Supervision is not the act of instructing students, that is, teaching, but the action that enables teachers to improve upon instructing students.

Purposes of Supervision

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

Harris and Bessent (1986) are of the opinion that, the objectives of everyinstructional supervision should include the following:

1. direct psychological and technicalsupport service and help to teach

2. curriculum development, coordination and evaluation by inspectors

3. development and evaluation of educational goals

4. professional development of personnel

5. evaluation of personal performance

6. evaluation of educational outcomes.

Sergiovanni and Starrat (1998) hold the view that supervision has many purposes: to ensure that minimum standards are being met and that teachers are being faithful to the school's overall purposes and the educational enterprise as well as assisting teachers grow personally and professionally. Their views are as follows:

1. **Supervision for Quality Control**: Heads and other supervisors are responsible for monitoring teaching and learning in their schools by visiting classes, touring the schools, getting to know students and collaborating with stakeholders in the community

2. **Supervision for Professional Development**: Heads and supervisors assist teachers to grow, develop and increase their understanding in teaching, to improve their basic teaching skills and to expand their knowledge.

3. **Supervision for Teaching and Motivation**: Supervision builds and nurtures teachers' motivation and commitment to teaching, to the school's overall purpose and to the school's defining platform.

The achievement of these purposes, however, depends on the quality of supervisory practice and the effectiveness supervisory system. According to Sergiovanni and Starrat (1998) the ultimate purpose of supervision is the promotion of pupil growth to improve society. Secondly, supervision aims to supply leadership for continuity and constraint re-adaptation in the education programme over a period of time, from level to level within the system and from one areaof learning experience to another. They continue that the immediate purpose of supervision is to co-operatively develop a conducive atmosphere for teaching and learning in the following ways:

1. Supervision through all means available seeks to improve methods of teaching and learning.

2. Supervision seeks to create a physical, social and psychological climate

3. Supervision seeks to coordinate and integrate all educational efforts and materials in order to supply continuity.

According to Glickman et al (1995), supervision in schoolshould be to foster teacher reflection and autonomy and to facilitate teacher-driven instructional improvement. The supervisor should be concerned with the teacher's self concept and personal development as well as the teacher's instructional performance. It is critical for the supervisor to establish a relationship with the teacher characterized by openness, trust and acceptance.

The supervisor should allow the teacher to identify instructional problems, improvement plans and criteria for success.He points out that the supervisors can assist the teacher's self-directed improvement through active listening, clarifying,

encouraging and reflecting. The teacher and school thus have a primary responsibility for instructional improvement decisions with the supervisor serving as an active facilitator.

Glickman, Stephen and Ross, (1995) and White (1993) maintain that the purpose of supervision of instruction is to engage teachers in mutual enquiry aimed at the improvement of instruction. The supervisors and the teacher should share perceptions of instructional problems, exchange suggestions for solving those problems and negotiate an improvement plan. This plan becomes the hypothesis to be tested by the teacher with the assistance of the supervisor. White believes that supervisors and teachers should share the responsibility for instructional improvement.

Glickman et al (1995), writing on the beliefs of supervision, states that most supervisors are former teachers. As a result, their views about learning, their nature, knowledge and the role of the teacher in the classroom influence their views of supervision. They further opine that the purpose of supervision is to monitor teachers to determine if their instruction includes the element of effective instruction. If those elements are observed, the supervisor should provide positive reinforcement to ensure that they continue to be included in the teacher's lessons.

Glickman et al (1995) believe that if a teacher is not using or is incorrectly using the element of effective instruction, the supervisor has the responsibility to provide remedial assistance by explaining and demonstrating correct instructional procedure, setting standards for improvement. In short, he concludes that the

supervisor should have primary responsibility for instructional improvement decisions.

In the view of Burton and Bruckner (1995) "supervision is an expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development" (p. 11). They concluded that modern supervision should entail the following:

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

2. The teacher is removed from his embarrassing position as the focus of attention and the weak link in the educational process. He assumes his rightful position as a cooperating member of a group concerned with improving learning.

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

4. It directs attention towards the fundamentals of education and its improvement within the general aim of education

Musaazi (1985) is of the view that supervision of instruction is intended to improve the teaching and learning process in schools. To him the supervisor must take the lead in providing a pleasant, stimulating and wholesome environment in which teachers would work and in which they would feel secured. He continues

that it is his responsibility to ensure that supervisors guide teachers to have opportunities share ideas and to work effectively together as a team. He continues that an inspector of education is a person responsible for working with others to increase the effectiveness of a school's teaching and learning processes.

Merton (1968), Herman (1974) and Johnson (1988) agree that supervision helps to prepare pupils' achievement due to better teaching techniques.Johnson (1988), also says that students whose teachers are adequately supervised while teaching could perform better than students whose teachers are not adequately supervised. Commonwealth Secretariat (1993) describes the need for supervision as follows:

1. The proper thing is being done to achieve the aims and objectives for example; how to implement the new curriculum

2. There is judicious use of contact hours.

3. Teachers and headteachers are working effectively to enhance students learning

4. Supervision must see to it that proper records are kept e.g. keeping of attendance register, cumulative records books, etc.

5. Supervision is helping teachers to improve upon their teaching and learning.

6. There is accountability.

Commonwealth Secretariat (1993) opines that the government spends about 40% of the annual budget on education. The tax payer expects some results from the investment made in education

Characteristics of Supervision

According to Wiles (1967), if the full potentialities of individuals and society are to be realized, and are to be translated into the most effective learning experiences of students, then supervision must be characterized by some major principles one of which is the fact that the establishment and maintenance of satisfaction human relations among all staff members must be primary.

Wiles (1967) asserted that any supervisory activity will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make in the educative process. Relationships among all personnel must be friendly, open and informal to a great extent. Mutual trust and respect are essential and the person is in the supervisory role must set the tone. He further explained that a group's performance is affected by the quality of its human relation, and the supervisor must work constantly for the improvement of group cohesiveness.

Wiles further explained that modern supervision is democratic in the most enlightened senses. "Democracy" does not mean "Laissez-faire", with each staff member proceeding as he pleases. Rather, the term implies a dynamic, understanding and sensitive leadership role. Wiles also suggest that a healthy rapport should exist among staff member in a give-and-take atmosphere which is conducive to objective consideration of the educational theories and problems of the day and of the school. Ideally, no personality, including the administrator or supervisor, dominates the group, but the considered judgments of all are felt to be valuable.

Decisions should be made consensus after thorough research and adequate discussion in the area under study. Individuals should be included in basic policy planning, in studies of instructional programme, and in all fundamental changes, which affect them or their position directly, and this does not mean that everyone must or should be involved in every decision. The person in supervisory position has the responsibility for deciding when individuals should be consulted. When people are involved, then, there must be evidence that their creative participation is eagerly sought and that their contributions to the group decision are significant.

Absolutely, there is no place in democratic, supervision for autocratic administration action based on token staff consultation. Democracy in supervision therefore means active, co-operative involvement of all staff members in aspects of the instructional programme, under the leadership of a will-informed, capable and discerning administrator or supervisor who believes in the privacy of positive human relationships (Neagley & Evans, 1970).

Wiles (1967) was of the opinion that modern supervision is comprehensive in scope. It embraces the total public school programme, Kindergarten through to the twelfth or fourteenth years, depending onthe organization of the school district. The curriculum is, or should be a developing, on-going process involving the child from Kindergarten enrollment through high school or junior college graduation. Modern supervisions now comprehensive in view of the teacher and the learner.It is directed at improving all factors involved in pupil learning. The modern supervisory role reaches far beyond the traditional "classroom visitation".

Functions of Supervision

Supervision plays a number of roles in educational delivery. Some of the functions as defined in the literature are discussed below.

Staffing Function

According to Dzinyela (2004), one of the most effective means by which instruction can be improved in the school or school system is to obtain better qualified teachers. The staffing function therefore, involves all those activities related to recruitment, selection and placement of staff as well as those related to conditions of employment and retention of qualified teachers. It is also concerned with formal education of teachers for purposes of establishing tenure for promotion, transfer and dismissal.

