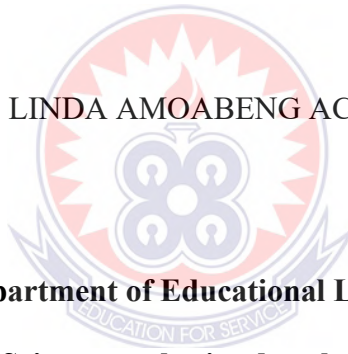


UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING THE EFFECTIVENESS OF SUPERVISION OF TEACHING AND
LEARNING IN JUNIOR HIGH SCHOOLS IN THE KWADASO MUNICIPALITY

LINDA AMOABENG ACQUAH



**A Dissertation to the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the School of Graduate Studies,
University of Education, Winneba, in partial fulfilment of the requirements for
award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, LINDA AMOABENG ACQUAH, declare that this dissertation, 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 the work was supervised in accordance with guidelines and supervision of dissertation as laid down by the University of Education, Winneba

NAME: DR. KOFI ASIAMAH YEBOAH

SIGNATURE:

DATE:

ACKNOWLEDGEMENTS

I wish to acknowledge my supervisor, Dr. Kofi Asiamah Yeboah for taking the pains to guide me throughout the research. His guidance helped produce this work to this quality and I am very appreciative for his time and patience. I also wish to thank all the lecturers in the Department of Educational Leadership of the College of Technology Education, Kumasi especially Professor Fredrick Kwaku Sarfo, Rev. Fr. Dr. Francis K. Sam, Sr. Dr. Mary Assumpta, Dr. Lydia Osei Amankwah, Dr. Philip Oti-Agyen, Dr. Stephen Baffour Adjei and Dr. Samuel Adu Gyamfi. I say thank you.

I also want to thank the Kwadaso Municipal Education Directorate of the Ghana Education Service especially Mrs. Grace Ofosu-Boateng, the Director for her tremendous help in providing me data to undertake this study. I wish to acknowledge the tremendous help offered me by the various headteachers especially Mr. Hanson in this research.

Finally, I wish to acknowledge my family who in diverse ways supported me throughout this project George Owusu Aduenin, Millicent Ocansey, Selorm Kofi Anyigba, Oforiwaa Yeboah, Sedem Williams Anyigba and Angelina Takyiwaa, God bless us all.

DEDICATION

To my parents and my hardworking husband for the support and the encouragement given during the course of pursuing this graduate programme.



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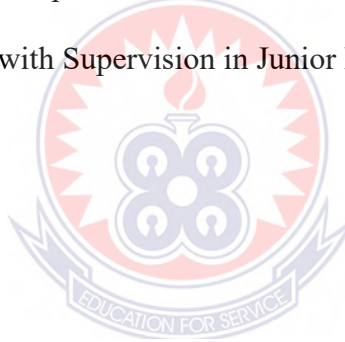


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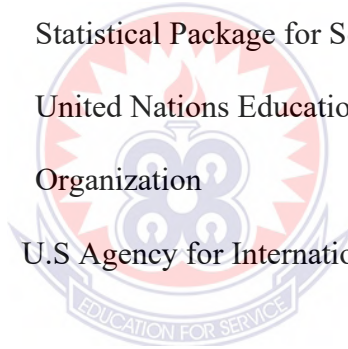
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LIST OF ABBREVIATIONS

FCUBE	-	Free Compulsory Universal Basic Education
JHS	-	Junior High school
M/A	-	Metropolitan Assembly
MOE	-	Ministry of Education
POSDCORB	-	Planning, Organization, Staffing, Directing, Coordinating, Reporting and Budgeting
PTA	-	Parent Teacher Association
SDA	-	Seventh Day Adventist
SPSS	-	Statistical Package for Social Sciences
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
USAID	-	U.S Agency for International Development



ABSTRACT

The study was conducted to investigate the effectiveness of supervision of teaching and learning in Junior High Schools in the Kwadaso Municipality. The objectives of the study were to find out the type of supervision practiced in Junior High Schools, determine the effectiveness of the type of supervision being practiced in Junior High Schools and to ascertain the challenges associated with supervision in Junior High Schools in the Kwadaso Municipality. Descriptive survey design was employed for the study. The target population for the study was all the 84 teachers in six junior high schools. Census sampling was used to select all the 84 teachers of the six schools. The instrument used to gather data for this study was the questionnaire. **The data were analyzed with descriptive statistics such as percentages and frequencies. The reliability test yielded Cronbach alpha of 0.81.** The study found that the types of supervision being practiced in junior high schools were external supervision and internal supervision and that supervision took the forms of comprehensive inspection, check-up visits and brief visits. Also, both external supervision and internal supervision promoted effective teaching and learning. Again, supervisors and head teachers very often visited the school and classes respectively and that the overall supervision in the school was very effective. Some challenges associated with supervision were identified as poor incentives, supervision as master-servant relations and inadequate financial resources. Based on the findings, it is recommended that the Kwadaso Municipal Director of education should organize training programmes on the role of teachers and supervisors in the supervisory process to avoid master- servant relations in supervision.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The importance of education to the development of every nation cannot be overemphasized and so is the role of teachers in the process of education (Kutsyuruba, 2003). Effective education requires the commitment of stakeholders particularly teachers, school leaders and management (Aggarwal, 1985). To this end, schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their educational achievement through instructional improvement.

Administration, instruction and supervision are responsible for the highest performance of students in schools. Supervision in the school system mainly focuses on the whole school improvement and quality of education given to the students. According to Beach and Reinharz (2000), instructional supervision is an interactive process that depends on the source of supervision, the supervisor and the teacher. The Ministry of Education (MoE, 2010), in its Education Sector Development Program has stressed the necessity of teacher supervision and support as a strategy to ensure quality of teaching and learning. In addition improving teaching is a complex process in which many elements should interact. Teachers are at the centre of this improvement process. The overall objective of effective school based supervision is to enable the individual teacher to become implementer of effective teaching. Hence teachers' acceptance and interaction with the supervisory practice, the techniques, methods, models, or processes used by supervisors at schools, provide the catalyst for any supervisory success. The way teachers

gain professional support from instructional supervisors and the way teachers view the instructional supervision that they are undergoing and think about it is very important in the outcomes of the supervision process.

Supervision has gone through many changes caused by the political, social, religious and industrial forces. Supervision as a field of educational practice emerged slowly and did not happen per chance. The definition of supervision is different with different literature and different professional aspects. Particularly, Govinda & Tapan, (1999) defined educational supervision as; “all those services whose main function is to control and evaluate, and/or advice and support school heads and teachers”(p.8). Many researchers believe that supervision of instruction has the potential to improve classroom practices, and contribute to student success through the professional growth and improvement of teachers (Sergiovanni & Starratt, 2002; Sullivan & Glanz, 2000). Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success (Sergiovanni & Starratt, 2002; Sullivan & Glanz, 2000).

Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success (Sergiovanni & Starratt, 2002; Sullivan & Glanz, 2000).

Instructional supervisors should work with teachers in fixable and collaborative style for quality education to prevail. Thus, in order to bring effective education through the improved teaching-learning process; instructional supervisors should be democratic

and cooperative and should get serious attention in the school (Glanz, 2000). Research by (Beach & Reinhartz, 2000) emphasized that the importance of the collaborative effort of all participants involved in the supervisory process. This would help in improving the way this practice are introduced and avoid any potential conflict.

In recent years, the field of instructional supervision has been suffering from unfriendly and unstable relations between teachers and supervisors. At school level, how supervisors should professionally support teachers during instructional supervision was the main drive for developing the different supervision models because; different models produced different practices. The aim was to strengthen the best method by which supervisors could best improve teachers' performance; provide them with the needed assistance; for the total school improvement and providing quality education for the learners.

Education has been considered to be one of the imperative fields of economic growth in many developing countries. Educational reforms are demanding greater performance and commitment from all parties including administration, management, and supervision that are responsible for the performance of students in schools.

Wiles and Bondi (2000) stated that supervision is a vital element of professional growth and development. Segun (2004) also indicated that the importance of supervising today's education system requires more attention. Every nation depends on education for development. Many stakeholders, parents and guardians express concern about what they called the falling standard of academic performance in basic schools in recent times. It is a basic perception that the poor academic performance of basic schools is mainly due to ineffective supervision in schools (Segun, 2004).

The Ghana Education Service (GES) continues to focus its attention on increasing access to basic education and improving teaching and learning outcomes of pupils (GES, 2010). The policy objective of the service is to improve access, learning outcomes, resource planning and management.

Kochlar (2000) identified school supervision as very vital without which the huge financial investment in education will not yield the expected results. Kochlar again see school supervision as means to coordinate, stimulate and direct the growth of every individual pupil through the exercise of their talent towards the richest and most intelligent participation in the civilization in which they live. Effective supervision is therefore needed to launch and co-ordinate effort to ensure maximum achievement. Studies (Sergiovanni & Starratt, 2002; Sullivan & Glanz, 2000) have shown that, effective supervision in school has improved teaching and learning processes tremendously.

The Monitoring and Evaluation Division of the Ministry of Education in Ghana is responsible for the assessment, evaluation and supervision of the educational system. Some teachers in Ghana engage in commercial activities during the instructional hours which does not augur well for effective teaching and learning. Of late, the concept of community involvement in school administration and for that matter supervision has come up. For instance the parent-teacher association (P.T.A) and the school management committee have been called upon to get involved in monitoring teachers and pupils in their localities even though, it is argued those community leaders and other stakeholders are not competent enough to supervise the schools.

Mankoe (2002) also identifies the problem of competence, confidence and expertise to do his or her job or supervision effectively as the cause of ineffective supervision. The supervisor's qualification and experiences should under the normal circumstances be higher than those of the teacher whose job he is supposed to access. The work of the headmaster is indeed interesting and varied and full of opportunity for the person who is stimulated by challenges. The resultant effect of poor supervision is lower academic performance. It therefore becomes imperative that that role of heads in effective school supervision is studied.

1.2 Statement of the Problem

Nowadays, improving educational quality has been given priority throughout the world. To monitor the quality of education, the national authorities highly depend on school supervision, (De Grauwe, 2001). Quality has diverse meanings depending on the kind of organization and the customers served (Certo, 2006). Educational quality can be seen as the provision of effective teaching and learning by qualified or well-prepared teachers nonetheless, not all teachers are qualified to teach and therefore need the guidance and direction of supervisors.

UNESCO (2007) indicated that in order to improve the teaching and learning process in general and learners' achievement in particular, the overall education system should be supported by educational supervision. The government, through the Ghana Education Service (GES), has put in place elaborate programmes on supervision for heads of its schools throughout the country since 1994 (Ministry of Education, 2008).

These measures notwithstanding, there seems to be very little improvement in the quality of teaching and learning in some schools (Ministry of Education, 2008).

Notwithstanding several materials and financial resources and the availability of professionally trained teachers that are available in Ghana's various institutions, there seem to be lower performance due to ineffective supervision and monitoring. Mankoe (2002) observed that there is general perception of many stakeholders in education presently that supervision at school and classroom level is ineffective leading to poor teaching and learning in educational institutions.

Students from the study area schools find it difficult to gain admission into the public Senior High Schools like Yaa Asantewaa, Prempeh College, Opoku Ware and St. Louis due to perceived ineffective supervision leading to poor academic performance (Ministry of Education, 2010). It is also perceived that students of junior high schools in the study area have poor academic performance. Many parents are of the view that the poor performance of their wards in school is due to a number of factors of which supervision is perceived to be part. The study therefore seeks to investigate the effectiveness of supervision of teaching and learning in Junior High Schools in the Kwadaso Municipality.

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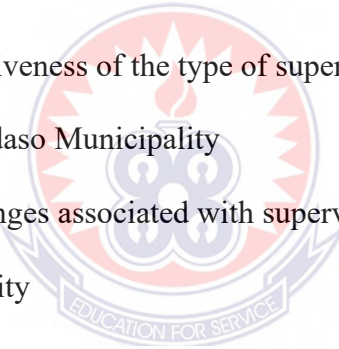
1.3 Purpose of the study

The purpose of this study is to investigate the effectiveness of supervision of teaching and learning in Junior High Schools in the Kwadaso Municipality Specifically, the study seeks to:

1.4 Objectives of the Study

The purpose of this thesis is to investigate the effectiveness of supervision in teaching and learning in Junior High Schools in the Kwadaso Municipality .Specifically, the study seeks to:

1. Find out the type of supervision practiced in Junior High Schools in the Kwadaso Municipality.
2. determine the effectiveness of the type of supervision practiced in Junior High Schools in the Kwadaso Municipality
3. ascertain the challenges associated with supervision in Junior High Schools in the Kwadaso Municipality



1.5 Research questions

1. What are the types of supervision practiced in Junior High Schools in the Kwadaso Municipality?
2. How effective are the types of supervision practiced in Junior High Schools in the Kwadaso Municipality?
3. What are the challenges associated with supervision in Junior High Schools in the Kwadaso Municipality?

1.6 Significance of the study

The outcome of the study will help policy makers in education in formulating policies on the effective supervisory practices that can improve instruction. Also this study will add to the existing knowledge on effective school supervision. The findings of the study will also serve as a guide to future researchers on school based supervision.

1.7 Delimitations

Among several activities implemented for the overall school improvement, this study was delimited to investigating the effectiveness of supervision in selected public Junior High Schools in the Kwadaso Municipality. The researcher further delimited the study to teachers in the study area. The study may therefore be generalized with caution.

