UNIVERSITY OF EDUCATION, WINNEBA

THE PRACTICES AND CHALLENGES OF INSTRUCTIONAL SUPERVISION IN

PUBLIC BASIC SCHOOLS IN THE WEST CIRCUIT OF BONGO DISTRICT IN THE

UPPER EAST REGION OF GHANA

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DECLARATION

STUDENT'S DECLARATION

I, NYAABA ATIIBO EMMANUEL, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:……………………………………..

 DATE:...……..

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with guidelines for supervision of project report as laid down by the University of Education, Winneba.

SUPERVISOR: PROF. FRANCIS OWUSU MENSAH

SIGNATURE: ....

DATE: ....

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Lastly, but not least, I would like to send my sincere thanks to all head teachers and teachers of West Circuit of Bongo district for their co-operation given to me by responding to my questionnaire and interview genuinely to make this work successful.

DEDICATION

To my dear wife, Atiibo Esther and to my late beloved father Mr. Atiibo.

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ABSTRACT

This study was conducted to assess the practices and challenges of instructional supervision in public basic schools in the West circuit of Bongo district. Three research questions were formulated, on the various supervisory options applied by head teachers in these schools; the challenges faced by head teachers and the possible measures to mitigate the challenges in the study area. Descriptive survey method was employed. One Circuit of Bongo district was selected for the study through the purposive sampling technique. All the head teachers and teachers were sampled through the purposive sampling technique and a simple random sampling technique respectively. From these sample schools, 11 head teachers and 96 teachers were considered as the respondents of the study. Questionnaire was used as a main tool of data collection. Interview was also used to substantiate the data gathered through questionnaires. Frequency count and percentages were utilised to analyse quantitative data gained through the questionnaires. The qualitative data gathered thorough interview was also analysed by narration. The result of the study indicated that head teachers in the study area employed a variety of supervisory options to supervise their teachers base on the level of maturity of the individual teacher. Work overload of head teachers; lack of regular in-service training for head teachers and interference of SMC and PTA members in the work of head teachers were identified in the study as the challenges faced by head teachers. To minimise these challenges, the study recommended reduction of workload of head teachers, regular in-service training for instructional supervisors, and the existence of cordial relationship between head teachers and teachers and sensitisation of SMC and PTA members on their roles in the schools.

CHAPTER ONE

INTRODUCTION

This chapter of the study deals with the background of the study, the problem of the study, the purpose of the study, objectives of the study, research questions, significance of the study, delimitations and limitations, definition of terms and organization of the study.

1.1. Background to the Study

One widely held aim of education is to equip students with the knowledge, skills, attitudes and competencies that enable them to render useful services to themselves and to the society at large. Todaro (1992), for example, notes that the formal education system of a nation is the principal institutional mechanism used for developing human skills and knowledge. Education is, therefore, viewed as an indispensable catalyst that significantly influences the development and economic fortunes of a nation and the quality of life of its people.

In this context, nations, organisations and individuals spend huge sums of financial resources on the provision and consumption of education for the citizenry. In many developing countries, formal education is the largest industry and greatest consumer of public revenue (Todaro, 1992). In Ghana, for example, a great deal of human and financial resources is expended to support the public school system. As part of its expenditure, the government of Ghana invests significantly in designing and implementing policies, including the training of personnel to supervise instruction in the schools. The priority of all countries, especially the developing ones, is to improve the

quality of schools and the achievement of students (De Grauwe, 2001), since learning outcomes depend largely on the quality of education being offered. (De Grauwe, 2001) further notes that higher quality education fosters economic growth and development. But quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to education delivery (Lockheed & Verspoor, 1991) cited in Baffour, 2011). De Grauwe (2001) posits that national authorities rely strongly on the school supervision system to monitor both the quality of schools and key measures of its success, such as student achievement.

Many researchers believe that supervision of instruction has the potential to improve classroom practices and contribute to students' success through the professional growth and improvement of teachers (Blasé & Blasé, 1998). Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to students improved learning and success (Hoy & Forsyth, 1986).To achieve the objectives of supervision, supervisors of instruction generally advise, assist and support teachers and also inspect, control and evaluate teachers (Sergiovanni & Starratt, 2002). In a related way, Blasé and Blasé (1998) suggest that teachers do their best work when they are motivated. They note that effective instructional leadership impacts positively on teacher motivation, satisfaction, self-esteem, efficacy, and teachers' sense of security and their feelings of support. Improving the quality of education in Ghana, partly through the improvement of supervision, has been a priority of the Ministry of Education, Youth and Sports. Being committed to the implementation of the Education For All policy recommended at the World conference on education in Thailand in 1990, the Government of Ghana made

constitutional provision of the Article 25 Clause (1) in the 1992 constitution of the Republic of Ghana which gave birth to the introduction of Free Compulsory Universal Basic Education (FCUBE) in 1995 to make education accessible to all children of school-going age and to improve the quality of education delivery. FCUBE has three main components: improving the quality of teaching and learning; improving access and participation; and improving management efficiency (MOE, 2010). The first and third components relate directly to the practice of supervision of instruction.

The Ministry of Education represents the sector in strategic (Government and Development Partners) dialogue, and has the overall responsibility for education sector policy formulation, planning, monitoring and evaluation. The Ghana Education Service (GES) is responsible for service delivery including deployment of teachers, allocation of textbooks, and supervision of schools and teachers. The Education sector of the Ministry of Education, Youth and Sports, in collaboration with the GES, has implemented a number of interventions to achieve the objectives of the components of the FCUBE. The Inspectorate Division at headquarters and Inspectorate Units at regional and district offices have been strengthened with the intention of providing effective supervision in schools. At the basic school level, for example, supervisory structures and practices have been put in place to improve instruction. The short-term goal of this initiative was to equip personnel involved in supervision in schools with the necessary competencies and skills to ensure effective delivery of education. In view of this, the government of Ghana occasionally provides in-service training courses and workshops at the national, regional and district levels to strengthen the management capacity of personnel in supervisory positions, and thereby to enhance their supervisory practices in the schools. It is not

however, known the extent to which head teachers (school-site supervisors) in public basic schools are implementing MOE/GES policies on supervision. The researcher is however, not clear about the extent of teachers and head teachers' understandings and perceptions about supervision of instruction in these schools. This study, therefore, addresses these issues.

1.2. Statement of the Problem

Poor academic performance in Bongo District especially the West circuit has been perpetuated in spite of the fact the schools in the circuit is blessed with adequate and well trained teachers and fairly well qualified trained Head teachers. Despite the availability of trained teachers together with the efforts of stakeholders in the circuit to ensure quality in pupils' performance in their examination, much has not been achieved. It is apparent fact several contributory factors such as indiscipline of students/pupils, improper parental care, ineffectiveness of teachers and inadequate teaching and learning materials give birth to the situation at stake but ineffective instructional supervision by the instructional supervisors at the school level, according to research findings, is the major contributor to the poor performance of pupils in the schools.

Parents and the general public attribute this undesirable situation to inefficiency and ineffectiveness of the schools and assert that teachers are not adequately supervised for good performance. The performance of pupils at the basic schools is an eye sore. Pupils at the said level cannot read English language fluently.

The research conducted by Gashsw (2008) on the practice of primary school supervision at national level indicated ineffectiveness of primary school supervisors in

providing support to teachers so it was therefore recommended that further investigations regarding the problems that hinder supervisory practices should be conducted. It is believed that the overall education system should be supported by educational supervision in order to improve the teaching-learning process in general and learners achievement in particular (UNESCO, 2007). School-based supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education. Notwithstanding all these recommendations which have the potentiality of improving the quality of academic performance in our school system, the situation remained persistent.

The pertinent questions that readily come to mind are as follows: are head teachers in the district supervising effectively? What kind of training do head teachers go through after they have been appointed as heads of their schools? Do the head teachers utilise the knowledge acquired in supervision? What kind of staff development progarammes are in place for head teachers. Finding answers to these questions require in-depth investigation.

With regard to the study area, there has been little or no attention given by researchers as far as the problem at stake is concerned in the District. The researcher has been teaching for eight years in basic schools of the study area, Bongo West circuit however, to the best of the knowledge of the researcher, there was no research conducted on the practices and challenges of effective instructional supervision in the primary schools of Bongo West circuit. It is for this reason that the researcher felt that there is a gap which needs an in-depth investigation. Therefore, it is this gap that has necessitated the study. This study therefore attempts to investigate into the practices and challenges of

instructional supervision in public primary schools in West circuit of Bongo District. The study also intended to find out the possible measures that can mitigate the challenges facing instructional supervisors as they perform their supervisory roles.

1.3. The Purpose of the Study

The purpose of the study was to examine the obstacles faced by head teachers, as instructional supervisors as they carry out their supervisory roles at the school level in public primary schools in West circuit of Bongo District. The study also sought to find out the measures that could be taken to improve instructional supervision.

1.4. Specific Objectives of the Study

Specifically the research was conducted to attain the following specific objectives to:

1. Establish the nature of supervisory practices/options adopted by head teachers in carrying out their supervisory roles in the schools in the west circuit of Bongo District.

2. Determine the problems faced by head teachers and teachers in their supervisory roles in West circuit of Bong District.

3. Find out the measures that could be taken to improve instructional supervision in Bongo West circuit.

1.5.   Research Questions

The study was guided by the following research questions:

1. What types of supervisory practices do head teachers use in the West circuit of Bongo District?

2. What challenges confront head teachers regarding their supervisory roles in public primary schools in the Bongo West circuit?

3. What measures can be taken to improve instructional supervision in Bongo West?

1.6. Significance of the Study

The findings of this study are important in that they have the potential to:

1. Help policy formulators and implementers gain better insight into the state of instructional supervision in pubic primary schools in Ghana;

2. Determine future training programmes and skills needed for instructional supervisors in primary schools;

3. Contribute to practical knowledge of the duties of instructional supervisors and

4. Contribute to the research literature about supervision of instruction for educational systems of less developed nations.

