UNIVERSITY OF EDUCATION, WINNEBA

INSTRUCTIONAL SUPERVISION PRACTICES BY HEADTEACHERS IN PUBLIC JUNIOR HIGH SCHOOLS IN THE AWUTU SENYA EAST MUNICIPALITY

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INSTRUCTIONAL SUPERVISION BY HEADTEACHERS IN PUBLIC JUNIOR HIGH SCHOOLS IN THE AWUTU SENYA EAST MUNICIPALITY

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OCTOBER, 2021

DECLARATION

Student's Declaration

I, LARYEA-AHA AKRONG, declare that this thesis, 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 the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name of Supervisor: Professor Hinneh Kusi

Signature: …………………………………………

Date: …………….….…………………………………

DEDICATION

To my Late Mother, Victoria Otabil (a.k.a. AN'WAH) for her nurturing and love.

ACKNOWLEDGEMENTS

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ABSTRACT

The purpose of the study was to examine the state of Instructional Supervision by headteachers in Public Junior High Schools within the Awutu Senya East Municipality, in the Central Region of Ghana. The study considered Instructional Supervision Model, which indicated the practices and the governing values that goes with the supervision. The study employed mixed methods descriptive survey research design. The study engaged multi-stage sampling using stratified, simple random and quota sampling techniques for quantitative data. For qualitative date, all interviewees were approached purposively and voluntary were engaged at their own convenience time, place and unit of communication. The sample used for the study were seventy-eight (78) respondents. The findings identified the major causes of poor supervisory techniques by headteachers in the Awutu Senya East Municipality were lack of funding, inadequate materials for instructional supervision and no support from the municipal education directorate, inadequate of skills and knowledge for instructional supervision and inadequate training for the supervisors. Also, the finding from the study indicated that most challenges faced by headteachers as supervisors in discharging their duties was financial constraints which lead to inability to procure logistics and materials, as well as inability to motivate headteachers. The study depicted that the various ways by which ensuring instructional supervision practices by headteachers could be improved by periodic training on modern trends, provision of adequate and sufficient materials for instructional supervision among others. Based on the findings, some of the recommendations made were; the Head of Educational Inspectorate Unit (HoEIU) in Awutu Senya East Municipal must put an interim supervision training programme in place to train headteachers before taking up their supervisory appointments. The challenges of supervisors must be met by the Municipal Directors of Education and the Ministry of Education must supply logistics to supervisors their day-to-day operational activities. to enhance their mobility. Accommodation must be provided to headteachers on campus to ensure quality supervision.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Government of Ghana over the years, from Pre-Independence era till today, has struggled to fine-tune education to ensure a rapid national development and for the citizenry to also participate in the global world. Education has therefore been identified as an agent of national development (Broni-Afful & Ziggah, 2007). Quality education for the Ghanaian child has been and continues to be a key issue of great concern to governments and the people of Ghana.

Governments have demonstrated their desire for quality education for Ghanaian children by allocating a high percentage of their budgets to the education sector. Education is the number one societal sector priority for government with a budget allocation of GH¢6,532 million, representing 64.7% of the social sector's allocation (2016 Budget Highlights, 2016; Ashun, 2017).

Recently, Parliament has given an approval to Education ministry the sum of thirteen billion, three hundred and one million, one hundred and eighty-two thousand, six hundred and ninety-two Ghana cedis (GH¢13,301,182,692.00) for the programmes and activities for the 2020 Financial Year. This represents an increment of 18.8% in the Ministry's total budgetary allocation for year 2020, over the year 2019, allocation of GH¢11.195, 401,221.70 (GCB Ghana, 2019).

A lot of reforms have taken place over the years. Attempts have been made by the Ministry of Education to mobilize actors and partners in the process of educational management to achieve quality education (Ashun, 2017). Ashun (2017) posited that,

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numbers of reforms that have taken place over the years bear testimony to the premium that governments have placed on quality education. A dynamic system of supervision has been recognised as the cornerstone of a sound system of education.

Hoy and Forsyth (1986), observed **instruction supervision** as a set of activities designed to improve the teaching-learning processes. They added that, the purpose of instruction supervision is neither to make judgements about the competence of teachers nor to control them but rather to work cooperatively with them (Hoy & Forsyth, 1986).

Educational system would not function well without proper supervision practices. That is why instruction supervision on teaching and learning were considered as the backbone of educational improvement. The system of school instructional supervision in an issue in Ghanaian's educational system, especially at the basic public school's level. The Ministry of Education (MoE) and the Ghana Education Service (GES) have reorganised the critical leadership role that, headteachers and teachers must play in ensuring that learning takes place in schools. Since 1987, with the emergence of the new educational reform. This leadership role involves providing support to the headteacher and teachers as curriculum advisors and in helping to improve the quality of teaching and learning in the classroom (Circuit Supervisor's Handbook, 2002; Ashun, 2017. p5).

Improving the quality of education in Ghana, partly through the improvement of instruction supervision has been a priority of the MoE and the GES. The government of Ghana introduced Free Compulsory Universal Basic Education (FCUBE) in 1992 to make education accessible to all children of school age and to improve the quality of education delivery. Mankoe (2007) theorized that, the FCUBE has three main

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components; improving the quality of teaching and learning; improving access and participation; and improving management efficiency. The first to third components relate directly to the practice of instructional supervision.

Currently, improving the quality of education has been given priority throughout the world. To monitor the quality, the national authorities highly depend on the school instructional supervision, (De Grauwe, 2001.p13). Instructional supervision is mainly concerned with improving schools by helping teachers to reflect on their practices; to learn more about what they do and why; and to develop professionally (Sergiovanni & Starratt, 2007). Countless writers stated that instructional supervision has clear connection with professional development (Sergiovanni & Starratt, 2007; Zepeda, 2007). Instructional supervision is a way to support professional growth and competency and has been identified as an integral component of staff development, not a separate activity (Nolan & Hoover, 2004).

To improve teachers' instructional supervision performance, the supervisors (headteachers) should work with teachers in flexible and collaborative style. This would bring effective education and improve teaching-leaning process. Instructional supervisors should be democratic and cooperative, and should get serious attention in the school.

Beach and Reinhartz (2000) emphasised that the importance of collaborative effort of all participants to be involved in the supervisory processes, would help in improving the way instructional supervision practices are introduced among headteachers in the state of understanding and avoiding any potential conflict.

Besides that, Okendu (2012) spoke on the premises that, instruction supervision occupies a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention.

Instructional supervision is regarded as the process of enhancing the professional growth of the teachers, the curriculum and improving the techniques of teaching in the classroom through democratic interactions between the teacher and the supervisor (Okendu, 2012).

Nakpodia (2006) proclaims that, instructional supervision in the modern era were centers on the improvement of the teaching-learning situation that could be benefited by all stakeholders such as the headteachers, the teachers and learners. These practise would go ahead to help all stakeholders to identified the strengths and weaknesses of their implementors (e.g., teachers). Also, involved in follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations.

Instructional supervision process helps a lot in improving academic performance of students. This is because instructional supervision aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that, through them, the instructional supervision process is improved and well-articulated (Okendu, 2012).

In the school system, instructional supervision is as antique as the teaching profession and has undergone series of evolution since the colonial era. It is directed towards

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sustaining and ameliorating the teaching-learning process in the educational system because education plays an essential role in the growth and development of any nation socially, politically, and economically (National Open University of Nigeria, 2006).

The Ghana Education Service (GES) is responsible for service delivery, including supervision of schools and headteachers in the Public Junior High Schools (PJHS). The inspectorate division of the GES at the headquarters, regional, municipal and district offices are periodically strengthened with the intention of providing effective instructional supervision in schools (Circuit Supervisor's Handbook, 2002; Ashun, 2017. p5).

At the basic school level (PJHS), for example, supervisory structures and practices have been put in place to improve instruction. The short-term goal of this initiative is to equip personnel involved in supervision in schools with the necessary competences and skills to ensue effective delivery of education (Okendu, 2012). 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. Nevertheless, there is little or no clear evidence of the effects of instructional supervision of teaching and learning on the performance of Public Junior High Schools in Awutu Senya East Municipality (ASEMA), in the Central Region of Ghana.

Awutu Senya East Municipal Assembly (ASEMA) is one of the newly created Municipalities in the Central Region established in 2012 from Awutu Municipality. According to the Budget Report (2018), there were twenty (20) kindergarten (KGs), twenty-five (25) primary schools, twenty-four (24) Junior High School and one SHS;

all these were public schools. The report added that, the private sector contribution in education sector in the municipality is enormous (ASEMA Report, 2018). The private sector contributions were as follows; two hundred and ninety-six (296) kindergarten, two hundred and eighty-five (285) primary schools, two hundred and five (205) Junior High Schools, eleven (11) private Senior High Schools, two (2) technical/vocational schools.

Methodically, in another development, Community School Alliances Project (CSA) of Quality Improvement in Primary School (QUIPS) conducted a baseline survey in 20 District Assembly schools in Central Region, Ghana, in October, 2009. The rationale was to find out how headteachers performed their supervisory duties in their respective circuits. After the survey, it came out that headteachers do not regularly monitor teachers on teaching and learning in their respective jurisdictions. (Indicator-Based Activity Handbook, July 2003 p.46).

In affirmation, Mankoe (2007) enumerates the following as prevailing supervisory issues in basic schools: supervisors not being mobile; economic constraints make supervisors and teachers face the problem of making ends meet; lack of confidence; lack of academic qualification and professional development training for supervisors; headteachers and some teachers not able to demonstrate in teaching but always admonishing teachers towards effective teaching. The effect of the above-mentioned flaws in Ghana's basic schools is as a result of ineffective instructional supervision on the part of supervisory actors and partners.

This also leads to poor teaching and learning resulting in massive failure by students during their basic education certificate examinations. It is of the view that if the roles of supervisors (Headteachers) were clearly spelt out and their challenges were made

known, stakeholders in education and the public in general would share their concern and provide assistance to make supervision a success.

It is against this backdrop that this study seeks to better understand the practices of instructional supervision in Public Junior High Schools by headteachers and teachers in the Awutu Senya East Municipality. This study seeks to uncover aspects of instructional supervision that teachers and headteachers think should be practised.

1.2 Statement of the Problem

Awutu Senya East Municipal Assembly (ASEMA) in the Central Region has six circuit zones supervised by only six (6) supervisors. Each circuit zone has about five, six and seven Public Junior High Schools (referred to Appendix 3). For instance, some of these circuit zones and the supervisory officers in the municipality were: Akweley Circuit; Opeikuma Circuit; Ofaakor Circuit; Obom Circuit; Newtown Circuit and Oduponkpehe Circuit. According to the data (reference to Appendix 3 of this report), there were four (4) males and two (2) females as circuit supervisors within the municipality. However, the focus of instructional supervisory activities were the headteachers and teachers from the various circuit zones of the municipality.

Headteachers, over the years, have incurred the wrath of the public in the Awutu Senya East Municipal Assembly (ASEMA) in the Central Region since they have been blamed for lowering standards of education in Public Junior High Schools (PJHS) due to poor supervision. The success or failure of any educational policy is judged on the outcome of the results produced by schools at the end of every examination year. Again, the success or failure of any educational policy is a collaborative effort or team work and one of the key players responsible for getting

employers to carry out plans and policies of management is the supervisor (Circuit Supervisors Handbook, 2002).

According to The Budget Report (2018), there were consistent failure of PJHS candidate's performance who score below 60% presented for the Basic Education Certificate Examination (BECE) from 2014 – 2018 in most schools in the Awutu Senya East Municipal Assembly (ASEMA) despite huge investments by the government and other stakeholders.

In 2014 only 50.05% of 1,473 PJHS candidates passed the BECE. In 2015, 54.4% passed, in 2016, 50.01% passed. In 2017, 56.31% passed and in 2018, 57.62% passed. The statistical data on the BECE results in the Municipality for these five consecutive years were not able to meet the threshold.

This has given credence to the fact that basic education delivery in the assembly faced very serious challenges (Budget Report, 2018). It was for this reason that the researcher developed interest in finding out the state of instructional supervision practices by headteachers in Public Junior High Schools (PJHS) within the municipality in order to help solve these problems.

1.3 Purpose of the Study

The purpose of this study was to examine instructional supervision of headteachers in the Public Junior High Schools (PJHS) within the Awutu Senya East Municipal Assembly.

1.4 Objectives of the Study

The study specifically sought to:

1. Find out the approaches that headteachers use in instructional supervision practices in the Awutu Senya East Municipality.

2. Examine the effect of supervision practices on teaching and learning in the Awutu Senya East Municipality.

3. Identify challenges facing headteachers in practising instructional supervision in the municipality.

4. Suggest ways of supporting headteachers in practicing instructional supervision in the municipality.

1.5 Research Questions

The following questions were formulated to guide the study:

1. What are the approaches used by headteachers in instructional supervision practices on teaching and learning in the Awutu Senya East Municipality?

2. What are the effects of supervision practices on teaching and learning in the Awutu Senya East Municipality?

3. What are the challenges headteachers face in practising instructional supervision in the municipality?

4. What are the ways of supporting headteachers in practicing instructional supervision in the municipality?

1.6 Significance of the Study

The findings of this study are important in that they have the potential to help those entrusted with policy formulation and implementation to gain better insight into the

state of instructional supervision in Public Junior High Schools (PJHS) within the municipality.

To identify future training and skills needed for school-based supervisors in schools. To contribute to practical knowledge of the duties and responsibilities associated with instructional supervision. And also, to contribute to the research literature about instructional supervision for the educational systems of large developed municipalities, similar to ASEMA.

This study was to help headteachers, supervisors and other responsible officers to be aware of the extent to which supervision is being implemented. It provided important information to the national and local policy makers and programme designers so that they would further revise and develop appropriate programmes. It is also hoped that, the study would contribute to the school communities by initiating responsible parties in school improvement programme base, which ultimately would end with the highest learners' achievement.

It would help all school leaders and teachers to identify the strengths and weaknesses of instructional supervision activities to take remedial measures against the challenges that PJHS faced in implementing instructional supervision.

This study would identify the state of instructional supervision in schools. The study will come out with some relevant suggestions that can help supervisors, including headteachers to improve upon their skills and knowledge to offer effective supervision in schools in order to promote quality education. The findings of the research would help the Ghana Education Service (GES) and the ASEMA Directorate of Education to come out with programmes that would sharpen the skills of

supervisors such as headteachers and other personnel from the district education office in promoting effective supervision of schools in the Municipality in general, and the nation as a whole.

The report would serve as a document on best practices in school supervision. It would also add to the literature already existing on supervision, add to the knowledge base of supervision and serve as basis for further research. It is hoped that the findings of this study would inform stakeholders of education to take pragmatic measures towards effective instructional supervision and monitoring of schools. In the education sector, not much research has been done by the inspectorate or supervision department (Ghana Education Service, 2006). The study would add to the existing literature on supervision of schools in Ghana. It would also broaden supervisors' knowledge as far as effective supervision is concerned.

Finally, the findings of this study would help improve supervision of schools in Ghana.

1.7 Delimitations of the Study

This study is delimited to Public Junior High Schools (PJHS) in the Awutu Senya East Municipal Assembly (ASEMA) in the Central Region of Ghana. It focuses on "Instructional Supervision of Headteachers in Public Junior High Schools within the Awutu Senya East Municipal Assembly."

Specifically, covered problems on the practices of instructional supervision in PJHS. This study also focused on the effects of both the traditional and clinical instructional supervision on the performance of headteachers and teachers. This study is conceptually delimited to assess the efforts of supervisors to point out instructional

limitations or gaps of teaching and learning techniques by identifying their strengths and weaknesses with exception of computer-based supervision practices; the various interventions designed by supervisors so as to assist teachers reduce their limitations.

The problem that under investigation has a national dimension but the study is delimited to PJHS in the Awutu Senya East Municipal Assembly (ASEMA) only. It is, however, believed that the views expressed by the headteachers and other school inspectors would not substantially and significantly differ from that of the larger population of school administrators and supervisors because of the homogeneity of the teaching and learning nature of the population.

1.8 Operational Definitions of Terms

Supervision: The process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance. It is also a process in education, the primary purpose of which is to support and sustain all teachers in their goal of career-long growth and development, which ultimately results in quality instruction. Such growth and development rely on a system that is built on trust and is supportive of teachers' efforts to be more effective in their classrooms.

Clinical supervision: This is a process of supervision of classroom instruction for the improvement of professional growth, which usually consists of several phases, including pre-conference, observation, and post-conference.

Developmental supervision: A model of supervision that views teachers as individuals on various levels of growth and development. Developmental approach may implement a directive, collaborative, or non-directive orientation toward

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supervision, depending upon the teacher's individual level of abstract thinking and commitment.

Self-Directed Supervision: (Individual Contracts) A process of supervision/ evaluation in which the teacher develops and carries out an individualized plan for professional growth.

Peer coaching: A process of supervision in which teachers work collaboratively in pairs and small teams or cohorts to improve instruction. Peer coaching may be a planned or incidental activity. Generally, peer coaching occurs in the classroom where one teacher observes another and provides feedback. It may also take place in a conferencing situation away from the classroom.

Cognitive coaching: A process where teacher coaches are trained to ask questions that allow teachers to explore thinking behind their practices. It is a non-judgmental process built around a planning conference, observation, and a reflecting conference, in which the supervisor attempts to facilitate teacher learning through a problem-solving approach by using questions to stimulate the teacher's thinking.

Mentoring: This is a process that facilitates instructional improvement wherein an experienced educator (mentor) works with a novice or less experienced teacher (protégé) collaboratively and non-judgmental to study and deliberate on ways instruction in the classroom may be improved.

1.9 Organization of the Study

This study is organized into five chapters. The first chapter contains the introduction part which comprises the background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, and delimitations 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.
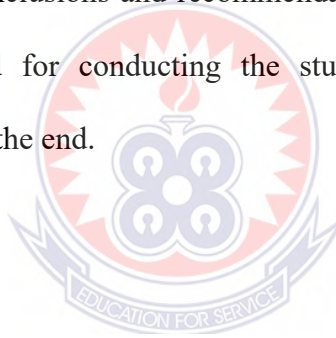
CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter reviews literature related to the topic under study as documented by some authors, authorities, educationists and researchers. The literature is reviewed based on conceptual reviews; theoretical reviews; empirical reviews; gap analysis and summary of literature review. These were swotted under the following sub-topics:

The Concepts of Inspection and School Supervision; Importance of Instructional Supervision; The History of Supervision in Ghana; Supervisory Approaches; Qualities of Instructional Supervisor; Practices of Instructional Supervision; Perceptions and Attitudes of Teachers towards Instructional Supervision; Challenges Faced by Supervisors; Effects of Instructional Supervision on Teaching and Learning; Ways to Improve on Instructional Supervision; Challenges faced by Headteachers in performing their Supervisory Roles; Overload of work of headteachers; Teachers' negative attitudes to supervision; Negative Approach to Supervision by Some Supervisors-Fault Finding; Inadequate Training of Instructional Supervisors; Interference of SMC and PTA Members and the Work of Headteachers; Lack of Knowledge and Experience on the Part of Headteachers; Measures to Mitigate Challenges Facing Headteachers in their Supervisory Roles; Regular In-Service Training Programmes on Supervision for Headteachers; Reduction of the workload of Headteachers; Staff Orientation on the Importance of Instructional Supervision and Summary.

2.1 The Concepts of Inspection and School Supervision

2.1.1 Concept of supervision

School personnel remain one of the most significant resources in the school. Supervision of the school personnel is central to the attainment of the goals and objectives of the school. The National Commission for Colleges of Education (NCCE) has highlighted in precise terms the objectives of educational supervision, which is "…to ensure quality control through regular inspection and continuous supervision of instructional and other educational services" (2013). There are various definitions of educational supervision. There is the need to state some of them in order to bring out what educational supervision is, its nature and purposes in education.

Olele (1995) defined educational supervision as "all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction. It also involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction.

To Ehren and Visscher (2008), supervision is perceived as a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups with the hope of seeking their cooperation in order for the supervisors to be successful in their tasks of supervision.

Other schools of thought see supervision as a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs, and at the same time try to emphasize the importance of good human relations in an organization (Klaber et al., 2010).

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2.1.2 The concept of school inspection

In the Oxford Paperback Dictionary and Thesaurus (2007) of current English, the word "Inspect" is defined as

a. "Examine carefully"

b. "Visit officially to see that rules are obeyed, that work is done properly etc."

Beyond this definition, the main emphasis of inspection is on the improvement of learning and teaching activities in the school. It tends to critically examine and evaluate the school as a place for teaching-learning enterprise.

Inspection, because of its focus on monitoring and evaluation of academic performance and development in schools, is always carried out with the intention of maintaining and improving on the quality of learning of students. It tends to improve all factors that affect teaching and learning in our school system.

2.1.3 The differences between supervision and of school inspection

At a glance, one may take it that Inspection and Supervision are the same but they are different in practice. Inspection focuses on monitoring and evaluating performance. It seeks to answer the question: *how well is the or school the school performing relative to set standards?* The result of inspection is thus a normative statement about how well the school or the individual is doing. Supervision, on the other hand focuses on improving performance so as to produce or accelerate development. It seeks to answer the question: what are the schools or individual teacher's strength and weaknesses and how can the latter be improved? The results of supervision are changes in behaviour of personnel.

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The two concepts are similar in that they aim at:

    i.   improving academic performance in schools.

    ii. ensuring the achievement of the academic goals of the school through structural activities.

However, the two are different in some important areas as discussed in table 2.1.

Differences between Supervision and Inspection

Inspection and supervision are different in many aspects. For clarity, the major areas of differences have been tabulated as follows:

Table 2.1: Differences between supervision and inspection (NCCE, 2013)

S/No	Inspection	Supervision
1	Formal	Less formal
2	Focuses on the monitoring and evaluation of performance	Focuses on maintaining and improving performance
3	Usually carried out by an external agent the inspection departments, etc.	Usually carried out by an internal agent (the head teacher) and head of subject
4	Aims at changing all factors affecting the behaviour of the teacher	Aims at changing the instructional practice methods and techniques affecting teaching and learning.
5	Facilitates and reinforce teaching/learning activities	Explores, encourages and supports teaching/learning activities.
6	Less frequent	Frequent
7	Usually planned ahead	Sometimes not planned
8	Done as a team	Done individually.