1.8 Limitations of the Study

There existed a scarcity of literature in the Ghanaian context. Existing literature focused on other geographical locations. As such finding literature to espouse the Ghanaian experience was quite challenging.

The beginning of every academic year goes with students' admission. The researcher did not get the full attention of school leaders as they were busily working on admissions. Also time was a major setback for visiting and gathering information in the schools selected. These limitations did not in any way render the findings of this research unreliable and inapplicable since the researcher managed these limitations effectively to ensure that the objectives of the study were achieved.

1.9 Organization of the Study

The study was organized into five chapters. The first chapter dealt with the introduction of the study including the background to the study, statement of the problem, purpose of the study, research questions, and significance of the study, delimitation, limitation and organization of study. Chapter Two dealt with the literature review. It reviewed related literature by other scholars in the field of educational supervision. Chapter Three dealt with the methodology of the study. It described the research design, the population sample and sampling procedure and data analysis. Chapter Four presented and discussed the result of the study. Chapter Five presented the summary, conclusions, recommendations and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the related literature done by other researchers. It was reviewed under the following topics: Concept of supervision, functions of supervision, supervisory practices, supervision of instruction, types of instructional supervision, techniques of instructional supervision, factors for effective supervision and personal features of a supervisor.

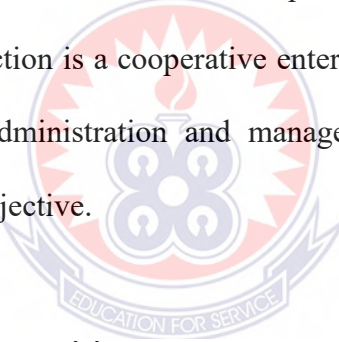
2.1 Concept of supervision

There is no standard definition of supervision globally. Supervision globally has been defined by various authors in different ways. Mankoe (2002) argues that supervision is highly instructional related but not pupils related. It is a major function of school operation not a task or specific job or a set of techniques. In the opinion of Beach and Reinhartz (2000), supervision involves getting things done through people. Blakely, Underwood and Rehfuss (2006), therefore, defined supervision as evaluating the state of teaching and with an objective to improve standard of education. De Grauwe (2001) argued that supervision is general overseeing and control, management, administration, evaluation, accountability and so on. They maintain that authors of professional literature use supervision interchangeably with administration, management and evaluation.

According to De Grauwe (2007), one distinguishing feature of true supervisors is that they leave their office frequently for the purpose of helping other school personnel namely, teachers- do their jobs better. Supervision therefore refers to all effort of

designated school official directed towards providing leadership to teachers and other educational workers in the improvement of instruction.

From the foregoing, it could be assumed that supervision implies getting things done through people by forecasting or planning, organizing, commanding, communicating, controlling and so on. In the sphere of education, we can deduce that supervision describes those activities which are primarily and directly concerned with the studying and improving the condition which surround the learning growth of pupils and teachers. In that regard, some characteristics of supervision worth mentioning for purpose of this study is that supervision is for improvement, it is intended to stimulate coordinate, guide and make teachers self-directive, the concept of supervision is based on the belief that improvement of instruction is a cooperative enterprise and it is also realised that the function of supervision, administration and management are all geared towards the achievement of the same objective.



2.2 Basic Perceptions of Supervision

Dollarhide and Miller (2006) posited that supervision as inspection involves the assessment of teachers for the purpose of maintaining uniform standard of instruction and also for the professional growth of individual teachers. In any case, in this perception of supervision of instruction, such supervision is likely to be resisted by most teachers. In the second perception of supervision as aiding professional growth of teachers, the teacher is supervised not with the intent of evaluating him but with a view to helping him develop as a teacher. In this approach, the aim is to help improve the teacher's ability to

do good job and that the supervisor's job is basically to help the teacher to help himself (Eya & Chukwu, 2012).

The third perception of supervision stresses on materials, units and content of instruction. When the supervisor serves as a curriculum developer, it implies that he organizes curriculum materials, involves the teachers in their production and implementation and acts as a resource person for individual teachers (Field, Chavez-Korell & Rodriguez, 2010). Eya and Chukwu (2012) advised that a school administrator, namely, headmaster or principal, should in addition to their administrative and managerial functions perform actively in supervisory capacities and also aid the actual supervisors appointed from outside the school, and should sufficiently be knowledgeable in the role function and operation as demanded by that office.

2.3 History of Supervision in Education

Since time immemorial, supervisory behaviours and practices are affected by political, social, religious and industrial forces existing at a time. In the United States, for instance, Kinhart (2000) outlined four main phases in the history of supervision. The first of these phases was from the colonial period, running through to the civil war. During the period, school board members and committee members visited the school for the purpose of inspection. The supervisors were mostly made up of laymen such as clergymen, school trustees and town selectmen. It was doubted if the nature of visit by these layperson whose main concern was effective teaching yielded any positive results. Many teachers lost their jobs as a result of these inspirational visits.

With the advent of public high schools in the late 1800s and larger comprehensive schools systems, changes in supervision was from inspection towards professional study of instructional problem in schools (Kinhart, 2000). Supervision was seen as a means of improving instruction and primarily, responsibilities were assigned to principals and special subject supervisors. Special supervisory personnel were often provided at the districts level, bringing to the abrupt end of the country superintendent as supervisor. Many personnel with specialised areas such as curriculum development were assigned to immediate or large school districts for supervisory function. The field of supervision grew with the increasing complexity of education in a complex society.

There has been a gradual evolution of the concept of supervision through the years. The original authoritarian and sometimes punitive type of supervision gave way for the process to be nicknamed 'snooper-vision' by teachers who felt the supervisors were present only to criticize and admonish them (Sutherland-Addy, 2008). From that stage evolved the concept of improving the teacher through supervisors with a narrow focus on the teacher to the exclusion of other elements in the teaching and learning process. The modern concept of dynamic democratic and cooperative supervision finally emerged (Sutherland-Addy, 2008). Supervisory behaviour and practice that existed in earlier days of Ghana can be found even today among highly divergent practices and behaviour.

As much as the Colonial Government wanted rapid development of the country, the legislative council in 1882 passed another Ordinance for the appointment of Assistant Inspector of Education in the country. This was to create more access to education for the people. The Ordinance made provision for the appointment of an inspector who was to

report to the Board of schools established to oversee all the school in the British Colonies in the West African region, but it failed. In 1877, another Education Ordinance was passed and an inspector of schools, solely for the Gold Coast was appointed. The government encouraged the missions to appoint the local managers at the centres to act as supervisors for the schools. This paved way for more regular and effective supervision of schools.