1.7.   Delimitation of the Study

The study was delimited to west circuit of Bongo District. The West circuit was considered due to two main reasons: The first reason was that the problem of ineffective instructional supervision in primary schools in this circuit was highly observed. This, according to the researcher, would ease the obtainment of relevant information.

Additionally, the study also delimited to challenges faced by head teachers and circuit, supervisors in their supervisory roles in the West circuit of Bong District.

1.8. Limitations of the Study

Limitations of a study are those conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The occurrence of limitations in the course of conducting a research work is inevitable. Hence some limitations were observed in this study. One apparent limitation had to do with the busy nature of the respondents which did not allow enough time for them to respond to questionnaires and interview at the right time. Those who had enough time were also unwilling to fill in and return the questionnaires as per the required time. Another limitation was inadequate relevant literature on the topic, especially on Ghanaian condition. There was acute shortage of books and lack of updated related literature in the study area. Notwithstanding all these limitations, the researcher was able to handle them and came out with a complete research work as expected.

1.9. Operational Definitions of key Terms

AEOs: Assistant Education Officers

Challenges: factors that hinder the function of school-based supervision

Circuit: Refers to a number of basic schools (ranging from ten to twenty) within a geographical district allocated to an officer for the purpose of supervision.

Capitation grant: Refers to money given to public basic schools by the government termly to use for the up keep of the schools.

FCUBE: Refers to Free Compulsory Universal Basic Education

Head teacher: Refers to the person who is in charge of the administrative work of primary school.

Indiscipline: Refers to unacceptable behaviour that is opposite to set standards of teaching profession.

 School infrastructure: The building facilities of schools.

Instruction: This refers to the planned interaction between teacher and learner for the purpose of imparting knowledge to the learner within the classroom instruction

MOE: Ministry of Education

Obstacles: They are impediments, barriers and hindrances that prevent a smooth supervision processes.

Pedagogical: This is concerning teaching methods.

Practice: -An action rather than ideas the actual framework of supervisors' task.

Supervision: this is the process of working with the head teacher, teachers and pupils to bring about improvement in instruction.

1.10. Organization of the Study

This study is organized into five chapters. The first chapter contains the introduction part which comprises the background of the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, the delimitation and limitations of the study, operational definition of terms and organization of the study. The second chapter deals with review of related literature relevant to the research. The third chapter embodies the research methodology that

incorporates, research design, the population sample and sampling technique, research instrument and administration of instrument and ethical consideration. Chapter four entails analysis of data and presentation of data analysis whereas chapter five presents summary of findings, conclusions and recommendations of the study. Finally, list of reference materials used for conducting the study, questionnaire and interview questionnaire annexed at the end.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Improving supervision of instruction in school is of great concern to educational authorities Worldwide. In Ghana the Ministry of Education Youth and sports and the Ghana Education service have been making concerted efforts to ensure that teachers, who are key inputs to education delivery are optimally utilised (Vaizy, 1972).The literature will base on the research questions but before that the researcher will briefly look at the concept of supervision and its history in Ghana. The following sub-headings will be discussed under the literature review:

1. The concept of supervision

2. The history supervision in Ghana

3. Supervisory options

4. Challenges to supervision by head teachers and measures to improve instructional

5. supervision

6. Measures to challenges of instructional supervision

2.1. The Concept of Supervision

Researchers have assigned several definitions and interpretations to supervision but almost all of them centred on one common aim or objective. The main objective of supervision is to improve teachers' instructional practices which may in term improve students' performance. Supervision is a service provided to teachers, both individually

and in groups, for the purpose of improving instruction, with the student as the ultimate beneficiary (Oliva & Pawlas, 1997). It is a means of offering to teachers specialised help in improving instruction. (Oliva & Pawlas, 1997), further opined that supervisors should remember that teachers want specific help and suggestions and they want supervisors to address specific points that can help them to improve.

Similarly, instructional supervision is seen as a set of activities designed to improve the teaching and learning process. Hey and forsyth (1986) contend that the purpose of supervision of instruction is not to judge the competencies of teachers, nor it is to control them but rather to work co-operatively with them. They believe that evaluation, rating, assessment and appraisal are all used to describe what supervisors do yet none of them accurately reflects the process of supervision of instruction. To them, such terms are a source of suspicion, fear and misunderstanding among teachers.

(Bernard and Goodyear, 1992), defined supervision as:

> A relationship between senior and junior members of a profession that (a) is evaluative (b) extend over time (c) serves to enhance the skills of the junior person, (d) monitor the quality of service offered by the junior person and (e) act as gate keeping to the profession. In effect, it is managing others through leadership and personal influence.

The term supervision is derived from the word "super video" meaning to oversee, (Adepoju 1998). It is an interaction between at least two persons for the improvement of an activity. According to circuit supervisors' Handbook (2002), the performance of an individual lies in his or her ability to cope with changes and adopt the working conditions. But one cannot be successful without the direction or guidance coming from his or her superior. The most common presentation of supervision is guiding the subordinates to achieve the expected outcome. Hoy and Forsyth (1986 cited in

Baffour2011) state that although assessment of teacher effectiveness may be necessary, it is not supervision of instruction. They think evaluation is likely to undermine any attempt to improve the teaching and learning process. They suggest the following propositions to form a basis of theory and practice of supervision whose purpose is to improve instruction:

1. The only one who can improve instruction is the teacher himself/herself:

2. Teachers need freedom to develop their own unique teaching styles;

3. Any changes in teaching behaviour require social support as well as professional and intellectual stimulation;

4. A consistent pattern of close supervision and coercion seems unlikely to succeed in improving teaching;

5. Improvement in instruction is likely to be accomplished in a non-threatening situation-by working with colleagues, not supervisors, and by fostering in teachers a sense of inquiry and experimentation Hoy and Forsyth (1986,p.4) conclude that, the goal of the supervisor is not to solve an immediate problem but rather to study the process of teaching and learning as part of ongoing system of evaluation and experimentation. (Loganbil, (1982) perceive supervision as "an intense interpersonal relationship in which one individual is responsible for facilitating the development of another individual." Glickman, et al (2004, p 6.) assert that supervision has traditionally been perceived as an act of controlling teachers instructional behavior.

2.2. The History of Supervision in Ghana

According to MacWilliam and Kwamena-Poh (1975), the history of supervisionof

(Education) in Ghana began in the 1940s with the appointment of visiting teachers by the Mission school authorities, to assist large number of untrained teachers especially in schools in the rural areas. MacWilliam and Kwamena-Poh (1986), went on to say that with the launching of Accelerated Development Plan in 1951, the number of schools increased and therefore more untrained teachers were employed. The government had to employ visiting officers called Assistant Education Officers (AEOs) in 1952. By 1963, principal teachers were selected from the ranks of senior teachers to assist in the supervisory exercise in schools. Their duties, apart from other duties, the supervisor may sometimes be called upon to perform from time to time the main duty of the principal teacher which was to improve the standard of teachers and the pupils in the schools assigned to him by the district education officer under whom he works.

The Ministry of Education (MOE) in 1984 saw the need to give more attention to supervision. The inception of the education reforms of 1987 also called for more supervision work to be done. This led to the appointment of circuit monitoring assistants. Education reform review committee (1995) Furthermore, with the Free, Compulsory and Universal Basic Education (FCUBE), one could say that the need for effective supervision was more than ever before, not only to ensure that the curriculum was on course but also to ensure that a high standard level of education was attained through better performance of staff of Ghana Education Service. Education Act of 2008, (Act 778) makes provision for school supervision and inspection.

2.4. Supervisory Options Practised in Schools.

The problems and issues of teaching and learning that teachers find in their practice differ. Also, teacher needs and interests differ (Sergiovanni & Starrastt, 2002). Instructional supervision process must meet the unique needs of teachers being supervised. Because, matching supervisory approaches to individual needs has general potential for increasing the motivation and commitment at work (Benjainin, 2003). In supporting the necessity of alternative supervisory options for teachers, Sullivan and Glanz, (2000) revealed that the proper use of the various approaches to supervision can enhance teachers' professional development and instructional efficiency. In the same vein, it is noted in Kwong (1992) that a successful matching of instructions of supervision options to teachers results in enhanced professional development, increased in work motivation and more effective teaching and learning. As Sergiovanni and Starratt (2002) mentioned, there are at least five supervisory options: clinical, collegial, self-directed, informal supervision, inquiry- based supervision and developmental supervision.

2.4.1. Clinical supervision

Clinical supervision can be described as instructional supervision that has been perfected that is a more structured and more analytical supervision that works deeply into teachers' practice and behaviour in the classroom conducted in a closed and helping relationship (Bernard, 2015). According to Acheson ad Gall, 1980, clinical supervision model is to bring about face –to –face interaction between the Head teacher and the teachers with the sole aim of improving instruction and increasing teachers' professional

growth. The head teacher should always aim at assisting the teachers to improve their instruction.

Acheson and Gall (1987) defined clinical supervision as "supervision focused upon the improvement of that instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification". Clinical supervision refers to face- to- face contact with teachers with the intent of improving instruction and increasing professional growth, Sergiovanni and Starratt, 2002). Although the original developers of clinical supervision (Cogan & Goldhammer, proposed eight phases, other authors have proposed different numbers of faces usually three to five. The original eight phases (Cogan, 1973, p.10) included:

Phase 1: Establishing the teacher-supervisory relationship. At this stage, the supervisor establishes the clinical relationship between her/himself and the teacher (rapport); helps the teachers to achieve some general understanding about clinical supervision as a perspective on its sequences and begin to induct the teacher into the new function of supervision.

Phase 2: planning with the teacher, the supervisor and the teacher plan a lesson together, anticipated outcomes and problems of materials and strategies of teaching, processes of learning and provision for feedback and evaluation are agreed upon.

Phase 3: planning the strategy for observation the supervisor and the teacher agree on the objectives, processes and aspects of observation to be collected. At this stage, the functions of the supervisor in the observation are clearly specified.