Motivation and Stimulation Function

Some well qualified and efficient teachers selected and placed in a school system may lose some of their effectiveness through professional frustration, inappropriate assignment on duties or because of inept administrative practices. To Dzinyela (2004), since it is a facilitating function, supervision should help remove the obstacles to good teaching and provide the stimulus for creative work. Hence the motivation function is concerned with providing a challenging environment with even professional leadership with job satisfaction, moral and teacher participation in formulating policies, which will affect their own task performace. The motivation function is a subtle one and its performance requires skills and understanding on the part of the supervisor. It must be carried out in such a way that professional capabilities are released and creativity can flourish.

Consultative Function

Dzinyela (2004) further explain that another major supervisions concerned with providing for continuous professional development of teachers. Broadly conceived, this function includes those activities ordinarily designated as in-service education. Consultancy can be carried out as follows:

a. Between the individual teacher and the consultant in the solution of a problem.

b. It may be conducted with a group of teachers, considered to have general problems of interest to all members of a group.

c. The consultation function is also affected through encouraging teachers to learn privately by professional reading. Individual or group consultation may involve highly directive or highly non-directive behavior by the consultant. But more usually, it falls between these extremes. The nature of this behavior will vary depending on the nature of the problem, the nature of the individual or groups and the purpose of the consultant.

Programme Development Function

Other factors being equal, the best teaching will occur when good school programmes have been developed. To Dzinyela (2004), even when a curriculum is constructed and imposed by the control authority, many adaptations for a local school or system are permissible and desirable variations in subject content, modification in order and method of presentation, experimentation in teaching techniques and use of audio visual devices, adaptations of programmed learning and of team approaches to teaching are forms of programme development. Such

modifications may well stimulate professional excitement and enthusiasms that turn to be stifled by rigidly controlled and routine procedures.

Evaluation Function

The evaluation function assesses what ever is though and compares it with what is supposed to be learned. Dzinyela (2004) explained that data is collected and analyzed to determine the quality level of teaching and learning and the feed back helps us to improve supervision activities. Teachers are in the forefront of successful instruction; supervisionis in the background providing the support, knowledge and skills that enable the teacher to succeed. When improved instruction and school success do not materialize, supervision should shoulder the responsibility for not permitting teachers to be successful

McDonald (1981) further explains that effective supervision requires knowledge, inter-personal and technical skills. These are applied through the supervisory tasks of direct assistance to teachers, curriculum development, staff development, group development and action research. This adhesive pulls together goals the teacher needs and provides for improved learning.

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Problems of Supervision

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The attitude of teachers to supervision has been one area that has engaged the attention of educationist. Since teachers are the focus of most of this increased supervisory effort, their attitude towards supervision is important. Neagley and Evans (1970) are of the view that although there are undoubtedly many instance of well-received supervisory practices, a common response of teachers to supervision might be expressed as the suspicion that supervision is as ineffectual

and at worst a harmful form of interference with the work of the teacher. This view expressed by Neagley and Evans is very common among teachers and has seen a strain on the effective co-operation that should exist between the supervisor and the supervisee. If teachers should view supervision as interference in their work, then it means most of the new ideas and innovations, which might be given them at workshops, would not be implemented. Neagley (1962) points out that there is a conclusive relationship between the extend of confidence held by teachers in their supervisor and the supervisor conformity with bureaucratic practices.

Qualities of a Supervisor

It is an undeniable fact that such a concept of supervision requires a high level of educational leadership for its implementations. According to Neagley and Evans (1970), the supervisor must be equipped personally and professionally to handle the position and responsibility to which he is called. Although research studies in selection of supervisors and administrators are quite limited, certain conclusions seem evident. Dzinyela (2004) outlined some basic qualities that a supervisor must posses. The supervisor should have a positive attitude towards students and teachers, have good human relationship, friendly and tolerant to the supervisee. His presence should not frighten the supervisee, should encourage, interact briefly with the head of the school and the supervisee to establish a rapport.

Again, the supervisor must command respect, be well behaved and possess a desirable personality to win the confidence of the supervisee. His appearance

and commendation sills should demonstrate a leader. He should be a role model, understanding and communicate his observation to the supervisee to assist him or her to improve the current level of achievement. After the classroom observation, he should meet the supervisee at a supervisory conference, assist him or her identify or classify him or her strengths and weaknesses democratically and assist the supervisee to develop solutions to the problems.

Dzinyela (2004) further explains that the supervisor should be a rational decision maker for teachers to emulate. By this the supervisor should reason with the supervisee when explanations are given to unusual observations such as why he should be teaching English at a particular time instead of Mathematics. He should be knowledgeable, observable, know what to observe and how to observe. The supervisor should know the different strategies of teaching to assist teachers co-ordinate the teaching approach with the curriculum content. After assessing the supervisee's approach to lesson delivery, the supervisor should be able to suggest new approaches to lesson delivery in a democratic manner. His skills in the use of group processes are vital and needs to show a working understanding of the teaching concept in open supervision.

In decision making, Dzinyela (2004) suggest that the supervisor should be a good listener, allow others to express their views on issues or matters affections teaching and learning clinically. The supervisor should be fair and firm, be willing to subjugate his own personal ideas to the combined judgment of the team. He should be objective in assessing situations, issues, events and be courageous to point out areas where he differs with the supervisee. Dzinyela (2004), is also of

the view that the supervisor should be able to work within frustration and adversity and identify potentials in others and assist them unearth these innate tendencies. In the event of open conformations or allegations leveled against circuit supervisor, then should be able to withstand such situation or provocation and carry out their normal duties diligently and professionally.

What Modern Effective Supervision Entails

Neagley and Evans (1970) maintain that a healthy rapport should exist among staff members with mutual respect and sharing of views, helping to minimize conflicts and solve the day-to-day problems of the school. They pointed out that a cooperative and creative approach to topics of joint concern is paramount. Ideally no personality,including the administrator or supervisor dominates the group, but the considered judgments of all are valuable. They continue that modern supervision is democratic in the most enlightened sense." Democracy" does not mean "laissez- faire" with each staff doing his/her own thing.Rather the term implies a dynamic understanding and sensitive leadership role.

Different individuals on a school staff may assume the function at various times. Real affirmative guidance is continually needed to focus attention on the improvement of instruction. Again, Neagley and Evans (1970) reiterated that words like "democracy" "team effort" and "group process" should be used in an attempt to show that present day supervision is far different from the autocracy supposedly exhibited by the early 20th century administrator and supervisor. All decisions in themodern school system should involve the entire staff and each

professional employee must feel that he/ she is part of the "Espris de corps" team work (p. 4).

Any supervisory programme will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make towards the progress of education. Mutual trust and respect areessentialand the person in the supervisory role must set the tone. Relationship among all personnel must be friendly, open and informed to a great extent. Neagley and Evans (1970) further maintained that modern supervision is comprehensive in scope; it embraces the total public school programme. The child internalizes the curriculum from kindergarten enrolment through secondary to tertiary and supervision is directed at improving actors involved in pupil learning. The modernsupervisory role goes beyond the traditional "classroom visitation", where the supervisory concept was narrow in scope, focusing mainly on criticisms of the teacher. It should be an intervention to improve the teacher's skills.

According to Sergiovanni and Starrat (1998) good supervision of instruction should project the following:

1. Supervision should be sensitive to the ultimate aims values and policies of education

2. Supervision should be sensitive to facts and law

3. Supervisionshould be experimental in attitude with constant re-evaluation of aims and values, policies, materials and methods of teaching.

4. Supervision should respect personality and individual differences between personalities and seek to provide opportunities for the expression of each unique personality.

5. Supervision should be based on the assumption that educational workers are capable of growth: it should accept idiosyncrasies, reluctance to cooperateand antagonism as human characteristics, just as itaccept reasonableness, cooperation and energetic activity. The former are challenges, the latter are assets

6. Supervision should endeavour to develop, in all persons, a democratic conscience that recognises that democracy includes important obligations as well as rights.

According to Lokko (2000), through research on factors that contribute to effective supervision it has been found that the work surroundings of most institutions employing the traditional supervision style tend to hinder, rather than promote, teacher growth and initiatives. Lokko continues that if teachers are provided with an appropriate environment and effective supervision, they can attain higher levels of personal and professional development. Based on these views, many have written at length about how supervision can be made more effective in the promotion of teaching and learning.