The history of supervision began in Ghana, in the 1940s with the appointment of visiting teachers by the mission authorities to assist the large number of untrained teachers especially in schools in rural areas (Ministry of Education Reports, 1994). This trend continued with the coming into force of this Ministry of Education Educational reform report. The Monitoring and Evaluation Division of the Ministry of Education in Ghana is responsible for assessment, evaluation and supervision of the educational system. All has been well with supervision in schools where most of the young and inexperienced teachers need guidance. Sutherland-Addy (2008), while referring to the low standard of education in the 1980s stated that maintenance of the facilities had been neglected, libraries decayed, and students shared laboratory equipment and ineffective supervision had all contributed to this situation. Sutherland-Addy (2008) observed that one of the areas FCUBE Programme sought to address was the ineffective use of pupils' instructional contact hours. Some Ghanaian school teachers meet and chat or even engage in commercial activities during the instructional contact hours (Sutherland-Addy, 2008).

The Ministry of Education and the Ghana Education Service recognizes the critical leadership role that the circuit supervisor must play to ensure that learning takes place in schools. This leadership role involves providing support to the head teacher and

teachers as curriculum advisor and in helping to improve the quality of teaching and learning in the classroom. The Circuit Supervisor must also provide guidance and leadership in helping the head teachers become more effective in managing school resources. Lastly, the Circuit Supervisor must provide support to the Head teacher and teachers in developing strong and positive relationships with community leaders and other stakeholders who will support the school.

2.4 Types of Supervision

According to American Board of Examination, teacher supervision may take the form of self-supervision, peer supervision and administrative supervision (American Board of Examination, 2004). Quality teacher supervision enhances the performance and instructional effectiveness of teachers, thereby increasing the probability of desired student learning opportunities and results.

Self-supervision: Self-supervision is the process where teachers assume personal responsibility for improving their own performance. Self-assessment is an important element of professional work (American Board of Examination, 2004). Teachers are encouraged regularly to reflect on, and self-analyze their own teaching performance, and to incorporate self-supervision strategies. Such strategies include the analysis of the teacher's instructional method, analysis of student learning, peer observation, peer teaching, self-selected reading, and participation in various other self-selected professional development and self-assessment activities.

Peer supervision: Peer supervision is the processes by which a peer teacher assumes a shared responsibility for improving other teacher's performance. Teachers are

encouraged to participate in available peer supervision strategies, including peer coaching and monitoring (Neagley & Evans, 2001). Neagley and Evans further stated that monitoring is the process by which a trusted and experience person takes direct professional and personal responsibility for facilitating the growth and development of a less experienced individual.

Administration supervision: Badu and Antwi (2007) explained administration supervision as the process by which an administrative supervisor assumes responsibility for monitoring and improving a teacher's performance. Administrative supervision strategies include conducting classroom observation to observe the teaching and learning process; reviewing artefact of teaching; monitoring evidence of student learning; and establishing and monitoring professional goals. This is the best known and well-practiced among the types in Ghana.

Neagley and Evans (2001) have identified two types of supervision, internal and external supervision. Badu and Antwi (2007) further stated that the classification of supervision as proposed by Neagley and Evans is based on consideration regarding whether the supervisor is from within the institution or outside. They further stated that internal supervision deals with all the activities performed by the teachers and headmasters in the school to enhance teaching and learning. They see internal supervision to include the various ways where the internal measures are taken at the school by teachers to ensure the achievement of school objectives. In short, where the supervisor is from within, as in peer, self or head of that particular institution, the type of supervision would be internal. External supervision on the other hand mainly refers to supervision by officer from the education offices; circuit, district, regional and national (Neagley &

Evans, 2001) Badu and Antwi (2007) recognise the work of external supervision to include making the work of teachers more effective through such measures including improved working condition, better materials for instruction, improved method of teaching and supervision of instruction through direct contact with the classroom teacher.

Glickman, Gordon and Ross-Gordon (2001) are of the view that external supervision plays a complementary role in supervision process. He mentions that these two types of supervision are not isolated. For the objectives of supervision to be fully realized, these types can and must work alongside each other at any point in time. Neagley and Evans (2001) also identified five types of supervision, namely; inspection laissez-faire coercive, training and guidance, and democratic professional leadership.

Inspection: In the classical sense, supervision meant inspecting the work of teachers to ensure that they are in conformity with laid down principles and methods of teaching (Neagley & Evans (2001). Neagley and Evans maintain that this type of supervision assumed that things should be static as they were in originally, even against the reality of changing trends.

In inspection style of supervision, one person called inspector alone inspected the school compound and all school record including the accounts in addition to classroom work and whose style of supervision was the use of threats of discipline, firing and closure of schools to install fear or stamp his authority among teachers and pupils (Neagley & Evans, 2001). This sort of supervision often resulted in animosity between the school inspector and the community. Neagley and Evans (2001) concludes that inspection was not meant to help teachers to improve upon instructional delivery, rather it

was meant to retain teachers who did what they were supposed to do and fire those who could not perform.

Laissez-faire supervision: According to Neagley and Evans (2001), laissez-faire type of inspection is whereby each teacher is allowed to teach in the manner he chooses. They claim that little effort is made to assist the teacher to improve the instructional programme, with this type of supervisory practice if the supervisor leaves the working place the teacher also leaves, on his return he will find work place deserted and the task incomplete.

Coercive supervision: This type of supervision is similar to inspection in the sense that it is imposed and authoritarian. This practice stems from the assumption that there are best methods of teaching which are best known to the supervisor and who believe that the most effective way of getting teachers according to the prescribed is to use coercive (Neagley & Evans, 2001).

They argue that the assumption that there is only one best way of teaching is no longer tenable. They further argue that this type of supervision promotes feeling of inadequacy and insecurity, frustration and repressed antagonism. They conclude that, there is every indication that coercive supervision has never been effective in achieving anything except pretenses of dictated behavior that is destructive of good human relationships.

According to Kinhart (2000), instructional supervision should not be characterized by coercion and intimidation, which are usually counterproductive. They are of the opinion that teachers today are knowledgeable people who should not be told what to do and how to do things.

Supervision as Training and guidance: This type of supervision is the process whereby continuing education is given to the teacher to improve his teaching (Kinhart, 2000). Kinhart insists that though his approach was a departure from the coercive type of supervision whereby the teacher was forced to follow prescribed methods, it was still assumed that there was a best method of teaching and it was the supervisor who know how to teach and that the teacher was to improve his teaching in line with the prescription of the supervisor.

Supervision as democratic professional development: This type of supervision is the modern approach to supervision. Modern supervision aims at improving the total teaching –learning situation; it is the leadership offered to help the staff to improving the instructional situation (Mankoe, 2007). Mankoe assert that instead of directing the staff on how to teach, the supervisor and the staff together decide on the best approach to improve the teaching-learning situation. Mankoe believes that modern supervision is;

1. Co-operative in that the contribution of all members of the staff is required to solve the educational problems of the school;
2. A peer relationship in the sense that the supervisor is considered an equal who offers that specialized skills to teachers as he learn from them;
3. Experimental, because the supervisor need not enforce a predetermined pattern of educational practice, but has to inform his staff in the content search before as an effective way of performing their duties, bearing in mind that there is no one.