Phase 4: Observing instruction. The supervisor observes the classroom (lessons) and records the actual classroom events as he/she sees it, but not his/her interpretation.

Phase 5: Analysing the teaching and learning processes. The teacher and supervisor analyse the events that took place in the classroom. Decisions are made about the procedures with careful regard to teacher's developmental level and needs at that moment.

Phase 6: Planning the strategy of the conference. This stage requires the supervisor and the teacher to plan jointly for the conference.

Phase 7: The conference. At this phase, the supervisor and teacher meet to review the observation data.

Phase 8: Renewed planning. The supervisor and teacher decide on the kinds of change to be effected in the teacher's classroom behaviour. Both supervisor and teacher begin to plan the next lesson and the changes the teacher will attempt to make in his instructional processes.

2.4.2. Collegial supervision

Some researchers in the field of supervision also propose collegial supervision – another offspring of clinical supervision Glatthorn,(1990). Sergiovanni and Starratt (1993), refers collegial supervision to "the existence of high levels collaboration among teachers and between teachers and principals and is characterized by mutual respect, shared walk values, co-operation, and specific conversations' about teaching and learning."(p. 103). Glatcharn (1990 as cited in Baffour, 2011) describes collegial supervision as "cooperative professional development Process which fosters teacher

growth through systematic collaboration with peers" (p. 38). He asserts that this process includes a variety of approaches such as professional dialogue, curriculum development, peer observation and feedback and action research.

Partnership, collegial and collaborative relationships, coaching and monitoring are names that are given to the supervision process in which learning, growing and changing are the mutual focus for supervisors and teachers (Beach & Reinhartz, 2000). Ghatcharn 1984 cited in Abehane (2014) viewed collegial supervision as "a moderately formalized process by which too or more teachers agree to work together for their own professional growth usually by observing each other's classroom, giving each other feedback about the observations and discussing shared professional concerns". Similarly, Sergiovanni and Starratt (2002) shared the above idea that in collegial or peer supervision teachers agree to work together for their own professional development

> Teachers engage in supervisory functions when they visit each other classes to learn and to provide help, to critique each other's planning, to examine together samples of student work, to pour over the most recent test scores together to puzzle together over whether assignments they are giving students are appropriate or whether student performance levels meet important standards, to share portfolios and to engage in other activities that increase their learning, the learning of their colleagues and the quality of teaching and learning that students receive. (Sergiovanni & Starratt, 2007).

2.4.3. Developmental supervision

This model of supervision was proposed by Glickman, Gordon and Ross-Gordon (1998). In this model, the supervisor chooses an approach which will suit the individual teacher characteristics and developmental level. The notion underlying this model is that

each person is continuously growing „in fits and starts" in growth spurts and patterns (Leddick, 1994 cited in Baffour, 2011). The supervisor might choose to use directive, collaborative or nondirective approaches when working with each teacher. In reviewing developmental supervision, Worthington (1987, cited in Leddick, 1994) notes some patterns of behaviour change in the supervisory activity. He observes that supervisors' behaviour change as supervisees gain experience and supervisory relationships also change.

Stoltenberg and Delworth (1987, cited in Leddick, 1994) indicate that Supervisees progress in experience from a beginning stage, through intermediate to advanced levels of development (p. 35). They observe that at each level of development, the trend begins in a rigid, shallow, imitative way and moves towards more competence, self-assurance and self-reliance. Researchers have also observed the changing level of autonomy of supervisees as they progressively gain experience. Stoltenberg and Delworth1987, in Ledick, (1994) believe that beginning supervisees may depend on the supervisor to diagnose clients (students) behaviour and establish plans for remediation, whereas intermediate supervisees would depend on supervisors for an understanding of difficult clients, but would sometimes chafe at suggestions. To them advanced supervisees function independently, seek consultation when appropriate, and feel responsible for their correct and incorrect decisions.

2.4.4. Self-directed supervision

In self-directed supervision, teachers work alone by assuming responsibility for their own professional development. This approach of supervision is suitable for teachers

who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers. Sergiovanni and Starratt (20002) stated, this supervisory option as it is efficient in use of time, less costly, and less demanding in its reliance on others than in the case of other options. Furthermore, this option is particularly suitable for competent and experienced teachers who are able to manage their time well. In similar way, self-directed supervision as it is noted in Glickman et al. (2004), is based on the assumption that an individual teacher knows best what instructional changes need to be made and has the ability to think and act on his or her own. It can be effective when the teacher or group has full responsibility for carrying out the decision. In this supervisory option of supervision, the role of the supervisor is little involvement. That is to assist the teacher in the process of thinking through his or her actions.

2.4.5. Informal supervision

Informal supervision takes place when one practitioner approaches another without any predetermined format, to discuss concepts of their work (Ben, sally and penny, 1997). Sergiovanni and Starratt (2002) suggested that, informal supervision comprises the causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teachers' classrooms, conversation with teachers about their work and other informal activities. Blasé (1998) cited in Abebe (2014), also states that informal observations can assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school.

2.4.6. In-query based supervision

Inquiry based supervision in the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers work together to solve problems. In-query based supervision is an action research as its process aimed at discovering new ideas and practices as well as testing old ones, establishing and exploring relationships between cause and effects, of the nature of a particular problem (Sergiovanni & Starratt, 2002)

2.6. Challenges faced by Head teachers in performing their Supervisory Roles

Head teachers like other administrators face many challenges as they carry out their instructional roles in the schools. The challenges range from material resources, professionalism, management of staff and inter-relationship.

2.6.1 Overload of work of head teachers

The major challenge facing head teachers as instructional supervisors is lack of time for instructional supervision as a result of overload of work caused by many other responsibilities that head teachers carry out in schools. Combining supervision with other duties is a situation where head teachers by virtue of their position, are administrators, financial managers and instructional supervisors. Such head teachers have relatively little time for supervision of instruction. When a choice is to be made between administrative and pedagogical duties, the latter suffers (De Grauwe, 2001). De Grauwe contends that supervisors may focus their attention to administration rather than pedagogy, because they have much power over administrative decisions. De Grauwe (2001) conceives the

situation to be worse in developing countries than the developed ones, because the latter (developed countries) can offered to employ several staff (e.g. administrative as opposed to pedagogic supervisors), so that the work load of each officer becomes less heavy and responsibilities become much clearer. In the US, a respondent in Rous' (2004) study indicated that she would have liked her supervisor's opinions on how to deal with certain children's behavior but she (the supervisor) did not have time. Other participants in the same study reported that their supervisors were not seen in their classrooms enough.

In a similar study in a rural public school district in the US, Bays (2001) found that principals performed duties in the areas of management, administration and supervision. She described the separation of these functions as "artificial" activity for the principals she observed, as they moved from one type of activity to another constantly throughout the day. Bays observed that administrative and management issues took much of the principals' time and energies and this detracted them from providing constant direct supervision to teachers. In Ghanaian public primary schools, head teachers perform a magnitude of tasks, and those in remote and deprived communities combine their supervisory roles with full-time teaching and visiting pupils in their communities (Oduro, 2008). In such situations, supervisors may not be able to sufficiently supervise instruction. Carron and De Grauwe (1997) observed that countries such as Spain, France and Guinea which separate administrative duties from pedagogical supervision do not experience such problems. Thus combining administrative and supervisory duties is a challenge to instructional supervision.

2.6.2 Teachers' negative attitudes to supervision

The way and manner that teachers react to supervision of instruction is another concern to supervisory practices. If teachers, who are the direct beneficiaries of instructional supervision, have a negative attitude towards the practice, the whole process will not yield the desired results. This is because; supervision which aims at providing assistance, guidance and support for teachers to effectively provide instruction thrives on co-operation respect and mutual trust. Some teachers see supervision as a tool used by administrators to control and intimidate them. This nation makes teachers feel unsafe and form of supervision. Ayse Bas (2002) found in Tarkish private primary schools that some teachers who participated in his study felt supervision was an intrusion into their private instructional practices. Teachers in his study bemoaned that principals' intrusive monitoring and physical presence changes the 'setting' in the classrooms which resulted in false impressions. According to the teachers, there was always an element of stress and ever reaction on the part of teachers and students during classroom observations.

2.6.3. Negative Approach to Supervision By Some Supervisors-Fault Finding

Supervisors in Ayse Bas's (2002) study (Turkesh private primary schools) used controlling and intimidation approaches in their supervisory practices. The teachers confided in the researcher that they lived in a state of fear in a state of fear and frustration of dismissal due to the system's summative nature. This is supportive of Oliva and Pawlas (1997) perception that some school supervisors or inspectors, as they are called in other countries, continue to fulfill their tasks with an authoritarian approach. Some respondents in Rous's (2004) study in the US expressed feelings of fear and

disappointment, which were associated with the use of criticism by the instructional supervisors. The supervisor's criticisms were reported to have stifled the teachers' use of innovative practices.

2.6.4 Inadequate training of instructional supervisors

Another issue of concern as far as challenges to instructional supervision are concerned is whether supervisors are given enough training to function properly in their practice. Carron and De Grauwe (1997) expressed little about that advisers, inspectors and other such staff need regular training, but they seldom receive it. They believe that whatever pattern of recruitment and promotion procedures, supervisors needs regular training but they are seldom provided with pre-service or in-service training.

2.6.5. Interference of SMC and PTA Members the Work of Head Teachers

Kweku (2014) in his study on Attaining School and Educational Goals: Duties of Head teacher of public basic schools in Ghana revealed that head teachers who were interviewed in the central region pointed out power dynamics and role conflict between them and SMC and PTA members as a challenge. From the data that gathered from the interview, the power dynamics are sometimes collusive. With this, the head teachers interviewed, attributed to situations where most members of SMC in schools, especially those in rural areas, are not well educated and as such do not have the technical knowledge on financial administration. This is reflected in a comment from one of the head teachers that:

> I almost always have difficult times with some members of my SMC in agreeing
> on   issues, especially those that bother on finances of the schools sometimes thus

misunderstanding lead to serious conflicts which make the administration of the school a challenging one. You see, since most of them are not well educated and do not have the technical knowledge on managing school finances, they always think the head teacher manipulates to embezzle school fund (a male head teacher, Ochiso).