Neagley and Evans (1970) opine that for effective supervision, the general limits of authority and responsibility must be well established. The supervisory staff would clearly identify their own authority as well as their responsibilities in

using that authority in a sensitive and consistent way in order to enhance the teaching and learning process in schools.

Research Findings on Supervision

A number of studies have been conducted which report attitudes of teachers about supervisors and supervisions in general. Neagley (1962) found that there is a conclusive negative relationship between extend of confidence held by teachers in their supervisors and the supervisor's conformity with bureaucratic practice. Claye (1963) in a study representing teachers of all levels in the elementary schools in five different states concluded that

i.   Effective supervision is based on sound principles of social change and group dynamics.

ii.   Teachers want supervision from Principals as well as from titles of supervisors.

iii. Principals do not supervise adequately.

iv. The kinds of help teachers want do not change significantly as the length of time in service varies.

v.   All teachers need and want supervision

Campbell (2007) studied the relationships that existed between supervisory leadership and the various situational factors in the social setting where supervision takes place. Her findings revealed that teachers place a high value on those behavior actions of supervisors, when seen to exemplify warmth, mutual trust, friendship and respect. Grossman (1967) in a study of teachers evaluation of supervisory practices, found that those practices, considered by

teachers to be useful were helpful attitude, informal conferences, demonstration teaching, assistance with discipline, informal observation, assistance with planning, provision of books and materials, assistance to new teachers, and provision of administrative assistance. At present, several theories have been advanced that may prove useful in the phase of educational administration designated as supervision.

Supervisors must endeavour to be familiar with administrative theory, participate in the construction of new theories, and draw and test hypotheses from these theories. They likewise should be conversant with instructional and curriculum theories and be prepared to assist teachers in theory building and use. Supervisors must be of assistance to teachers in the area of research. They must keep up-to-date records in findings of research that are published in many different sources and move these findings available to staff members.

CHAPTER THREE

METHODOLOGY

This chapter covers the profile dimension of the research methodology for the study. It discusses the design adopted for the study, the population for the study and the sample selected. It focuses on the development and design of the instrument used. The data collection procedure and data analysis plan employed are also discussed.

Research Design

The design that was used for this study is the descriptive survey design. The descriptive research is concerned with the conditions or relationships that exist, such as determining the nature of the prevailing conditions, practices, attitudes and opinions that are held, processes that arecurrently employed or extrapolations that are developed. This design was used for the study because it was effective in discovering the perception on effectiveness of supervision in Junior High School of the Okai Koi Sub Metro. The assessment was done by serving questionnaires to headteachers, teachers and school prefects in the Junior High Schools in the Okai Koi Sub Metro.

Interviews were conducted with the Director of Education, Accra, and two circuit supervisors. The design was considered appropriate because facts on the ground could be discovered and conditions that existed at a particular point in

time could be seen and commented upon. The advantage of this design was that, it elicited views of the respondents in their natural settings. The researcher has carried out some pre-testing of the instrument to help identify question s that might be confusing for the respondents and reworded them. Lastly, the researcher checked the validity of the responses through informal interviews and checking against the views of other groups.

Population

The population comprise Junior High School pupils, teachers, headteachers, two circuit supervisors, Assistant Director for supervision and the Metro Director of Education. Okai Koi Sub–Metro under the Accra Metropolitan area was chosen as the area for the study. The reason for selecting these two circuits was that the researcher is quite familiar with the prevailing situation in the two circuits. The study covered all the public junior high schools in the Okai Koi sub-metropolitan area.

Sample and Sampling Technique

The sample size comprises the Metro Director of Education, Head of the supervisory team, 2 circuit supervisors, 18 headteachers 144 teachers and 54 school prefects summing up to 220 respondents. The study covered only public junior high schools in the Okai Koi sub metro. All public junior high schools in the vicinity were selected. The District Director of education was selected because he is the only District Director within the Accra Metropolis, as well as having a vast knowledge on issues relating to the supervision of instruction. The head of the supervisory division was selected and included in the samplebecause he is in

charge of all the supervisory staff in the Okai Koi sub metro and also possesses a repertoire of ideas regarding to supervision of instruction.

I have also included the two circuit supervisors for the circuits as they are external supervisors and have in-depth knowledge of issues relating to supervision of instruction. The headteachers of all of the schools in the sample area were included in the study as they are responsible for internal supervision and have in-depth knowledge of issues relating to that area of supervision.

Three school prefects from each of theschools were also asked for their views. The three prefects from each school includedthe main school prefect and the two assistant prefects. They were selected because the researcher needed specific information from them which they alone can provide. They supervised the pupils in the absence of their teachers, kept data of teachers who came to teach during their lessons and those who did not and therefore could have an input about supervision of instruction.In sum, the sample comprised the following:

1. The metro Director and the Head of the supervisory division of the Accra Metropolitan office.

2. The two circuit supervisors

3. Headteachers (18)

4. Teachers (144)

5. Prefects and their assistants (54).

The purposive and random sampling techniques were employed for selecting the respondents. The district director of Education for Accra metropolis was purposely sampled for the study because his views were specifically relevant

and the interview schedule was specially designed for him. Lastly, he was selected because he possesses vast knowledge and experience of supervision of instruction and his input was very valuable in the research. The head of inspectorate/supervision division was purposely sampled for the study for the same reason. The two circuit supervisors were purposely sampled for the study as they are senior supervisors.

The random sampling technique was used for the selection of the teachers. An equal number of male and female teachers from the sample schools were selected by asking the first four male and the first four female teachers I met in each compound. This method allowed a fair and random representation of both sexes to give their views on the issue in question. The student prefects were selected, purposely from each school and were asked for their views.

Table 1: Respondents Selected for the Study

Type	No.
District director	1
Head of supervisory team	1
Circuit supervisors	2
Head teachers	18
Teachers	144
Prefects and assistants	54
Total	**220**

Instruments

Data were collected using two main instruments namely, interview guide and questionnaire. Headteachers, teachers and school prefects in the selected schools responded to questionnaires while external supervisors were interviewed. The questionnaires were designed by the researcher himself and were broken into seven sections. The seven sections covered aspects like the type of supervision used most, the type of supervision teachers/ headteachers prefer teachers' regularity and punctuality to school and how frequent external supervisors visited the schools. Open ended as well as closed questions were designed to elicit the information from the respondents. The open ended questions were designed in such a way that respondents felt free to express their thoughts and opinions on the matter under discussion. On the other hand, the closed questions restricted respondents to choosing from the alternatives provided on the questionnaire.

Interview guide were used to elicit information from the external supervisors ie: the metro director of education, the head of the supervisory team and two circuit supervisors. Interviews were used because respondents were few and had busy working schedules. The interview guide was prepared by the researcher himself and broken down into six sections. The six sections covered aspects like: types of supervision and form they take, school visit and writing of reports,in-service training courses and headteachers' supervision, punctuality, regularity of attendance and use of instructional time and suggestions to improve supervision practices.

Pilot-Testing of Instruments

To help test the validity and reliability of the instrument used in the study, a pilot-testing of the instruments was done using some teachers and prefects selected in circuit 40 of the Okai Koi sub metro. This circuit was chosen because it possessed similar features in areas of supervision to the circuit 41 which was chosen for the study. For the purpose of pre-testing the instrument, the Assistant Director in charge of Administration, Deputy Head of the supervisory team of the Metropolitan Education Office and the circuit supervisor in charge of circuit 41 were purposely selected and interviewed using the interview guide prepared by the researcher. Five headteachers, 10 subject teachers and 14 school prefects were randomly selected and given copies of questionnaire to answer individually.

The pre-testing of the instrument helped to refine it. For example, after pre-testing the instrument, it was necessary to add a new question to find out why the respondents might prefer one type of supervision to the other. Also after the pre-testing, the researcher decided to remove the collection of documentary evidence on pupils' class work and continuous assessment. This is because, as most of the teachers give little class work to their students, and some is not marked or vetted, they manufactured figures on pupils' continuous assessment. These figures will not reflect the real performance of their students.