2.2 Instructional Supervision Model (Handson, 2008)

The Instructional supervision model demonstrated, is a cyclical process of supervision. Depending on the professional context for instructional supervision, beginning teachers and supervisors collaboratively select between approaches to formative supervision. The formative process is developmental in nature and incorporates the ideals of developmental supervision model (Glickman, Gordon and

Ross-Gordon, 1998). It is aimed at assisting beginning teachers to become effective and to constantly improve (Poole, 1994). The summative process involves evaluation as a means of judgmental appraisal to measure professional growth of beginning teachers (Wareing, 1990).

Supervision and evaluation are viewed as separate activities (Saskatchewan Teachers' Federation, 2002). Teacher evaluation is viewed as a critical function of administration, but systematic evaluation of teacher performance remains separate from supervision (Glatthorn, 1990). Sergiovanni and Starratt (1998) suggested that teachers may choose between collaboration with supervisors or peers and self-reflection paths in supervision. Once the collaborative path is chosen, teachers can select from many supervision approaches including: clinical supervision (Goldhammer, Anderson & Krajewski, 1993), cognitive coaching (Costa & Garmston, 1994), peer coaching (Showers & Joyce, 1996), and mentoring (Reiman & Thies-Sprinthall, 1998).

i.   *Clinical supervision:* is a three-step process consisting of a pre-conference, an observation, and a post-conference.

ii. *Cognitive coaching:* allows teachers to ask questions to explore thinking behind their practices.

iii. In *peer coaching:* teachers work collaboratively in pairs and small teams or cohorts, in which the coach provides feedback to teachers to help them to reach their professional goals.

iv. *Mentoring:* provides the opportunity for experienced educator (mentor) to work with a novice or less experienced teacher (protégé) collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved. Some teachers prefer to be supervised by a self-reflective

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process. Self-reflection path can involve self-evaluation (Glatthorn, 1990), portfolios (Sullivan & Glanz, 2000), and professional growth plans (Fenwick, 2001).

Teachers using self-evaluation work alone and are responsible for their own professional growth. In the portfolio approach, teachers collect information from their students, colleagues, or themselves about their teaching. In professional growth plans, teachers reflect on their instructional and professional goals and become more active participants in the assessment process by describing intended outcomes and plans for achieving the goals.

As can be seen from Figure 2.1 (p21) the supervisory process remains developmental, considering teachers' levels of development (Glatthorn, 1990; Glickman et al., 1998). At the conclusion of the formative supervision process, beginning teachers should experience professional growth and an improvement in their ability to reflect on aspects of their teaching performance. Parallel to formative processes, summative evaluation is used to measure the extent of professional growth and development of beginning teachers for the purposes of retention.

Instructional Supervision Model (ISM)
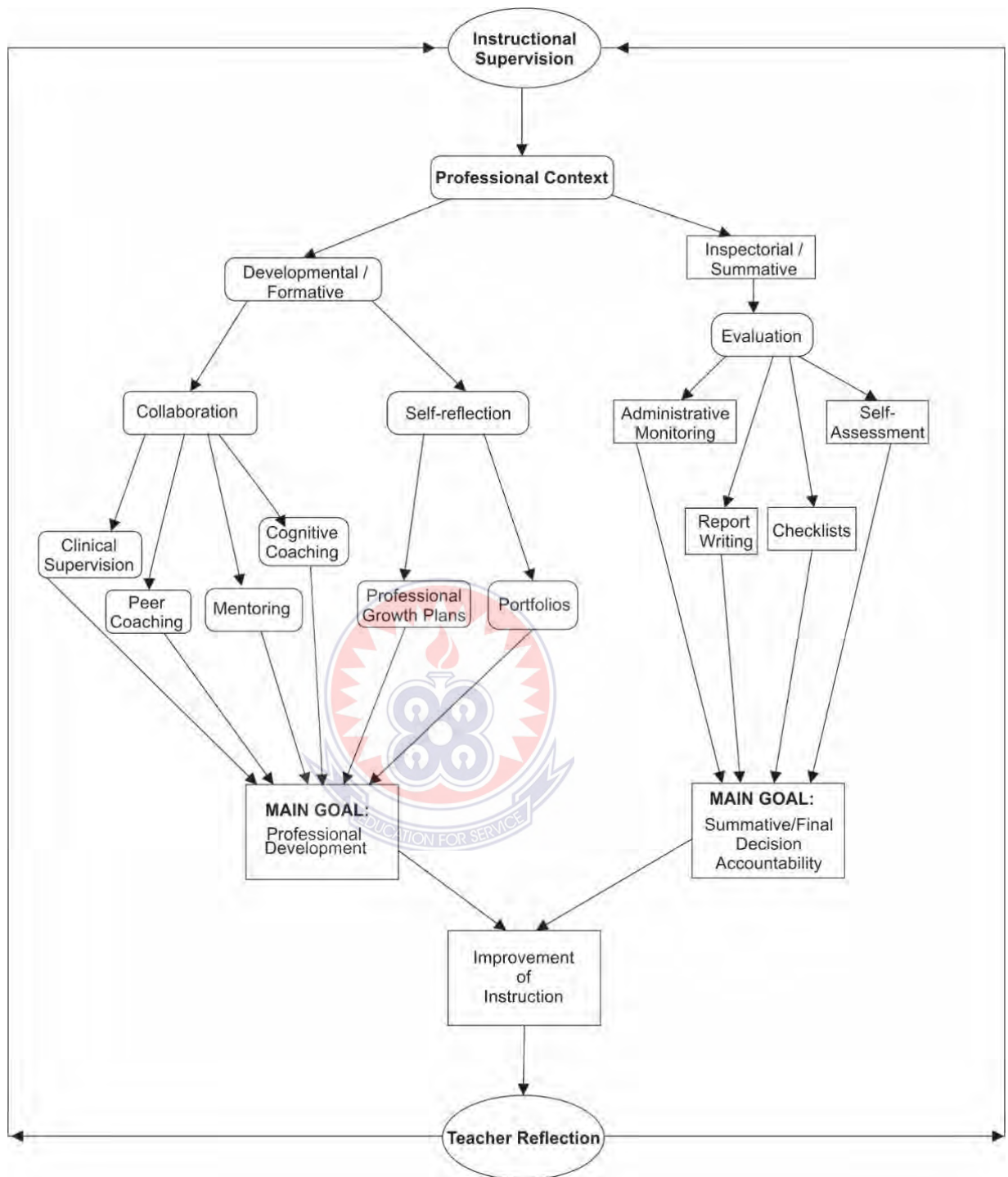
Figure 2.1: Adopted conceptual framework: instructional supervision (Hanson, 2008)

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2.3 Importance of Instructional Supervision

According to Ogunsanya (2006), the ultimate purpose of supervision of schools is the improvement of pupils' learning, but its immediate focus is on the teacher and the educational setting. It therefore seeks to improve the total educational environment so as to enhance pupils' learning. Researchers believe that it has the potential to improve instruction in schools (Glanz, Shulman & Sullivan, 2007p111; Sergiovanni, 2009; Sullivan & Glanz, 2000; Tyagi, 2009). Empirical research studies have shown that contemporary instructional supervision practices have the potential to improve instruction and the entire school environment (Glanz, Shulman & Sullivan, 2007; Pansiri, 2008; Rous, 2004; Sergiovanni, 2009; Sullivan & Glanz, 2000; Tyagi, 2009).

However, while a direct relationship between contemporary supervision and improved teaching has been established, the further link to improved student outcomes is much more tenuous (Glanz, Shulman & Sullivan, 2007). Nevertheless, most researchers and practitioners believe that improved instructional supervision can improve student learning via improved teaching.

Researchers have suggested various supervisory practices and behaviour which are likely to guide and equip teachers with the skills and competences capable of improving their instructional practices and, which ultimately are likely to improve student outcomes (Glanz, Shulman & Sullivan, 2007; Sergiovanni, 2009; Sergiovanni & Starrat, 1993; Sullivan & Glanz, 2000).

One important aspect of supervision which researchers have theorised and shown empirically can improve instructional practices is informal visits to classrooms, also called "walk throughs" (Glanz, Shulman & Sullivan, 2007; Sergiovanni, 2009; Sergiovanni & Starrat, 1993; Sullivan & Glanz, 2000). Researchers have found that

such visits provide supervisors the opportunity to identify areas where teachers have difficulties and/or need improvement. Such knowledge helps supervisors provide assistance and support to teachers individually and in groups. Similarly, supervisor's physical presence in the classrooms affords teachers the opportunity to seek assistance from supervisors, boost their morale and confidence, and encourages them to strive to improve student achievement.

Researchers have empirically shown that pre-observation conferencing between supervisors and teachers improve teachers' instructional practices (Glanz, Shulman & Sullivan, 2007). When teachers and supervisors plan lesson observations together, teachers become aware of what will be observed, and the time and method of observation. During such meetings, supervisors discuss with teachers areas they want them (teachers) to improve. Such meetings provide opportunities for teachers to prepare adequately and feel confident during lesson presentation and, ultimately, provide the basis for improvement in teachers' instructional strategies and practices.

Researchers have shown empirically that lesson observation provides supervisors the opportunity to assess teachers' instructional strategies, and also better provides them with the necessary guidance and support for instructional improvement (Blasé & Blasé, 1999; Glanz, Shulman & Sullivan, 2007; Sergiovanni, 2009; Tyagi, 2009).

Empirical evidence has shown that this strategy provides supervisors the opportunity to provide feedback and suggestions to teachers about lessons observed (Glanz, Shulman & Sullivan, 2007; Tyagi, 2009).

Feedback that is non-judgemental and/or not characterised by fault-finding has potentially positive effects on teacher motivation, self-esteem, efficacy, and sense of security Glanz, Shulman & Sullivan, 2007; Tyagi, 2009).

Contemporary researchers of supervision have also found benefits in the provision of professional literature to guide teachers' instructional practices (Tyagi, 2009).

Providing materials about instruction can increase teachers' repertoire of knowledge and equip them with new strategies and skills to improve their instructional practices. Demonstrating teaching techniques and providing in-service training for teachers to improve their instructional practices are also considered important aspects of supervision (Glanz, Shulman & Sullivan, 2007; Tyagi, 2009).

These researchers have found that teachers tend to learn new ideas about instructional supervision from these programmes. These activities increase teachers' repertoire of knowledge and skills, enhance their reflective behaviour, and foster their sense of creativity and innovation (Blasé & Blasé, 1999). Teachers are, therefore, in a better position to plan their lessons well and manage their classrooms effectively, both of which are likely to improve student achievement.

Theorists and empirical researchers consider collegial meeting (where teachers meet and collaboratively discuss and take decisions on instruction) an important aspect of instructional supervision (Bays, 2001; Blase & Blase, 2004; DaFour, 2004; Sergiovanni, 2009; Sullivan & Glanz, 2000). According to these researchers, when teams of teachers meet to analyse and plan instruction together, members gain insight into what is working and what is not. The team discusses new strategies to implement in their classrooms to improve instruction and, eventually, raise student learning.

Researchers believe that collegial meeting encourages teacher reflection, creativity, and risk-taking (Blasé & Blasé, 1999; DuFour, 2004). Collaboration among teachers and between teachers and their supervisors can help schools become learning communities.

Researchers have also observed empirically that leadership skills like praise, trust and respect, and good inter-personal relationships motivate teachers to perform their duties effectively (Sullivan & Glanz, 2000).

2.4 The History of Supervision

The evolution of any profession certainly sets the boundary to its history. Educational supervision started from school supervision which has gone through phases of development and redefining tasks and roles of the supervisor. Understanding the status of supervision today requires that one looks back into history. Wiles and Bondi (1986) identified some phasal development of supervision in American schools. From the 20th to 21st century, their findings have been summarized by Tanner and Tanner (1987) that during the early years of 19th and 20th century the task of supervision was teaching and management of facilities as well as reviewing school curricula. Lay people were selected to form a board to supervise such activities in the schools. They periodically reviewed the state of school facilities and progress of school performances. Relationship between the lay Board and teachers were very stern and strict. Assessment of teachers" performance was done by following guidelines developed by the lay high educational authorities. Gradually, the lay board system of school supervision gave way to individuals, appointed as superintendent to oversee the classroom instructional aspect of teachers" output. Some superintendents

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gradually moved away from teaching to become complete administrators or managers of schools.

Tanner and Tanner, Ibid. asserted that from the twentieth century onwards, the task of supervision has become more administrative work than improving classroom instructions. Supervision is dynamic and hence the need to explore its state presently for development in the future.

2.5 The History of Supervision in Ghana

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

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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.

2.6 Supervision Modes

2.6.1 Peer supervision
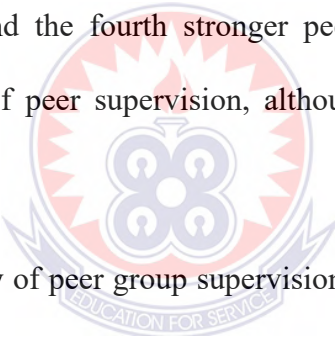
Peer supervision was developed within social work, mental health and counseling fields in developed countries. During supervision sessions peers usually maintain equal status and supervision focuses on restorative elements (i.e. encouraging collegiate and supportive relationships). The empirical evidence from these fields is methodologically weak and does not show strong support for of an impact of peer supervision (Spense et al., 2001).

In low income countries peer supervision is less focused on the restorative elements and more on formative (learning new skills) and normative (quality assurance) elements. Innovative approaches using a peer focus include:

1. Peers observing consultations and providing feedback.

2. Peers supporting weaker colleagues (e.g. through on the job training).

3. Peers discussing issues and problem solving.

4. Peers being promoted to a more formal supervisory role.

5. Non Community Based Agent (CBA) peers selected by the community who serve as a CBA buddy.Strachan (2010)

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Peer strategies were mentioned in the in SCALE in-country reports as desirable and in Uganda many peer approaches have already been tried. The international stakeholder interviews Strachan (2010) highlighted that peers can empathize with the perspective of other Community Based Agents and that they thus may make the best supervisors. This was suggested as being particularly important when power imbalances between traditional supervisors and CBAs can inhibit learning and problem solving. Having a supervisor from the community may also lead to a higher degree of CBA-community trust.

Four low income country studies were located which used a peer supervision approach. The first two used peers in a discussion and problem solving approach, the third peer observation and the fourth stronger peers supporting weaker ones. All suggested some impact of peer supervision, although impacts were small in some settings:

1. A qualitative study of peer group supervision amongst Trinidadian psychiatric nurses found that the nurses, who met weekly using a manual with suggested activities, were more mindful of how they interacted with clients, were more satisfied with their work and had enhanced roles. However behavior change was difficult in busy and overcrowded wards (Lakeman & Glasgow, 2009).

2. A controlled trial with Indonesian family planning providers compared self-assessment to self-assessment and peer group meetings and found only small changes in communication between those receiving self-assessment only and those receiving self- assessment and group meetings Kim et al. (2000).

3. In Mali health worker who completed self-assessment with peer observation had 10% higher compliance to care standards compared to a non-random control group ($p<0.001$ (Kelley et al., 2003).

4. In Indonesia immunization nurses who had low coverage or incomplete records hosted experienced nurses from nearby clinics for 1-2 weeks who provided on the job training. Vaccination coverage increased from 42 to 68% (26%) in the non-randomly selected intervention areas compared to 58% to 60% in the control areas ($p<0.001$). The intervention was popular as it tackled real problems but relied on having data available to identify poor performers (Robinson et al., 2001).

5. No empirical data was located on the promotion of well performing peers to formal supervisory roles but this strategy is posited as a means of reducing attrition by providing a career pathway for CBAs Rahman et al. (2010). However, innovations that take this approach would need to manage the expectations of those not selected Strachan (2010). Similarly no empirical data on using a buddy system was located.

6. Using m-health for peers to discuss issues and frustrations was suggested by international stakeholders Strachan (2010) and has been used in developed country settings to reduce feelings of isolation (Mason & Hayes, 2007, Nickson, 2008). Sustaining these virtual groups proved difficult in Australia due to time commitments and the format not meeting the participants needs (Nickson et al., 2008).

7. Concerns have been raised that peer supervision may create tension between staff members (Bose et al., 2001) and that effectiveness may be compromised because peers may not challenge each other enough for optimum reflection

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and learning and may suffer from the same weaknesses and issues (Lakeman & Glasgow, 2009).

2.6.2 Group supervision

Group supervision involves a group of CBAs meeting together with a supervisor. The focus of the meeting is usually performing regular supervisory activities (collecting data, discussing problems and continuing education) but in a group rather than in an individual context (Strachan, 2010).

The international stakeholder interviews identified group supervision as an important approach highlighting the motivational benefit of working in a team and its efficiency in terms of time and logistics. Groups were reported as a useful arena for problem solving approaches allowing both peer support and technical guidance from a supervisor to be provided Strachan (2010). Group supervision was mentioned in the in-country reviews suggesting that there is support for these types of innovations within the in SCALE countries.

Program reports from Ecuador suggest that group supervision makes action taking more likely. In this setting individual supervision of health workers was found to be a barrier to participation in local health activities. When the focus of supervision was changed to group supervision, participation increased and teams were able to see the connection between supervision and planning.

Only two low income country studies were located exploring the impact of group supervision, one suggested an impact on performance and another that group supervision was logistically easier than individual supervision and had no detrimental impact. A study in Guatemala evaluated group supervision of family planning

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providers by replacing one of two annual supervisory visits with a group meeting that focused on training. The intervention group had an 11% increase in couple of years protected, compared to a 22% decrease in the control group (difference was non-significant). In Kenya group supervision was as effective as individual supervision and allowed supervisors to cover a larger geographic area at a lower cost.

2.6.3 The community

There is a small body of literature on improving the delivery of services through community involvement. It is based on the premise that communities can hold providers accountable and can pressure and monitor them through social rewards and sanctions if they have relevant information about the status of the delivery of services and community entitlements (Bjorkman & Svensson, 2009). The importance of the community as the work place of the CBA has led to suggestions that the idea of „community participation" should be replaced by „health systems participation". That is supervision should focus on developing the relationship between the CBA and the community – for example by the supervisor assisting the CBA to collect their own data on community needs, heightening their visibility and designing information systems that are based on sharing information with the community (Robinson & Larson, 1990).

The international stakeholders interviewed Strachan (2010) also stressed the importance of the community in monitoring and supervising CBAs. Many of the interviewees proposed the establishment of health committees who supervise and monitor CBAs as an effective way of both engaging the community and encouraging ownership. It was suggested that such groups should review data as it was argued that this allows workers and volunteers to see that they are making a difference which is

motivating. An approach suggested as having achieved this end was the Community Based Health Information System (CBHIS) initiated by AMREF with the Ministry of Health in Kabwese in South West Kenya Strachan (2010).

Only one study was identified examining the impact of community monitoring, this suggest that community monitoring can be very effective. This RCT from Uganda included communities discussing data on health facility performance and their rights as patients. They then worked with the facility to develop an action plan for the facility and a way of monitoring providers. This led to increased quality and quantity of primary health care in the intervention compared to the control areas and changes in mortality and morbidity. E.g. Significant difference in weight of infants, a 33% reduction in under-5-mortality in the treatment communities and 20% higher utilization of outpatient facilities (Bjorkman & Svensson, 2009).

Community participation can be acceptable and feasible with community members reporting that they are „proud" to be part of the program (Sennun et al., 2006)

2.6.4 Self-assessment

Interest in Self-Assessment (SA) began in the 1970"s and it has been widely used in the education, management and health fields in developed countries. Studies suggest that SA shows promise as a means of improving performance in these settings. SA may result in 4 types of benefits:

1. Learning from experience.

2. Functioning more efficiently.

3. Strengthening commitment to performance.

4. Fostering self-agency (e.g. by increasing provider participation and giving providers greater ownership over the evaluation process). (Bose et al., 2001).

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SA usually focused on completing a knowledge test or a self-assessment checklist to identify activities done and/or strengths and weaknesses in specific areas of performance. The checklist can be completed about performance in general or about performance in a particular consultation. The latter is done by completing the checklist after the consultation through recall or by reviewing a video or audio tape of the consultation (Bose et al., 2001).

SA can be done as a post training activity, between supervision visits or as part of a supervisory visit. It is proposed that SA can enhance the effectiveness of supervisory visits as providers have already thought about their performance. When done with a supervisor, the supervisor may review the provider's SA checklist or may compare the provider's checklist with one they have completed through observation. Peers can also meet to review the SA checklists or can observe consultations and compare an SA checklist with one completed by a peer. Generally some level of external support is provided with very few studies using SA as a standalone tool (Bose et al., 2001).

Questions of validity around SA stem from different theoretical stances on self-assessment. Some theories posit that people will distort their performance to view themselves favorably whilst other theories state that people will assess themselves from the perspective of others and are not likely to inflate their abilities/performance. When compared to external measures SA has been found to have low to moderate validity of SA (Bose et al., 2001).

Three low income county studies using SA were located. The first used a checklist to evaluate communication in family planning consultations in order to identify behavior to improve, the second was similar in nature but used a SA tool that included a teaching element and also included audio-taping consultations and regular supervisor

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visits, the third used SA of a fever consultation and peer observation. All suggested some impact of SA, although impacts were small in studies where SA was not complimented by ongoing support:

- A controlled trial with Indonesian family planning providers compared self-assessment to consolidate training skills to controls who received training only. The SA covered a different communication skill each week for 16 weeks and included identifying behaviors to improve. Providers were trained on SA for half a day prior to the intervention. During the intervention problem solving was recognised as a weakness and training on defining behavioral goals and problem solving was initiated. Levels of facilitative and active communication increased by 3% in the intervention group but not in the control group (p<0.001) (Kim et al., 2000).

- In Mexico medical students were trained in interpersonal communication (IPC) before starting their rural rotations. A control group received standard 2 monthly supervision visits and in an intervention group supervisors were trained in IPC and the students conducted twice monthly self-assessments between supervisory visits. The self- assessment included audio recordings of consultations and a job aid that covered essential skills, explained the importance of the skill and provided information on how to perform the skill. The doctors in the intervention group used 13 more facilitative phrases per consultation than the control doctors and provided 63% more biomedical information (p<0.001), a small subset of doctors had pre and post intervention data which confirmed these finding (Kim et al, 2002).