2.6.6 Lack of knowledge and experience on the part of head teachers

Another obstacle to instructional supervision in the public basic schools is lack of knowledge and experience. De Grauwe (2001) that both qualifications and experience seemed important in the selection of supervisors but at the basic level many of the most experienced teachers did not have strong academic background because they entered the teaching profession a long time in the past when qualification requirements were low. He indicated however that apart from Tanzania the situation in the other African countries has now improved, and supervisors (including head teachers) have strong background and qualifications which are higher than the teachers they supervise.

In most counties, head teachers are appointed on the basis of seniority and experience (De Grauwe, 2001) and by virtue of their position as heads, they automatically become the instructional supervisors at the school level. It would be proper for supervisors to possess higher qualifications in the form of degrees and diplomas; and longer years of training experience than the teachers they supervise. Such supervisors would have sufficient knowledge and experience in both content and pedagogy to be able to confidently assist, guide and support their teachers.

In Ghanaian basic schools, if two persons have the same qualification, the one with longer years of teaching experience is appointed to head the school and automatically becomes the instructional supervisor. The Ghana Education Service regards

academic qualifications such as degrees and diplomas, necessary for supervisory positions but most basic school head teachers (instructional supervisors) hold Teachers' certificate 'A' post – secondary or post-middle. The issue of concern is when a young degree holder from University is posted to a school to work under the supervision of a relatively older and experienced supervisor with lower qualifications. The former (the young degree holder) may not have the opportunity to try his or her new ideas if the supervisor uses a directive approach. In such situations, the supervisor may want to suggest or direct the teacher as to what he/she should do and how it should be done. Innovation in instructional practices will be stifled and the status quo in both instructional strategies and supervisory practices will be the norm.

2.7. Measures to Mitigate Challenges facing Head teachers in their Supervisory Roles

There is research evidence that is one of the measures that can be employed to reduce the challenges of instructional supervision facing head teachers at the primary schools in Ghana is training.

2.7.1 Regular In-Service Training Programmes on Supervision for Head Teachers:

Training is said to be a systematic procedure of altering the behavior of employees in a direction that will achieve organisation goals. Training is related to one's present job skills and abilities. It has a current orientation and helps employees master specific skills and abilities needed to be successful. Ivancevich,(1998). In the light of this, the acquisition of supervisory skills through workshops and in-service training by head

teacher as instructional supervisors is crucial. In service training, conferences and workshops which are significant for improving knowledge of supervisors must be carried out in a way that will equip them with current tools of supervision. Tanner and Tanner (1987 P. 206) are of the view that for supervision to achieve its objectives, the quality of the supervisor should be considered paramount.

2.7.2   Reduction of the workload of head teachers:

Another mitigating measure to reduce the challenges facing by instructional supervisors at the basic school level is to reduce the work load of the head teachers. Baffour (2011) is of the view that the school administrators work load should be reduced to allow them address both their administrative duties and participate fully in their instructional supervisory roles. He further suggested that school administrators should have high professional qualifications so as to be better role models to their teachers and pupils. Baffour (2011) suggestion is supportive to Anamuah-Meansah's (2004) report which states that "heads of the basic education level should be fully detached from classroom teaching to enable them concentrate on supervision."

The positive change of teacher's attitudes to instructional supervision is relevant in reducing the challenges that are faced by instructional supervisors. This can be done according to by providing teachers with enabling environment and effective supervision (Mussazi 1985). Musaazi (1985) further shares the view that if supervision is to achieve its goals by improving the process of teaching, then the supervisor must take the lead in providing a pleasant, stimulating and wholesome environment in which teachers would want to work. This means that supervisors must organise courses or workshops for

supervisees and infuse in them the purpose and benefits of instructional supervision so as to expel the negative perception of teachers to instructional supervision.

2.7.3. Staff Orientation on the Importance of Instructional Supervision

Orientation is the personnel activity which introduces new employees to an enterprise and to their task, superiors, and how the pattern of supervision is done, or whom to see to get job done. In view of this, new supervisors should be imbibed into the work system in order to make them effective. The quality and quantity of their work must be specified in clear terms. They should be made to understand clearly what they are expected to do or not. New supervisors must be given the necessary orientation to enable them reach set standards sooner. They should have a schedule to know where to get information and materials to assist them perform their work efficiently.

Summary

The literature reviewed portrayed that several research works have been carried out on several research topics related to the topic of the researcher. Among them include Baffour-Awuah (2011) conducted a research on supervision of instruction in public primary schools. Tyagi (2010) examined how heads of government and private aided institutions feel about placing emphasis on proving instructional supervision for teachers. A study was also carried out by Sabaitu and Ayandoja (2012) on the impact of instructional supervisory activities on student's academic performance in English. Berhane Assefa (2014) researched on the practices and challenges of instructional supervision in Assosa Zone Primary schools while Charles Kiamba (2011) conducted on

obstacles to effective instructional supervision in public primary schools in Mbooni Division of District of Kenya. Another similar research was conducted by AbebeTesema (2014) on the practices and challenges of school – based supervision in government secondary schools. Catherine (2014) studied on instructional supervisory role of principals and its influence on students' academic achievement in public secondary schools in Nandi-North District in Kenya. Again, Joyce (2012) investigated into the effect of supervision on staff performance in Ga south Municipal education Directorate.

Although, the above studies variables are related to instructional supervision, the researcher felt there is limited study due to the following reasons:

1. None of the studies reviewed has considered possible measures to mitigate the challenges facing instructional supervisors (head teachers) in their supervisory roles.

2. None of them has been conducted in the study area of the current research.

   Though, Abebe (2014) conducted a study on the practices and challenges of school-based supervision in government secondary schools of Kumashi Zone of Benishangul regional state, his study focused on the secondary level. To fill the above gaps created by the previous researchers, the researcher deemed it necessary to conduct the current study which sought to investigate into practices and challenges of instructional supervision in public primary schools in the West circuit of Bongo District. The study also looked at the possible measures that can reduce the challenges facing instructional supervisors in performing their supervisory roles.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter describes the methodology that was used by the researcher to conduct the study. The chapter describes the research design, target population, sample and sampling procedures , description of research instruments, pilot study, data collection procedure, data analysis procedure and ethical consideration.

3.1. The Research Design

Considering the nature of the study, the researcher adopted a mixed method of descriptive survey research design in which both quantitative and qualitative data collection and analysis were used to carry out the study. Because the major goal of this study was to describe the practices and challenges of instructional supervision at the basic schools as it exists at present, it was also relevant to gather detailed information concerning current status of the practices and challenges of instructional supervision.

Moreover, descriptive research design makes it possible for the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994) describes that descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determined the relationship that exist between specific

events. The second purpose of using a mixed method design was to use both the responses to be obtained from the questionnaire and those from the interviews to provide a comprehensive analysis of the research questions asked. Another reason was the possibility of using the results from one instrument to confirm or corroborate findings from the other (Creswell, 2003).

3.2. Target Population

Population is a group of individuals who comprise the same characteristics and constitutes the target of the study. It refers to the complete set of individuals, subjects or events having common observable characteristics in which the research is interested. . Creswell (2009) defined a target population as "a group which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently".

The target population for this study consisted of one hundred and seven participants: (96) teachers and 11 head teachers all from the 11 public basic schools in the West circuit of Bongo District. Precisely, the target population for the study was one hundred and seven (107) participants among which eleven (11) were head teachers and ninety six (96) were classroom or subject teachers.

3.3. Sample size

A sample is a group of elements or a single element from which data are obtained. Macmillan (2004). A sample is a subset of the population the researcher wants to study. A sample population is the smaller portion of the entire population. It is the subset of the

whole which is used to represent the entire population. There is rarely enough time or money to gather information on everyone or everything in the population. Thus a representative sample of the total population size is determined. With reference to Krejcie and Morgan sample size determination table, the ideal sample size for a population of150 will be 108. In line with this, the study sample therefore consist of all the eleven (11) head teachers and ninety six (96) classroom or subject teachers.

3.4 Sampling Procedure

Considering the nature of the sample of the study, a multi-stage sampling technique was used for the selection of the sample size for the study. Automatic inclusion in other words availability sampling technique was employed to consider all the eleven (11) head teachers as part of the sample size. This sampling technique was used because, the head teachers were only few in the circuit and since their participation in the study was paramount, all of them were included hence the need for the use of the automatic inclusion sampling technique.

With respect to the classroom teachers, a simple random sampling approach was used to select the sample size. This is a sampling procedure where the elementary units of the universe are chosen in such a way that each has an equal chance of being selected and that each choice is independent of any other choice. As indicated above, the researcher employed the simple random sampling technique in order to give equal chance to each teacher to be part of the selection process. By using this technique, the researcher first identified the teachers in the population who have the desired characteristics and then randomly select a sample of them. The ninety six (96) classroom teachers were randomly

selected by asking teachers to pick folded piece of papers on which were written either 'yes or no'. Teachers who picked yes formed part of the sample size.

Table 1

A summary of population and sample size

Respondents	Target Population	Sample size	Percentage %	Sample technique
Schools	11	11	100	Availability
Head teachers	11	11	100	Availability
Teachers	138	96	69.5	Simple random sampling

3.5 Data Collection Instruments

In this study, questionnaire and interview were used to collect information regarding the practices and challenges of instructional supervision in public basic schools in the West circuit of Bongo District.

3.5.1 Questionnaire

Questionnaires can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience. The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analysed and interpreted than the data obtained from verbal responses. Questionnaires provide greater uniformity across

measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents. Questionnaire design is relatively easy.