Data Collection Procedure

The researcher collected all the data himself. A lot of his personal contactswere employed in the collection of data through interviews, as well as the administration of the questionnaire. It involved a lot of travel by the researcher.

He had to explain the questions thoroughly to the respondents after copies of the questionnaire had been given to the selected teachers and headteachers. The purpose of this was to help them provide their independent opinions on the questionnaire items. The researcher made sure that a high level of understanding existed between him and the respondents. The reason for this was to remove any of hostility, suspicion, anxiety or apathy which might have hindered the free flow of information from the respondents as Nwana (1990) states.

Nwana (1990) contends that pre-arrangements must be made before hand. Therefore those to be interviewed were informed two weeks in advance. This helped minimized delays and other forms of disappointments and maximised the effective use of time. The researcher entreated the respondents to return the copies of the questionnaire;about three weeks after they have received them. This prior notice was very important as it gave the respondents ample timeto prepare for the interview. Information was collected from the selected schools first, before the metropolitan education office. School prefects were given the questionnaire before theywere given to the teachers and headteachers in the selected schools.

At the district education office, the circuit supervisors were interviewed before the head of the supervisory division and the metro director. The rationale for this was to prevent superior officers from influencing their subordinatesas they wouldhave had prior knowledge of the exercise if they were contacted first. The administration of the questionnaire to the headteachers, teachers and school prefects was done during the break hours. The questionnaire was collected during break hours as well. The essence of this strategy was to save a lot of time and also

limit the disruption of instructional hours in the selected schools to the barest minimum. In all, four months were used for the data collection. The collection of information started from the 15th of November, 2006 and finished at the end of February 2007.

Data Analysis

The data obtained from respondents was put together in table form for analysis. In the case of the open ended questions,several responses from different respondents on the same item were read and similarities found and categorized for generalization. The statistical methods used in analyzing the data were simple percentages and descriptive analysis. These statistical methods were chosen because they are easy touse and can be easily understood by the reader.Percentages were calculated based on the issue analyzed as follows:

1. The type of supervision that was used most by the supervisors

2. The type of supervision that most teachers liked

3. Teachers' and headteachers' satisfaction with external supervisor's performance

4. Quality of external and internal supervision

5. Usage of instructional time as well as the punctuality and regularity of teachers and students attendance inschools

6. Ascertaining if supervision in general is essential in the promotion of teaching and learning. Challenges circuit supervisors encounter during supervision of instruction.

7. Suggestions to improve supervision practices.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter explains how data collected are presented, analyzed and discussed. The study aimed to discover the types of supervisionschools used more in the two circuits as well as teachers' preferences between these types. It was to elicit views from headteachers and teachers as to which types of supervision effectively promote teaching and learning and identify challenges associated with supervision in the Okai Koi Sub- metro.

In data analysis all the responses of the groups (i.e. the Metro Director, Head of Supervisory Division, Circuit Supervisors, Headteachers, Teachers and School Prefect) are put together in groups. The views of the various groups are analyzed separately. The main statistical tool used in the analysis is simple percentages and descriptive analysis

Research Question 1: What type of supervision is being used most in junior high schools in the Okai Koi sub-metro of Accra?

Research question one asked respondents to state the type of supervision-internal or external, that was used most of the time in the Okai Koi sub metro. One would assume that since internal supervision is carried out by heads of schools selected and that the heads are always withthe teachers, internal supervision would be carried out moreeffectively than external supervision in the

selected schools. However it might be wrong to make such an assumption without aninvestigation to ascertain the reality on the ground.

To ascertain the type of supervision used most of the time in the Okai Koi sub metro in Accra, opinions of external supervisors (Metro Director, Heads of Supervision, the two Circuit Supervisors, Headteachers and Teachers) were separately sought. These views of external supervisors, headteachers and teachers regarding the type most frequently used for supervision were analyzed. Table two gives the summary of the responses of the external supervisors, head teachers and teachers. Table 2 presents the distribution of respondents views on the type of supervision that is most frequently used.

Table 2: Views of External Supervisors, Headteachers and Teachers on Type of Supervision Most Frequently Used

Type of Supervision	External Supervisors		Head Teachers		Teachers	
	F	%	F	%	F	%
External supervisor	1	25	3	17	20	13.8
Internal supervisor	2	50	9	50	90	62.5
Both Internal & External	1	25	6	33	34	23.7
Total	**4**	**100**	**18**	**100**	**144**	**100**

From Table 2, out of 4 education officers representing 50%, 9 out of 18 heads representing 50% and 90 out of 144 teachers representing62.5% are of the view that internal supervision is used most of the time. It is obvious that the majority of respondents are of the view that internal supervision is used more than external supervision. Thefact is that prefects, teachers and headteachers are in the schools selected most of the time,supervising the teaching and learning process, as stated earlier. The observation that most of the respondents opine that internal supervision is used more than external supervision, does not relegate external supervision to the background.

External supervision plays a complementary role to internal supervision as pointed out by Halpin (1956), by providing professional advice and guidance to teachers. Musaazi (1982) states that the Head concerns himself/herself with individual excellence of children. The head, his staff and supervisors have to work hand in hand to stimulate in each student the spirit of thoughtful formulation and worthy goals and the acquisition of knowledge and understanding.

Research Question 2: What type of supervision do teachers prefer in the junior high schools in the Okai Koi sub-metro of Accra?

As to the type of supervision that teachers prefer in the two selected circuits, research question two is specifically designed for that purpose. The rationale is to ascertain from classroom teachers which of the two types of supervision (internal and external) they prefer and why. Teachers' views were sought and analyzed in a summary in Table 3.

Table 3: Type of Supervision Preferred by Teachers

Type of Supervision	No. of Teachers	%
Internal supervision	103	71.5
External supervision	37	25.7
None of the above	4	2.8
Total	**144**	**100**

Obviously, the majority of the teachers representing 71.5% prefer internal supervision to external. Roughly 26% like external supervision while 3% did not express any preference. Reasons given for preferring internal supervision include correction of errors in a cordial manner and on a continuous basis, not used as a fault finding exercise and teachers' problems are better addressed than by external supervisors. On the other hand, some respondents prefer external supervision as it motivates teachers more. Teachers also prefer internal supervision because it is daily while external supervision serves as a supplement. Notwithstanding, this should not downplay the complementary role that external supervision is expected to play in the promotion of teaching and learning.

Research Question Three: What type of supervision do teachers and headteachers find most effective in promoting effective teaching and learning?

Research question three was to elicit the views of respondents on the type of supervision that promotes effective teaching and learning in the selected schools. As to which is more effective in the two selected circuits, the opinions of

external supervisors, headteachers and teachers were solicited and analyzed. Table 4 gives the summary of responses from respondents.

Table 4: Views on Type of Supervision that Promotes Effective Teaching and Learning

Respondents	Internal Supervision		External Supervision		Total	
	F	%	F	%	F	%
Education Officers	3	75	1	25	4	100
Head teachers	16	88.8	2	11.2	18	100
Teachers	134	93.1	10	6.9	144	100

From Table 4, it could be inferred that all the three groups of respondents namely, external supervisors (i.e. education officers) and internal(headteachers) as well as teachers are unanimous in their support for the view that it is internal supervision that promotes effective teaching and learning in the selected schools. About 75% of external supervisors, 88.8% of head teachers and 93.1% of teachers share this view. A surprising and significant observation is the fact that the majority of external supervisors themselves, representing 75% agree that it is internal supervision that promotes effective teaching and learning in the selected schools.

A smaller percentage of teachers are of the opinion that external supervision rather promotes effective teaching and learning. It is imperative that head teachers be sufficiently motivated in their supervisory roles as they are

crucial catalysts for the enhancement of teaching and learning in the selected schools; with the rich experiences of external supervision being used to support the effort of the headteachers.

Swearingen (1962) points out that school supervision does not simply refer to that specific occasion when the school is examined and evaluated as a place of learning; but the constant and continuing process of guidance based on frequent visits which focus attention on one or more aspects of the schools and its organization's progress or initiative and must be done to test the effectiveness of the teaching and learning process.

Research Question Four: To what extent does supervision become more effective if the two types of supervision are integrated?