Mankoe further postulates that the scope of modern supervision is not limited to classroom visits, recommending instructional materials and evaluation of staff and pupils, but it involves the total teaching-learning situation. The total teaching –learning situation

includes the curriculum, instructional materials, the school, community and the administration factors involved. The scope of supervision is concerned with all the factors affecting the learning and growth of pupils.

Glickman et al. (2001) in discussing modern supervision maintains that teachers should rather be encourage and stimulated to improve teaching and learning by sharing ideas, brainstorming, trading experiences and discussing alternatives. They go on to say that the principal or supervisor should avoid passing judgment or criticizing his subordinates. They outline the following approaches to instructional supervision:

1. An atmosphere must be created to enable the teacher to feel free to share concern with principal or supervisor without each feeling being hurt, or the teacher disagreeing without fear of being intimidated.
2. The principal; or supervisor should realize that his position does not make him an expert.
3. The principal and the teacher should solve professional problems as colleagues and not in a master-servant relation.
4. The teacher should feel that the principal values his or her growth as personal and professional.
5. Feedback should be given to promote teacher's professional competence.
6. Teaching involves creativity which is risk taking. Failure in some experiment or a new method is therefore not a sign in competence.
7. The teacher feels professional freedom in that he or she may experiment with teaching procedure and seek help in many directions without being made to feel adequate.

8. We should understand that teaching is both rational and emotional and that discussion of feeling and interpersonal relations is important as taking process itself.
9. The development aspect of supervision should be seen as part of normal growth process and not as correcting deficiencies.

Glickman, et al (2001), states that though the principal is administratively responsible for instructional supervision it will be a serious mistake to assume that he is an expert in any subject or all the subjects in the school, or best universally accepted teaching method. The principal's function in instructional supervision is the provision of motivation and support for the staff and the development of instructional teamwork to improve teaching and learning. To be able to perform effectively, the supervisor or principal should exhibit broader technical, human and conceptual skills.

Modern supervision of instruction includes supervisory visit that are; periodic survey visits and visitation conference (Glickman, et al, 2001). They suggest that a supervisor could enter a teacher's classroom uninvited if a teacher has lost his class to take over and protect the children, the staff, pupils and parents are aware that the head of the school knows what is happening in the schools then then he is effectively performing his function as supervisor (Commonwealth Secretariat, 1975). The commonwealth secretariat states that because such visits do not help to establish professionalism among teachers, but also ensure good conduct among teachers and pupils.

Supervision today should emphasis on non-directive, collaborative, self-reflective and non-threatening method of instructional improvement; but whenever necessary a directive or a prescriptive approach should be used (Glickman, et al, 2001).

2.4.1 Techniques of instructional supervision

Glickman, et al (2001) argues that teachers are different and respond differently to various supervisory techniques. They suggest the following options for supervision to meet the various need; clinical, collegial or peer supervision, individual or self-direct supervision and informal supervision.

Clinical supervision: Clinical supervision is designed to improve student's learning by improving teacher's classroom performance. It is concerned with data from the classroom activities, the analysis of the data and the relationship between the teacher and the supervisor. Clinical supervision produces a self-directed teacher who analyses and seeks solution to his or own teaching problems with the help of another professional (Glickman, et al, 2001)

Clinical supervision emphasizes teacher growth in that the supervisor talks with the teacher as a colleague to identify and clarify problems and observes the teacher in the classroom situation to solve the problems identified.

Self-directed or individual supervision: The best way to help a teacher is to help him as an individual. While a directive peer approach to supervision is appropriate for some teachers, a self-directive or individual approach is a deal for other ((Neagley & Evans, 2001). Some teachers prefer to work on their own, or may have some difficulties working with others. This approach to supervision would be suitable for competent teachers. Neagley and Evans (2001) suggest the following guidelines for self-self-directed supervision.

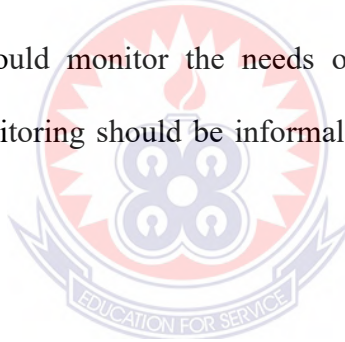
1. Realistic and time bound target based on previous experience must to set
2. The supervisor and the teacher should review set target in a conference

3. The supervisor should provide the teacher with a written summary of the conference
4. The appraisal process, which includes formal and informal classroom observation, begins after the conference. The teacher is responsible for collecting appraisal information to be share with the supervisor.
5. The supervisor and the teacher review the appraisal and together plan for the next cycle self–directed supervision.

Collegial or peer supervision: According to Glickman et al, (2001), collegial or peer supervision is the process within which teachers accept to work together for their own professional development usually observing one another in the classroom, providing each other with feedback and training in professional concerns. Glickman, et al, maintain that collegial or peer supervision is a technique; which the supervisor who combines instrumental and administrative responsibilities could use to provide effectiveness in his school. They observe that since teachers normally turn to each other for assistance, more than is to the supervisor, and since supervision is essentially concerned with improving instruction rather than with summative evaluation, a teacher assisting each other is a formalized and effective ways of ensuring direct assistance to every staff member. Glickman, et al (2001) cautions that without planning and resources peer to collegial supervision would certainly results in a disaster. He suggests the following approach for effective peer or collegial supervision.

1. The purpose and goals of supervision should be clarified to all members so that they would have a sense of direction and achievement.

2. Training through demonstrations, modeling and practice is essential before peer supervision is embarked on.
3. Peer supervision should be scheduled during the school day, this will require substitute to relief teachers of their class duty so that they can observe the peers. Classes could be combined at one time under one teacher, or the supervisor himself and engage in film-show, lecture or some other large group instruction techniques.
4. Grouping for peer supervision should not be done on the basis of identical levels of experience or competence. The group should consist of teachers of different abilities and respect and communicate with each other.
5. The supervisor should monitor the needs of peers' team and step in where necessary, but monitoring should be informal. The supervisor should be seen as resource person.