Therefore, questionnaires are believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Both open and closed ended items Questionnaires were developed as main instrument of data collection from the respondents. The Questionnaires was prepared in English Language and administered to all teachers and school based supervisors (head teachers) with the assumption that they can understand the language. The closed ended type items of the questionnaire were in the form of Likert-scale by which the researcher had the chance to get a greater uniformity of responses from the respondents that helped him get easy data analyses.

Respondents rated how they strongly agreed, agreed, remained neutral, disagreed or strongly disagreed with statements on supervisory practices, challenges of instructional supervision and measures to challenges of instructional supervision in public basic schools in the West circuit of Bongo district. In addition to this, few open ended type of items were used in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to school based supervision practices in public basic schools. In supporting the above ideas, Cohen, L., et al.(2000) recommended that, the larger the sample size, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be. The questionnaire consisted of three sections, demographic information of the participants, eighteen(18) Likert scale

items, and three (3) open-ended questions. Section A sought information concerning gender, age, professional qualification and years of working experience and designation. Section B was made up of eighteen (18) Likert scale questions which were categorised into three parts. The first part contained some items on instructional supervisory options practise by the head teachers. The second part was devoted to items on challenges of instructional supervision and the third part covered possible measures to challenges of instructional supervision. Section C was made up of open-ended question which intended to address the challenges of head teacher's instructional supervisory roles.

Questionnaire was used for data collection because it was easier to administer and analyse. Questionnaire is also economical to the user in terms of time and money. This self-report tool has an element of privacy so that head teachers and teachers would be able to express themselves freely without fear of anyone (Cohen et al., 2000). The second reason for using questionnaires was because all the participants were literates. The items in the questionnaire were developed using relevant information received from the literature reviewed related to the study and researchers knowledge on the topic.

3.5.2 Interview Guide for Head teachers

An Interview Guide consisted of open-ended questions was used to complement the questionnaire because interviews would allow the researcher to enter another person's viewpoint, to better understand his /her perspectives. This will be possible because it will be a two person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information. Interview also allowed a wide range of participants' understanding to be explored, reveal important aspects of the phenomena

under study (Cohen et al, 2000). This research instrument collected data through direct verbal interaction between the interviewer and interviewee. Interview guide was used by the researcher to lead the respondents towards giving in-depth information to meet the objectives of the study.

3.6 Piloting of the research instruments

The researcher carried out a pilot study before the actual administration of the instruments. It was done to test reliability and validity of the instruments. A pilot testing is important in testing the validity of the research instruments and to ensure clarity of the language used (Mugenda & Mugenda, 1999). Checking the validity and reliability of data collection instruments before embarking on the actual study is the core to assure the quality of the data. To ensure validity of instruments, initially the instruments were prepared by the researcher and developed under close guidance of the researcher's supervisor, who was involved in providing his inputs for validity of the instruments.

Moreover, the questionnaires were pilot tested at Gmbrongo primary school teachers (15). The respondents of the pilot test were not included in the main study. Based on respondent's responses additional, omission and modification of questions were undertaken .The items concerning supervisory options practiced in schools were initially 9 and reduced to 6, 8 items under challenges of instructional supervision were initially prepared but were reduced to 6 after the pilot test. Measures to mitigate challenges of instructionalsupervision were 9 and brought back 6items.A reliability test was performed to check the consistency and reliability of the measurement scales. The result of Cronbach's alpha co-efficient Reliability test of the Likert scale items was 0.895

3.7. Data Collection Procedures

The administration of the questionnaires was done by the researcher both at the pilot and the main study. The researcher went through a series of data gathering procedures and these procedures helped the researcher to get accurate and relevant data from the sample units. The researcher went directly to Gambrongo primary school and pre-tested the data gathering instruments. At the end of all aspects related to pilot test, the researcher contacted the head teachers of the sampled schools for their consent. After making agreement with the concerned participants, the researcher introduced his objectives and purposes of the study and ensured participants of the confidentiality of the information that were to be provided. Then, the final questionnaires were administered to sampled teachers and head teachers in the selected schools. The participants were allowed to give their own answers to each item independently. The questionnaires were collected after two weeks time for data analysis. On the other hand, the school head teachers were interviewed concurrently with the administration of the Questionnaires. Finally, the data collected through various instruments from multiple sources were analysed and interpreted.

3.8. Data Analysis Procedures

The researcher used Statistical Package for Social Sciences (SPSS) version 21 to organise the quantitative data collected from the participants into manageable information to ensure proper understanding. The data analysis was based on the research questions using both the quantitative and qualitative data. Data on the questionnaires were edited by inspecting the data pieces before coding them. The process helped in identifying

inappropriate wording of statements, spelling mistakes and blank spaces that would be left by the respondents. The data was then coded to facilitate data entry into the computer to allow for statistical analysis.

Qualitative data that was derived from open-ended questions in the questionnaires and interview were presented in a narrative form to substantiate the views of respondents expressed in the questionnaires. The analysis of data was important because it was to bring out clearly the characteristics and interpretations to facilitate description and the generalisation from the study Creswell (2009). Descriptive statistics such as the simple frequency was used by the researcher to ascertain the occurrences of each range of scores. Thus the data was analysed using frequency counts and simple percentages. The results that were obtained from the analyses were used to make a report which comprised conclusions and recommendations for the future studies

3.9. Ethical Consideration

To make the research process professional, ethical considerations were considered. The researcher informed the respondents about the purpose of the study ,that is purely for academic, the purpose of the study was also introduced in the introductory part of the questionnaires and interview guide to the respondents and confirmed that respondents confidentiality would be ensured . In addition to this, they were informed that their participation in the study was based on their consent. The research was not meant to personalise any of the respondents' response during data presentations, analysis and interpretation. Furthermore, all the materials used for this research were acknowledged.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

Introduction

This chapter provides the analysis and discussion of findings of the study. It has two main sections; the first section provides the analysis of data of respondents and the second section presents the data analysis and discussion of finding based on the research questions. The objective of this study was to assess the practices and challenges of instructional supervision in public basic Schools in the West circuit of Bongo district. To this effect, both quantitative and qualitative data was gathered by using questionnaire and interview. The data gathered through interview was supposed to complement the quantitative data.

Questionnaires were distributed to 107 respondents: 96 teachers and 11 head teachers. 89 out of 96 questionnaires were retrieved from the teachers. All the 11questionaires distributed to the head teachers were returned making a total of 100 questionnaires returned from both teachers and head teachers. The questionnaires were duly completed by the respondents and analysed using the statistical package for social sciences (SPSS). The statistics used were frequency count and simple percentages.

4.1: Demographic Information of Respondents

The summary of respondents' views regarding their background information was presented in Table 4.1.

Table 4.1: Demographic Information of Respondents

S/N	Item	CATEGORY	RESPONDENTS			
			TEACHERS		HEADTEACHERS	
			F	%	F	%
1	Gender	Male	70	70	11	100
		Female	19	19	0	0
2	Age	19-23	2	2.2	0	0
		24-28	30	33.7	1	9
		29-33	34	38.2	8	72.7
		34-38	13	14.6	0	0
		39-43	4	4.4	1	9
		44+	6	6.7	1	9
3	Educational Level	Cert A	11	12.3	1	9
		Diploma	55	61.7	5	45.4
		First Degree	22	24.7	5	45.4
		Second Degree	1	1.1	0	0
4	Work Experience	1-5	52	58.4	2	18.1
		6-10	21	23.5	7	63.6
		11-15	6	6.7	1	9
		16-20	6	6.7	0	0
		21-25	1	1.1	0	0
		26-30	3	3.3	1	9
		31+	0	0	0	0
5	Current Work Position		89	100	11	100

Please, percentages calculated against 89 teachers and 11 head teachers accordingly

As can be observed from Table 4.1 item 1, 70% of teachers, and 100%) of instructional supervisors (head teachers) were males. On the other hand 19% of the teachers and 0% of head teachers were females. From this, it is possible to conclude that the supervisory position was occupied by only males.

With regard to the age distribution of respondents, there were mixed ages among the participants. Results in Table 4.1 indicated that majority of the teachers (71.9%) aged between 24 - 33 years, 19% were in brackets of 34-43 years. The remaining 6.7% fell under 44 years and above. On the part of the head teachers, the table further indicates that 72.7% of 11 head teachers were of the age brackets between 29-33 years while 18% fell between 39-43 years and above.

Regarding the educational background of the respondents, 12.3% of the teachers were Certificate 'A' holders, 61.7% were Diploma holders, 24.7% were first Degree holders and (1.1%) was a second Degree holder. In view of the instructional supervisors (head teachers), 1 out of the 11 head teachers was a Certificate holder, 45.4% were Diploma holders while the remaining 45.4% were also first Degree holders. From these results a conclusion could be drawn that the circuit under discussion was blessed with qualified teachers and head teachers as it is evidenced on the Table 4.1 having 86.4% and 90.8% of the teachers and head teachers respectively being Diploma and Degree holders.

Teaching experience of both the teachers and the head teachers was also of interest to the researcher. As presented in item 4 of Table 4.1, more than half of the teachers, 81.95% of them taught between 1-10 years. This means that majority did not have enough teaching experience by implication. Less than half, 13.4% of them however,

taught for more than 10 years indicating that they had enough experience. On the part of the head teachers, majority of them 81.7% taught from 1-10 years while the remaining 18.3% taught more than 10 years. By implication, one could conclude that majority of the head teachers were occupied the supervisory position with relatively less experience in the teaching field. Concerning the current work position of participants, as it can be observed in item 5 of table 4.1, 89 teachers comprised 70 males and 19 females were classroom teachers while 11 consisted of only males were head teachers. Looking at the work position, it was realised that none of the head teachers was a female and this could be that either there were no qualified female teachers to be appointed as head teachers or they refused appointment as such.

4.2 Supervisory Options Practised by Head Teachers

Research Question 1: What types of supervisory practices are used by public basic schools head teachers in the West circuit of Bongo District?

The summary of respondents' views on supervisory options practised by head teachers in the study area is presented in Table 4.2

Table 4.2: Supervisory Options Practised in Public Basic Schools in Bongo west circuit.