Research question four was to ascertain from respondents the extent to which they are satisfied with the level of supervision in the two selected circuits. The views of heads and teachers were sought separately to discover the extent to which headteachersand teachers are satisfied with the level of supervision from external supervisors in the selected circuits under the Accra metropolis. The views of headteachers and teachers are presented in Table 5.

The level of satisfaction by head teachers and teachers of external supervisors' visits differ from one external supervisor to another. Twenty five percent of teachers were pleased with the Metro Directors' visits to the selected schools. Precisely, 27% of teachers were satisfied with the level of supervision by the head of the supervisory team and almost 96% of the teachers were satisfied with the level of supervision by the circuit supervisor.

Table 5: Teachers' and Heads' Satisfaction with Level of External Supervision

Type of External Supervision	Teachers				Headteachers			
	Satisfactory		Not satisfactory		Satisfactory		Not satisfactory	
	F	%	F	%	F	%	F	%
Director	36	25	108	75	4	22.2	14	77.8
Head of Supervisory Team	39	27.1	105	72.9	5	27.8	13	72.2
Circuit Supervisor	138	95.8	7	4.2	16	88.9	2	11.1

N.B.: Total Teachers = 144 (100%); Total Headteachers = 18 (100%)

On the other hand, 22.2% of the headteachers were well satisfied with the level of supervision by the Metro director. Again 27.8% of the headteachers were pleased with the level of supervision by the head of the supervisory team and 88.9% of the headteachers were pleased with the level of supervision by the circuit supervisors. The main role of the circuit supervisors is supervision and results show that they perform satisfactorily. It could be argued that the metro directorrarely visits schools; however, his occasional visits could ginger and motivate the teachers to give of their best in their chosen careers.

Musaazi (1985) is of the view that supervision of instruction is intended to improve the teaching and learning process in school. He adds that the supervisor should strive to broaden the base of leadership by utilizing the full potential of teachers. A supervisor of education is a person responsible for working with others to increase the effectiveness of schools' teaching and learning process.

External Officers' Views on Head Teachers' Supervision of Instruction

Research question number four was specifically designed to elicit the views of external officers on headteachers' supervision of instruction. The views of external officers (i.e. metro director, head ofsupervisoryteam and two circuit supervisors were solicited. The four external supervisors – the Metro Director, Head of the Supervision team and two circuit supervisors were all unanimous in their satisfaction with the heads' supervision of instruction.This underscores the fact that heads are playing their supervisory roles on instructions as expected of them. Table 6 provides a summary of respondents' views

Table 6: Views of External Officers on Heads' Supervision of Instruction

Respondent	Satisfied		Not Satisfied		Total	
	F.	%	F.	%	F.	%
Director	1	100	-	-	1	100
Head of supervisory team	1	100	-	-	1	100
Circuit supervisor	2	100	-	-	2	100

The Headteachers revealed that the secret of their success is that some teachers and school prefects are also involved in the supervision of instruction in selected schools since headteachers cannot do all of it effectively on their own or without delegating. Neagley and Evans (1970) maintain that a healthy rapport should exist among staff members in a sharing and respectful atmosphere. They point out that a cooperative and creative approach to topics of joint concern is

basic. Ideally, no personality, including the administrator or supervisor, dominates the group, but the considered judgments of all are equally valued. Herman (1974) also believes that supervision is a function that cannot be undertaken in isolation but rather must become a cooperative venture involving the entire school.

Views on the Quality of External Supervision by Circuit Supervision

Questionnaire item nine (9) for heads and questionnaire item 14 for teachers aimed at finding out from teachers and heads, their views on the quality of external supervision by circuit supervisors. Their views were sought separately. The views of heads and teachers were analyzed and summarized in Table7.

Table 7:Views on Quality of Supervision by Given Circuit Supervisors

Respondent	High Quality		Low Quality		Total	
	F.	%	F	%	F	100
Head teachers	12	66.7	6	33.3	18	100
Teachers	91	63.2	53	36.8	144	100

Table 7 portrays that 6 out of 18 head teachers, representing 33.3%, were of the opinion that external supervision by circuit supervisors is oflow quality. Again 53 out of 144 teachers, representing 36.8%, stated that external supervision by circuit supervisors is of low quality. This suggests that the presence and impact of circuit supervisors is not valued by a significant number of teachers and headteachers (36.8%) and (33.3%) in the selected schools. This is not a good development as the circuit supervisor is a professionally trained teacher with vast

knowledge and experience to share among the schools in their circuit and to supervise the work of teachers and heads. These visits to schools offer the supervisors the opportunity to diagnose areas in which teachers are weak, provide in-service training with logistics and give professional advice to improve the teachers' professional competence.

Mosher and Purple (1972) are of the view that "although there are undoubtedly many instances of well received supervisory practice, a common response of teachers to supervision might be expressed as the suspicion that surrounds supervision as ineffectual, at worst, a harmful form of interference with the work of teachers" (p. 2). Mosher and Purple continue that if teachers should view supervision as an interference in their work, then it means most of the new ideasand innovations given at in-service training courses would not be implemented or not well implemented.

Views on Teachers Utilization of Instructional Hours

School prefect's questionnaire items were designed to ascertain their viewson the utilization of instructional hours by teachers. The opinions of the school prefects and heads were sought separately and analyzed.Table 8 depicts the summary of responses of school prefects and heads. It is obvious from Table 8 that 74% of school heads are satisfied with the utilization of instructional hours by teachers. Precisely, 72.2% of the prefects also share the same view with the school prefects. Heads and school prefects are satisfied with the wise use of instructional hours by teachers. Teachers' concerns, if addressed, will help

improve teaching and learning process in the selected schools in the Okai Koi sub -metro.

Table 8: Views on Teachers' Utilisation of Instructional Hours

Satisfied			Not Satisfied		Total	
Respondents	F.	%	F	%	F	%
Heads	40	74	14	26	54	100
Prefects	13	72.2	5	27.8	18	100

Wiles (1967) maintains that "supervision consist of all activities leading to the improvement of instruction, improving human relations, in-service education and curriculum development" (p5). To him, supervision entails keeping teachers on their toes and pointing out their strengths and weaknesses in the teaching and learning.

Research Question Five: What constraints are associated with supervision in the two selected circuits?

Research question 5 asked respondents to state the challenges they face in the supervision of instruction. The opinions of heads and circuit supervisors were elicited and presented in Table 9. Table 9 shows the main challenges that headteachers and circuit supervisors in the performance of their functions. In summary, the problems include lack of funds to procure logistics, disregard for heads and circuit supervisors, low follow up visits by circuit supervisors,

acquaintances established between supervisors and teachers, resulting in over fraternization.

Table 9: Respondent's Views on Challenges Faced in Supervision

Problems in Supervision of Instruction	F	%
Lack of money for logistics.	20	100
Teachers' failure to heed to advice	20	100
Low follow up visits	20	100
Acquaintances established between supervisors and teachers resulting in over fraternization.	20	100
Problem of some teachers underrating the competence of supervisors	18	90
Lack of accommodation for circuit supervisors	20	100

Table 9 displays that 100% of headteachers and teachers say the problem of teachers underrating the competence of supervisors is one of the major challenges. A teacher maypossess a higher qualification than the Head or the circuit supervisor. Example is a grade ADE teacher and a non-graduate Principal Superintendent, Head or circuit supervisor. It could be inferred that for supervisors to do their work well, they should be equipped with the relevant materials, tools and resources. There should be frequent follow-ups to find out whether new ideas imparted to teachers are being used as expected.

Heads andcircuit supervisors should sensitize teachers to pay heed to the advice of supervisors after supervision of instruction. Supervisors should up-

gradetheir academic qualifications above those teachers under them, to prevent the situation where some teachers underrate the competence of some supervisors. Lastly, supervisors should maintain purely professional relationships between themselves and their teachers, to reduce the over fraternization with teachers and improve the teaching and learning process.