Functions of Supervision

Supervisory functions according to Spencer (2007) is the planning that is predicting the future and preparing for it, organizing human, fiscal, material resource and time, commanding; that is ensuring employees put up their best to achieve their organizational goal, coordination; that is harmonisation of the operations of the organization and controlling; that is the appraisal and examination of results to find the weakness and errors in the operation and how to address them effectively

Glickman et al. (2001) establishes the following function as expressed in the acronym "POSDCORB" which represent planning, organizing, staffing, directing,

coordinating, reporting and budgeting. Planning outline what ought to be done and procedures to do them to achieve organizational goals. For example, in the school situation, planning involves setting out the objectives establishing the procedures for implementation to achieve the goal of the school. Organizing means establishing formal structure of authority through which work sub-divisions are arranged. In school, it involves appointing heads or leaders of the various sectors, and assigning staff those responsibilities (Sergiovanni & Starratt, 2002). Directing involves decision-making and implementation, instruction, leading and influencing. In the school, the master who is the chief executive officer leads his staff and student to arrive at decision and also influences or motivate them to implement such decision to achieve the desired objectives (Glickman et al., 2001; Spencer, 2007). Coordinating refers to the interrelation of the various component of the organization. For instance the headmaster has to promote harmony and understanding among various departments of the school so that each department may complement the effort of other departments towards the achievement of the objective in the school (Glickman et al., 2001). Reporting has to do with accountability and implies keeping all interested parties of the organization informed about what is happening (Sullivan & Glanz, 2000). It involves preparing reports and keeping records for the information of stakeholders and sometimes the general public. Budgeting refers to the fiscal, planning, accounting and control and involves preparing annual estimates to the appropriate quarter, providing funds, administering and monitoring procurement and supplies (UNESCO, 2007). From the foregoing, supervisory duties involve setting of goal and objectives, predicting and setting out procedures to achieve goal and objectives with

available resources; decision-making and implementation of decision; communication, motivating and appraisal.

2.5 Processes Involved in Supervision

Many educationist and researchers are of the notion that supervision could be carried out in various ways to achieve educational goals and objectives. According to Glickman, et al (2001) instructional supervision is carried out mainly under six major tasks which are:

1. Organizing for instruction
2. Selecting and assigning the appropriate instructional staff member to appropriate activities in the organization.
3. Providing facilities and materials and ensuring utilization in order to make for efficient and effective provision of instruction
4. Arranging for in-service training in order to orientate staff members
5. Identify these services that have the greatest contribution to make the instructional programme and which facilitates instructional process to attain maximum success.
6. Planning organizing and implementing activities for the evaluation of all facts of the educational process, directly related to provision of instruction

Spencer (2007) is of the view that supervision is carried out consistently and continuously as a process of guidance based on frequent visits which focus attention on one or more aspects of the school's work and its organization. These notes should guide every supervisor in the performance of his or her duties. Sullivan and Glanz (2000) are of the view that those school that link their instruction, classroom management and

discipline with staff development direct assistance to teachers, curriculum development, ground development and action research under a common purpose to achieve their objectives.

It can be concluded that, for supervision to achieve its purpose, it must adopt a cooperative approach where all concerned in the educational system are involved to contribute their quota. The supervisor needs to be patient and tolerant in his dealing with others in supervision, for supervisors and teachers need to be constantly oriented with fresh ideas to improve upon their work. The related literature summarized above has attempted to describe what supervision entails; the history, theory, types of supervision, problem in supervision, qualities and role of a supervisor, factors for effective supervision and the processes involve in supervision.

2.6 Problems Associated with Supervision

Supervision is geared towards the improvement of teaching/learning situation for the benefit of both the teacher and the learner. Supervision helps in the identification of areas of strength of teachers while weaknesses are further identified and the teachers are helped on an understanding manner to overcome them (International Institute for Education Planning, 2009). Although supervision is such a very critical part of the educational system, a lot of problems confront supervisors in their daily endeavour. Definitions by themselves do not reveal the complexities of the supervisory role. Supervision today is complicated by a number of factors, including diversity of conceptions of supervision and good teaching, mandates from the state level, and tensions between teachers and administrator/supervisors.

Realising that the term supervision by itself is a subject to many different interpretations, some specialists in the field have found it expedient to add modifiers. Thus in the literature we encounter administrative, clinical, consultative, collaborative, developmental, differentiated, educational, general, instructional and peer (Kaffenberger, 2007). Each of the objectives offers a special interpretation of the term supervision. For example administrative supervision covers the territory of managerial responsibilities outside the field of curriculum and instruction. General supervision is perceived by some as synonymous with educational supervision and by others as that type of supervision that takes place outside the classroom. Whether the supervision perceives teaching as a science or an art further colors the supervisor's role (Pedagogical Institute of Tuzla, 2004). The supervisors who follow a scientific approach believes that generic teaching skills can be identified and that all teachers at all levels should be able to demonstrate them. Such a supervisor believes that those skills can be described, observed, and analysed (Thornton, 2000).

The supervisor who follows an artistic approach believes that teaching is a highly individualized activity that bear stamp of the teacher's unique personality. This type of supervisor believes that the entire setting for instruction, the person involved in that teaching act, and the general atmosphere of the classroom must be considered (Sullivan & Glanz, 2000). While some specialists would maintain that supervisors should devote all or most of the emphasis to a single approach or type of supervision others see room for a more eclectic approach (De Grauwe, 2007). This conceptual weakness poses adverse challenges to supervisors.

Another serious problem that confronts supervisors is tension between teachers and supervisors (De Grauwe, 2001). Increased emphasis on student achievement, accountability of teachers, and teacher competence has brought about increased pressure for evaluation of teachers performance. Consequently, evaluation of teaching has emerged large in recent years. Teachers, especially through their organizations, have not wholeheartedly embraced current processes of evaluation (Beach & Reinhartz, 2000). They have raised valid questions concerning the competencies on which teachers will be judged, who will do the evaluation, how the evaluation will be conducted, and what use will be made of the results. These threaten the supervisory duties.

Poor incentive is also a very serious problem, as it demoralizes supervision (De Grauwe, 2001). For an effective realization of the duties and the impacts of the supervisor, remuneration given to supervisors has to be adjusted to their convenience. According to Thornton (2000), supervisors are dissatisfied with their jobs because motivating factors is minimal. It has been well-documented that teachers as resource persons are poorly remunerated. To add to the above, the existence of unqualified teachers, the quantitative expansion in the number of students, the great number of students, the great number of schools existing at this level, the low supervisors- teachers ratio, the master-servant relationship existing between supervisors and teachers and lack of resources and facilities to teach at the level are really worrying problem that confront supervisors (USAID, 2006).

Bennett (2007) accounts that the supervisor's role is heavily affected by state mandates: by state tests for both teachers and students, by state model instruments for evaluating teachers, by state-developed curriculum guides, and by state specification of

teaching competencies. Supervisors who are in disagreement with state reforms are faced with intra-role conflicts. State assessments of student achievement, for example, are almost exclusively cognitive in nature. The supervisor who has a commitment to affective and psychomotor as well as cognitive learning will feel uncomfortable with testing restricted to only the cognitive domain.

Briggs (2012) also found that the problem with ineffective supervision was more related to inadequate provision of infrastructure, such as building, learning and teaching materials. As emphasis, Briggs maintains that this renders supervision pointless as the materials needed for effective teaching are not, in the first place available to assess the effect of the supervision exercise on students' performance.