Statement	Respondents	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)
Face to face interaction/clinical supervision to improve classroom performance	Teachers	31 (34.8)	43 (48.3)	6 (6.7)	9 (10.1)	0 (0)
	Head teachers	4 (36.3)	6 (54.5)	0 (0)	1 (9)	0 (0)
Supervisory support without predetermined format/informal supervision.	Teachers	5 (5.6)	43 (48.3)	18 (20.2)	18 (20.2)	5 (5)
	Headteachers	0 (0)	3 (27.2)	3 (27.2)	4 (36.3)	1 (9)
Peer observation/collegial supervision among teachers	Teachers	15 (16.8)	37 (41.5)	10 (11.2)	22 (24.7)	5 (5.6)
	Headteachers	2 (18.1)	3 (27.2)	2 (18.1)	4 (36.3)	0 (0)
Allowing competent teachers to practise/self-directed supervision.	Teachers	22 (24.7)	42 (47.1)	13 (14.6)	9 (10.1)	3 (3.3)
	Headteachers	5 (45.4)	4 (36.3)	1 (9)	1 (9)	0 (0)
Choice of appropriate supervisory options to suit individual teacher/developmental supervision	Teachers	21 (23.5)	30 (33.7)	14 (15.7)	19 (21.3)	5 (5.6)
	Headteachers	4 (36.3)	4 (36.3)	1 (9)	2 (18.1)	0 (0)
Allow teachers to initiate efforts to solve problems/inquiry –based supervision	Teachers	29 (32.5)	40 (44.9)	8 (8.9)	10 (11.2)	2 (2.2)
	Headteachers	5 (45.4)	6 (54.5)	0 (0)	0 (0)	0 (0)

Please, percentages were calculated against 89 teachers and 11 head teachers

SA= Strongly agree, A=Agree, D=disagree, SD=Strongly disagree, N=Neutral

Table 4.2 presented the views of respondents on research question one which sought to establish the type of supervisory options practised by head teachers in the sampled schools. As shown on Table 4.2item 1, the practice of face- to- face interaction with teachers by their head teachers in other words clinical supervision as a way to

improve performance was largely practised in most schools as 83.1% and 90.8% of teachers and head teachers respectively agreed to that effect. However, insignificant number of participants, 10.1% and 0% of teachers and head teachers respectively disagreed and 6.7 % remained neutral.

Furthermore, from the interview with the head teachers in the sampled schools, it was found that instructional supervisors were actually using a variety of supervisory options to supervise their teachers. The reason assigned to this, according to them, was to cater for the individual differences of the teachers. This was what one head teacher interviewed said:

> I recognise the individual differences of my teachers in terms of their maturity, competency, commitment and developmental levels hence a particular supervisory option is always employed to supervise a particular teacher depending on the level of competency and maturity of the teacher.

The practice of supervisory support without a predetermined format was popular according to the teachers' point of view because a good number of them, 53.9% agreed that their instructional supervisors sometimes supervised them without a predetermined format. The head teachers however, did not agree as only 27.2 % of them supported the statement and 45.3% indicated their disagreement. It is interesting to deduce from the views of the head teachers that some of the them did not even know whether that supervisory option was practised in their schools or not which compelled them to remain neutral. This was a confirmation to the opinion of Carron and De Grauwe (2000) in the literature review that, instructional supervisors are lacking adequate training to make them abreast of the job they are doing. The fact is that some head teachers might have

been using supervisory options without knowing the specific type. The finding here was that majority of the head teachers supervised without knowing the type of supervisory option they used.

With respect to Peer observation or collegial supervision among teachers, the results on Table 4.2, item 3 revealed that more than half of the teachers (58.3%) used to observe their colleagues work. A plurality of them (30.3%) was found not to be practising peer observation. On the same issue, 45% of the head teachers agreed and strongly agreed that teachers were observing each others' work while 36% of them disagreed. Also, 18.1% of the head teachers remained neutral.

The practice of self-directed supervision by competent teachers was not only popular with teachers, but head teachers as well. They both agreed that it was a good practice that had the ability to improve performance positively. As the results of item 4 of table 4.1 indicated, majority of both teachers and head teachers with 71.8% and 81.7% respectively responded positively that competent teachers were allowed to supervise their own work without the frequent intervention from the head teachers. Less than half of both groups of respondents disagreed while the rest of them were undecided.

In the qualitative data obtained from the interview conducted, the head teachers confirmed that they sometimes allow more competent and committed teachers to exercise self-directed supervision on their own in order to make good use of their expertise.

Moreover, item 5 of the same Table 4.2 further revealed that Choosing appropriate supervisory option by instructional supervisors to suit individual teacher was impressive due to the fact that majority of the teachers agreed that their head teachers

choose appropriate supervisory options to suit the individual teacher interest and level of professional development. The opinion of the head teachers on the issue was not different as it can be seen on the table, 57.2% of teachers and 72.6% of head teachers agreed or strongly agreed to the statement while 26.9% of teachers and 18.1% of head teachers disagreed or strongly disagreed.

With the interview conducted alongside with the questionnaire, some of the head teachers reported that supervising individual teacher with the appropriate supervisory option was necessitated by the individual differences in maturity, competencies and behaviour. One head teacher interviewed made the following remarks:

> There is different caliber of teachers in this school, some are pupil teachers, and some are trained teachers. Notwithstanding the fact that most of them are trained the quality of the work they put up in classroom is questionable. I therefore always have to consider the level of competency and maturity of the teacher before choosing the supervisory option.

On the issue of whether teachers were allowed by their head teachers to take their own initiation in solving problems regarding their instructional endeavours, Table 4.2 indicates that out of 89 teachers who participated in the study, over half of them (77.4%) reported in favour of the practise of such supervisory option. However, 13.4% of the teacher respondents indicated their disagreement on the item while the remaining 8.9% of them were neutral on the issue. The table further indicated the views of head teachers on the same item and it was revealed that almost all the head teachers, (99.9%) of them agreed or strongly agreed that they allowed their teachers to practise inquiry-based supervision in discharging their professional duties which they said it builds the confident

level of the teachers. This implies that instructional supervisors were not using the directive type of supervision where teachers must always have to rely on the instructions of their head teachers as how to solve instructional problems.

In general the compiled results indicate that instructional supervisors in the study area employed different supervisory options in supervising their teacher. As a result the teachers were given enough professional support to improve upon the day to day classroom instruction and management. This finding is congruent to that of Acheson and Gall, (1980) that face-to-face interaction between head teachers and their teachers during supervision is aimed at improving instruction and increasing teachers' professional growth.

4.3 Challenges Faced By Head Teachers as Instructional Supervisors

Research Question 2: what challenges confront public basic schools head teachers in their supervisory roles in the West Circuit of Bongo District?

The respondents' views on the challenges faced by head teachers in discharging their supervisory roles were summarised in Table 4.3.

Table 4.3: Respondents Views on Challenges Faced by Instructional Supervisors (Head teachers) in Public Basic Schools in the West Circuit of Bongo District.

Statement	Respondents	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)
Classroom and Admin. tasks Supervisors are overburdened with	Teachers	30 (33.7)	33 (37)	7 (7.8)	13 (14.6)	6 (6.7)
	Head teachers	7 (63.6)	3 (27.2)	0 (0)	1 (9)	0 (0)
Supervisors have enough time to support all teachers instructionally	Teachers	11 (12.3)	22 (24.7)	8 (8.9)	38 (42.6)	10 (11.2)
	Head teachers	2 (18.1)	1 (9)	2 (18.1)	4 (36.3)	2 (18.1)
Supervisors are fault finders rather than assist teachers improve.	Teachers	16 (17.9)	17 (19)	8 (8.9)	35 (39.3)	13 (14.6)
	Head teachers	1 (9)	3 (27.2)	2 (18.1)	3 (27.2)	2 (18.1)
Teachers have negative perception about supervisors and do resist their activities	Teachers	8 (8.9)	27 (30.3)	8 (8.9)	27 (30.3)	19 (21.3)
	Head teachers	4 (36.3)	3 (27.2)	2 (18.1)	0 (0)	2 (18.1)
Supervisors have not taken relevant training on the job	Teachers	13 (14.6)	39 (43.8)	8 (8.9)	19 (21.3)	10 (11.2)
	Head teachers	1 (9)	4 (36.3)	1 (9)	4 (36.3)	1 (9)
SMC/PTA members interfere in the work of supervisors	Teacher	22 (22.7)	22 (24.7)	9 (10.1)	20 (22.4)	16 (17.9)
	Head teachers	5 (45.4)	3 (27.2)	0 (0)	2 (18.1)	1 (9)

SA= Strongly Agree, A=Agree, D= Disagree, SD=Strongly Disagree, N=Neutral

The purpose of the second research question was to determine the challenges faced by instructional supervisors (head teachers) in public basic schools in the study area. The study recorded a number of findings relating to problems of supervision in public basic schools in the West circuit of Bongo District. Item 1 of the Table 4.3 presents the level of agreement or disagreement of respondents as to whether head

teachers were overburdened with administrative work with classroom activities or not. As observed on Table4.3, 37% and 33.7% of teachers agreed and strongly agreed respectively that the head teachers had work overload. Less than half of them with 14.6% and 6.7% disagreed and strongly disagreed accordingly and only 7.8% were undecided. Additionally, the head teachers' views on the same item indicated that they actually had problem of work overload. Out of 11 head teachers, 27.2% and 63.6% agreed and strongly agreed respectively while only 1(9%) of them disagreed. One of the interviewee said that:"Since most of we the head teachers are having own class or subject to teach at times more than 25 periods a week, it is impossible to provide instructional supervision service to teachers."

The finding from the analysis of this particular item was that, most of the head teachers were overburdened with many tasks as they combined the administrative work with the classroom activities and could not function well as full instructional supervisors. This finding was consistent with the assertion of Oduro (2008) that head teachers of public basic schools in Ghana perform magnitude of tasks especially those in the remote and deprived communities who combine their supervisory roles with full time teaching and visiting pupils in their homes.