Research Question Six: What are the suggestions to improve supervision in the Okai Koi Sub-Metro Schools

Research question 6 sought to ascertain from the respondentssuggestions to improve supervision of instruction in the two selected circuits. To acquire this information, the views of the metro director, the head of supervision team, circuit supervisors and headteachers of selected schools were givenquestionnaires. Stakeholders like the Parent-Teacher Association (PTA), School Management Committee (SMC) and school boards were also invited to make suggestions to improve supervision of instruction in the Okai Koi sub-metropolitan area. The respondents' views were collated, analyzed and Table 10 depicts the summary of the results.

Table 10 shows some laudable suggestions as interventions implementable to improve supervision in the Okai Koi sub-metro schools. In a nutshell, the suggestions include frequent prompts of teachers by heads and class prefects to take their periods, management by walking about/regular veranda walks to ensure teachers are in the classroom teaching the right things, alerting teachers on possible supervision team to oversee their work unannounced, prefects to record

time of arrival and departure of teachers in attendance books, but prefects and teachers who perform their duties well will be rewarded.

Table 10: Suggestions on how to Improve Supervision in the Schools

Suggestions	F	%
Frequent prompting of teachers by heads and class prefects to take their periods	22	100
Regular verandah walks to ensure teachers are teaching the right thing	22	100
Creation of Teachers' awareness onsupervision team to oversee their work	22	100
prefects to record time of arrival and departure of teachers in attendance books	22	100
Class prefects and teachers who perform their duties well to be rewarded	46	100
Reports on negative attitudes of teachers tobe acted upon promptly		
Heads to be aided to procure resources to improve teaching and learning	22	100
Circuit supervisors and headteachers to make frequent follow-up visits to the schools by to keep teachers on track.	22	100

Reports on negative attitudes of teachers be reprimanded upon promptly to improve teaching and learning outcomes. Table 10 displays that 100% of senior supervisors, circuit supervisors, headteachers, and prefects endorse the above suggestions for maximum use of contract hours. Headteachers to procure resources in their SPIP's for the preparation of teaching learning materials to improve teaching and learning while circuit supervisors make frequent follow-up visits to schools to ascertain the implementation of new ideas and innovation mooted out at workshops and also keep teachers on track. Stakeholders, parent teacher associations, school management committee's, school boards and many others were invited to input into the suggestions to improve supervision of instruction in the Okai Koi sub-metropolitan area.

Summary

From the foregoing analysis of the data and discussion, a number of observations could be made as in thefollowing.

1. All respondents wholeheartedly agreed that internal supervision is used more than external supervision.

2. External supervisors, headteachers and teachers were of a consensus that internal supervision promotes effective teaching and learning in the selected schools more effectively than external supervision.

3. Internal supervisors have an excellent knowledge and understanding of the challenges teachers face in their work. Teachers liked internal supervision more than external supervision

4. Head teachers and teachers are pleased with both internal and external supervision, however, they are a bit dissatisfied with the level of supervisionfrom the metro director and the heads of the supervision team.

5. Challenges facing internal and external supervisors in the discharge of their work must be addressed by the appropriate authorities to facilitate supervisors' work.

6. Effective supervision of instruction calls for all stakeholders of education to be pro-active in achieving this. These stakeholders include; The metro director, head of supervision team, circuit supervisors head teachers, teachers SMCs, PTAs, MPs, assemblymen and school prefects, who are all involved in the supervision process.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents an overview of the study, and summary of the findings. It also presents theconclusionsdrawn from the findings and recommendationsmade for practice andfuture research.

Summary

Overview of the Study

The research is the study of supervision of instruction in junior high schools in the Okai Koi sub metro of the Accra metropolis. The research also attempted to solicit the views of the external and internal supervisors as well as teachers and school prefects on the state of instructional supervision. All the schools (18) of the Okai Koi sub metro and the metropolitan education office were selected for the study. They included the 4 metropolitan education officers, 18 head teachers, 144 teachers and 54 school prefects.

The main research instruments used were a set of self developed questionnaires and an interview guide. The questionnaires were administered to respondents by the researcher himself. A pretesting of the instrument was done in circuit 39 by the researcher alone to test the validity and reliability of the instrument used in the study. The descriptive survey design was used to collect data. Personal contacts were used by the researcher to conduct the interviews to

collect information from therespondents. Descriptive statistics and simple percentages were used as a method of analyzing the data collected.

Key Findings

After analyzing the data collected, the study revealed the following findings:

1. 50% of external officers, 5% of headteachersand 62.5% of teachers agreed that internal supervision is used more than external supervision in the two selected circuits.

2. The majority of the teachers, representing 71.5% preferred internal supervision to external supervision as they felt that internal supervisors have a greater understanding of the teachers' problems and are willing to offer teachers the help they need.

3. Another observation from the study was that 75% of the external supervisors.88.8% of heads, and 93% of teachers agreed that internal supervision promotes effective teaching and learning more effectively than external supervision. The reason being that head teachers are always with their teachers in the school supervising instruction and assign some supervisory roles to assistant heads, other teachers and school prefects.

4. On the level of supervision by external supervisors, it has been observed that 88.8% of headteachers were satisfied with the work of the circuit supervisors while 77.7% of the headteachers were not satisfied with the supervision of the metro director of education. Again 72.2% of the heads

were not satisfied with the level of supervision by the head of the supervisory team.

5. On the quality of circuit supervision, most of the headteachers (55.5%) and teachers (76.4%) were of the view that it is of a high quality.

6. Seventy four percent (74%) of the school prefects were pleased with head teachers' supervision of instruction while 83% of the teachers were satisfied with head teachers' supervision.

7. It is evident that 75% of the external supervisors were satisfied with headteachers' supervision.

8. It emerged that 75% of the external supervisors were satisfied with teachers' supervision. 74% of school prefects were satisfied with the utilization of instructional hours by teachers.

9. Both brief and follow –up visits by external supervisors were abhorred by teachers.

10. Challenges of heads and circuit supervisors which make their impact less effective include:

   a.   Lack of funds to procure logistics, materials and equipment

   b.   Teachers' failure to heed to advice coupled with non implementation of new ideas, skills, new techniques and knowledge imparted by resource persons at in-service training programmes.

   c.   Infrequent or no follow up visits

d.   Acquaintances established between supervisors and teachers resulting in over fraternization

e.   The problem of teachers underrating the competence of supervisors because some teachers have higher qualifications.

11. Some suggestions given by heads and teachers to help improve supervision of instruction include:

a)   Headteachers have to prompt the teachers to teachat the beginning of their periods.

b)   Reports from teachers, heads and circuit supervisors to the metro office must be acted upon quickly by the appropriate authorities.

c)   The circuit supervisors, headteachers and teachers should be given adequate resources, materials and tools for the supervision of instruction. Relevant stakeholders of education should be involved in the supervision of the instructional process.

Conclusions

It is crystal clear that internal supervision is used more than external supervision in Okai Koi Sub-Metro and it is therefore imperative to supply facilities and materials to heads at the right time to supervise instruction in the circuits. There is recognition among respondents of the role internalsupervision plays in enhancing pupils' academic achievement. Circuit supervisors visit schools and their reports paint the picture of the current supervision of instruction

situation in the two circuits. The circuit supervisors must be resourced and supported to carry out their duties effectively. They perform a liaison function between the selected schools and the metro education office. Their work is very crucial.

The majority of teachers in the Okai Koi Sub Metro preferred internal supervision because these internal supervisors understand the teachers' plight and can offer assistance instantly. Most school prefects andexternal supervisors are pleased with headteachers' supervisionof instruction. This underscores the fact that the heads need the support of all staff and school prefects to optimize theirsupervisory roles of instruction.

The study also revealed that most teachers in the Okai Koi Sub Metro are dissatisfied with both brief and follow-up visits byexternal supervisors. In-service education and training organized by external supervisors for teachers should include follow-up visits to help consolidate ideas and knowledge acquired at such training. It is observed that headteachers and circuit supervisors in their attempts to carry out their supervisory roles of instruction well are beset with some challenges. These challenges shouldbe highlighted and addressed regularly so that supervision of instruction may be done well. This would help promote effective supervision of instruction.

Some suggestions were given by respondents to help improve supervision of instruction. These suggestions show how knowledgeable and experienced the respondents are on issues relating to supervision of instructional process. This means that all such suggestions should be compiled and used by teachers, heads

and circuit supervisors to improve supervision of instruction in the two circuits. The majority of the heads are pleased with teachers' utilization of instructional hours. This implies that the teachers are carrying out their duties as is expected of them.