- In Mali compliance to care standards were 10% higher in an intervention group that conducted self-assessment with peer observation than in a non-randomized control group ($p < 0.001$) (Kelley et al., 2003).

Group self-assessment has been utilized in several settings but has not been evaluated (Bose et al., 2001). There is some evidence that providers need to learn self-assessment skills, especially as there may initially be some resistance/distrust around the method. Providers with poor abilities to perform may also be less able to assess themselves accurately, which may reduce the utility of SA (Bose et al., 2001). Questions on the durability of behavior change that results from SA, the type of behaviors that can be influenced and the best format for SA requires further research (Bose et al., 2001).

Feasibility issues with self-assessment include finding time to complete the forms and fatigue when the forms are used repeatedly (Kelley et al., 2003; Kim et al., 2000) and initial embarrassment when conducting SA by reviewing audio-tapes (Kim et al., 2002).

Evidence from developed countries suggest that to be effective SA requires supervision and ongoing support, that checklists should not be overly long and should target specific rather than general criteria that are clearly defined and discussed with the provider before the SA (Bose et al., 2001). Self-assessment was not suggested in the international stakeholder interviews or in the in county reviews.

2.7 Types of Supervision

In exploring supervision the study looked at the two types of supervision, internal and external supervision, as practiced in the context of Ghana's educational system

2.7.1 Internal supervision

Internal type of supervision is conducted within the various institutions by institutional heads. According to Neagley and Evans (1970). Internal supervision is where heads or principals in present day public school organisation become the chief school administrator and supervision is conducted from the local, district, regional or national offices.

From the point of view of Neagley and Evans (1970) head teachers, headmasters and principals in present day public school organisation are the administrators in their schools and therefore have the mandate to see to the day to day administration as well as supervise the work of their staff.

Head Teachers "Handbook (2002) emphasises on internal supervision as the sole responsibility of the administrator (head teacher). With the head teacher's position as the administrator and supervisor, has that duty to improve upon teacher's professional competencies, techniques and skills in specific area of teaching and learning, addresses common needs of teachers with regard to teaching and learning and providing a new form of pedagogy to improve teaching and learning.

2.7.2 External supervision

External supervision deals with supervision by officers from the educational office (District, Regional or National). The external supervision is of various types, it includes brief, follow up, familiarization, assessment for promotion, special (investigative) and comprehensive visit. Circuit Supervisor's Handbook (2002)

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2.7.2.1 Types of external supervision

Brief visit: A brief visit is where the officer goes to give or collect some information from staff of Ghana Education Service.

Familiarization Visit: this kind of visit is conducted by a newly appointed supervisor who visits school within the circuit to get acquainted with staff, pupils and the various communities. It can also be a visit to newly established school for the same purpose.

Special Visit: Special visit deals with a visit by a supervisor to investigate a malpractice or an allegation made against staff in any educational Institution. It is special and sometimes called investigative visit.

Comprehensive or intensive Visit: This kind of visit involves looking at all aspects of organisation. It focuses on diagnosing all environmental conditions necessary for effective work and giving the staff and all concerned with the educational enterprise the necessary guidance and advice as well as encouragement.

Follow up Visits: This follows a comprehensive visit. It is carried out to find out how far the recommendations made in a previous report have been implemented and to make further recommendations where necessary. Follow up visits help to reinforce with workers that, issues found during the last visit are still important. Through follow up visits workers are supported if problem found have not been fixed. Furthermore it is a way of checking if past on the spot training has been effective. Also it ensures that performance of worker is being monitored. Circuit Supervisor"s Handbook (2002)

Halpin (1956) sees external supervision as playing a complementary role in the supervisory process. He looks at external supervision as complementary role and duties of the internal supervisor by providing professional advice and guidance to

workers. The Circuit Supervisor's Handbook indicates that, the duties of the external supervision are making the worker more effective through improved working conditions such as, better materials for instruction, improved methods of teaching, preparations of course of study, supervision of instruction through direct contact with the classroom teacher.

2.8 Qualities and Roles of Supervisors

Different schools of thought have arisen on the subject of qualities and roles of supervisors. According to Wiles and Bondi (1986 p. 17),the best supervisors, regardless of their title, orientation, or job requirements, possess special areas of competence, They therefore identified eight skill areas of supervisors, out of which five are reproduced below.

2.8.1. Supervisors as developers of people

The best educated supervisors never forget that schools are learning environments designed to help children to grow up. Such sensitivity to the growth of children requires a thorough knowledge of the development process as well as the special character of various groups of children in school. Supervisors are expected to have knowledge of the abilities of children and their differential attitudes towards learning. These qualities, good supervisors acknowledge and learn to apply that knowledge in order to bring up the children in the right state of mind for successful growth. Supervisors, as teachers, are able to identify the abilities of the children in their care and are able to design teaching techniques to develop all the children. The stock of knowledge about children"s growth and behavior, properly utilized makes one people developer.

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2.8.2 Supervisors are human relations workers

According to Asiedu Akrofi (1978), supervision work is formal and person-to-person. It involves communicating with the staff. For these reasons and others, supervisors must be specialists in basic human relations. Thus, supervisors must be particularly good listeners, hearing not only what is said but also what is not said. Supervision also includes a special capacity to motivate others to work. Supervisors must possess a special series of conferencing ability as they work in small groups to improve performance. Finally, supervisors are regularly public relations specialists. Through supervisors at the directorate, management hear the voice of subordinates.

2.8.3 Supervisors are staff developers

Joyce and Showers (1988) asserted that if the primary task for instructional supervisors is to improve learning opportunities for workers and if supervisors work most often at work place with their staff, then a major role is that of staff development or in-service specialist. Supervisors need the skill of being able to „see‟ workers need when planning staff development. Thus, there must be a way of profile to the development of individual workers so that growth can be continuous in scheduling in-service assistance. Making in-service work, is a skill of the instructional supervisor. For improved learning opportunities, unit heads first conducts needs assessment, which reveals weaknesses and strengths of staff. Though this appropriate session is organised for staff which in turn sharpen the skills of employees, make them confident in delivering for the best performance.

2.8.4 Supervisors are administrators

One of the most difficult tasks for the teacher-turned supervisor is to accept an administrative role in education. As administrators, supervisors need basic

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administrative skills. They should be able to manage information and establish effective record keeping in the instructional areas. They should be able to work effectively with other administrators; they must be able to think like administrators. In short, the supervisor as an administrator is an attitude as well as a set of skills. Tanner and Tanner (Ibid) mentioned that from the twentieth century onwards, the task of supervision has become more administrative work. this behavior of supervisors allows them to perform administrative roles such as setting standards for quality work, drawing action plan and evaluate performance and set new target.

2.8.5 Supervisors are managers of change

Today's supervisor is often perceived as a manager of meaningful change and is certainly held accountable for his or her actions. Supervisors are under some degree of pressure to get result. Even without the pressure of the state law, a general system mentality has taken hold in the area of instruction. Punctuality, regularity, effective use of instructional time, output of work and test results are tied directly to performance, and thus making the cycle of curriculum development a cycle of accountability. Monitoring these results and making adjustments in the system is now a regular part of supervision. The management of budgets, through the use of categorical funding has furthered the mechanical approach to instructional improvement. Overall, this management function of supervision means that the instructional supervisors must be sharp with numbers, organised and able to see all the pieces as an interacting whole. Supervisors scan the organisational environment and know exactly what the situation is, using the managerial processes: planning, organising, directing, coordinating, evaluating, adapt means of meeting organisational and social changes. (Management: Principles and Policy, p 299)

2.8.6 Supervisors are evaluators

Previously stated roles collectively place the supervisor in a constant position of evaluation. Assessing staff performance, program outcomes, tests and materials consultant performance and analysis of test result- all are parts of the evaluation role. Supervisors are regularly expected to initiate general needs assessment and to conduct community surveys and follow-up studies of graduates. The organisation of this information and translation of this data into curriculum management plans or school improvement plans are expected roles for an instructional supervisor. Finally, supervisors are expected to keep up with overall research in education and to translate these findings for other administrators and teachers. These skill areas, according to Wiles and Bondi (1986), then form the foundation for supervisory competence in today's educational systems.

(Glickman et al., 2004, p. 129) are also of the view that knowledge of what needs to be done for teacher growth and school success is represented by the base of a triangle (see fig. 1) with interpersonal and technical skills forming the other arms of the triangle. Supervisors at end of monitoring section evaluate their work or subordinates" work. The actual work is compared with the set standard, if the actual performance fall short the research personnel under the planning unit takes a serious research in that area. The findings are used for decision making to be used by all departments. In summary supervisors possess certain qualities and roles as indicated by Wiles and Bondi (1986 p. 17). If these roles are well exhibited by supervisors, they will be able to bring up children in the right state. They can also set their own network for information to disseminate, as staff developers aim at organising the appropriate training to meet the needs of the subordinates.

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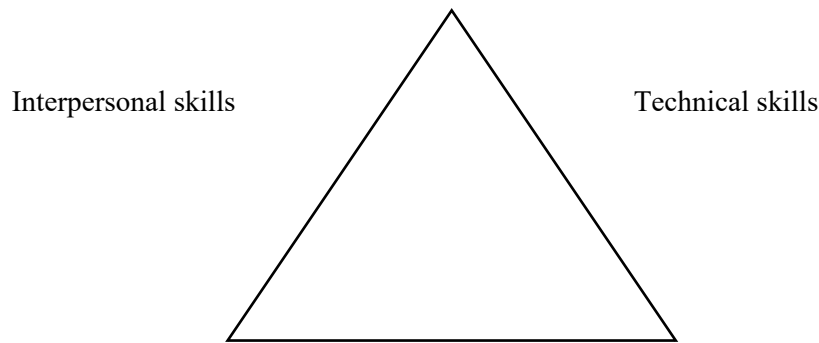
Figure 2.2: Pre-Requisite dimension for a supervisor

Knowledge needs to be accompanied by interpersonal skills for planning, assessing, observing and for evaluating instructional improvement.

Supervisors need to understand the exception; what teachers and schools can be in contrast to the norms. What teachers and schools are typically made of. They need to understand how knowledge and adults and teacher development and alternative supervisory practices can help break norm of mediocrity found in typical schools.

Secondly, there is also an inter-personal base. Supervisors must know how their own interpersonal behaviors affect individuals as well as groups of teachers and study ranges of inter personal behaviors that might be used to promote positive and change oriented relationship.

(Glickman et al., 2004, p. 131) spelt out the derived categories of supervisory behaviors as listening, clarifying, encouraging, reflecting, presenting, problem solving, negotiating, directing, standardizing, and reinforcing. Definition of each category is as follows

2.9 Supervision Behaviours

Listening: The supervisor should be able to sit and look at the staff and nod his or her head to show understanding;

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Clarifying: The supervisor should be able to ask questions and make statements to clarify the subordinate's points of view. e.g. „would you explain this further?

Encouraging: the supervisor should be able to provide acknowledgement responses that will help the worker to explain his or her position. e.g. "yes I am following you" Reflecting: The supervisor should be able to summarize and paraphrase the workers" message for verification of accuracy.

Presenting: The supervisor should again be able to give his or her own ideas about the issue being discussed. e.g. "this is how I see it"

Problem solving: The supervisor should be able to take initiative, usually after preliminary discussion of the issue or problem, in pressing all those involved to generate a list of possible solutions. This is usually done through statements like "what ideas do you have to solve the problem?"

Negotiating: The supervisor should be able to lead the discussion from possible, probable solutions by discussing the consequences of each proposed action, exploring conflicts or priorities.

Directing: The supervisor should be able to tell the participants either what the choices are or what should be done.

Standardizing: The supervisor should be able to set the expected criteria and time for the decision to be implemented.

Reinforcing: The supervisor should be able to strengthen the directive or the criteria to be met by telling of possible consequences. Possible consequences can be positive, in the form of praise:

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"I know you can do it". Consequences can also be negative: "if not done on time we will lose the support of..."

They further explain that the fore-going categories of interpersonal supervisory behaviors move participants towards a decision.

Thirdly, technical skills deal with planning, assessing, observing and evaluating. Planning and assessing skills are useful for a supervisor in setting goals for him as well as others.

2.10 The Supervisor's Role in Supervision

According to Asiedu-Akrofi (1978) the supervisor's role is to work co-operatively with workers to create favorable circumstances for learning in schools. To him the supervisor basically does the following;

1. The supervisor looks for workers hidden talent and encourages it to come out.

2. The supervisor should establish good rapport between his co-workers since that will ensure the smooth running of the organisation. The supervisor's skill and experiences should readily be placed at the service of other workers.

3. The supervisor must have great respect for workers" initiative, experimentation and sense of creativity. Thus the circumstance under which every worker's actions take place in the organisation, needs clear understanding before the supervisor can give any relevant advice. Tanner and Tanner (1987 p. 94) explain the role of the supervisor as:

i. Creating atmosphere where workers are free to experiment.

ii. Release time for workers performance development at work.

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iii.   Commissioning of outside consultant service where necessary.

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

1. Individual worker conference.

2. Regular departmental visitation

3. Action research in the organisation

4. Co-ordination of special activities.

5. Demonstration and substitute work on occasion.

6. Planning and presenting in-service programmes

7. An active role in staff development.

It can be concluded that the supervisor should, at least, devote half of his time to planning for staff conference, department visitation, action research, staff development and other supervisory activities.

2.11 Factors for Effective Supervision

From the review done so far, it is glaring that supervision has the greatest potential in enhancing or developing staff performance. However this must start with the involvement and behavior re-orientation of all stakeholders who are much concerned with the effectiveness practiced in schools. A search through the literature on supervision in organisation presents the following that have impact on supervision Circuit Supervisor's Handbook (2002)

1. **Conducive atmosphere**: The environment should be made free of tension and emotional stress. The atmosphere should be given incentives for work.

2. **Staff orientation:** Orientation is the personnel activity which introduces new employees to an enterprise and to their task, superiors, and workforce do not know the job, how the pattern for supervision, 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.

3. **Training:** 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 employee master specific skills and abilities needed to be successful. Ivancevich, (1998). In the light of this, acquisition and using knowledge for effective supervision is critical. 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.

4. **Immediate recognition of good work:** Good work should be recognised. This implies that the acknowledgement of any good work done must be immediate and made public to others which will then serve as incentive to others. Incentive of merit, recommendation for promotion, etc. improve performances.

5. **Constructive criticisms:** Supervisors must criticize poor work done by a subordinate constructively. Advice and personal relationship should be given to the affected staff. It needs be stated here that such criticisms should be made private and with clear mind.

6. **Opportunity for improvement:** Supervisors should give opportunity to subordinates to prove their worth and for aspiring higher. They should therefore be allowed to use their initiatives in performing their jobs and taking decision . It will give them the motivation to work much harder.

7. **Provision of logistics:** Logistics are the engine on which supervision thrives. Availability of logistics and materials for work are critical, in the sense that it creates confidence in supervisors and staff. Lack of logistics can greatly hinder the work of supervisors or slow down progress of work, as motivation is likely to dwindle. Halpin (1956) is of the view that supervision can effectively be carried out when logistics are provided to support it.

8. **Team work:** Team building is of great importance to any successful business. Supervisors must collaborate with staff in a manner that will bring all partners together as a team. The team must learn and share a common goal or vision, belief and work together as professional.

2.11 Supervisory Approaches

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

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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; examples: clinical, collegial, self-directed, informal supervision, inquiry-based supervision and developmental supervision.

2.11.1. Clinical supervision

Clinical supervision can be described as instructional supervision that has been perfected and 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 Headteacher 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" (p. 101). 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,1993), proposed eight phases of clinical supervision. 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 affected 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.

2.11.2 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 headteachers, 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-Awuah, 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).

2.11.3. 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.

2.11.4 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.

2.11.5 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).

2.11.6 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-Awuah, 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.

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To them advanced supervisees function independently, seek consultation when appropriate, and feel responsible for their correct and incorrect decisions.

2.11.7 Collaborative supervision

Collaboration and collegiality are very important in today's modern schools. Collaborative approaches to supervision are mainly designed to help beginning teachers and those who are new to a school or teaching environment with the appropriate support from more experienced colleagues. Thus, these colleagues have an ethical and professional responsibility of providing the required type of support upon request (Kutsyuruba, 2003). The major components of collaborative approaches to supervision are: peer coaching, cognitive coaching, and mentoring. However, it is stated by various authors that these approaches to instructional supervision overlap each other but are quite different in their purpose and function (Kutsyuruba, 2003; Sergiovanni & Starratt, 2007; Sullivan & Glanz, 2002).

1. Peer coaching

Peer coaching is a type of supervision in which teachers in a given school work collaboratively in pairs and small teams to observe each other's teaching and to improve instruction (Beach & Reinhartz, 2000). Peer coaching, according to Sullivan and Glanz (2000), is defined as "teachers helping each other to reflect on and improve teaching practice and/or carry out new teaching skills needed to carry out knowledge gained through faculty or curriculum development" (p. 215). Peer coaching differs from other coaching approaches in that it involves teachers of equal status (beginners with beginners or experienced with experienced) and focused on innovations in curriculum and development.

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Peer coaching is "a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new (innovative) skills; share ideas; teach one another or solve problems in the work place" (Latz, Neumeister, Adams & Pierce, 2009, p. 28). The goal of coaching as described by Sergiovanni and Starratt (2007), is to develop communities within which "teachers collaborate each other to honor a very simple value: when we learn together, we learn more, and when we learn more, we will more effectively serve our students" (p. 251). Thus, peer coaching provides possible opportunities to teachers to refine teaching skills through collaborative relationships, participatory decision-making, and immediate feedback (Bowman & McCormick, 2000; Sullivan & Glanz, 2000).

2. Cognitive coaching

The term cognitive in supervision refers to becoming aware (mediated thinking) of one's own teaching effectiveness. Cognitive coaching is an effective means of establishing sound relationships between two or more professionals of different status (beginners with experienced teachers, beginners with assigned supervisors, or experienced teachers with assigned supervisors). Batt (2010) stated that "the cognitive coach should be more knowledgeable and experienced in the practices being learned than the teacher being coached" (p. 999). Thus, in cognitive coaching, the coaches (more experienced teachers or supervisors) act as a mediator between the beginner teacher to be coached and his or her own thinking.

Cognitive coaching is therefore, defined as "a set of strategies, a way of thinking and a way of working that enables self and others to shape and reshape their thinking and problem-solving capacities" (Costa & Garmston, 2002, p. 22). Cognitive coaching also refers to "a non-judgmental process in which supervisor (senior teacher) attempts

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to facilitate teacher learning (the one to be coached) through a problem-solving approach by using questions to stimulate the teacher's thinking" (Costa & Garmston, 1994, p. 2). Cognitive coaching differs from peer coaching in that peer coaching focuses on innovations in curriculum and instructions, whereas cognitive coaching is aimed at improving existing practices (Showers & Joyce, 1996).

3. Mentoring

Mentoring as defined by Sullivan and Glanz (2000) is "a process that facilitates instructional improvement wherein an experienced teacher (*mentor*) works with a *novice or less experienced teacher* collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved" (p. 213). It differs from peer coaching and cognitive coaching in that mentoring involves a hierarchical relationship only between a novice and senior (more experienced) teacher. In addition, in mentoring, one senior teacher from the same department is assigned as a mentor for one novice teacher. Thus, it is a one-to-one correspondence between senior and novice teachers (Murray & Mazur, 2009). Mentoring is a form of collaborative (peer) supervision focused on helping new teachers or beginning teachers successfully learn their roles, establish their self-images as teachers figure out the school and its culture, and understand how teaching unfolds in real classrooms (Sergiovanni & Starratt, 2007). According to Sullivan and Glanz (2000), "mentors are not judging or critics, but facilitators of instructional improvement, and all their interactions and recommendations with staff members are confidential" (p. 213).

2.11.8 Self-reflection (reflective coaching)

As the context of education is ever-changing, teachers should have a professional and ethical responsibility to reflect on what is happening in response to changing

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circumstances. Thus, they can participate in self-assessment reflective practices (Kutsyuruba, 2003). According to Glatthorn (1990), self- directed development is a process by which a teacher systematically participates for his or her own professional growth in teaching.

According to Sergiovanni (1991), self-directed approaches are "mostly ideal for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers" (p. 305).

In addition, this approach is "particularly suited to competent and experienced teachers who are able to manage their time well" (Sergiovanni & Starratt, 2007). Sergiovanni and Starratt further considered this option to be "efficient in use of time, less costly, and less demanding in its reliance on others. Thus, the writers indicated that in self-directed supervision "teachers work alone by assuming responsibility for their own professional development" (p. 276).

2.11.9. Portfolios

As teachers want to be actively participating in their own development and supervision, they need to take ownership of the evaluation process (Kutsyuruba, 2003). The best way for teachers to be actively involved in such practices is the teaching portfolio (Painter, 2001). A teaching portfolio is defined as a process of supervision with teacher compiled collection of artifacts, reproductions, and testimonials that represents the teachers' professional growth and abilities (Riggs & Sandlin, 2000).

A portfolio, according to Zepeda (2007), is "an individualized, ongoing record of growth that provides the opportunity for teachers to collect artifacts over an extended

period of time" (p. 85). In portfolios, teachers evaluate themselves and develop their teaching practice as well as pedagogical and domain knowledge with the evidence from collection of the artifacts (Reis & Villaume, 2002).

Similarly, Sergiovanni and Starratt (2007) stated that the intent of portfolio development is to establish a file or collection of artifacts, records, photo essays, cassettes, and other materials designed to represent some aspect of the class room program and teaching activities. As Sullivan and Glanz (2000) stated, portfolio documents not only innovative and effective practices of teachers, but also it is a central road for teachers' professional growth "through self-assessment, analysis, and sharing with colleagues through discussion and writing" (p. 215).

2.11.10. Professional growth plans

Professional growth plans are defined as "individual goal-setting activities, long term projects teachers develop and carry out relating to the teaching" (Brandt, 1996, p. 31). This means that teachers reflect their own instructional and professional goals by setting intended outcomes and plans for achieving these goals. In this regard, Fenwick (2001) stated that professional growth plans "could produce transformative effects in teaching practice, greater staff collaboration, decreased teacher anxiety, and increased focus and commitment to learning" (p. 422).