In addition, it is also noted that supervisors are often not given regular training and retraining exercises (Studer, 2005). Most teachers after employment have not attended any training either in the form of seminar or workshops for supervisors, yet they are regularly used for internal supervision and thus end up using fault finding methods in the supervision process. The result is that several weaknesses in the educational system may be identified without accompanying internal strengths that may be capitalised to resolve such problems (Eya & Chukwu, 2012). This is also a problem with external supervisors where they are transferred from Central or Regional Ministries to the Inspectorate Division, without any professional training. Thus, their inputs do not make maximum impact in education.

The irregularity in supervision in some cases also creates a problem for proper supervision, as the elapsed time makes monitoring less effective (Studer, 2006). Thus, poor implementation processes which are often underscored by inadequate resources, in

both funds and other forms of support and incentives for supervisors lead to a gap in the system, whereby any progress made in correcting detected asymmetries in the educational system may retrogress (Bennett, 2007).

Nonetheless, the supervisor owes it to the teachers to help them produce high student test scores. State mandates have established priorities for local school personnel, including supervisors. Mandates of the central educational unit can be relaxed, allowing for discretion in the supervisor's roles. Mandates may also be restrictive, thus constricting.

2.7 Effective Supervision

It has been established through research that the environment of most schools and traditional supervision tend to hinder rather than promote teacher growth (Briggs, 2012). On the other hand, it shows that teachers are provided with an appropriate environment effective supervision, they can attain high levels of personal and professional development in view of the various letters are written on the effectiveness of supervisions. First, they wrote about conditions that can make supervision effectively and secondly, how effective supervision can promote teaching and learning.

Briggs (2012) contends that, supervision is effective in ensuring the achievement of school objective because it directs attention toward the fundamentals of education and orient learning and its improvement within the general aim of education. Briggs emphasized that supervision is effective in ensuring that educational objectives are achieved because it aims at the improvement of the total setting for learning rather than the narrow and limited aims of improving service. Briggs (2012) concluded that, effective

supervision ensures proper appraisal of the teaching and learning process in order to bring about the achievement of objectives.

Briggs (2012) stated that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of supervisory staff are able to function effectively as a team. De Grauwe (2001) on this part contend that supervision can be effectively carried out when materials and logistics are provided to support it. According to Glanz (2000), supervision can enable student perform better by ensuring better method of lesson delivery in the classroom.

Glanz (2000) is of the view that for supervision to ensure student attainment, the supervisor is expected to provide leadership and working environment that makes it possible for student to learn. Briggs (2012) see effective supervision as being able to help supervisors and teachers to have consensus on method that can promote learning in school. On the other aspect of supervision is how supervision achieves its goals and also how it influences students' academic achievements.

Briggs (2012) postulate that, for supervision to achieve its goal, it must institute an evaluation programme that is comprehensive enough to include the participation of pupil, teachers and administration and also to examine the effectiveness of learning in the light of instructional, supervisory and other administrative procedures.

The supervisor

The supervisor is a first level manager who is accountable for the performance of operative employees and performs managerial functions of planning organizing directing, coordinating and controlling (Mankoe, 2007).

Briggs (2012) on his part maintain that the supervisor is the mainly responsible for the achievement of production targets and increase in productivity. To be effective, Grey contends that supervisor should be concerned about the morals of his staff, which is considered to be a prerequisite for performance. Briggs maintains that a well motivated staff could give off their best provided that; (a) the task to be performed is properly designed (b) appropriate technology is available, (c) the staff has the ability to perform, (d) the group norm support productive behavior, (e) other organization units do not hinder task accomplishment.

Technical skills

Technical skills refers to the ability to apply knowledge, methods, techniques experience and equipment of perform specific task effectively (Briggs, 2012). Briggs admits that though supervisors need to have enough technical knowledge so as to pass sound judgment and offer technical assistance to other employees in his department.

Human skills

Human skills refer to interpersonal or interactive skills. Supervisor/managers should be capable of working with and through people by applying motivational and behaviorist techniques to get the best of them (Briggs, 2012).

Conceptual skills

This involves the ability to acquire, analyze and interpret information in a logical manner. The supervisor or manager should be capable of understanding the intricacies of the organization as a whole, and act in accordance with its objectives, rather than pursuing a parochial or personal interest (Briggs, 2012).

Supervision of instruction

Glickman, Gordon and Ross-Gordon (2001), define supervision as the assistance for the improvement of instruction. Glickman et al. (2001), declare that, behind every successful school is an effective supervisor program. They consider supervision as glue or adhesive that pulls together organizational goals and teacher needs and provides for improved learning. Glickman (2001) argue that supervision is related to instructing pupils through helping teacher with instruction.

Glanz (2000) define instruction as the actual flow of engagement, by persons being educated, with other persons and things within particular arrangement of time and space. Supervision of instruction is the process through which the principal or supervisor attempts to work with teachers in a positive way to achieve academic excellence.

The principal or supervisor, according to Glanz is to offer leadership activities to bring teachers and other staff members together to improve teaching and learning in the school.

Glickman, et al. (2001) observes that supervision is the function in the schools that draws together the discrete elements of instrumental effectiveness into whole-school action. Spencer (2007) also define supervision as the provision of support for the teachers so that they could attain excellence. In their opinion, supervision of instruction involves the refinement of knowledge and skills regarding effective teaching and learning. Spencer further argues that supervision is a formative process, which involves several dress rehearsals. Glickman et al (2001) maintain that supervision, as a function of enhancing quality should not be assigned solely to a functionary called a supervisor and therefore argue that supervision should not be associated with a person.

Instructional supervision

Instructional supervisors are responsible for the improvement of instructional service in the schools. Their task according to Glickman et al, (2001), involves

- (1) ongoing personal contact with teachers observe and assist them in instructional, building
- (2) gathering of teachers to make decisions on common instructional issue,
- (3) providing learning opportunities for the professional growth of teachers,
- (4) revision of modification of content, plan and materials of classroom instruction and
- (5) studying what is happening in the classroom and school with the aim of improving learning.

In the Ghana education service (GES), supervisors are perceived to be office – based such as headquarters and regional office inspectors, direct assistant director (supervision) and circuit supervisors. However, Glickman et al (2001) argue that supervision is a function and a process rather than a role and or position. A supervisor is therefore any person who is involved in supervision such as principals, headmaster/teachers, subject/department teachers heads and class/form master.

The commonwealth secretariat (1975), also use the term “supervisor” for head of schools, inspectors, advisers and education officers at the district or local level who are in charge of teaching staff and educational programmes. It categories supervisors into; (a) school –based, that is, headmaster/headmistress, or principal; and (b) office-based, that is inspectors/advisor, education officers, superintendents and directors. Thus there are two types of supervisor’s namely internal and external supervision in the school system.