Recommendations

Recommendations for Practice in the Okai Koi Sub Metro:

Supervision of instruction is crucial to the improvement of the teaching and learning process.Below are some recommendations made for practice:

1. Most of the external officers, headteachers and teachers agreed that internal supervision is used more than external supervision in the two selected circuits. It is recommended that circuit supervisors should visit their schools as often as required of them to supervise instruction. If this is done, then it would be evident that external supervision is playing a complementary role to internal supervision in improving the instructional process.

2. It was realized that teachers liked internal supervisionmore than external supervision because they see internal supervision as less fault finding. It is recommended that heads and circuit supervisors should organize more in-service education and training programmes to educate teachers that external supervision is not meant to find faults against teachers. However, it is meant to improve the teaching and learning process by giving professional advice,guidance and direction from external supervisors. So teachers should be encouraged to welcome external

supervisors and have confidence in them and not feel threatened as because they come in to help the teachers improve teaching.

3. The study revealed that circuit supervisors and headteachers face a lot of challenges in their work. Such inadequacies,if not addressed on time, make the supervisors less effective and efficient in the discharge of their daily duties. It is recommended that all efforts should be put in place by stakeholders to solve all the challenges enumerated or reduce them to the barest minimum. When such mechanisms are put in place, the work of the circuit supervisors and heads would continue smoothly and its multiple effects would be felt in the achievement of good academic performance of schools in the two circuits selected for the study.

4. It is discovered that internal supervision promotes effective teaching and learning more than external supervision.It is recommended that heads should be well resourced with basic materials such as chalk, register, syllabi, notebooks, textbooks, etc. in time to improve the supervision of instruction.

5. The study has also revealed that teachers are not satisfied with the number of both brief and follow up visits byexternal supervisors. This is not good enough. So it is recommended thatexternal supervisors are adequately resourced to carry out more of these visits to schools. This would help consolidate skills and knowledge given to teachers at in-service education and training programmes to improve instruction, making the use of funds for organizing such training programmes more

worthwhile. Some suggestions are given by respondents to help improve supervision of instruction in the two circuits. So it is recommended that the internal and external supervisors should look at the compiled suggestions, select those which they consider useful for improving instruction.

6. Perhaps the circuit supervisors need training to carry out their supervisory visits in a constructional and non-threatening or critical manner and to play a more supportive and advisory role for teachers.

Suggestions for Future Research

Suggestions are being made for future research as listed below:

1. A comparison between internal supervision at the Junior High School level in the urban areaswith internal supervision at the Junior High School level in the rural areas.

2. Supervision of instruction in the Private Junior High School in the Accra Metropolis.

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APPENDICES

Interview Guide for the Director

The purpose of the study is to collect and collate information about the nature of supervision being practised in the Okai Koi Sub Metro and its effects on the teaching and learning process in the selected junior high schools. Respondents are requested to answer all questions by giving appropriate information in the spaces provided. I assure you that, any information provided is for an academic exercise and would be treated confidentially as such. For this reason you are not required to write your name.

1. What are the types of supervision that are carried out in junior high schools in theOkai Koi Sub Metro, Accra?

2. Which types of supervision is used most?

3. Which type of supervision is more intensive and effective to promote teaching?

4. What forms does External supervision take?

5. What forms does internal supervision take?

6. How often does the following officer visit the schools?

7. How often supervision and inspection report on schools implemented?

8. Do education officers offer service after supervision?

9. If yes, describe or classify the counseling after supervision?

10. Rate of classify teachers' responses to counseling after supervision?

11. How often are in-service training courses organized for teachers in their schools by the following officers?

12. Teachers put into practices what they learn at are in-service training courses.

13. In your own view, whose supervision promotes effective teaching?

14. What are the ways to improve effective supervision in the Okai Koi Sub Metro.

Interview Guide for Circuit Supervisors and the Head

Of The Supervision Team

The purpose of this study is to collect and collate information about the nature of supervision being practised in the two selected circuits and its effects on the teaching and learning processes in the selected junior high schools. Respondents are not required to write their names. This is to ensure the respondent of anonymity in any contribution he/she would make towards this study. Respondents are required to answer questions by giving appropriate information in the spaces provided or selecting the appropriate answers among the alternatives given.

1. How often do you visit schools in your circuit?

2. What types of supervision are practiced in your circuit?

3. How would you rate head teachers' supervision on teachers teaching?

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

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

6. How do you supervise head teachers and teachers work?

7. How often are in-service courses organized for teachers of schools in the circuit?

8. How often do circuit supervisors do follow-up visits to inspect that new ideas taught at in-service courses are being used by teachers?

9. What main problems do you encounter in your work as a circuit supervisor?

10. Kindly recommend ways and means of improving supervision in the circuits 40 and 41in the space provided.

Questionnaire for Headteachers

The aim of this piece of work is to collect and collate information about the nature of supervision being practiced in the two selected circuits (40 and 41) and its effects on the teaching and learning processes in the selected junior high schools. The researcher would treat any information given as strictly confidential. Respondents are not required to write their names. This is to ensure that respondents are required to answer questions by giving appropriate information in the spaces provided or selecting the appropriate answers among the alternatives given.

SECTION A

TYPES OF SUPERVISION AND FORMS THEY TAKE.

Tick the appropriate option of your choice in each question in one of the boxes provided.

1. What types of supervision are mostly employed in the two circuits?

a. External supervision. ☐   b. Internal supervision ☐   c. Both ☐

2. Which type of supervision is must emphasized by supervisors?

a. External supervision. ☐   b. Internal supervision ☐

c. Both ☐   d. None ☐

3. What form does external supervision take in circuit 40 and 41?

a. Intensive visits ☐   b. Occasional visits ☐   c. Regular visits ☐

d. None ☐   e. B and C ☐   f. A and C ☐

g. A and B ☐

4.   How do you create the time table drawn to promote external supervision?

a.   Very go[____]   b. Good [____]

c. Satisfactory [____]   d. Unsatisfactory [____]

SECTION B

REGULARITY OR FREQUENCY

Please select are as the options provided by ticking

5.   How often do the following officers visit a particular school?

Weekly   Fortnightly   Monthly   Once in every six month

i.   Head of Supervisory Team

ii.   Circuit supervisor

iii.   District Director

6.   Do you agree to the assertion that visits by external officers to your school

     are adequate?

a.   Strongly a[____]   b. [____]e   c. I[____]ree   d. Strongly[____]

     Disagree

SECTION C

HEADTEACHERS OPINION ABOUT SUPERVISIONIN CIRCUITS 40 AND

41

7.   In your view, which supervisors' work influences effective teaching and

learning among pupils?

a. Director ☐   b. Head of supervisory team ☐rcuit supervisor   ☐

d. Teachers☐

8.   In your own opinion, whose supervision facilitates effective teaching most?

a. Director ☐   b. Head of supervisory team ☐   c. Circuit supervisor ☐

d. Teachers ☐

9.   Please rate your circuit supervisor in his visits in the following.

  Very good   Good   Satisfactory   Not Satisfactory

i.   Provision of leadership

ii.   Competence

iii.   Provision of sound working environment

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

a.   Very good   ☐   b. Good   ☐

c. Satisfactory   ☐   d. Unsatisfactory   ☐

11.   "Effective supervision of instruction", is it a vital ingredient in promoting

academic excellence? What is your view on the quoted assertion?

a.Strongly agree   ☐. Agree   ☐

c. Disagree   ☐d. Strongly Disagree   ☐

SECTION D

REGULARITY, PUNCTUALITY AND GOOD USE OF INSTRUCTIONAL HOURS AMONG TEACHERS AND PUPILS.