On the issue of whether instructional supervisors had enough time to support their teachers instructionally or not, minority of the teachers (37%) agreed that the head teachers had enough time. However, 54.4% of them disagreed, meaning that the head teachers had no enough time to carry out their duties successfully as expected and the remaining 8.9% of them were neutral. The head teachers' views on the other hand, refuted the claim by some teachers that they had enough time. 27.1% and 53.9% agreed

and disagreed respectively on the statement. One instructional supervisor who was interviewed alongside the lamented as follows:

> The same six hours will be used for vetting lesson notes; observing teachers delivery in the classroom; checking pupils' exercise; attend to parents concerns and also at times attend meetings. At the basic school level, there is no personnel to handle the financial administration, it is the head teacher who is to shoulder everything.

The study also sought to get teachers' views on whether instructional supervisors were only interested in finding faults from teachers when discharging their supervisory roles instead of assisting them to improve their instructional skills. Table 4.3 item 3 indicates that 36.9% of teachers and 36.2% of head teachers reported to have experienced such unprofessional behaviour of some head teachers. However, majority of both groups of respondents 53.9% of teachers and 45.3% of head teachers opined that head teachers were rather supporting teachers to improve their instructional skills. 8.9% of teachers and 18.1% head teachers were not either in favour or against the behaviour among head teachers.

The finding from this analysis implies that most of the head teachers were not using their position to find faults from teachers but rather to assist teachers to develop professionally. Notwithstanding, a good number of respondents answered affirmatively meaning that some head teachers were in the system stifling the progress of teachers by always trying to find fault from the teachers.

In the case of negative perception of teachers about instructional supervision, item 4 of Table 4.3 revealed that teachers and head teachers' views on this issue were not

compromising. As 39.2 % of teachers agreed on the statement majority of the head teachers (63.5%) agreed and confirmed during a concurrent interview conducted that some teachers had negative perception about supervision by their head teachers. On the other hand, 51.3% of teachers and 18.1% of head teachers disagreed or strongly disagreed. The implication of this was that majority of teachers in the study area perceived instructional supervision negatively and thereby causing hindrances to the head teachers in performing their supervisory roles.

With respect to the issue of whether the head teachers received relevant training on supervisory skills through in-service training or not, Table 4.3 disclosed that majority of teachers who participated in the study agreed to the fact that head teachers have not gone through the regular training as instructional supervisors. 58.4% responses from the teachers confirmed this. The rest of the teachers, 32.5% disagreed and 8.9% remained neutral. The head teachers' opinion on this item was not popular to one side as it is shown on Table 4.3 that 45.3% agreed and 45.3% disagreed while 9% of them were undecided. This means that head teachers, after their appointment, were not giventherelevant regular training to refresh or update their supervisory skills. This could lead to a situation where head teachers find it difficult to supervise teachers because there was no difference between the head teacher and the subordinates as far as experience was concerned.

One head teacher who participated in the study was interviewed concerning how often they as instructional supervisors attend in-service training to improve their skills of supervision and he revealed that:

Since I became the head teacher I have never attended any workshop that has to do with supervision instead, all the in-service training that have been organised by the district Directorate are concentrated on classroom teaching methodology. I always rely on my own initiatives and the wisdom of the old head teachers to solve problems that confront me.

With regard to SMC/PTA interference in the work of head teachers, majority of the respondents, 49.4% and 72.6% of teachers and head teachers respectively agreed that PTA and SMC members were interfering in the administrative work of the head teachers. However, 40.3% of teachers and 27.1% of head teachers disagreed while 10.1% of the teachers were neutral. During the interview conducted alongside with the questionnaire, majority of the head teachers lamented on the act. They disclosed that most of the SMC and PTA members were not well educated and by their actions they were rather considered to be agents of conflicts in the schools. The revelation here was that head teachers' administrative work was interfered with members of SMC and PTA. This finding was in conformity with the opinion of Kweku (2014) in his study on Attaining School and Educational Goals: Duties of Head teachers of public basic schools in Ghana that most members of SMC and PTA in the schools especially those in the rural and remote area are not well educated and as such do not have technical knowledge on issues relating to administration and as result cause confusion between them and the head teachers.

Generally, the views of respondents from all the items under Table 4.3 concerning challenges facing instructional supervisors (headteachers) indicate that head teachers in the study area faced a lot of problems in carrying out their supervisory roles notwithstanding the fact that few of the respondents had an opposite view.

4.4 measures to mitigate challenges of faced by instructional supervisors

Research question 3: What measure can be taken to mitigate the challenges of instructional supervisors in public basic schools in Bongo West Circuit?

The respondents' views on the measures to mitigate challenges faced by head teachers in public basic schools in the study area is summarised in Table 4.4

Table 4.4: Measures to Mitigate the Challenges Faced by Instructional Supervisors (Head teachers) In Public Basic Schools in the West Circuit of Bongo District

Statement	Respondents	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)
Supervisors workload should be reduced	Teachers	45 (50.5)	21 (23.5)	10 (11.2)	10 (11.2)	3 (27.2)
	Head teachers	6 (54.5)	3 (27.2)	2 (18.1)	0 (0)	0 (0)
Supervisors should be detached from teaching to afford them enough time	Teachers	33 (37)	32 (35.9)	11 (12.3)	10 (11.2)	30 (33.7)
	Head teachers	6 (54.5)	2 (18.1)	0 (0)	3 (27.2)	0 (0)
There should be cordial relationship between head teachers and teachers	Teachers	42 (47.1)	38 (42.6)	7 (7.8)	2 (2.2)	0 (0)
	Head teachers	5 (45.4)	3 (27.2)	3 (27.2)	0 (0)	0 (0)
There should be cooperationfrom teachers	Teachers	42 (47.1)	38 (42.6)	5 (5.6)	4 (4.4)	0 (0)
	Head teachers	5 (45.4)	5 (45.4)	1 (9)	0 (0)	0 (0)
Regular training should begiventosupervisors to equip them with the supervisory skills.	Teachers	48 (53.9)	38 (42.6)	2 (2.2)	1 (1.1)	0 (0)
	Head teachers	6 (54.5)	4 (36.3)	0 (0)	1 (9)	0 (0)
SMC/PTA membersshouldbesensitized to avoid interference in the work of head teachers.	Teachers	56 (62.9)	30 (33.7)	1 (1.1)	2 (2.2)	0 (0)
	Head teachers	8 (72.7)	2 (18.1)	0 (0)	1 (9)	0 (0)

Note: percentages are in parentheses

SA= Strongly agree, A=Agree, D=Disagree, SD=Strongly disagree, N=Neutral

The researcher was interested to establish the possible measures to the challenges faced by the head teachers in discharging their supervisory roles. The research question 3 was therefore developed with six items to illicit views from both teachers and head teachers on how to mitigate challenges discussed in Table 4.4. It was revealed in item 1 of Table 4.4 that majority of respondents comprised 74% of teachers and 81.7% of head teachers intimated that reduction of workload on head teachers was necessary as it would afford them ample time to concentrate on their core mandate as instructional supervisors. Less than half of the teachers (38.4%) were found to have against the idea that the workload of head teachers needed to be reduced while 11.2% were undecided. The finding provided by this analysis was that head teachers in the study area were not performing their roles well as instructional supervisors due to workload hence the need for detaching them from classroom teaching so that they would devote their time on only supervision. This finding was in line with that of Baffour (2011) who opined that the school administrators work load should be reduced to allow them address both their administrative duties and participate fully in their instructional supervisory roles.

The issue of cordial relationship between teachers and head teachers was embraced by both groups of respondents as a key attempt in ensuring smooth execution of supervisory roles by head teachers in the West Circuit of Bongo District. Table 4.4, item 2 demonstrated that majority of the respondents, 66.6% of teachers and 72.6% of head teachers opined that a good relationship between the two parties would help in improving the performance of the supervisory role of head teachers in the study area. The rest of the respondents with the percentage value of 11.2% of teachers and 27.3% of head teachers were in the category of disagreement. Some respondents in the open ended

questions suggested that the head teachers need to be detached from teaching so that they would get enough time to concentrate on their supervisory roles so that the effectiveness of their work would be realised.

Respondents in item 3 of the same Table 4.4 were asked to indicate their level of agreement or disagreement as to whether cooperation from teachers could also help find solution to the challenges faced by head teachers or not. From their responses, 72.6% and 89.6% of teachers and head teachers respectively did agree that teachers' cooperation with head teachers during supervision was paramount as far as solutions to supervision challenges were concerned. On the other hand, 2.2% of teachers disagreed to that effect and the rest remained neutral.

The finding from the opinion expressed on this item was that there was the need for teachers to cooperate with their head teachers when discharging their supervisory roles so that they (the head teachers)will be able to provide the needed professional support to improve instructional skills.

A significant number of respondents in item 4 of the Table 4.4 agreed to the fact that head teachers needed regular in-service training on supervision in order to update their supervisory skills to handle their supervisory roles with much professionalism. To substantiate this, 89.6% of teachers and 90.8% of head teachers agreed and strongly agreed the on the issue. Less than one quarter of the respondents (4.4%) were having a counter opinion on the issue.

One can conclude from this analysis that majority of the head teachers in the study area did not receive regular supervisory skills training. As a result of this, some

head teachers adopted try and error method which has a potentiality of causing confusion them and the teachers.

Concerning the sensitization of SMC and PTA Executives, majority of the respondents stated that SMC and PTA executives should be given sensitisational workshops on their roles in the schools so that their interference into the activities of head teachers would be avoided. As shown on Table 4.4, 96.6% of teachers and 90.8% of head teachers agreed to the fact that members of SMC and PTA interfered in the work of head teachers. In an interview conducted concurrently with the questionnaire, majority of the head teachers that were interviewed disclosed that most of the SMC and PTA were not well educated and as such do not have understanding on certain technical issues and thereby causing conflict between them. They therefore suggested independent instructional supervisors' work in order to achieve the desired results and this could be done, according to them, by organizing sensitisational workshops for the Executives of the SMC and PTA. This finding was in conformity with the finding of Kweku (2014) in his study on Attaining School and Educational Goals: Duties of Head teachers of public basic schools in Ghana that most members of SMC and PTA in schools, especially those in rural areas are not well educated and are rather agents of conflict in the schools.