2.12 Qualities of Instructional Supervisor

Education is moving from a system-level management and supervision of teachers to school-site management and empowerment of learners (Renihan, 2004). Rather than abolish supervision altogether, efforts need to be made at identifying the flaws of current supervision practices and address them (Alfonso, 1997). According to

Wanzare and Da Costa (2000), the literature indicates four key strategies for enhancing the professional growth of teachers through instructional supervision.

First, there is administrative support for ongoing staff development supported by modelling, coaching and collaborative problem solving.

Second, teachers need to engage, individually and collaboratively, in the concrete tasks of teaching, observation, assessment, experimentation and reflection.

Third, supervisors should match appropriate supervisory approaches to teachers' developmental needs with the ultimate goal of the teacher to be self-directed; and finally, organisational leaders should work to establish a culture that values professional and collegial interactions among participants. Instructional supervision processes must meet the unique needs of all teachers being supervised.

From the beginning, to the well experienced teacher, and instructional supervision must provide a variety of opportunities for each teacher (Nolan & Hoover, 2004, p.113). However, the standards and procedures expected of the first-year teachers is exactly the same as experienced teachers the moment the new teachers enter their classroom (Danielson & McGreal, 2000).

Nolan and Hoover (2004) identified seven essential skills of classroom-based supervision. These skills include: builds trust and positive communication, uncovers espoused platforms and platforms in use, encourage continuous reflection and inquiry into teaching, collects systematic data, interpret and use the data, conference, and foster a school wide climate that values community, collaboration and continuous growth.

Aseltine et al. (2006) developed a new model of instructional supervision and evaluation called Performance-Based Supervision and Evaluation. The model's strength is in the conversation between the teacher and supervisor as they collaborate to enhance the teacher's instructional capacity to improve student learning in essential skills, knowledge and dispositions. The model extends best practice in teacher supervision in the following ways:

a. Focus on instructional results.

b. Emphasis on setting meaningful and realistic professional goals measured in terms of improved student performance.

c. Encourages teachers to analyse, individually and collectively, student work and use this data to address learning needs.

d. Encourages teachers to design focused interventions to strengthen and enhance student learning in targeted areas.

e. Teachers develop a plan for professional growth that is related to improving student learning and establishes them as lifelong learners.

f. Teachers use student performance as evidence to demonstrate that learning has taken place.

g. Brings together through collaboration and commitment of the work of the teacher, supervisor and additional resources.

h. Links the work of teachers with the goals of the school improvement plan (pp. 14-15).

In order to develop a strong process for supervision, the underlying reason should be considered. The underlying reason is built on teacher quality or effectiveness. Through our understanding of an effective teacher, the information which should be the primary focus of supervision is identified. Effective teachers, as Stronge (2002)

stated, were dedicated to students and to the job of teaching while working collaboratively with other staff members. These teachers continuously practice self-evaluation and self-critique as learning tools.

Empowering teachers in peer supervision provides personal accountability and meaningful feedback through dialogue and analysis of the observations. The teachers converse more about their instruction and what they would like to try (Rooney, 2005). Good principals (head teachers), according to Glanz (2005), continually engage teachers in instructional dialogue and reflective practices so that they are equipped to improve the academic performance of their students.

2.13 Practices of Instructional Supervision

Glickman et al. (2001) asserted that summative teacher evaluation is an administrative function intended to meet the organizational need for teacher accountability. It involves decisions about the level of a teacher's performance. Summative evaluation seeks to determine if the teacher has met minimum expectations. For instance, if the teacher has not met his or her professional responsibilities, the summative process documents inadequate performance for the purpose of remediation, and if necessary termination (p. 299).

Baffour-Awuah's (2011) research on supervision of instruction in public primary schools in Ghana contradicted Kerubo's (2010) findings where the checking of teacher's lesson plans, teachers' lesson notes and students work correlated with students' academic achievement. There is however a positive relationship between the teachers' inspection of records of work, lesson attendance and teachers on duty, giving report at the end of the week and students' academic achievement. Inspection of teachers' record of work lesson attendance and weekly report are key instructional

activities because unless a student understands what is taught, covers the syllabus and its disciplines, if not, it might be difficult for the students to pass the examinations.

2.14 Perceptions and Attitudes of Teachers towards Instructional Supervision

According to Sergiovanni and Starratt (2007), instructional supervision is effective when the attention of supervisors is focused on building the capacity of supervisee, giving them the autonomy, they need to practice effectively, and making them responsible for helping students to be effective learners (Tesfaw & Hofman, 2012).

Several authors such as Sergiovanni and Starratt (2007) and Zepeda (2007) argued that teachers' attitude and satisfaction toward instructional supervision greatly depends on several factors such as smooth teacher-supervisor relationship, availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors (Tesfaw & Hofman, 2012, p.15).

Substantiating this, Kutsyuruba (2003) in a study on beginning teachers' perception of instructional supervision revealed that beginning, teachers desire more frequent use of instructional supervision that meets their professional needs, promotes trust and collaboration, and provides them with support, advice and help (Tesfaw & Hofman, 2012).

Studies depict that, inadequacies of the amount and quality of instructional supervision make teachers develop negative attitude and a sense of disappointment toward supervision processes (Choy, Chong, Wong & Wong, 2011). In fact, teachers tend to believe that a traditional supervisor in their classroom indicates they are being evaluated, rather than being offered support (Roberts & Pruitt, 2003).

Supervision has often been a one-size-fits all approach. Diaz-Maggioli (2004) insisted that most supervisory practices include evaluation, whether implicitly or explicitly.

From laypersons conducting school inspection in the 18th century, up to the practice of neoscientific management, supervision in most schools of the world has focused on inspection and control of teachers (Alemayehu, 2008).

Sullivan and Glanz (2000) stated that, "the evaluation function of supervision was historically rooted in a bureaucratic inspectional type of supervision" (p. 22). In a study of supervision and teacher satisfaction, Fraser (1980) stated that "the improvement of the teaching learning process was dependent upon teacher attitudes toward supervision" (p. 224). The researcher noted that unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory practice will not bring the desired effect.

Similarly, Johnson (2001) noted that "at least 30 percent of beginning teachers leave the profession during the first two years" (p. 44). For many less experienced teachers, supervision is viewed as a meaningless exercise that has little value than completion of the required evaluation. The writers further described that "no matter how capable are designated supervisors, as long as supervision is viewed as nothing value to teachers, its potential to improve schools will not be fully realized" (Sergiovanni & Starratt, 2007, p. 5).

Thus, selecting and applying supervisory models aimed at teachers' instructional improvement and professional growth is imperative to develop a sense of trust, autonomy, and professional learning culture (Hargreaves & Fullan, 2000).

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Instructional supervision become effective when supervisors (principals, vice principals, department heads, assigned supervisors) focus their attention on building the capacity of supervisee, then giving them the autonomy they need to practice effectively, and finally, enabling them responsible for helping students to be effective learners (Sergiovanni & Starratt, 2007).

A study conducted by Reyes and Hoyle (1992) on 600 secondary school teachers from 20 randomly selected school districts in the United States of America revealed that teachers become satisfied with instructional supervision provided there is frequent interactions and smooth relationships with their supervisors.

Relating to this, Mikkelsen and Joyner (1990) (cited in Reyes & Hoyle, 1992) suggested that "teachers need positive motivation from principals and other formal instructional supervisors to the extent that they can achieve success and be recognized. But, for this experience to take place, there must be exhibited a relationship of mutual trust and respect" (p. 164).

According to Sergiovanni and Starratt (2007), better teaching means improved student learning. When students are not learning well, and when teachers are not teaching well, one important problem may be the amount (frequency) and quality of instructional supervision the school provides. Supporting this, research findings indicated that "teachers who experienced collaborative instructional supervision reported a slightly but significantly higher level of satisfaction than teachers who did not experience collaborative supervision" (Thobega & Miller, 2003, p. 57).

The attitude and satisfaction of teachers toward instructional supervision depends largely on several factors such as smooth teacher-supervisor relationship, availability

of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors (Kutsyuruba, 2003; Sergiovanni & Starratt, 2007; Zepeda, 2007).

In this regard, a research conducted by Kutsyuruba (2003) on beginning teachers' perception of instructional supervision revealed that "beginning teachers desire more frequent use of instructional supervision that meets their professional needs, that promotes trust and collaboration, and that provides them with support, advice and help" (p. 4).

In addition, recent studies show that beginning teachers' perception of inadequacies of the amount and quality of instructional supervision develop in to the sense of disappointment and forming negative attitudes toward supervision process (Choy, Chong, Wong & Wong, 2011). 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 notion makes teachers feel unsafe and threatened when they experience any form of supervision. Ayse Bas (2002) found in Turkish 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 the principal's

intrusive monitoring and physical presence changed the "setting" in the classrooms which resulted in false impressions.

According to the teachers, there was always an element of stress and overreaction on the part of teachers and students during classroom observations. Supervisors" approach to supervision may pose a challenge to supervision of instruction. Supervisors in Ayse Bas's (2002) study (Turkish 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 and frustration of dismissal due to the system's summative nature.

2.15 Challenges faced by Headteachers as Supervisors

Supervision, much like any other activities or practices, is susceptible to face challenges. There are challenges that supervisors face during supervision process. Nampa (2007), in a study indicated that there are a number of challenges faced by supervisors during their supervisory duties, and most of these challenges may hinder the success of supervision as well as affect the entire school and classroom instructional performance.

Some attitudes are positive while others are negative toward supervision of school and classroom instruction. With reference to teachers' attitudes, supervision is at its best when it seems to occur in informal visits and is at its worst when it seems to occur in formal evaluations (Zepeda & Ponticell, 1998). Teachers' attitude toward supervision is also of great concern. After their research study, Kramer, Blake and Alba (2005) found through findings that there is a significant difference between the attitudes of teachers in low performance schools and the teachers in high performance schools.

Teachers in high performance schools on the average had more positive attitudes toward supervision of instruction than teachers in low performance schools.

This, in effect, implies that some teachers favour instructional supervision while others do not like it at all. According to Kramer et al. (2005), teachers in high performing secondary schools view supervision of instruction in a more positive light than those in low performing schools. In analysing individual items from a questionnaire, there are several areas where teachers in low performance schools feel supervision is lacking.

They went further reporting from their research study findings that Responding teachers in low performing schools do not feel they are motivated or encouraged during the observation or supervision process. Overall, they do not receive frequent feedback regarding their teaching performance. Their supervisors fail to help them understand new instructional strategies and standards or identify resources for use in the classroom. This is in contrast with the attitudes of the responding teachers in high performance schools (Kramer et al., 2005).

Kruskamp (2003) found that constraints to instructional supervision do exist. Kruskamp (2003) indicated that the major obstacle to instructional supervision include lack of time, or put another way — the number of other tasks that fall under her responsibility. Other constraints to instructional supervision are the lack of local school emphasis on department chairs acting as instructional supervisors, the resistance to supervision by veteran teachers, and the challenges presented by-increased stress on teachers due to the accountability of high-stakes testing.

Research conducted by the Ghana National Association of Teachers (GNAT, 2009), Teachers and Educational Workers Union also indicated that teachers in Ghana are among the poorly paid in the public service. In addition, teachers in Ghana, especially those working in the rural and deprived communities work under very difficult social and economic conditions. These communities often lack the basic necessities of life such as potable water, electricity and health facilities among others. Teachers in the deprived communities generally have very little opportunity for self-development and the development of their children. They are sometimes compelled to work for long hours and to engage in multiple tasks to support themselves.

More so, supervision services are lacking and facilities or resources for effective teaching are not available to them. The low level of salary and poor working conditions has contributed to the low supervisory duties in the schools. This has considerably reduced the morale of supervisors and head teachers to effectively supervise their schools. The number of trained teachers who have expertise in Science and Mathematics are abandoning the profession to pursue other jobs they consider more rewarding.

The massive enlistment in other professions such as banking, nursing and search for greener pastures as a result of poor remuneration and condition of service in the teaching profession has generally affected the role of supervision in schools in the Brong Ahafo Region of Ghana. According to Kpatakpa (2008), there is a widespread feeling that academic standards are fast falling and the blame is shifted to the teacher, who is seen not to be providing effective teaching and learning. What then might have gone amiss to affect the performance of the teachers so much so that their

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performances affect negatively the general output of pupils in the schools? The challenge is placed at the door post of "effective supervision" (pp. 9-10).

This is corroborated by a non-governmental organisation in Ghana, Integrated Social Development Centre (ISODEC) (2011) that indicates that one of the major causes of fallen standards of education in northern Ghana is weak supervision of teachers in public schools. According to ISODEC, most teachers, knowing that they are not strictly supervised do not either attend school regularly to teach or render poor teaching to the school children and that is affecting educational standards. This situation seems to be the same in all regions in Ghana, hence, the statement by the Minister of Education that the Ministry is taking steps to improve supervision in public basic schools in Ghana (Daily Graphic, 2010, p. 15).

It is assumed that effective supervision in the basic schools is likely to improve the teachers' professional performance and consequently enhance the general output of pupils in the schools. Many researchers, as postulated by Sergiovanni and Starratt (2002) believe that supervision of instruction potentially improves classroom practices, and contributes to student success through the professional growth and improvement of teachers (Baffour-Awuah, 2011). According to Appiah (2009), it could be deduced from the introduction of the educational reforms in Ghana that the need for effective supervision is more crucial in recent times than ever before. Supervision is an effective method that could help achieve good results as far as teaching and learning are concerned. This means that it is very important for teaching and learning procedures to be constantly monitored and reviewed to ensure the total achievement of the objectives. It is for this reason that educational supervision and instruction in the basic school is very necessary.

Principals like other administrators face many challenges as they carry out their instructional roles in the schools. The challenges range from the material resources, professionalism, management of staff and interrelationships. Lack of required skills by the principals for carrying out supervision process contributes to the challenges. Instructional Supervisors face challenges in development and implementation of approved curriculum and instruction.

Another challenge to supervision is a situation where head teachers, by virtue of their position, are administrators, financial managers and instructional supervisors. Such heads 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 on 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 developed ones, because the latter can afford to employ several staff (for example, administrative as opposed to pedagogic supervisors), so that the workload of each officer becomes less heavy and responsibilities become much clearer.

 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.

2.16 Effects of Instructional Supervision on Teaching and Learning

A study by Sergiovanni (1995) discovered that school principals give less attention to Instructional supervision and dedicate most of their time on the administration aspects. Holland and Adams (2002) stressed that Instructional supervision administered in schools does help in increasing the teaching development of teachers while at the same time enable teachers to make improvements on their teaching practice to be more effective.

Furthermore, they describe instructional supervision as one size fits all-practice. Through effective instructional supervision, teachers are able to improve on their teaching performance in terms of their teaching practice and the level of teaching knowledge in and out of classrooms.

Zepeda (2007) states that formative supervision can act as the basis towards the improvement of teachers' methods of teaching. Teachers prefer to seek advice from colleagues than principals/head teachers. However, effective principals who realize the importance of supervision will encourage improvements in their teachers. Since instructional supervision is focused on the teaching quality, the evaluation towards teachers can be the catalyst in improving teachers' teaching and school performance.

Instructional supervision needs a great deal of time to be enforced effectively but this practice proves to be worthwhile to increase teachers' teaching performance (Thomas, 2008). Thus, Instructional supervision is a way for teachers to improve their teaching performance which indirectly will benefit the students through the improvements.

An assumption regarding instructional supervision is that without guidance and assistance, teachers are not able to change or improve upon their instruction (Olivia &

Pawlas, 2004). Mohd (2002) said that about 75.0% of teachers agree that clinical supervision helps to increase their teaching quality.

The research finding also showed that 82.5% of teachers agree that instructional supervision has to focus on teaching techniques, questioning styles, set induction and two-way communication between teachers and students. A few effective instructional supervision models are adapted in administering clinical supervision such as Intensive Supervision Model (Clinical) and Cooperative Supervision. Model.

Instructional supervision encourages teachers to examine and practice the art of teaching that involves observation on teachers while they are interacting with their students (Beach & Reinhartz, 2000). Goldhammer, Anderson and Krajewski (1993) suggested five phases in administering instructional supervision, namely, pre-supervision conference, instructional supervision, analysis and strategy, post-supervision conference, and post-supervision analysis. The five phases have been further explained below:

i. **Pre-supervision Conference:** during pre-conference the teacher shares his/her detailed lesson plan with the supervisor and discusses issues related to teaching strategies, classroom management, selection of materials etc. Teacher makes necessary changes on the plan and prepares for teaching.

ii. **Instructional supervision:** the supervisor conduct non-judgmental and systematic observations on the teacher's teaching and his/her performance is recorded for later analysis. In addition, the supervisor takes careful notes for later use in the analysis of the data of the teacher's performance

iii. **Analysis and strategy:** the supervisor analyses the data gathered which is supplemented by his/her notes taken during the observation to identify the strengths of the lesson as well as the areas for improvement.

iv. **Post-supervision Conference:** this stage of the conference is where the supervisor and the teacher each contribute their feedback on the teaching. It is essential to the success of stage that during the conferences the supervisor provides constructive feedback, support, and guidance. The feedback should in no way seem overly negative to the teacher, as this can put him/her on the defensive and increase the sense that this is an adversarial process. The teacher is provided with the opportunity to reflect on his/her teaching and this reflection is given equal.

v. **Post-supervision Analysis:** this is the last stage of the instructional supervision process. It provides honest feedback to the supervisor about how well the clinical supervision cycle went. It also helps the teacher to critically examine his or her own performance during the clinical supervision cycle.

2.17 Ways to Improve on Instructional Supervision

Improving instructional supervision in schools could be done through various interventional strategies. Below are some of the ways that can be used to improve instructional supervision in schools.

Knowledge and experience: Researchers have suggested that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman, Gordon & Ross-Gordon, 2004; Holland, 2004). Holland believed that educators (supervisors) must offer evidence that they have the necessary

knowledge and skills to make important decisions about instruction, and credentials in the form of degrees and diplomas are a form of evidence, but acknowledges that credentials alone do not inspire trust. It is a common belief that academic qualifications and long term working experience provide people with knowledge and skills to be able to perform satisfactorily in an establishment. Researchers have not set a minimum qualification as a benchmark to be attained by supervisors, but minimum teaching qualifications differ from one country to another.

Training: Another issue of concern is whether supervisors are given enough training to function properly in their practice. Carron and De Grauwe (1997) expressed little doubt 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 (advisers, inspectors or other such staff) need regular training but they are seldom provided with pre-service or in-service training. They noted that throughout the history of supervision, training of supervisors has been considered important. They also indicated that persons appointed to supervisory positions be placed on a period of probation or by following a special course organised by a postgraduate Institution. They acknowledged, however, that "pre-service or in-service training programmes are still few and far between" (p. 30).

In Botswana and Zimbabwe, formal induction training programmes existed, but not all newly appointed supervisors had the opportunity to attend (De Grauwe, 2001). In a related study conducted in Ghana by Oduro (2008), about 75 percent of the interview participants (heads) reported that they received little or no training in leadership and, therefore, used trial and error techniques to address challenges they encountered in their leadership roles. Oduro (2008) also found that 72 percent of the heads had some

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training in leadership and management, but lasted between one day and two weeks. This study did not mention supervision directly.

Coaching: Glanz, Shulman and Sullivan (2007) noted that coaches, unlike school heads and other supervisors in New York Public Schools, did not have any formal training in classroom observation and supervision. Glanz et al. (2007) and Hawk and Hill (2003) found that coaches in the US and New Zealand respectively received training in subject specific areas, but not generics training (general supervision). This suggests that the supervisors in those countries had formal training in supervision, however these researchers did not provide specific details. Bays (2001) also indicated that in the US, administrator training is a certification requirement.

Professional support: Apart from the training supervisors will receive, there is the urgent need for support instruments and materials to support practice. Data bases are needed to prepare and monitor the supervision work (Carron & De Grauwe, 1997). Access to the internet, bulletins and journals is another source of support to supervisors. Supervision guides and manuals may serve as reminders to supervisors about how certain practices and behavior should be followed, and provide a uniform platform for supervisors to operate, thereby reassuring teachers of the personal biases that individual supervisors may introduce.

Bernard and Goodyear, (1992) stated that a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound update knowledge of the subject matter, a good organizing skill, and ready to accept teacher's idea and interest. Danielson and McGreal, (2000) cited limited supervisors experience and a lack of skills as being

problems in teacher supervision. They also reported that supervisors did not have enough training in providing constructive feedback while maintaining relationships.

According to, Cogan (1973) one of the most important factors that affect supervision effectiveness is the "unclarified, ambivalent relation of teachers to supervisors". Cogan goes on to say that the teachers as a whole saw the supervisor's job as to effectively bar himself from many areas of direct action with the teacher out of fear of arousing resentment and distrust.

In line with this, research by UNESCO, (2007) pointed out that, bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. All this does not mean that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. In addition, teachers also strongly disliked the classic fault-finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice.

A study by Danielson and McGreal (2000) cited a limited experience and lack of skills as problems in teachers' supervision. Inadequate formal training on the techniques, concept and practice of supervision is essential for supervision success. However, lack of enough training in providing constructive feedback while maintaining relationships is another challenge. Thus, unclarified, ambivalent relation of teachers to supervisors affects supervision effectiveness (Danielson and McGreal, 2000).

Grauwe (2007) was of the view that the biggest challenge facing supervision in Bostwana is the lack of office space and transport for the supervisors and this problem undermines effectiveness and morale. This in his view diminishes the abilities of the supervisors to supervise and support teachers. For the attitude of teachers to supervision has been a vital area that has engaged that attention of educationists and policy planners. Teachers being seen as grassroots educational implementers and are the focus of most of this increased supervisory effort, their attitude towards supervision is of immense importance.

In Tanzania the most serious problems facing supervision is indeed the lack of financial resources, lack of office accommodation for supervisors and the lack of support staff. The lack of support staff for example creates a lot of difficulties in producing reports or even organizing seminars for teachers. There is inadequate transport and travel allowances, most of the time the supervisors are idle while in fact there is a lot of work in the field (Grauwe, 2007).