12.   How do you rate teachers and pupils on punctuality and the good use of instructional hour?

1.   Punctuality

Good   Very good   Satisfactory   Not satisfactory

i.   Teachers

ii.   Pupils

2.   Regularity

Good   Very good   Satisfactory   Not satisfactory

i.   Teachers

ii.   Pupils

3.   Good Usage of Instructional Hours

Good   Very good   Satisfactory   Not satisfactory

i.   Teachers

ii.   Pupils

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

a. Daily ☐   b. Weekly ☐   c. Fortnightly ☐   d. Monthly ☐

e. Termly ☐

16. a. How often do you visit classrooms to see how teachers organize class learning activities?

a. Daily ▢   b. Weekly ▢   c. Fortnightly ▢   d. Monthly ▢

e. Termly ▢

16. b. how often do these supervisors organize in-service and counseling for teachers?

Weekly   Fortnightly   Monthly   Quarterly   Once in every six month

Head of Supervisory Team

Circuit supervisor

Headteacher

17. How often do teachers put into practice what they learn at in-service training courses?

a. Very often ▢ b. Often ▢ c. Satisfactory ▢ d. Not satisfactory ▢

e. Not at all ▢

18. Please rate counseling after supervision in your school.

a. Good ▢   b. Very good ▢   c. Satisfactory ▢ d. Not satisfactory ▢

19. Please rate teachers' attitude towards counseling after supervision.

a. Good ▢   b. Very good ▢   c. Satisfactory d. ▢ satisfactory ▢

SECTION F

SUGGESTIONS TO IMPROVE SUPERVISION IN CIRCUITS 40 AND 41

20. Please suggest ways of improving practices in the spaces created.

(i).

   ……………………………………………………………………………………

   ………

(ii)…………………………………………………………………………………

(iii)…………………………………………………………………………………

(iv)…………………………………………………………………………………

(v)…………………………………………………………………………………

Questionnaire for Teachers

The purpose of this piece is to collect and collate information about the nature of supervision being practised in the two selected circuits and its effects on the teaching and learning processes in the selected junior high schools. Respondents are required to answer questions by giving appropriate information in the spaces provided or selecting the appropriate answers among the alternatives given. Please rest assured that any information provided is for an academic exercise only and would be treated as confidential. For this reason, you are not required to write your names.

SECTION A

TYPES OF SUPERVISION AND TYPE GIVEN MORE EMPHASIS

Tick the appropriate option of your choice in each question in one of the boxes
provided

1.   What are the types of supervision that is/are carried out in the circuits 40 and 41?

a.   External superv☐   b. Internal superv☐   c. ☐

2.   The types of supervision emphasized more in the 40 and 41 circuits is/are

a. External supervision. ☐   b. Internal supervision ☐

 c. Both ☐   d. None ☐

3.   In your personal opinion, whose supervision should be given most emphas☐

a. Director   b. Head of supervisory team ☐   c. Circuit supervisor ☐

d. Head teachers ☐

4.   How can you describe or classify the time table that has been drawn to promote external supervision?

a. Good ☐   b. Very good ☐   c. Satisfactory ☐ Not satisfactory   ☐

5. a.Rate the following forms of externalsupervision in terms of:

a. Good ☐   b. Very good ☐   c. Satisfactory ☐ d. Not satisfactory ☐

5. b. EXTERNAL SUPERVISOR	VERY GOOD	GOOD SATISFACTORY	SATISFACTORY	NOT GOOD
(i) Intensive supervision				
(ii) Brief visits				
(iii) Follow-up visits				

6.   Please classify the time table that has been drawn to promote external supervision?

a. Good ☐   b. Very good ☐   c. Satisfactory ☐ Not satisfactory   ☐

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

	Weekly	Monthly	Once a term	Once a year
(i)Director				
(ii)Head of Supervisory Team				
(iii)Circuit supervisor				

8.   In your own opinion, whose supervision promotes effective teaching?

a.   Director ☐   b. Head of supervisory team ☐   c. Circuit supervisor

d. Headmaster ☐   e. Teachers ☐

SECTION B

SUPERVISION BY OFFICERS AND TEACHERS, AND THE
ORGANIZATION OF THE IN-SERVICE TRAINING

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

a. Daily ☐   b. Weekly ☐   c. Fortnightly ☐

d. Termly ☐   e. Once a year ☐

10.   How often does your head teacher supervise your work?

a. Daily ☐   b. Weekly ☐   c. Fortnightly ☐

d. Termly ☐   e. Once a year ☐

11.   How regular are the in-service training courses organized for you by the
        following officers?

Weekly   Monthly   Once a term   Once a year

(i)Director

(ii)Head of Supervisory Team

(iii)Circuit supervisor

Questionnaire for School Prefects

The purpose of this piece is to collect and collate information about the nature of supervision being practised in the two selected circuits and its effects on the teaching and learning processes in the selected junior high schools. Respondents are required to answer questions by giving appropriate information in the spaces provided or selecting the appropriate answers among the alternatives given. Please, rest assured that any information provided is for an academic exercise only and would be treated as confidential. For this reason, you are not required to write your names.

SECTION A

VIEWS ON SCHOOLS VISITS, REGULARITY, PUNCTUALITY AND UTILIZATION OF INSTRUCTIONAL HOURS AMONG TEACHERS AND PUPILS

Tick the appropriate option of your choice in each question in one of the boxes provided

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

    a. Weekly ☐   b. Fortnightly ☐   c. Monthly ☐

d. Termly ☐   e. Once a year ☐

2.   How do you classify or summarize your head teacher, teachers and colleague pupils on the following?

KEY

1=Very good   2= Good

3= Satisfactory   4= Not satisfactory

3.   Punctuality

Head teacher   ☐

Teacher   ☐

Pupils   ☐

4.   Regularity

Head teacher   ☐

Teacher   ☐

Pupils   ☐

5.   Utilization of Instructional Hours

Head teacher   ☐

Teacher   ☐

Pupils   ☐

SECTION B

PUPILS' VIEWS ON SUPERVISION BY EXTERNAL OFFICERS, HEAD TEACHER, AND TEACHERS AND ITS PROMOTION OF LEARNING.

Tick the appropriate option of your choice in each question by ticking in one of the boxes provided

6. Classify your teachers supervision and its impact on pupils' academic work

a. Good ☐ b. Very good ☐ c. Satisfactory ☐ d. Not satisfactory ☐

7. How would you classify your headteachers' supervision on teachers' work?

a. Good b. ☐ good ☐tisfactory d. ☐atisfactory ☐

8. How often do your teachers supervise your work?

a. Daily ☐ Weekly ☐ c. Fortnightly ☐

d. Termly ☐ e. Once a year ☐

9. In your view, who helps pupils to learn most in your school?

a. Director ☐ b. Head teacher ☐ c. School prefects

d. Teacherse.Extern☐pervisors ☐

10. Do you agree that you do more learning without assistance from your school teachers?

a. Strongly agree ☐ Agree ☐

c. Disagree ☐ d. Strongly Disagree ☐

SECTION C

PREFECTS INVOLVEMENT IN SUPERVISION

Tick the appropriate option of your choice in each question by ticking one of the boxes provided

11. Unless instructed, prefects do not supervise learning and other related activities in your schools.

a. Strongly agree ☐ b. Disagree ☐ c. Agree☐

d. Fairly agree ☐d. Strongly Disagree ☐

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

       when teachers are absent?

a. Daily ☐   b. Weekly ☐   c. Fortnightly ☐

d. Monthly   ☐   e. Once a term   ☐

13. Please rate your circuit supervisor in the following aspect by selecting one of

       the options.

b. CIRCUIT   VERY   GOOD   SATISFACTORY   NOT

SUPERVISOR   GOOD

       SATISFACTORY

(i) Provision of leadership
(ii)Competence

(iii) Provision of sound working environment

14. How do you rate your head teacher in the following aspects?

Look at the options provided and select one as your choice by ticking the

       appropriate space.

b. **HEAD**VERY   GOOD   SATISFACTORY   NOT   GOOD

       SATISFACTORY

(i)Provision of leadership
(ii)Professional Competence

(iii)Provision of sound working environment

SECTION C

SUGGESTION TO IMPROVE SUPERVISION

14. Please suggest ways and means of improving supervision in the circuits40 and

41 in the spaces provided below

(i) ………………………………………………………………………………...

(ii)……………………………………………………………………………

(iii)……………………………………………………………………………

(iv)…………………………………………………………………………..

(v)……………………………………………………………………………