In order to achieve maximum output from head teachers as instructional supervisors, majority of the teachers suggested that head teachers should be motivated by the various stakeholders especially the District Education Directorate to put up their best to improve instructional supervision at the basic school level.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This part of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the practices of instructional supervision in the public basic schools of west circuit of Bongo district as well as suggestions for further studies

5.1. Summary of Findings

The findings that directly answered the research questions of the study are summarised based on the research questions such as follows areas: supervisory options practised by head teachers; challenges faced by head teachers in performing their supervisory roles and possible measures to mitigate the challenges.

Concerning the supervisory options practised by head teachers in the study area, majority of the respondents including the head teachers confirmed that among the different options - such as clinical, informal, collegial and self-directed supervision, clinical supervision and self-directed supervision were relatively more practised in their schools though the rest of the possible options were also given a considerable attention. The study also revealed that some of the head teachers were using the supervisory options without knowing them specifically.

Regarding the challenges that hinder head teachers in the execution of their supervisory roles, the respondents confirmed that: workload of head teachers; inadequate time for supervision; lack of teachers' cooperation during supervision; lack of relevant training programs to update the supervisors' supervisory skills and interference of SMC and PTA executives in the supervisory roles of head teachers were found to be militating against efforts of head teachers in providing effective supervision in the basic schools..

With regard to the possible measures of mitigating challenges faced by instructional supervisors in the study area, the following measures were opined by the respondents: reduction of the workload of head teachers; teachers' co-operation; cordial relationship between head teachers and teachers; organisation of relevant in-service training programmes on supervision for head teachers and organisation of sensitization workshops for SMC and PTA executives to sensitise them on their role in the schools. Also, the respondents added that, head teachers should be motivated by the stakeholders to put up their best in the dispensation of their supervisory roles.

5.2. Conclusion

Based on the findings of the study, the following conclusions were drawn by the researcher:

The instructional supervisors (head teachers) employed various supervisory options by selecting and coordinating these tools focusing on the individual teacher's needs with the view of improving their instructional skills. In line with this, as shown in the findings, the implementation of various supervisory options in the sample schools was effective in their application that properly suited the individual teacher's interest and

level of development. Therefore, it is possible to conclude that teachers were motivated at work through the implementation of various supervisory options. Thus, the contribution of supervisory options for teachers' professional development and the improvement of instruction were significant.

The results of the study it was concluded that instructional supervision was negatively affected by many problems; such as: workload of head teachers; the absence of regular in-service training programs to update instructional supervisors' skills; lack of co-operation from teachers and interference from SMC and PTA members in the work the administration. As a result this, instructional supervision was not effective to support teachers to improve both their instructional skills and professional development.

Finally, the mitigating strategies identified in the study such as reduction of workload of head teachers; detachment of head teachers from teaching; co-operation from teachers; regular in-service training for head teachers and sensitisation of the members of SMC and PTA in the study area need urgent solutions to achieve the expected objective of supervision. The study concluded that these strategies identified to be adopted by the various educational stakeholders can help minimise the challenges identified in the study.

5.3 Recommendations

Having investigated the challenges and measures that could be taken to improve effective instructional supervision in public basic schools in Bongo West Circuit, the following recommendations were made:-

1. The head teachers' workload should be reduced so that they can address both their administrative duties and participate fully in their instructional supervisory roles. This can be done by the government ensuring that staffing in every school meets the required threshold so that teachers in a particular school are not over-burdened.

2. Ghana Education Service (GES) needs to intensify its support services by organising regular refresher courses and workshops on supervision for head teachers and newly appointed head teachers to equip them with the requisite supervisory skills. This is because the breadth and depth of school curriculum keeps on changing and there are always new situations.

3. A periodic orientation workshop should be organised by the Bongo District Education Directorate to sensitise members of SMC and PTA Executives on their roles in the schools so that their interference in the administrative and supervisory roles of head teachers will be avoided.

5.4: Suggestions for further study

1. Further research is needed as the study only covered the West Circuit of Bongo district. A similar study should be undertaken in other circuits to find out whether similar challenges affect effective instructional supervision in public basic schools

2. There is need to find out how effective instructional supervision impacts on academic performance in public basic schools.

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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

P. O. Box 1277
Kumasi

June 20, 2018

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION: NYAABA ATIIBO EMMANUEL
INDEX NO: 7141770017

This is to confirm that Nyaaba Atiibo Emmanuel is an MA student pursuing a programme in Educational Leadership at the Department.

Emmanuel is currently engaged in a research on "*The Practice and Challenges of Instructional Supervision in Public Basic Schools in the West Circuit of Kassena Nankana*" as part of the requirement for the award of Master of Arts Degree.

We should appreciate any courtesies that you could extend to him as he gathers data for writing the Project Work.

Thank you.

REV. FR. DR. FRANCIS K. SAM
Head of Department

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

A QUESTIONAIRE FOR HEAD TEACHERS AND TEACHERS

The purpose of this Questionnaire is to collect data for the study entitled "The Practices and challenges of Instructional Supervision in the public basic schools in the West circuit of Bongo district. Your responses are vital for the success of the study. I am therefore humbly requesting you to respond honestly to the following questions. Your participation is completely voluntary and the information you may give will be treated with utmost confidentiality and will be used for the study only. Please, take note of the following:

1. Do not border to write your name on the Questionnaire.

2. Read all the questions before attempting to answer them.

Thank you in advance for your genuine cooperation!

Part I: General information and personal data

Indicate your response by using "√" in the box provided.

1. School_____

2. Age:-19-23□   24-28 □   29-33 □   34-38□   39-43 □44-above□

2. Sex: - Male □ Female □

3. Work experience: - 1-5 years□ 6-10 years□ 11-15 years□ 16-20 years□

21-25 years□ 26-30 years□ 31 and above years□

4. Educational background: Certificate 'A' □ Diploma□ First degree□ second degree□ 5.

Current work position: Teacher □   Head teacher □

Part II: Supervisory Options Practiced in Schools

Indicate the level of your agreement or disagreement to the practice of the following supervisory options in your school by ticking against the appropriate item in the table by using '√' in the box

Key :SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

No	Items	SA	A	N	D	SD
1	The implementation of face-to-face interaction/clinical supervision for teachers to improve classroom performance					
2	Supervisory support without predetermined format /informal supervision for the sake of instructional improvement					
3	The school organizes teachers to conduct peer observation/collegial supervision among teachers					
4	The opportunity for experience and competent teachers to practise /self-directed supervision					
5	Supervisors choose appropriate supervisory option to suit the individual teacher/developmental supervision					
6	Teachers or group of teachers are allowed to initiate efforts to solve problems/in-quarry-based supervision					

If you experience any other supervisory options in your school please, mention them below……………………………………………………………………………………

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Part II. Challenges of Instructional Supervision in Basic Schools

Please, indicate the level of your agreement or disagreement to the following statements as challenges of instructional supervision in your school by ticking against the item in the table using '√' in the box

Key: SA=Strongly Agree, A=Agree, N= Neutral, D=Disagree, SD=Strongly Disagree

N	Items	SA	A	N	D	SD
1	Instructional supervisors are overburdened with classroom activities and administrative tasks.					
2	Instructional supervisors have enough time to support all teachers instructionally.					
3	Instructional supervisors (head teachers) are fault finders rather than assisting teachers to improve their instructional skills.					
4	Teachers have negative perceptions about instructional supervision and therefore resist against the supervisory activities.					
5	Instructional supervisors have not taken relevant training on the job.					
6	SMC/PTA members interfere in the work of head teachers as instructional supervisors					

If there are any other challenges to instructional supervisory in your school, please mention them below

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Part III:Measures To Mitigate The Challenges Face By Instructional Supervisors.

Indicate the extent to which you agree or disagree that the following statements can serve as measures to the challenges of instructional supervision in your school by ticking the appropriate item in the box

Key: SA=Strongly Agree, A=Agree, N=Neutral,   D=Disagree, SD=Strongly Disagree

No	Items	SA	A	N	D	SD
1	The Work load of instructional supervisors(head teachers) should be reduced.					
2	Instructional supervisors should be completely detached from teaching so that they will have enough time to concentrate on their supervisory and administrative roles.					
3	Cordial relationship between teachers and head teachers					
4	Co-operation from teachers					
5	Training of instructional supervisors should be given regularly to equip them with the necessary supervisory skills.					
6	SMC/PTA Executive members should be sensitised about their roles to avoid interference with the work of head teachers.					

If there are any other measures to the challenges of instructional supervision, please list them …………………………………………………………………………………….

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APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

Interview guide for head teachers:-The main purpose of this interview is to collect relevant data for the study on the practices and challenges of instructional supervision in public basic schools in the West circuit of Bongo District .The response you provide will have importance for the successful accomplishment of this study .so, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and will be kept confidentially.

Thanks you in advance for your cooperation! Part I: General information and respondents' personal data

1. School_____

2. Sex_____

3. Age_____

4. Level of Education: Diploma _____Degree_____2nd Degree _____

5. Area of specialisation _____

6. Number of years in service_____

Part II: please, answer the following questions briefly related to the current practices of your school context.

1. What supervisory options do use to supervise your staff to improve instructional supervision in your school?

2. To what extent do you agree the notion that instructional supervisors are fault finders rather than assisting their teachers to improve their instructional skills?

3. Which supervisory options /clinical, collegial, informal, and self-supervision are familiar in your school?

4. What is your general observation about the attitude your teachers towards your supervision?

5. What are the challenges you faced during the implementation of supervision in your school?

6. What should be done to solve the challenges of instructional supervision in your school?

7. Do you receive training on supervision? If Yes. How often?