Eye and Netzer (1965) reiterated that effective supervision is being able to help supervisors or headteachers and teachers to have consensus on methods that promote learning in the schools. Eye and Netzer maintained that for supervision to achieve its goals it must institute an evaluation programme that is comprehensive enough to include the participation of administrators or headteachers, teachers and pupils and also to examine the effectiveness of learning in the light of instructional, supervisory and other administrative procedures. To them, any supervisory exercise must have a system of evaluation put in place to enable it achieve a desire goal.

Musaazi (1985) mentioned that if instructional supervision can achieve its goal by improving the process of teaching and learning in the schools, then the supervisor

should take the lead in providing stimulating, pleasant and wholesome environment in which the teacher will want to work. To him, an environment where teachers and pupils as well get information needed to work with, an environment of no intimidation and a working environment with the needed working materials is likely to result in supervision achieving its goals. Providing this kind of working environment should be the concern of the supervisor so that supervision can achieve results.

Kinhart (1941) cited a study to show the positive effects of supervision on English achievement for high school students. He divided the students of English class in twelve sections on the basis of mental age, chronological age and their achievement in English was determined by a standardized test. Two sections were assigned to each of the six teachers who were judged to be about equal in ability and supervision applied to three of the teachers within the same period and not to the other three. When achievement test was given at the end of the period and it was realized that students whose teachers were supervised had superiority attainment over those who were not. This gave the conclusion that supervision can influence both instructional process and students' achievement.

Neagley and Evans (1990) reiterated that for supervision to be effective it should be democratic in the most enlightened sense. They explained that democracy does not mean laissez-faire with staff members in performing their roles but rather co-operative relationship among staff members in a give and take atmosphere.

In a democratic supervision, a dynamic, understanding and sensitive leadership role should be played. For present day of supervision to be effective team effort and group process should be used in the supervisory activities for the supervised to contribute in designing ways of achieving goals rather than the autocratic type exhibited by the

early twentieth century administrators and supervisors. In developing team spirit and democratic atmosphere for the attainment of instructional goals, supervisors and administrators in modern schools system should involve all staff in all decision making concerning teaching and learning.

This will make every staff feel that he or she is of crucial importance in achieving the desired goals.

To buttress this democratic ideal in supervision, Mankoe (2002), was of the view that group production is affected by the quality of its human relation and therefore, supervisors must work constantly for the improvement of group cohesiveness. Mankoe (2002) also maintained that individual within the school as an organization should be involved in basic policy formulation, planning in studies of the instructional programme and in all fundamental changes that affect them directly.

Merton (1968) was of the view that supervision would be effective if the supervisor is constantly oriented with the methods on supervision. According to Druckner (2005), supervision involves the use of skills and these must be taught or learnt. Druckner continued that supervision should best be understood as a process that requires knowledge and experience.

Druckner maintained that in order for the supervisor to develop the knowledge and skills to become an effective supervisor of others, the supervisor must first go through the process of effective supervision him/herself, particularly in terms of being supervised and mentored in the role of supervision. To Druckner (2005), for supervision to be effective, prior experience and training of the supervisor must be considered and given greater emphasis.

According to Mankoe (2002), the heart of supervision is interaction and interaction calls for effective communication. A key goal of communication is understanding and therefore listening becomes the central part of communication. For effective supervision to be realized those in supervisory roles should therefore learn how to listen well and how to communicate ideas for the understanding of their listeners. Supervisors who lack credibility may resort to coercive strategies to accomplish their goals.

They may find it particularly difficult to undertake supervision activities in a constructive and effective way. A credible supervisor must be able to recognise good teaching when he sees it and be able to explain to teachers what he observes. The more the supervisor can relate his or her observations and suggestions to the needs of the teachers, the more credible his or her advice is likely to be. Supervision has now become technical and therefore those in supervisory positions must be proficient in conferencing, goal-setting, diagnosing instructional needs and observing classroom teaching

Neagley and Evans (1990) mentioned that effective supervision can be achieved when there is effective delegation of authority and supply of materials to support it. They said that delegation encourages co-operation and teamwork needed for the attainment of the set goals of the school. Therefore, delegation is a means of transferring part of the supervisors' authority to their subordinates for the performance of certain tasks and responsibilities. This helps the supervisors to coordinate and control activities effectively. Druckner (2005), with his developmental perspective approach to supervision, stated the following ten key points to effective supervision:

1. *Support growth.* by providing support for staff professional development through:

    i.   Professional development plans

    ii.   Strength based performance appraisal system.

2. *Unite with your team*. Here, the supervisor must be available/accessible to staff by maintaining:

    i.   Open door policy

    ii.   Regular one-to-one supervisory meetings

3. *Praise others.* The supervisor must provide praise and encouragement through:

    i.   Formal recognition system

    ii.   Informal compliments

4. *Expect excellence.* The supervisor must set high expectations for staff through:

    i.   Clear position description

    ii.   Regular feedback session with staff

5. *Require accountability.* The supervisor must uphold individual responsibility by:

    i.   Creating a culture where staff hold each other accountable

    ii.   Creating a culture where staff themselves will be accountable.

6. The supervisor must develop an atmosphere of hope and confidence by:

    i.   Providing staff opportunities to succeed

    ii.   Having high expectation for staff

7. *Instill independence.* The supervisor must allow autonomy of staff through:

    i.   Appropriate delegation

    ii.   Encouraging risk taking

8. *Share continuously.* The supervisor must establish two-way communication through:

    i.   Active listening

    ii.   Being transparent

    iii.   Consulting and giving feedback promptly

9. *Optimize ownership.* The supervisor must create opportunities for staff to contribute by:

    i.   Participatory strategic planning sessions

    ii.   Encouraging risk taking

10. *Reinforce relationship*. The supervisor must share with and care about staff by:

    i.   Getting to know what motivate individual staff

    ii.   Creating opportunities for staff to share personal accomplishment

Furthermore, Musaazi (1985) is of the view that if supervision is to achieve its goal by improving the process of instruction in the school, then the supervisor must take the lead in providing a pleasant, stimulating and wholesome environment in which teachers will want to work. According to Musaazi, supervisors must arrange courses or workshop, for teachers and head teachers to infuse in them new techniques in teaching.

2.18 Challenges faced by headteachers in Performing their Supervisory Roles

Headteachers 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.

2.19 Overload of Work of Headteachers

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 offer 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 junior high 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. Grauwe (2001) 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.

2.20 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. 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.

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According to the teachers, there was always an element of stress and ever reaction on the part of teachers and students during classroom observations.

2.21 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.
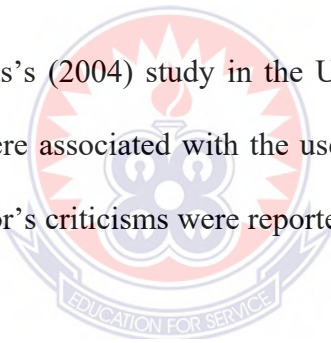
2.22 Inadequate Training of Instructional Supervisors

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. Grauwe (2001) 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.

2.23 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).*

2.24 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.
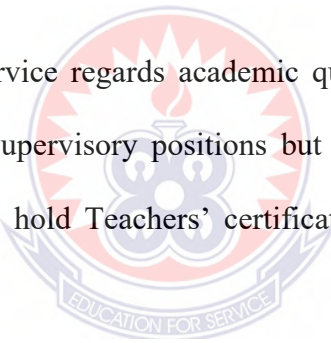
The issue of concern is when a young degree holder from University is posted to a school to work under the supervision of a relatively older and experienced supervisor with lower qualifications. The former (the young degree holder) may not have the opportunity to try his or her new ideas if the supervisor 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.

2.25 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.

2.25.1 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.

2.25.2 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-Awuah (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-Mensah'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.

2.25.3 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.

2.26 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 Ashun (2017) conducted research on Instructional supervision of social studies teachers in Junior High Schools in the Aowin District.

Baffour-Awuah (2011) looked 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. Assefa (2014) researched on the practices and challenges of instructional supervision in Assosa Zone Primary schools while 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 Abebe Tesema (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 instructional supervision of Headteachers in Public Junior High Schools within the Awutu Senya East Municipal Assembly. The study also looked at the possible measures that can reduce the challenges facing instructional supervisors in performing their supervisory roles to enhance the instructional supervision within the schools in the municipality.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter is a version of the methods used in conducting the study to obtain the relevant data on "Instructional Supervision of Headteachers in Public Junior High Schools in the Awutu Senya East Municipal Assembly". Aspects that were dealt with included the research paradigm, the research design, population, sample and sampling techniques, instrumentation, validation of research instruments, reliability of instrument, data collection procedure, method of data analysis and ethical considerations.

3.1 Research Paradigm

Every research has a philosophical underpinning, and no research would take place within a philosophical vacuum. A large number of paradigms have been proposed by researchers but Candy (1989), one of the leaders in the field, suggested that, they all could be grouped into three main taxonomies, namely (1) Positivist, (2) Interpretivist, or Critical paradigms, and the (3) Pragmatic.

According to the positivist worldview for research, they tried to interpret observations in terms of facts or measurable entities (Fadhel, 2002). And they aimed to provide explanations and to make predictions based on measurable outcomes. Those measurable outcomes were undergirded by four assumptions underpinned by Cohen et al. (2011) where they explained them as determinism, empiricism, parsimony and generalizability.

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It was also noted that, the positivist has limitations hence avoiding to address the feelings, emotions and expressions of respondent's worldview. This led to the formulation of interpretivist paradigm. These were related philosophical ideologies that promote the idea that people were deliberate and creative in their actions and actively construct their social world. This approach considered the dynamic and changing nature of the society and understands that there could be multiple interpretations of an event, shaped by the individuals' historical or social perspective. Such situations need to be examined through the eyes of participants rather than the researcher (Cohen, Manion & Morrison 2011).

Guba (1981) declined the position of positivist, where he suggested that, in research, conducted within the interpretivist paradigm, the positivist criteria of internal and external validity, and reliability, should be replaced with four criteria of trustworthiness and authenticity, which include credibility, dependability, confirmability and transferability to express the real nature of the situation in the social world. For Guba (1981) sees Interpretivist paradigm as the best in data presentation and interpretation.

Guba's (1981) assumptions was also challenged by Alise and Teddlie (2010); Biesta (2010); Tashakkori and Teddlie, (2003a, 2003b) and Patton (1990), who proposed that, it was not possible to access the 'truth' about the real world solely by virtue of a single scientific method as advocated by the Positivist paradigm, nor was it possible to determine social reality as constructed under the Interpretivist paradigm. For them, a mono-paradigmatic orientation of research was not good enough. Rather, these philosophers (such as Alise & Teddlie, 2010; Biesta, 2010; Tashakkori & Teddlie, 2003a, 2003b; Patton, 1990) argued that what was needed was a worldview which

would provide methods of research that are seen to be most appropriate for studying the phenomenon at hand. They proposed pragmatism.

In the light of this philosophical underpinning, the researcher considered pragmatic paradigm based on the purpose of the research study.

3.1.1 Pragmatism

Pragmatism perspective, philosophers such as (Alise & Teddlie, 2010; Biesta, 2010; Tashakkori ^ Teddlie, 2003a, 2003b; Patton, 1990) argued that, what was needed was a worldview which would provide methods of research that are seen to be most appropriate for studying the phenomenon at hand. So, these theorists look for approaches to research that could be more practical and pluralistic approaches that could allow a combination of methods that in conjunction could shed light on the actual behaviour of participants, the beliefs that stand behind those behaviours and the consequences that are likely to follow from different behaviours.

This gave rise to a paradigm that advocates the use of mixed methods as a practical way to understand human behaviour – hence Pragmatic paradigm. So, as explained briefly in the brackets by Gage (1989), this paradigm advocates *a relational epistemology* (i.e. relationships in research were best determined by what the researcher deems appropriate to that particular study), *a non-singular reality ontology* (that, there is no single reality and all individuals have their own and unique interpretations of reality), *a mixed methods methodology* (a combination of quantitative and qualitative research methods), and *a value-laden axiology* (conducting research that benefits people).

In a sense, pragmatism was developed in an effort to put an end to the two diametrically opposed positions of the Positivist (and postpositivist) on one side and the Interpretivists on the other, and thus end what were referred to as 'Paradigm Wars' (Gage, 1989).

The philosophical position of this study chosen by the researcher is pragmatism. This was a philosophical ideology that was essentially practical rather than idealistic. For the pragmatist, there might be various or multiple ways at arriving at the reality. This could be through subjective or objective means, and some other times could require a combination of subjective and objective techniques (Onwuegbuzie et al. 2009).

Pragmatism research paradigm, refuses to get involved in the contentious metaphysical concepts such as truth and reality. Instead, it was accepted that there could be single or multiple realities that were opened to empirical inquiry (Creswell and Clark 2011). A major underpinning of pragmatist philosophy was that knowledge and reality were based on beliefs and habits that were socially constructed (Yefimov 2004).

The researcher considered the following pragmatic approaches in presentation and analysis of data in the subject area.

First, the researcher integrated positivism and interpretivism dimension for better understanding of issues. He employed the mixed-methods approach with sequential explanatory design and reject the positivist notion that, social science inquiry could uncover the 'truth' about the real world will be considered in the data analyses.

Second, the used of *'what works'* so as to allow the researcher to address the questions being investigated without worrying as to whether the questions were

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wholly quantitative or qualitative in nature and the adoption of a worldview that allowed for a research design and methodologies that were best suited to the purpose of the study.

Final, utilising lines of action that were best suited to studying the phenomenon being investigated, by seeking to utilise the best approaches to gaining knowledge using every methodology that could help knowledge discovery and choice of research methods depended on the purpose of the research.

3.2 Research Design

3.2.1 Research approach – Mixed methods research

This study is practical in nature. It employed the Mixed-methods Approach (integration of positivism and interpretivism) with a sequential explanatory design. Mixed methods research approach is defined as an approach in which the inquirer or researcher collects and analyses data, integrates the findings, and draws inferences using both quantitative and qualitative approaches and methods in a single study or a programme of study (Creswell, 2008). The mixed-methods sequential explanatory design consists of two distinct phases: quantitative, followed by qualitative (Creswell, Plano Clark, Gutmann & Hanson, 2003).

The sequential explanatory design is characterised by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data (Creswell et al., 2003) in two consecutive phases within one study. In this design, a researcher first collects and analyses the quantitative (numeric) data. The second phase, qualitative builds on the first phase, quantitative, and the two phases are connected in the intermediate stage in the study.

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The qualitative (text) data were collected and analysed second in the sequence and help explain, or elaborate on, the quantitative results obtained in the first phase. Its characteristics are well described in the literature (Creswell, 2003, Creswell et al., 2003), and the design has found application in both societal and behavioural sciences research (Klassen & Burnaby, 1993). Interviews were used in this study because they provide an opportunity to obtain information from headteachers and teachers who were experts in instructional supervision (Browne & Ryan, 2011).

To achieve the research objectives, a qualitative approach was adopted, which entailed interview data from headteachers and teachers only. An interview guide was developed based on principal research questions. The interviews were undertaken based on themes, using an unstructured format face to face. The interviewees were done in the six circuits in the municipality. All interviewees were approached purposively and voluntary were engaged at their own convenience time, place and unit of communication. The collected interview data which were recorded with android phone were transcribed manually and analysed to offset the quantitative data.

The rationale for this approach is that the quantitative data and their analysis refined and explained those statistical results. The qualitative data and their subsequent analysis provided a general understanding of the research problem by exploring participants' views in more depth (Creswell, 2003). The advantages of the chosen design include straightforwardness and opportunities for the exploration of the quantitative results in more detail. This design can be especially useful when unexpected results arise from a quantitative study (Morse, 1991). The limitations of this design are lengthy time and feasibility of resources to collect and analyse both

types of data. It is not easy to implement. However, the study area is Awutu Senya East Municipality in the Central Region of Ghana.

3.3 Population of the Study

A population can be defined as a group of entire individuals or people with the same characteristics and in whom the researcher is interested (Kusi, 2012). Headteachers and teachers of Public Junior High Schools (PJHS) in Awutu Senya East Municipality, Central Region of Ghana were the accessible population for the study. However, the accessible population was 78. This was made up of 60 teachers and 18 headteachers from the six circuits of the Awutu Senya East Municipality.

The target population was the collective cases about which the researcher made generalisations. However, the accessible population, which was the aggregate of cases that adapted to designated criteria that were accessible as a pool of subjects for the study, were headteachers and teachers of selected Public Junior High Schools within the municipality.
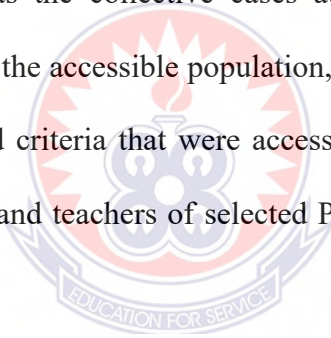
3.4 Sample and Sampling Procedure

Babbie (2004) defined a sample as "a small subset of a larger population whose selection is based on the knowledge of the elements of a population and the research purpose" (p68). A multi-stage sampling using stratified, simple random and quota sampling technique was used to scale seventy-eight (78) respondents. This was made up of 60 teachers and 18 headteachers from the six circuits in the municipality.

The size of ten (10) teachers were sampled from three (3) schools in each of the circuits using the stratified sampling technique, whiles a purposive sampling was used

to select all the headteachers from the selected schools in each circuit. This constituted a reasonable size of data.

The justification of the sample size is supported by the assertion that "a sample size of 30 is held by many to be the minimum number of cases if researchers plan to use some form of statistical analysis on their data" (Cohen, Manion & Morrison, 2008). The sampling technique used included stratified sampling, simple random sampling, and purposive sampling. Each of the six circuits was considered as a group or stratum. Stratified sampling was used in the selection of the schools in each of the circuit that were considered for the study. This was done by the use of quota, thus the higher the number of schools in a circuit, the greater the number of schools selected.

Following this, the schools in each circuit were randomly selected. The simple random selection was executed by the lottery method. This was done by writing the names of the schools in each circuit on pieces of paper and putting them in a container and shuffled. The researcher picked at random, one after the other, the number of pieces of papers corresponding to the number sampled for each circuit, without looking into the container in other to avoid bias in the selection of the schools.

Table 3.1: Accessible population for the study

S/N	CIRCUIT	HEAD TEACHERS	SCHOOLS IN A CIRCUIT	NUMBER OF TEACHERS
1	Aweley Circuit	3	3	10
2	Opeikuma Circuit	3	3	10
3	Ofaakor Circuit	3	3	10
4	Obom Circuit	3	3	10
5	Newtown Circuit	3	3	10
6	Oduponkpehe Circuit	3	3	10
	TOTAL	**18**	**18**	**60**

Source: Fieldwork, 2021

Regarding the sample selection of respondents, all headteachers and teachers in the sampled schools were involved in the study. They were, thus purposively selected since it was their supervision practices and teaching that were being sought. This enabled the researcher to obtain adequate information and varied opinions that made the evaluation of the study representative of instructional supervision practices.

3.5 Instrumentation

Seidu (2007) described instrument as a document that the researcher uses for data collection. Research instruments are tools researchers can use to help them find information (Kankam & Weiler, 2010; Ashun, 2017). When data are triangulated, that is, more than one data collecting method is used, gaps in collected data are filled and false or misleading information can be detected (Greeff, 2002). The under-listed instruments were used for data collection and also for decision making.

1. Questionnaire

2. Interview guide
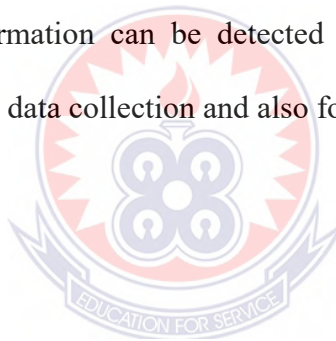
3.5.1 Questionnaire

Questionnaire was employed to elicit information from the respondents in line with the research objectives. It was made up of closed-ended items. Best and Khan (2005) specified that, these kinds of items can be used in questionnaires. There is a clear structure, sequence and focus, but the format is open-ended, enabling the respondent to respond in her or his own terms (Cohen, Manion & Morrison as cited in Kusi (2012).

This format gave the respondents freedom to express whatever they know about the topic under investigation. Questionnaire was used since the sample was made up of headteachers and teachers, and the number was large. The closed and open-ended

items were used for the questionnaire to allow for both objective and subjective data collection. The questionnaire was made up of twenty-four (24) items.

The questionnaire was made up of five sections. *Section A* was on the bio-data of the respondents. *Section B* was on approaches used by headteachers in instructional supervision practices on teaching and learning in the Awutu Senya East Municipality. *Section C* was on the effects of instructional supervision by headteachers on teaching and learning in the municipality. Whiles, *Section D and E* category. *Section D* was on challenges faced by headteachers in practicing supervision in the municipality and *E section* is ways of supporting headteachers in practicing instructional supervision in the municipality. The questionnaires are made up of two. One for headteachers and the other for teachers (See Appendix 1 and Appendix 3).

The structured questionnaire for this survey contained a five-point closed-ended Likert-type items: Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. Therefore, the overall mean to assess the relationship between the positive perceptions and negative perceptions is 3. Any mean value which is below the total mean (3), will be rated negative perceptions or phenomena. And any mean value which is above the total mean value (3) will be rated positive perception or phenomena of respondence on prevailing issues. The items were built to reflect on the key themes raised in the research questions. The instructions and the questions in the questionnaire were clear and easy to follow. The study subjects were told that the questionnaire would be used for research purposes only.

3.5.2 Interview

The interview is a "form of questioning characterised by the fact that it employs verbal questioning as its powerful technique of collecting data" (Saranthakos 1998). The interviews targeted all the eighteen (18) selected headteachers. The interview sessions with the respondents were followed up to the questionnaire administered to them. Following the review of the responses of the respondents, the researcher visited the offices of the headteachers. An interview guide, made up of twelves (12) items covering the four main research questions was used. The semi-structured interview was used, where the researcher asked "a standard set of questions and nothing more" (Leedy and Ormrod, 2005). (See Appendix 2).

3.6 Validity and Reliability of Instruments (Quantitative)

Validity refers to the extent to which the research instrument serves the use for which it is intended (Seidu, 2007). Yin (2003) discussed the test involved in validating any data in any social science research.

Face validity was carried out by giving the instruments to colleague Master of Philosophy students in the Department of Educational Administration and Management, Winneba (UEW) for scrutiny. Their comments and suggestions were considered for review of the items. The content validity of the questionnaire and interview guide were ensured by experts in the area of instructional supervision studies, as well as the research supervisor who scrutinised the items for their suitability before pre-test. All the necessary corrections in the items were made and declared valid by the supervisor. Construct validity was ensured by critically developing the items or questions within established theoretical framework.

Joppe (2000) defined reliability as the extent to which results are consistent over time and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. To ensure reliability of the research instruments, they were pre-tested on 10 headmasters of JHS and 10 teachers from the Awutu Senya East Municipality. The result was subjected to Cronbach's alpha reliability analysis using Statistical Product and Service Solution (SPSS) version 22.0 to determine the reliability coefficient (r) in order to establish the reliability of the instrument. A reliability coefficient (r) of 0.70 was obtained and this is deemed as an acceptable measure of reliability because more than 0.70 the threshold value of acceptability is achieved as a measure of reliability (Dörnyei & Taguchi, 2010).

3.6.1 Validity and reliability of instruments (Qualitative)

Reliability in qualitative research refers to the stability of responses to multiple coders of data sets. It can be enhanced by detailed field notes by using recording devices and by transcribing the digital files. However, validity in qualitative research might have different terms than in quantitative research. Lincoln and Guba (1985) used "trustworthiness" of a study as the naturalist's equivalent for internal validation, external validation, reliability, and objectivity. Trustworthiness is achieved by credibility, authenticity, transferability, dependability, and confirmability in qualitative research. To operationalize these terms, long engagement in the field and the sequential of data sources, methods, and investigators to establish credibility. To confirm that the results were transferable between the researcher and those being studied, thick description was needed. In qualitative research, researchers look for dependability that the results will be subject to change and instability rather than looking for reliability (Whittemore et al., 2001).

3.6.2 Procedure

For ethical reasons, a letter of introduction from the Head of Department of Educational Administration and Management of the University of Education, Winneba was obtained to introduce the researcher during the data collection. The researcher explained the purpose of the study and procedure for responding to the questionnaire to the study participants. Participants were assured of the necessary confidentiality. The administration of the questionnaires and the interviews were done after consent is sought from the Municipal Director of Education, and headteachers of the schools. The questionnaire and the interviewed granted were administered by the researcher with the support from the headteachers to the respondents and retrieved same day of administration. This is done to ensure high coverage, completion, and return rate. During the interview sessions, the research employed verbal questions as its principal technique for data collection. Questions were posed by the interviewer to elicit oral response from the interviewee. The creation of a cordial atmosphere is therefore vital to the success of such an interaction. The researcher used phone voice recording for the interviewee and later transcript into text for usage.

3.7 Data Analysis

Collected data can be presented in different forms: narrative and tables/graphs (Merriam & Simpson, 2000). Yin (2003) stated that before interpretation takes place, data should be displayed and presented. Responses made by the respondents to each set of items in the questionnaire were tallied in order to obtain the number of respondents who answered each set of items. The collected data were fed into the SPSS version 22.0 software and they were analysed. Frequency and percentage distributions of responses were generated according to each research question raised, and presented in tables. For the interview data, responses by the respondents to each

question were categorized into themes according to research questions and were measured in arithmetic mean and standard deviation. Although it can be measured from median or mode. However, this numeric approach (quantitative) is to achieve the purpose of objectivities in the research findings.

Below is the Traditional Arithmetic Formula (TAF) of Standard Deviation (SD) approaches:

$$Mean\ Deviation\ (MD) = \frac{\sum fx \left| x - \bar{x} \right|}{\sum f}\ where\ the\ f\ is\ frequency\ and\ \bar{x} = \frac{\sum fx}{\sum f}$$

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{\sum fx \left| x - \bar{x} \right|}{n}\ where\ the\ f\ is\ frequency\ and\ \bar{x} = \frac{\sum fx}{\sum f}$$

$$S^2 = \frac{\sum fx^2}{\sum f} - (\bar{x})^2\ where\ SD\ is\ the\ Standard\ Deviation$$

In terms of data usage and presentation, Mean and Standard Deviation were used in supporting quantitative data where necessary.

3.8 Ethical Considerations

David and Resnik (2009) defined ethics in research as the discipline that study standards of conduct, such as philosophy, theology, law, psychology or sociology. In other words, it is a method, procedure or perspective for deciding how to act and for analysing complex problems and issues. Protection of participants and their responses were assured by obtaining informed consent, protecting privacy and ensuring confidentiality. In doing this, description of the study, the purpose and the possible benefits were mentioned to participants.

The researcher permitted participants to freely withdraw or leave at any time if they deemed it fit. A statement of consent was given to participants to sign as evidence of their willingness to participate in the study. As a way of preventing plagiarism, all ideas, writings, drawings and other documents or intellectual property of other people were referenced indicating the authors, title of publications, year and publishers. In the case of unpublished document, permission was sought from the owners.

3.9 Summary

This chapter described the methodology used for the study. The various sections described the research design, population of the study, sample and sampling procedure, instrumentation, validity and reliability of instruments, data collection procedure, data analysis, and ethical consideration. A multi-stage sampling using stratified, simple random and quota sampling technique was used to sample seventy-eight (78) respondents. This was made up of 60 teachers and 18 headteachers from the six circuits of the Awutu Senya East Municipal Assembly. Of the size, ten (10) teachers were sampled from three (3) schools in each of the circuits using the stratified sampling technique, whiles a purposive sampling was used to select all the headteacher from the selected schools in each circuit. Questionnaire and structured interview were the instruments used for the collection of data for the study.

The next chapter would present an analyses and discuss the findings under the following sub-headings: background characteristics of the respondents, the presentation and analysis of the research questions comprising of the approaches to instructional supervision, effects of supervision practices and the challenges of supervision on teaching and learning within the municipality.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Overview

The purpose of the study was to find out the effects of instructional supervision of headteachers in Public Junior High Schools (PJHS) within the Awutu Senya East Municipal Assembly through the following objectives:

1. To find out the approaches used by headteachers in instructional supervision practices in the Awutu Senya East Municipality.

2. To examine the effect of supervision practices on teaching and learning in the Awutu Senya East Municipality.

3. To identify challenges facing headteachers in practising instructional supervision in the municipality.

4. To suggest the ways of supporting headteachers in practicing instructional supervision in the municipality.

This chapter presents and discusses the results of the study in order to tackle the stated objectives of the study. A structured questionnaire and interview guide were designed by the researcher and used to gather the data for the study. The discussion includes the interpretation of the findings with reference to previous findings considering conceptual framework of the study.

4.1 Background Characteristics of the Respondents

This section deals mainly with the distribution of the respondents by sex, age, highest professional level, number of years in teaching profession and number of years in position held in the school. The data on the background characteristics of the

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respondents were analysed using frequency and percentage distributions. The results were presented in Table 4.1.

Table 4.1: Demographic Information of the respondents

Variables	Option	Frequency	Percentage
Gender	Male	12	66.7%
	Female	6	33.3%
Age	21 – 30	2	11.1%
	31 – 40	11	61.1%
	41 – 50	4	22.2%
	51 – 60	1	5.6%
Highest professional level	Diploma	5	27.8%
	Bachelor's Degree	13	72.2%
	2nd Degree	0	0%
Number of years in teaching profession	0 – 9	3	16.7%
	10 – 20	10	55.6%
	21 – 29	0	0%
	30 and above	5	27.8%
Number of years in position	0 – 5	2	11.1%
	6 – 10	3	16.7%
	11 – 15	13	72.2%

Source: Fieldwork, 2021

The result from Table 4.1, revealed the demographic characteristics of headteachers in the study. In Table 4.1., the statistics showed that out of 18 headteachers, 12 (66.7%) of the respondents were males while 6 (33.3%) of them were females. This implies that majority of the respondents selected for the study were male headteachers. Also, as depicted in Table 4.1, majority (11) of the respondents selected for the study were within the ages of 31 to 40 years representing 61.1%. Again, Table, revealed that 5.6% of the respondents was within the age range of 51 to 60 years.

In addition, Table 4.1, affirmed that 13 respondents representing 72.2% had bachelor of degree as their highest professional level while 5 (27.8%) had diploma. With

respect to the number of years in the teaching profession, 10 respondents which represents 55.6% confirmed that they had been teaching for 10 to 20 years now. Besides, 5 respondents representing 27.8% affirmed that they had been in teaching profession for 30 years and above now. Finally, Table 4.1, revealed that 13 respondents representing 72.2% had served between 11 to 15 number of years in position.

4.2 Research Question One

What are the approaches used by headteachers in instructional supervision practices on teaching and learning in the Awutu Senya East Municipality?

To examine approaches used by headteachers in the instructional supervision practices on teaching and learning, respondents were requested to respond to the extent of agreeing or disagreeing to the statements in the questionnaire with respect to approaches used by headteachers in the instructional supervision practices on teaching and learning. The results are depicted in Table 4.2.

Table 4.2: Approaches used by headteachers in instructional supervision practices on teaching and learning (Headteachers responses)

S/N	Statements	Mean	Standard Deviation
1	I have adequate knowledge on the approaches to the supervision of teaching and learning.	2.05	0.48
2	I have adequate and appropriate materials for instructional supervision.	1.22	0.55
3	I have the necessary skills and knowledge for instructional supervision.	2.34	0.63
4	The district directorate supports instructional supervisory activities in the district.	2.16	1.11
5	I receive sufficient funds for organising instructional supervision.	1.10	0.32
6	Mean Average	1.77	0.63

Source: Field work, 2021

Table 4.2 disclosed the headteachers' responses about having adequate knowledge on the approaches to the supervision of teaching and learning. The results in table 4.2 indicated that headteachers disagree with the statement that they have adequate knowledge on the approaches to the instructional supervision of teaching and learning (M = 2.05, SD = 0.48). Again, headteachers admitted to the fact that they have inadequate and inappropriate materials for instructional supervision (M = 1.22, SD = 0.55) and they also testified that Municipal Directorate of Education do not support instructional supervisory activities in the municipality (M = 2.16, SD = 1.11). Concerning headteachers receiving adequate financial aids to run instructional supervision, respondents vehemently disagreed with the statement that they receive financial support to organise instructional supervision (M = 1.10, SD = 0.32).

Beside headteacher's responses concerning causes of poor supervisory techniques, the researcher also sought the view of teachers about the causes of poor supervising. Table 4.2 shows the responses of the teachers.

Table 4.3: Approaches used by headteachers in instructional supervision practices on teaching and learning (Teacher's responses)

S/N	Statements	Mean	Standard Deviation
1	My supervisor uses appropriate approaches during supervision support to improve my teaching.	2.23	0.79
2	My supervisors organize pre-conference for me before the supervision of my teaching.	2.15	0.47
3	My supervisors do not interrupt my teaching during the supervision period.	2.13	0.33
4	My supervisors organize post-conference for me after the supervision of my teaching.	1.85	0.47
5	I receive supervision very often from my supervisors.	1.30	0.72
6	Average Mean/Standard Deviation	1.93	0.56

Source: Field work, 2021

The results in Table 4.3 specifies that teachers disagree with the statement that their supervisors use appropriate approaches during supervision to improve their teaching (M = 2.23, SD = 0.79) while some of them also disagreed with the statement that supervisors organize pre-conference for them before the supervision of their teaching (M = 2.15, SD = 0.47). Again, teachers established from the study that supervisors do not organize post-conference for them after the supervision of their teaching (M = 1.85, SD = 0.47). With respect to teachers receiving supervision very often from their supervisors, the findings reveal that teachers disagreed with the statement (M = 1.30, SD = 0.72). These findings imply that majority of teachers were of the views that supervisors do not render the responsibilities allocated to them as headteachers leading to poor supervision.

In order to enhance the issue of the approaches used by headteachers in the supervision of teaching and learning in the Awutu Senya East Municipal Assembly, the researcher interviewed ten participants. From the interviews it was exposed by six participants that they had inadequate knowledge on the approaches used in supervision was a major contributory factor to the poor supervisory techniques of headteachers in the Awutu Senya East Municipal Assembly. All the six participants commented that since most headteachers lack fund to purchase adequate materials which will aid them in their duties, they are unable to do their supervisory role effectively.

They further opined that most headteachers had inadequate resources and motivation to conduct supervision. In addition, they pronounced that since they lack incentives in the municipality, headteachers were not motivated to do their work effectively and efficiently. For instance, one of the participants commented that:

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> *In this municipality, most headteachers are lacking supervision resource materials including incentives. We do not have adequate resources for an effective supervision. So, you see if the resources are not available, what else can we do? We only have to do anything they think will suit us. (One (1) participant, a 35 – year old degree female headteacher).*

Four of the participants also cited insufficient knowledge of headteachers on current practices. They all accepted that most headteachers do not even know the best techniques to be adopted during supervision. They attributed the cause of this to the absence of training and retraining of headteachers in the municipality. They further accepted that due to lack of training on the job most headteacher are unable to carry out effective supervision in the municipality. For instance, one of the teachers commented that:

> *The headteachers lack knowledge on the job. They do not undertake any training so they lack some skills and techniques to carry out their supervisory roles effectively. So, who is to blame them?*
>
> *(Participant 5, a 40-year-old master's degree male teacher).*

In summary, it was observed from the findings that the major causes of poor supervisory techniques by headteachers in the Awutu Senya East Municipality have inadequate knowledge of the approaches to supervision, lacked funds, inadequate materials for instructional supervision and no support from the municipal directorate of education, lacked skills and knowledge for instructional supervision and inadequate training for the supervisors. These findings were in line with Oduro (2008), who found from his study that about 75 percent of the interview participants (heads) reported that they received little or no training in leadership and, therefore, used trial and error techniques to address challenges they encountered in their leadership roles.

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Oduro (2008), also found that 72 percent of the heads had some training in leadership and management, but lasted between one day and two weeks.

Again, Danielson and McGreal (2000) reported limited supervisors experience and a lack of skills as being problems in teacher supervision. They also reported that supervisors did not have enough training in providing constructive feedback while maintaining relationships. Thus, unclarified, ambivalent relation of teachers to supervisors affects supervision effectiveness. The findings of this study were also in support of Grauwe (2007), who was of the view that the biggest challenge facing supervision is the lack of office space and transport for the supervisors and this problem undermines effectiveness and morale. This in his view diminishes the abilities of the supervisors to supervise and support teachers. For the attitude of teachers to supervise has been a vital area that has engaged that attention of educationists and policy planners.

Teachers being seen as grassroots educational implementers and were the focus of most of this increased supervisory effort, their attitude towards supervision were of immense importance. The lacked of support staff for example created a lot of difficulties in producing reports or even organising seminars for teachers.

4.3 Research Question Two

What are the effects of supervision practices on teaching and learning in the Awutu Senya East Municipality?

To examine the effects of supervision practices on teaching and learning in the municipality by the headteachers, respondents were implored to respond to the extent to which they disagreed or agreed with the statements in the questionnaire with

respect to the above issue. The results were presented in Table 4.4, and Table 4.5 shown below.

Table 4.4: The effects of instructional supervision on teaching and learning

(Headteachers' responses)

S/N	Statements	Mean	Standard Deviation
1	Instructional supervision results in increasing the knowledge and experience of the Teachers on teaching in the subject area.	3.85	0.45
2	Teachers receive professional support for teaching of the subject when there is effective instructional supervision.	3.02	0.22
3	Instructional supervision results in instilling confidence and independence in the teachers teaching the subject.	3.05	0.01
4	There is reinforcement of relationship between the headteacher and the teachers during instructional supervision.	2.53	0.39
5	Instructional supervision results in effective training of teaching on the job.	2.90	0.59
6	Average Mean/ Standard Deviation	3.07	0.33

Source: Fieldwork, 2021

In Table 4.4, it was well-known that headteachers were of the view that instructional supervision results in growing the knowledge and experience of the teachers on teaching in the subject area (M = 3.85, SD = 0.45) and teachers receive professional support for teaching of the subject when there is effective instructional supervision. (M = 3.02, SD = 0.22).

Also, the respondents acknowledged to the fact that instructional supervision resulted in instilling confidence and independence in the teachers teaching the subject (M = 3.05, SD = 0.01) and there is reinforcement of relationship between the headteacher and the teacher during instructional supervision. (M = 2.90, SD = 0.59).

Table 4.5 obviously shows that most of the respondents sampled for the study agreed with the statements that instructional supervision improves teaching and learning in the subject areas.

To expand how headteachers can be guided to improve upon instructional supervision, the study also required responses from teachers, as presented in Table 4.5.

Table 4.5: The effect of instructional supervision on the teaching and learning (Teachers' responses)

S/N	Statements	Mean	Standard Deviation
1	Instructional supervision results in increasing the knowledge and experience of the teachers in the subject area.	3.75	0.63
2	Teachers receive professional support for teaching of the subject when there is effective instructional supervision.	3.56	0.53
3	Instructional supervision results in instilling confidence and independence in the teachers teaching the subject.	3.12	0.58
4	There is reinforcement of relationship between the headteacher, circuit supervisor and the teacher during instructional supervision.	3.09	0.58
5	Instructional supervision results in effective training of teaching on the job.	2.78	0.54
6	Average Mean/ Standard Deviation	3.26	0.57

Source: Field work, 2021

Table 4.5 disclosed that teachers agreed with the fact that instructional supervision resulted in increasing their knowledge and experience (M = 3.75, SD = 0.63) and they received professional support for teaching of various subject when there was effective instructional supervision (M = 3.56, SD = 0.53).

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Also, the findings from Table 4.5 implied that teachers agreed with the fact that instructional supervision resulted in instilling confidence and independence in the teachers teaching practice of various subjects. (M = 3.09, SD = 0.58).

Furthermore, the responses from teachers also disclosed that there was reinforcement of relationship between the headteacher and the teacher during instructional supervision. (M = 2.78, SD = 0.54).

Consequently, in order to prop the findings on instructional supervision of headteachers in the Awutu Senya East Municipality, the researcher tried to find out from the participants on the effect of supervision on teaching and learning of subject areas. It was revealed by seven (7) of the participants that instructional supervision resulted in coaching, mentoring and above all effective training of teaching on the job.

They added that, there must be trust, open authentic interactions among administrators. Seven participants accepted that there was reinforcement of relationship between the headteacher and the teacher during instructional supervision. Two of the participants disagreed with the above comment of promoting relationship among both the teachers, headteachers. One of the participants also revealed that for effective supervision making teaching pleasurable and an enjoying practice in the Awutu Senya East Municipality.

The findings support Holland and Adams (2002), who stressed that instructional supervision administered in schools does help in increasing the teaching development of teachers while at the same time enable teachers to make improvements on their teaching practice to be more effective.

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Furthermore, they also describe instructional supervision as one size fits all-practice. Through effective instructional supervision practices, teachers are able to improve on their teaching performance in terms of their teaching practice and the level of teaching knowledge in and out of classrooms. Since instructional supervision is focused on the teaching quality, the evaluation towards teachers can be the catalyst in improving teachers' teaching and school performance. Instructional supervision needs a great deal of time to be enforced effectively but this practice proves to be worthwhile to increase teachers' teaching performance (Thomas, 2008). Thus, instructional supervision is a way for teachers to improve their teaching performance which indirectly will benefit the pupils.

Again, instructional supervision encourages teachers to examine and practice the art of teaching that involves observation on teachers while they are interacting with their students (Beach & Reinhartz, 2000). Druckner (2005), says supervision involves the use of skills and these must be taught or learnt. Druckner continued that supervision should best be understood as a process that requires knowledge and experience.

Druckner maintained that in order for the supervisor to develop the knowledge and skills to become an effective supervisor of others, the supervisor must first go through the process of effective supervision him/herself, particularly in terms of being supervised and mentored in the role of supervision. To Druckner, for supervision to be effective, prior experience and training of the supervisor must be considered and given greater emphasis.

Furthermore, Musaazi (1985) is of the view that if supervision is to achieve its goal by improving the process of instruction in the school, then the supervisor must take the lead in providing a pleasant, stimulating and wholesome environment in which

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teachers will want to work. According to Musaazi (1985), supervisors must arrange courses or workshop, for teachers and headteachers to infuse in them new techniques in teaching.

Finally, according to Mankoe (2002), the heart of supervision is interaction and interaction calls for effective communication.

A key goal of communication is understanding and therefore listening becomes the central part of communication. For effective supervision to be realised those in supervisory roles should therefore learn how to listen well and how to communicate ideas for the understanding of their listeners.

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

A credible supervisor must be able to recognise good teaching when he sees it and be able to explain to teachers what he observes. The more the supervisor can relate his or her observations and suggestions to the needs of the teachers, the more credible his or her advice is likely to be.

Supervision has now become technical and therefore those in supervisory positions must be proficient in conferencing, goal-setting, diagnosing instructional needs and observing classroom teaching.

4.4 Research Question Three and Question Four (Sections D and E)

According to Karl Popper (1972, pp.52-3) has adduced Einstein's and Newton's rival theories of gravitation as a poignant instance of the following claim made by him: if a

non-metrical notion of the content of a theory 'T' is construed as the set of all those questions to which 'T' can provide answers, then the contents at least some logically incompatible extant scientific theories, are qualitatively comparable with respect to the relation of proper inclusion. To analyze research question three (3) – the challenges faced by headteachers in practicing instructional supervision and research question four (4) – ways of supporting headteachers in practicing instructional supervision were relatives and correlated.

However, the respondents were entreated to respond to both questions in symbiotic manner in an extent to which they disagreed or agreed to the statements in the questionnaire with respect to challenges headteachers faced and the ways to mitigate.

4.4.1 Research question three: Challenges headteachers face in practising instructional supervision within the Municipality

The results are represented in table 4.6.

Table 4.6: Challenges headteachers face in practising instructional supervision within the Municipality (Headteachers' responses)

S/N	Statements	Mean	Standard Deviation
1	I receive sufficient funds for organising instructional supervision regularly.	2.15	0.35
2	I have up-to-date knowledge and skills for organising instructional supervision.	2.03	0.74
3	The municipal directorate promptly, firmly and fairly acts upon reports from instructional supervision activities.	2.12	0.59
4	I have adequate and appropriate materials for instructional supervision.	1.47	0.90
5	I am able to supervise my supervisees as regularly as planned for the academic year.	2.45	0.79
6	Average Mean/ Standard Deviation	2.04	0.67

Source: Field work, 2021

It is found in table 4.6 that headteachers confirmed from the study that they do not have enough funds for organising instructional supervision regularly (M = 2.15, SD =0.35). Again, respondents reported that they do not have up-to-date knowledge and skills for organizing instructional supervision (M = 2.03, SD = 0.74).

Regarding the statement soliciting headteachers' responses on whether the municipal directorate of education promptly, firmly and fairly acts upon reports from instructional supervision activities, quite a large number of respondents disagreed with the statement (M = 2.12, SD = 0.59).

Furthermore, respondents noted that they do not have adequate and appropriate materials for instructional supervision (M = 1.47, SD = 0.90). Again, the researcher sought the views from teachers with respect to the challenges headteachers faced in the instructional supervision on teaching and learning of subject areas are shown in the Table 4.7.

Table 4.7: Challenges headteachers face in practising instructional supervision within the Municipality (Teachers' responses).

S/N	Statements	Mean	Standard Deviation
1	The municipal directorate promptly, firmly and fairly acts upon reports from instructional supervision activities from supervisors.	2.33	0.56
2	My supervisors come to supervise me with adequate and appropriate materials for instructional supervision.	2.35	0.57
3	My supervisors always commend the municipal for providing sufficient funds for organizing instructional supervision regularly.	2.15	0.27
4	My supervisors have up-to-date knowledge and skills for instructional supervision.	2.24	0.47
5	My supervisor's fellow to the plan regularly as planned for the academic year.	2.18	0.30
6	Average Mean/ Standard Deviation	2.25	0.43

Source: Field work, 2021

Observations from Table 4.7 indicates that teachers disagreed with the fact that the municipal educational directorate promptly, firmly and fairly acts upon reports from instructional supervision activities from supervisors (M = 2.33, SD = 0.56).

Also, teachers affirmed that their supervisors do not come to supervise them with adequate and appropriate materials for instructional supervision (M = 2.35, SD = 0.57). More so, concerning the supervisors always commending the municipal for providing sufficient funds for organizing instructional supervision regularly, the respondents disagreed with the statement (M = 2.15, SD = 0.27).

In addition, teachers claimed that supervisors do not fellow to the plan regularly as planned for the academic year (M = 2.18, SD = 0.30).

Finally, in order to support the responses from the respondents from the questionnaires to find out the challenges faced by headteachers in their quest of providing instructional supervision on teaching and learning, the researcher tried to find out from the eighteen (18) headteachers how supervision resource materials become obstacles in carrying out their activities in the Awutu Senya East Municipality. It was revealed by twelve (12) of the participants that the unavailability resource materials or inadequate instructional materials have made it impossible for the supervisors to train teachers effectively.

All to twelves (12) participants opined that due to inadequate supervision resources, they are unable to give feedback to the teachers they supervised. They further accepted that it resulted to the situation where the headteachers are unable to embark on effective and frequent monitoring.

Six of the participants also revealed that inadequate resource materials for supervisors in the municipality has demotivated some supervisors to carry out an effective supervision.

All the participants accepted that the situation was not pleasant. The situation where some supervisors felt constraints and venerable in discharging their duties because they felt they have done all that they could do in redeeming the situation. For instance, one of the participants commented that:

> *Since we have inadequate resources, some of us have become unconcerned and vulnerable. We are not motivated to carry out our activities effectively. (Male headteacher).*

In order to probe on the challenges faced by headteachers, the researcher again tried to find out from the participants how prompt response of the public to issues during supervision affect their work in the municipality. It was revealed by all the twelve participants that emergency and prompt responses of the municipal assembly to issues enhances output of teachers since it establishes rapport between the supervisors and their supervisees.

The participants agreed that prompt responses to issues they face help teachers to be up and doing since they are motivated to carry out their supervisory roles effectively which ultimately improves students' academic performance.

The researcher also tried to find out from the participants if they are able to effectively and regularly supervise their supervisees as they plan in an academic year. From the responses, it was revealed by five participants that they are unable to engage in an effective supervision due to inadequate supervision resources. One of the

participants accepted that she is able to conduct supervision but use her own resources in doing so.

In a nutshell, the findings from the study indicates that most challenges faced by headteachers in discharging their duties were due to inadequate resources available leading to poor instructional supervision.

Also, due to challenges encounter by headteachers, they were not able to organize instructional supervision regularly in order to become effective. They were also not able to supervise their supervisees as regularly as planned for the academic year.

4.4.2 Research question four (4) – ways of supporting headteachers in practicing instructional supervision.

Again, the researcher sought the views from headteachers with respect to ways of supporting headteachers in practicing instructional supervision on teaching and learning in the municipality as shown in the Table 4.8.

Table 4.8: Ways of supporting headteachers in practising instructional supervision in the Municipality (Headteachers' responses).

S/N	Statements	Mean	Standard Deviation
1	I must receive sufficient interim supervision training from heads of inspectorate unit.	4.38	0.67
2	I must receive instructional supervision materials from ministry of education in carryout the supervisory services.	3.55	0.45
3	Choice of headteachers for supervisory service must be adequate.	3.17	0.29
4	I must have adequate and satisfactory service from external supervisor's training.	4.32	0.58
5	Average Mean/ Standard Deviation	3.86	0.49

Source: Field work, 2021

Table 4.8 indicates that headteachers concerned that they must receive interim supervision training (M = 4.38, SD = 0.67). Thus, with supporting way of receiving instructional supervision materials from ministry of education in carryout the supervisory services by the headteachers (M = 4.32, SD = 0.58).

Also, headteachers concerned that their choice of supervisory service must be adequate (M = 3.17, SD = 0.29) and must have adequate and satisfactory service from external supervisor's training (M = 4.32, SD = 0.58).

Finally, in order to support the responses from the respondents to the questionnaires, about the ways of supporting headteachers in practising instructional supervision in the municipality by headteachers, in their quest of providing instructional supervision on teaching and learning, the researcher tried to find out from the eighteen (18) headteachers how inadequate resource materials become obstacles in carrying out their activities in the Awutu Senya East Municipality. It was revealed by the eighteen (18) of the participants that, receiving supervision resources from ministry of education in carry-out the supervisory services will be of great support in their services.

All the eighteen's participants opined that all the items indicated in table 4.8 will be of supportive ways to enhance the service of instructional supervision practices.

Table 4.9: Ways of supporting headteachers in practising instructional supervision in the Municipality (Teachers' responses).

S/N	Statements	Mean	Standard Deviation
1	My supervisors must receive sufficient interim supervision training from heads of inspectorate unit.	3.45	0.59
2	My supervisors must receive instructional supervision materials from ministry of education in carryout the supervisory services.	4.55	0.49
3	The choice of headteachers as my supervisors for supervisory service must be adequate.	4.17	0.35
4	My supervisors must have adequate and satisfactory service from external supervisor's training.	3.32	0.58
5	Average Mean/ Standard Deviation	3.87	0.50

Source: Field work, 2021

Table 4.9 indicates that teachers concerned with the fact that their supervisors must receive sufficient interim supervision training from heads of inspectorate unit (M = 3.45, SD = 0.59).

Also, teachers avowed that their supervisors must receive instructional supervision materials from ministry of education in carryout the supervisory services (M = 4.55, SD = 0.49) and thus uneasy that, supervisors must have adequate and satisfactory service from external supervisor's training (M = 3.32, SD = 0.58).

From the above discussion, all the 100% of respondents including headteachers and teachers (78 respondent) concurred that head of inspectorate unit of education in the municipality should put an interim supervision training programmes in place to train headteachers before giving their appointment as some of the ways of supporting headteachers in practicing instructional supervision in the municipality.

4.5 Summary

This chapter of the work looked at the results and discussion of the findings. This was done by analysing the data collected through the structured questionnaire on the four main research questions. The analysis of the questionnaires was also supported with the analysis of the interview guide from the headteachers and teachers. The SPSS version 22.0 was used in generating the mean and standard deviation of the responses from the questionnaire and one-and-one interview audio were transcribed manual to describe the phenomena.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter of the study looked at the summary of the study. This session also looked at conclusion from the findings of the study. It also indicated how the objectives of the study were achieved. Moreover, it provides useful policy recommendations that address the issues raised in the analysis with respect to the approaches, effects and the challenges headteachers encounter during supervision on teaching and learning in Public Junior High Schools within Awutu Senya East Municipal Assembly of the Central Region of Ghana.

5.1 Summary of the study

The study was conducted on the instructional supervision practices by headteachers in Public Junior High Schools within the Awutu Senya East Municipality in the Central Region of Ghana. The focus of the study was to identify the approaches used by headteachers in effective teaching and learning in Junior High Schools; examine the effect of supervision practices; identify challenges facing headteachers in practising instructional supervision and finally suggest ways of supporting headteachers in practicing instructional supervision in the municipality.

The design used for the study was pragmatism in nature. It employed the mixed-methods descriptive approach with a sequential explanatory design. The sample size for the study was 78. This was made up of 60 teachers in the Junior High School and 18 headteachers.

The instruments used for the collection of data were questionnaire and interview and the data was analysed using the SPSS version 22.0

Frequencies and percentage distributions of responses were generated according to the demography. The interview data which was in audio were transcript and analysed.

The major findings of the study were:

1. Inadequate knowledge on approaches that might lead to instructional supervision practices by headteachers on supervision.
2. Inadequate and inappropriate materials for instructional supervision.
3. Lack of necessary skills and knowledge of supervisors for instructional supervision.
4. Inadequate funds for organisation of instructional supervision.
5. Lack of organisation of pre-conference for teachers before the supervision of their teaching.
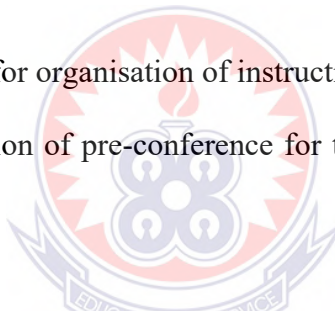
Furthermore, in relation to the effects of instructional supervision on teaching and learning by headteachers on teaching and learning, the outcomes from the study disclosed that:

i. Instructional supervision results in increasing the knowledge and experience of the Teachers in teaching practice.

ii. Instructional supervision results in instilling confidence and independence in the teachers.

iii. There is reinforcement of relationship between the headteacher and the teacher during instructional supervision.

iv. Instructional supervision results in effective training of teaching on the job.

v.   Teachers receive professional support for teaching practice when there is effective instructional supervision.

In addition, the findings from the study revealed that the challenges headteachers face in the instructional supervision processes included:

i.   Lack of logistics for regular supervision.

ii.   Inadequate instructional supervision resource materials.

iii.   Supervisor's not able to fellow up to the plan regularly as planned for the academic year.

iv.   Inability of municipal directorate to promptly, firmly and fairly acts upon reports from instructional supervision activities from headteachers (supervisors).

v.   Lack of up-to-date knowledge and skills for organizing instructional supervision.

5.2 Conclusions

The outcomes gotten from this study were sufficient to conclude that there is some level of insufficiency on the part of some headteachers and inadequate resources for supervision leading to poor supervision.

Also, it could be deduced from the study that headteachers received little or no training in supervisory roles and, therefore, used trial and error techniques in discharging their duties. These created many challenges such as headteachers not being able to organise instructional supervision regularly and also not able to supervise their supervisees as regularly as planned for the academic year.

However, to overcome the challenges and poor supervisory techniques, headteachers should have periodic training on modern trends in instructional supervision, provision of adequate and sufficient materials for instructional supervision, sufficient resource materials should be provided. The municipal directorate of education should fairly and firmly implement reports on instructional supervision activities and there should be good motivation package for supervisors to enable them to effectively perform their duties.

5.3 Limitations

Given the limitation of finance and time period involved, the study was limited to only Public Junior High Schools in Awutu Senya East Municipality. Also, only 78 respondents were reached within the Municipality. All questions were attempted and answered, some questionnaires were difficult to returned by respondents. Aside this some respondents were also not willing to divulge information. In spite of the anticipated problems, information which was gathered was cross checked to ensure that the quality and authenticity was maintained.

5.4 Recommendations

The following recommendations were established from the study to help address problems of supervision of teaching and learning in Public Junior High Schools (PJHS), especially in the Awutu Senya East Municipality of the Central Region of Ghana.

1. It was established that, the Head of Inspectorate Unit in Awutu Senya East Municipal Assembly of Education should put an interim supervision training programme in place to orientate headteachers before taking up their appointments.

2. It came out of the study that, future appointments of supervisors by the Municipal Directors (MD's) should be based on seasoned heads and office staffs with vast experience and academic qualifications.

3. It was also noted from the study that, challenges of supervisors should be met by the Municipal Director of Education and the Ministry of Education.

4. Adding to the above itemized recommendations, it was observed that both teachers and headteachers were not satisfied with the level of supervision in the assembly. It is therefore suggested that the Municipal Education Directorate should try as much as possible to appoint competent and experienced teachers as supervisors.

   Also, intensive training workshops should be organized to them to impact the needed professional advice and guidance that enhance teacher growth and development.

5. It was again expressed from the study that, there is some level of inadequacy on the part of some headteachers and supervisors. Since it generally accepted that both internal and external supervision promote effective instruction of heads and external supervisor, especially headteachers (supervisors) who are directly involved in supervision should be given more support in the following ways:

   i. Both categories of supervisors should be given adequate in-service training in the areas of effective supervision to ensure that they are well equipped to perform their supervisory roles effectively. As Merton (1968) put it, supervision can be effective if supervisors are constantly oriented with fresh ideas.

ii.   Appointment of personnel into supervisory positions should take into consideration both the teachers' rank and qualification to remove any ill-feeling of insufficiency in undertaking the supervisory assignments.

iii.   Both categories of supervisors should be trained in human relations that will help to establish good interpersonal relations with teachers. In order to avoid the notion that supervisors are more of faultfinders than partners in the development of educational process, clinical supervision should be emphasised more than the ordinary brief visits. This should be the case to enable the supervisor and the supervised to operate in an environment free from tension and anxiety, and where the supervisor and the supervised are jointly held accountable for the success or failure of the realization of the objectives of the lesson or curriculum.

6. It was revealed that from the study that, supervision has not had great impact on teaching and learning partly because in-service training component of supervision is not given the necessary attention. It is therefore expedient for headteachers to programme and organise school based/cluster in-service training more than the frequent brief visits that do not impact more professionally.

7. Again, it came out from the study that, it is through regular comprehensive visits that schools are effectively helped to identify their problems and progress within a stipulated period. Since it was found out that little attention is paid to comprehensive visits and this has had adverse effect on the number of follow-up visits. It is this follow-up visits which helps to check whether schools are on track on recommended practices that could lead to the

attainment of instructional objectives. It is therefore recommended that at least one comprehensive visit should be organised in every school calendar year.

8. The study established that, appraisal and subsequent promotion of supervisors should be based on the number of schools supervised, the quality of supervision reports produced, prompt release of supervision reports and the number of follow-up visits made to ensure that recommendations made are being implemented.

9. The study also recognized that, external supervisors should also be given regular in-service training to equip them with the necessary supervisory skills. This will help them provide effective supervision to teachers and their impact will be felt by both teachers and pupils. The complementary role that external supervisor is expected to play must not be ignored. External and internal supervision must complement each other.

10. In order to lessen the problems facing the supervisors, the study established that, funds should be released on time by the authorities concerned for the supervisors to perform. Impress for the heads should be released on time to the heads to buy all the logistics needed for their work. Funds should also be released to headteachers (supervisors) to fuel their motorbikes so that they can be mobile at all times. Motorbikes should be provided for supervisors who do not own them in order that they will be able to visit their schools regularly to supervise teacher's work and to give support to the heads. Maintenance allowances should also be paid to the supervisors to maintain their motorbikes. This will facilitate their regularity in schools to give professional advice to teachers.

11. Finally, the study found that, with the decentralization policy, the Municipal Assembly should devote part of its common fund for the provision of motorbikes and teachers' quarters for the headteachers and teachers in the various circuits and districts. The Municipal Assemblies could also provide office accommodation for all supervisors both internal and external in their circuit centres to encourage them to stay in their circuit to work and promote the needed job satisfaction.

5.5 Recommendation for Further Studies

For further study the outline research area listed below could be considered.

- Further research will help to compare instructional supervision practices and inspections in the Public Junior High Schools in Ghana.

- Inspection practices by circuit supervisors in public junior high schools.

- To investigate Lived Experience of headteachers in the lower primary.
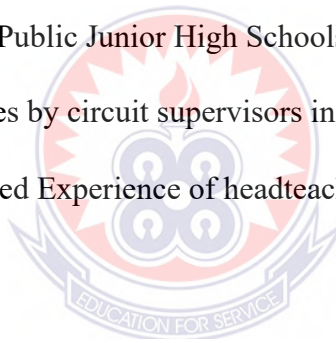
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APPENDICES

APPENDIX 1

Questionnaires for Headteachers on Instructional Supervision Practices

This study seeks to identify the causes of poor supervisory techniques by headteachers on teaching and learning in Public Junior High Schools. Also, to identify the approaches used by headteachers in instructional supervision practices on teaching and learning in the Awutu Senya East Municipality. The study will deem to know the challenges headteachers face in practicing instructional supervision and the ways of supporting headteachers in practicing instructional supervision in the Public Junior High Schools within the municipality.

This questionnaire is for a Master of Philosophy in Educational Administration and Management thesis.

Respondents are kindly requested to give accurate information since their responses will be treated with the highest confidentiality.

SECTION A:
BIO-DATA

Please tick the appropriate response for each item

1. Sex: a. Male [ ] b. Female [ ]

2. Age range: a. 21 – 30 yrs [ ] b. 31 – 40 yrs [ ] c. 41 – 50 yrs [ ] d. 51 – 60 yrs [ ]

3. Highest Educational Qualification

a. Diploma [ ] b. 1st Degree [ ] c. 2nd Degree [ ] d. Others (specify)………………………………..

4. Teaching Experience: a. 0 – 9 yrs [ ] b. 10 – 20 yrs [ ] c. 20 – 29 yrs [ ] d. 30 yrs and above [ ]

5. Number of years in position: a. 0 – 5 yrs [ ] b. 6 – 10 yrs [ ] c. 11 – 15 yrs [ ] d.16 – 20 yrs [ ]

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SECTION B:

APPROACHES USED BY HEADTEACHERS IN INSTRUCTIONAL SUPERVISION PRACTICES ON TEACHING AND LEARNING IN THE AWUTU SENYA EAST MUNICIPALITY

S/N	ITEM	SA	A	N	D	SD
6	I have adequate knowledge on the approaches to the supervision of teaching and Learning.					
7	I have adequate and appropriate materials for instructional supervision.					
8	I have the necessary skills and knowledge for instructional supervision.					
9	The assembly directorate supports instructional supervisory activities in the municipality.					
10	I receive sufficient funds for organising supervision.					

SECTION C:

THE EFFECTS OF SUPERVISION PRACTICES ON TEACHING AND LEARNING IN THE AWUTU SENYA EAST MUNICIPALITY

S/N	ITEM	SA	A	N	D	SD
11	Instructional Supervision results in increasing the knowledge and experience of the teachers on teaching and learning in the subject area.					
12	Teachers receive professional support for teaching of the subject when there is effective supervision culture.					
13	Instructional supervision results in instilling confidence and independence in the teachers teaching the subject.					
14	There is reinforcement of relationship between the head teacher, and the teacher during supervision.					
15	Instructional supervision results in effective training of teaching on the job.					

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SECTION D

THE CHALLENGES DO HEADTEACHERS FACE IN PRACTICESING INSTRUCTIONAL SUPERVISION IN THE MUNICIPALITY/WAYS OF SUPPORTING HEADTEACHERS

S/N	ITEM	SA	A	N	D	SD
16	I receive sufficient funds for organising supervision activities regularly.					
17	I have up-to-date knowledge and skills for organising supervision activities.					
18	The assembly directorate promptly, firmly and fairly acts upon reports from supervision activities.					
19	I have adequate and appropriate materials for supervision activities.					
20	I am able to supervise my supervisees as regularly as planned for the academic year.					

SECTION E

THE WAYS OF SUPPORTING HEADTEACHERS IN PRACTISING INSTRUCTIONAL SUPERVISION IN THE MUNICIPALITY

S/N	ITEM	SA	A	N	D	SD
21	I must receive sufficient interim supervision training from heads of inspectorate unit.					
22	I must receive cars/motor bike/fuel from ministry of education in carryout the supervisory services.					
23	Choice of headteachers for supervisory service are must be adequate.					
24	I must have adequate and satisfactory service from external supervisor's training.					

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APPENDIX 2

Interview Guide for Headteachers Supervisors on Instructional

Supervision Practices

This study seeks to identify the causes of poor supervisory techniques by headteachers on teaching and learning in Public Junior High Schools. Also, to identify the approaches used by headteachers in instructional supervision practices on teaching and learning in the Awutu Senya East Municipality. The study will deem to know the challenges headteachers face in practicing instructional supervision and the ways of supporting headteachers in practicing instructional supervision in the Public Junior High Schools within the municipality.

This questionnaire is for a Master of Philosophy in Educational Administration and Management thesis.

Respondents are kindly requested to give accurate information since their responses will be treated with the highest confidentiality.

SECTION A:
BIO-DATA

Please tick the appropriate response for each item

1. Sex: a. Male [ ] b. Female [ ]

2. Age range: a. 21 – 30 yrs [ ] b. 31 – 40 yrs [ ] c. 41 – 50 yrs [ ] d. 51 – 60 yrs [ ]

3. Highest Educational Qualification

a. Diploma [ ] b. 1st Degree [ ] c. 2nd Degree [ ] d. Others (specify)……………………………..

4. Teaching Experience: a. 0 – 9 yrs [ ] b. 10 – 20 yrs [ ] c. 20 - 29 yrs [ ] d. 30 yrs and above [ ]

5. Number of years in position: a. 0 – 5 yrs [ ] b. 6 – 10 yrs [ ] c. 11 – 15 yrs [ ] d.16 – 20 yrs [ ]

SECTION B:

WHAT ARE THE APPROACHES USED BY HEADTEACHERS IN INSTRUCTIONAL SUPERVISION PRACTICES ON TEACHING AND LEARNING…?

6. What approaches are used by headteachers in instructional supervision of teaching and learning of Public Junior High School in the Awutu Senya East Municipal Assembly?

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7. How is inadequate and appropriate materials for instructional supervision a problem in the Awutu Senya East Municipal Assembly?

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SECTION C:

WHAT ARE THE EFFECTS OF INSTRUCTIONAL SUPERVISION ON
TEACHING AND LEARNING IN THE MUNICIPALITY?

8. Suggest any four (4) effects of supervision by headteachers on teaching and learning

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SECTION D

WHAT ARE THE CHALLENGES HEADTEACHERS FACE IN PRACTISING
INSTRUCTIONAL SUPERVISION IN THE MUNICIPALITY?

9. Outline four (4) ways that funds become a challenge in the Awutu Senya East Municipality for Supervision culture.

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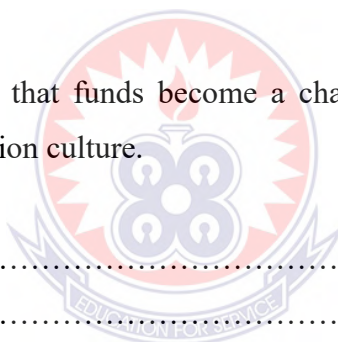
10. How does prompt response of the municipality to issues during supervision affect Instructional Supervision in the Awutu Senya East Municipality?

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11. Are you able to effectively supervise your supervisees as regularly as planned for the academic year in the municipality. **If YES, HOW? and IF NO WHY?**

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SECTION E

WHAT ARE THE WAYS OF SUPPORTING HEADTEACHERS IN

PRACTISING INSTRUCTIONAL SUPERVISION IN THE MUNICIPALITY?

12. What are the ways of supporting headteachers in practicing instructional supervision in the municipality?

a…………………………………………………………………………………

b…………………………………………………………………………………

c…………………………………………………………………………………

d…………………………………………………………………………………

f………………………………………………………………………………….

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APPENDIX 3

Questionnaires for Teachers on Instructional Supervision Practices

This study seeks to identify the causes of poor supervisory techniques by teachers on Teaching and Learning of Public Junior High Schools, know the challenges teachers face in the instructional supervision of subject area and to know how teachers can be guided to improve upon instructional supervision in the Awutu Senya East Municipal Assembly of the Central Region of Ghana for a Master of Philosophy in Educational Administration and Management thesis. Respondents are kindly requested to give accurate information since their responses will be treated with the highest confidentiality.

SECTION A:

BIO-DATA

Please tick the appropriate response for each item

1. Sex: a. Male [ ] b. Female [ ]

2. Age range: a. 21 – 30 yrs [ ] b. 31 – 40 yrs [ ] c. 41 – 50 yrs [ ] d. 51 – 60 yrs [ ]

3. Highest Educational Qualification in Social Studies

a. Diploma [ ] b. 1st Degree [ ] c. 2nd Degree [ ]

d. Others

(specify)……………………………………………………………………………

4. Teaching Experience: a. 0 – 9 yrs [ ] b. 10 – 20 yrs [ ] c. 21 yrs and above [ ]

5. Number of years in position: a. 0 – 5 yrs [ ] b. 6 – 10 yrs [ ] c. 11 – 15 yrs [ ] d. 16 – 20 yrs [ ]

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SECTION B:

APPROACHES USED BY HEADTEACHERS IN INSTRUCTIONAL SUPERVISION PRACTICES ON TEACHING AND LEARNING IN AWUTU SENYA EAST MUNICIPALITY

S/N	ITEM	SA	A	N	D	SD
6	My supervisor uses appropriate approaches during supervision support to improve my teaching.					
7	My supervisors organises pre-conference for me before the supervision of my teaching.					
8	My supervisors do not interrupt my teaching during the supervision period'.					
9	My supervisors organises post-conference for me after the supervision of my teaching.					
10	I received supervision very often from my supervisors					

SECTION C:

THE EFFECTS OF SUPERVISION PRACTICES ON TEACHING AND LEARNING IN THE AWUTU SENYA EAST MUNICIPALITY

S/N	ITEM	SA	A	N	D	SD
11	Instructional supervision results in increasing the knowledge and experience of the Teachers in the subject area.					
12	Teachers receive professional support for teaching of the subject when there is effective instructional supervision.					
13	Instructional supervision results in instilling confidence and independence in the teachers teaching the subject.					
14	There is reinforcement of relationship between the head teacher, and the teacher during instructional supervision.					
15	Instructional supervision results in effective training of teaching on the job.					

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SECTION D

THE CHALLENGES SO HEADTEACHERS FACE IN PRACTICING INSTRUCTIONAL SUPERVISION IN THE MUNIPALITY

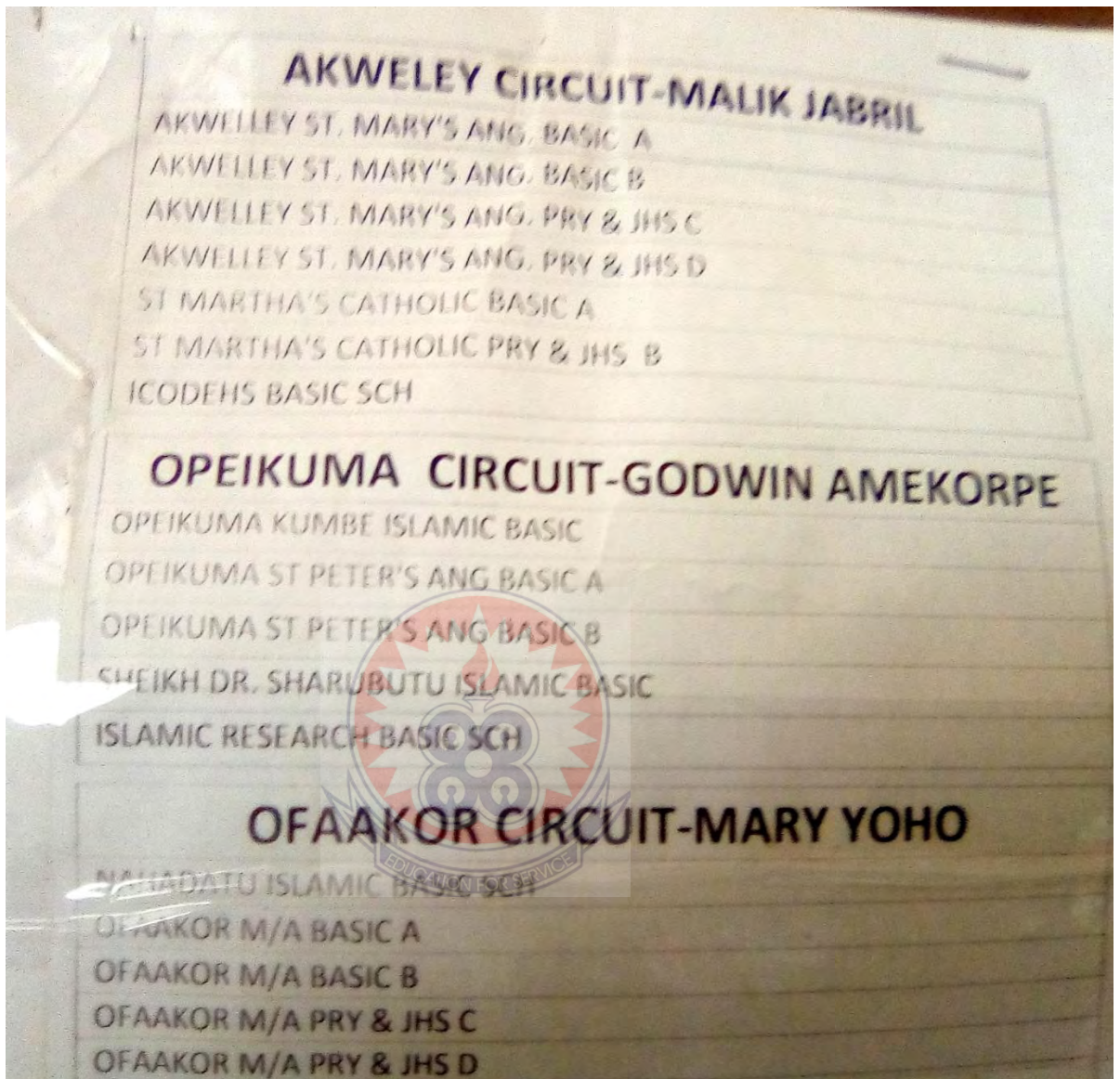| S/N	ITEM	SA	A	N	D	SD
16	My supervisors always commend the district for providing sufficient funds for organising instructional supervision regularly.					
17	My supervisors have up-to-date knowledge and skills for instructional supervision.					
18	The district directorate promptly, firmly and fairly acts upon reports from instructional supervision activities from supervisors.					
19	My supervisors come to supervise me with adequate and appropriate materials for instructional supervision.					
20	My supervisor's fellow to the plan regularly as planned for the academic year.					

SECTION E

THE WAYS OF SUPPORTING HEADTEACHERS IN PRACTISING INSTRUCTIONAL SUPERVISION IN THE MUNICIPALITY

S/N	ITEM	SA	A	N	D	SD
21	My supervisors must receive sufficient interim supervision training from heads of inspectorate unit.					
22	My supervisors must receive instructional supervision materials from ministry of education in carryout the supervisory services.					
23	The choice of headteachers as my supervisors for supervisory service must be adequate.					
24	My supervisors must have adequate and satisfactory service from external supervisor's training.					

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APPENDIX 4

AKWELEY CIRCUIT-MALIK JABRIL
AKWELLEY ST. MARY'S ANG. BASIC A
AKWELLEY ST. MARY'S ANG. BASIC B
AKWELLEY ST. MARY'S ANG. PRY & JHS C
AKWELLEY ST. MARY'S ANG. PRY & JHS D
ST MARTHA'S CATHOLIC BASIC A
ST MARTHA'S CATHOLIC PRY & JHS B
ICODEHS BASIC SCH

OPEIKUMA CIRCUIT-GODWIN AMEKORPE
OPEIKUMA KUMBE ISLAMIC BASIC
OPEIKUMA ST PETER'S ANG BASIC A
OPEIKUMA ST PETER'S ANG BASIC B
SHEIKH DR. SHARUBUTU ISLAMIC BASIC
ISLAMIC RESEARCH BASIC SCH

OFAAKOR CIRCUIT-MARY YOHO
NAHADATU ISLAMIC BASIC SCH
OFAAKOR M/A BASIC A
OFAAKOR M/A BASIC B
OFAAKOR M/A PRY & JHS C
OFAAKOR M/A PRY & JHS D

A scanned copy of the first three circuits zones with circuit supervisors and it's under pinning schools. Source (Fieldwork: Refer to 1.2. Statement of the problem, p.15)

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GADA BASIC SCH

OBOM CIRCUIT-DORCAS ACQUAH

AMUZUKOPE REAL FAITH BASIC A
AMUZUKOPE REAL FAITH BASIC B
ZAKARIKOPE SDA BASIC A
ZAKARIKOPE SDA BASIC B
IRON CITY BASIC

Alex

NEWTOWN CIRCUIT-EMMANUEL ACQUAH

BANAT ABDALLAH ACADEMY BASIC SCHOOL A
BANAT ABDALLAH ACADEMY BASIC SCHOOL B
EMMANUEL PRESBY BASIC A
EMMANUEL PRESBY PRIMARY & JHS B
EMMANUEL PRESBY PRIMARY & JHS C
SALMANIYA ISLAMIC BASIC A
SALMANIYA ISLAMIC PRIMARY & JHS B

ODUPONKPEHE CIRCUIT-ASEIDU ALEX

METHODIST BASIC SCH A
METHODIST BASIC SCH B
ODUPONKPEHE AME ZION BASIC A
ODUPONKPEHE AME ZION BASIC B
ODUPONKPEHE M/A BASIC A
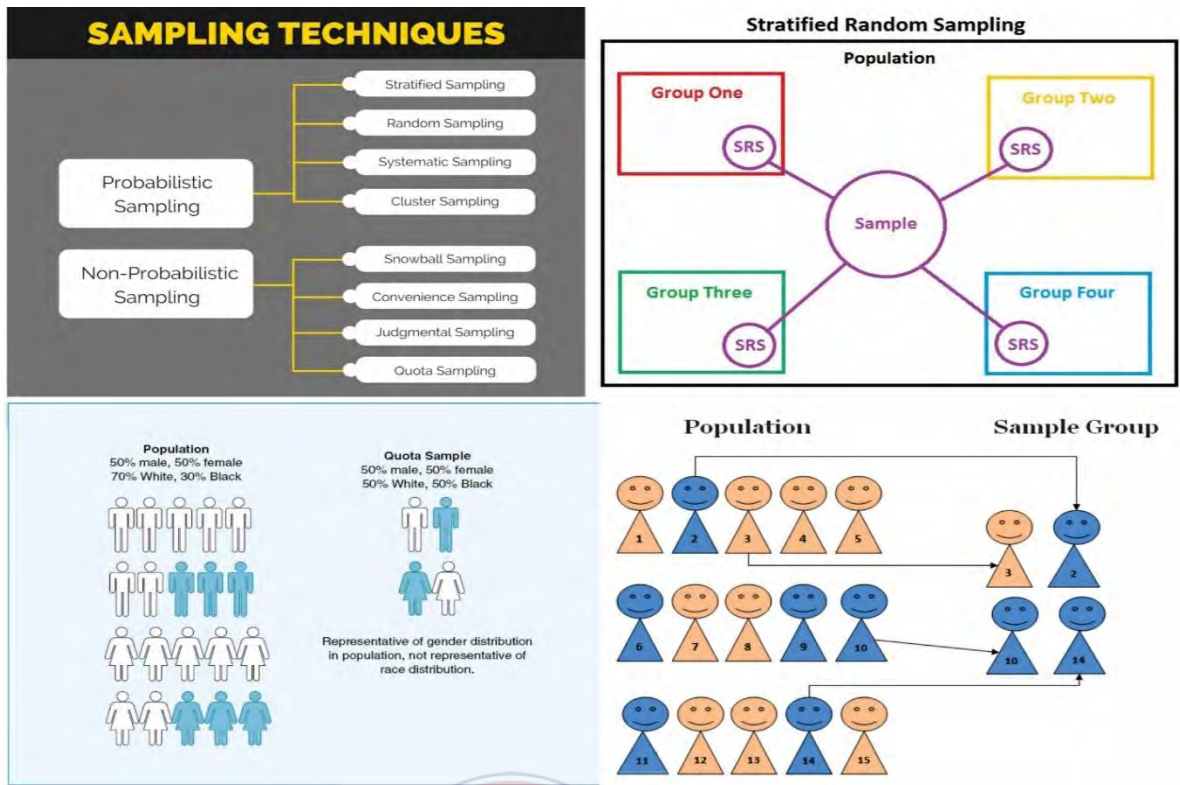ODUPONKPEHE M/A PRY & JHS B

Dorcas

A scanned copy of the second three circuits zones with circuit supervisors and it's under pinning schools. Source (Fieldwork: Refer to 1.2. Statement of the problem, p.15)
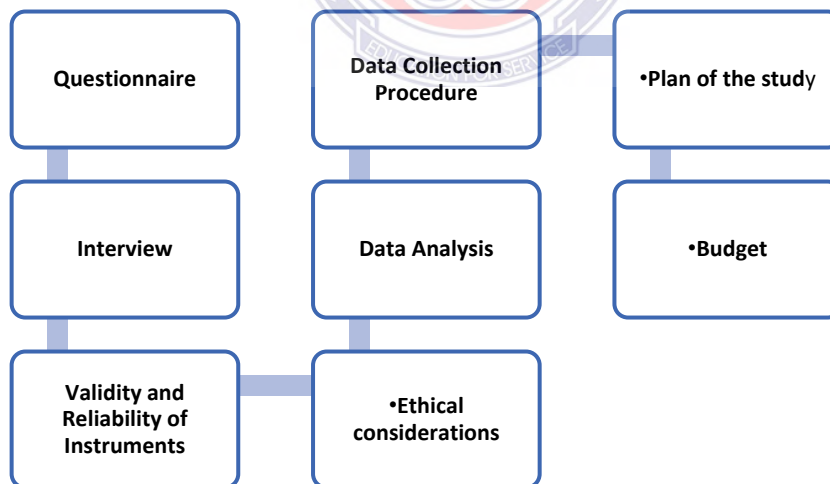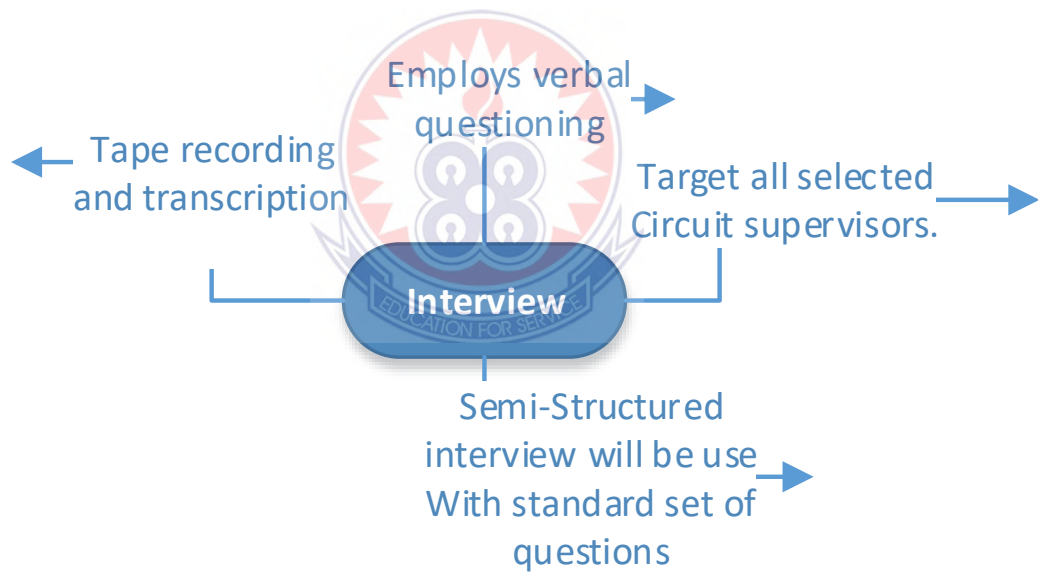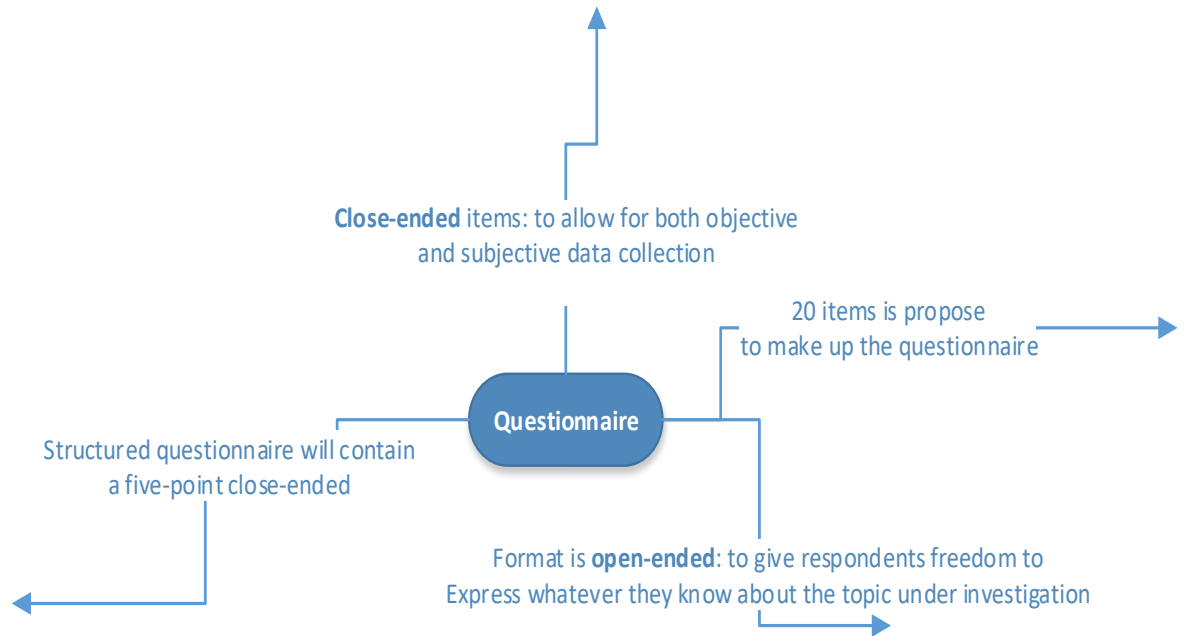
- **Setting of the study**

MAP OF AWUTU SENYA EAST MUNICIPAL

METHODS OF DATA COLLECTION

- **Instrumentation:** Seidu (2007) described instrument as a document that the researcher will use for data collection.

Close-ended items: to allow for both objective and subjective data collection

20 items is propose to make up the questionnaire

Questionnaire

Structured questionnaire will contain a five-point close-ended

Format is **open-ended**: to give respondents freedom to Express whatever they know about the topic under investigation

Employs verbal questioning

Tape recording and transcription

Target all selected Circuit supervisors.

Interview

Semi-Structured interview will be use With standard set of questions

2020/2021 Budget			
Activities			**Budget (GHS)**
1. Getting New Hard drive; laptop; SPSS 22.0 software installation; Data bundle; tape recorder; and Self line router.			3,000
2. Writing pad; pens; pencils; Eraser; Five packs of A4 papers; printing, nap-sack bag			1500
3. Data collection; transportation cost from the selected circuit areas.			1000
4. SPSS orientation cost			800
5. Cost of food, water and drink			2000
6. Cost of transport of continual meeting with supervisor; proposal and thesis defence presentation.			1000
		Total	21,300.00

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Timelines for the study

Timeline	Sep - 2020	Oct - 2020	Nov- 2020	Dec - 2020	Jan - 2021	Feb - 2021	Mar - 2021	Apr - 2021	May- 2021	Jun - 2021	Jul - 2021	Aug - 2021
Chapter One				▨								
Chapter Two				▨	▨							
Chapter Three						▨						
Chapter Four						▨	▨					
Chapter Five							▨	▨				

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