External supervisors in basic schools are district based. The districts are divided into circuit, which are the operation under circuit supervisors (Ghana education Service, 2002). Among the functions of circuit supervisors, according to the Ghana Education Service (2010) are;

1. Promoting teaching and learning in all basic schools
2. Interpreting educational practices teachers
3. Promoting effective school management.
4. Liaising between the school and the district educational Office.
5. Organizing in – serve education for teachers
6. Monitoring the achievement and performance of pupils and staff.
7. Promoting healthy school- community relations.

The headmasters do internal supervision in the school. They are both the administrative and instructional leaders, who ensure that successful learning takes place for every pupils in the school (commonwealth secretariat, 1975; Badu and Antwi 2007)). Among the headmaster's headteacher's duties are;

1. Managing people
2. Managing teaching and learning resources
3. Managing financial matters
4. Managing co-circular activities
5. Managing instructional items
6. Staff development
7. Assembling teacher and people performance

2.8 Factors for effective supervision

According to Mankoe (2002) good or effective supervision is becoming professional, thus it is increasingly seeking to evaluate its personal, procedures, and results; and it is moving towards standard and toward self-supervision.

Neagley and Evan (2001) contend that for supervision to be effective the general limits of authority and responsibility must be well established so that all members of the supervisory staff are able to function effectively as a team. Writing on effective supervision, Glickman et al (2001) observe that supervision should be based on non-directive, collaborative, self-reflective and non-threatening methods. They are of the view that if supervision is to be effective, the supervisor must take the lead in providing a pleasant stimulating and wholesome environment in which teachers will want to work.

Mankoe (2002) outline the following principles needed for effective school supervision

1. Good supervisions should be creative and not prescriptive
2. Good supervision should employ scientific applicable to the dynamic social process of education
3. Supervisions should be democratic, thus respecting personality and individual difference between personalities and seek to provide opportunity for the expression of each unique personality.

The most important factor needed for effective supervision is that the supervisor must be a friend, philosopher and guide of teachers. Thus, while he is supposed to inspect he has also to act as the teacher's friend and guide (Kochlar, 2000).

Personal characteristic of a supervisor

A supervisor is expected to possess the needed competence, confidence and expertise to do his/her effectively. The supervisor's academic qualification and professional experience are very vital to his/her performance. Mankoe (2002) contends that a supervisor's qualification and experience should on the normal circumstances be higher than those of the teachers whose job he is supposed to assess.

Considering the question of personal characteristics needed by supervisory personnel Kochlar (2000) deemed the following personal characteristic essential to fulfillment of the role of supervision:

1. Ability to win respect and confidence
2. Empathy and sensitivity
3. Enthusiasm
4. Feeling of adequacy
5. Originality
6. Sense of humor
7. Sense of relative value
8. Sincerity
9. Resourcefulness



Kochlar (2000) further stated that a supervisor should be humane and serve as fountain head of light and knowledge. The supervisors' motto should be "Train your teachers, inspire your teachers, encourage your teachers" and not "check your teachers, frighten your teachers, weaken your teachers and examine them". The successful

supervisor is the one who is in constant contact with people and possess personal traits of warmth, friendliness and patience which are essential not only to supervision but also to teaching as well.

2.9 Summary of the Literature Review

In this chapter, supervision of teaching and learning in Junior High Schools in the Kwadaso Municipality has been well discussed. It emerged from the review that various forms of supervision and challenges exist in the school context in developing countries. Studies on supervision of teaching and learning in school settings have been done in most African schools. In spite of the fact that there was sufficient literature on supervision of teaching and learning, there was scarce literature on the effectiveness and its associate challenges thereof in the Ghanaian educational context, particularly Junior High Schools in the Kwadaso Municipality.

Again, studies cannot be found concerning how often school heads in Ghana undertake supervision in schools, particularly Junior High Schools in the Kwadaso Municipality; therefore, this study seeks to investigate the effectiveness of supervision of teaching and learning in Junior High Schools in the Kwadaso Municipality of the Ashanti Region.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology of the study which included the research design, the population, sample and sampling procedure, the research instrument, data collection procedure, data analysis and ethical considerations.

3.1 Research Design

Levin (2006) indicated that research design as an important aspect of research, basically, must be the most appropriate to appropriately measure what is being measured and obtain the data that will lead to a valid conclusion. The descriptive survey design was employed for the study. The descriptive survey design was used because the nature of the topic required a description of the type of supervision being emphasized in the district.

Descriptive survey has its own strengths and weaknesses. According Babbie (2005) and Sarantakos (2005), one major strength for using the descriptive design is that it provides researchers with a lot of information from various respondents. The data collected are easily analyzed. One of the major weaknesses of descriptive survey design is how to retrieve all questionnaires.

3.2 Population

Creswell (2003) defines study population as a group of individuals or people with the same characteristics and in whom the researcher is interested. According to Kusi

(2012), population is a group of individuals or people with the same characteristics and in whom the researcher is interested.

The target population for this study was all the 84 teachers in six Junior High Schools in the Kwadaso Circuit of the Kwadaso Municipality.

3.3 Sample and Sampling Technique

Sample

A sample is subset of population and consists of individual, object or event that forms the population. To determine an appropriate sample size for the study, an updated list of teachers in six junior high schools in the Kwadaso Municipality was obtained from the Municipal Director of Education. In all 84 teachers were sampled for the study.

Sampling Technique

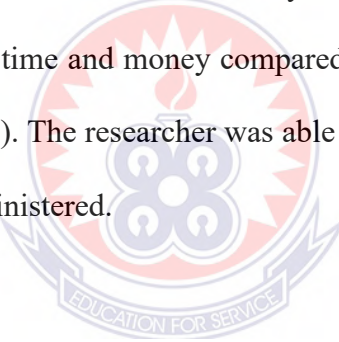
According to Borg and Gall (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research.

Census sampling was then used to select all 84 teachers of the six schools namely, Prempeh Basic 'A' JHS, Prempeh Basic 'B' JHS, Asuoyeboah M/A JHS, Ohwimase Anglican JHS, Kwadaso M/A JHS and Kwadaso SDA JHS. The standard used in choosing respondents and sites is whether they are "information rich" therefore the researcher settled on teachers because they were directly involved in teaching and learning where supervision is key. The six schools were selected based on convenience and their willingness to participate in the study.

3.4 Data Collection Instrument

The main instruments used for gathering data for this study was the questionnaire. White (2005), described questionnaires as instrument designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research. According to Kusi (2012), a structured questionnaire is a data collection instrument which is often used in quantitative studies. It contains predetermined standardized questions or items meant to collect numerical data that can be subjected to statistical analysis.

Closed-ended questionnaire was used to obtain data for the study. Questionnaires were chosen by the researcher because it is easy to administer to a large population. Questionnaire requires less time and money compared to other methods like focus group discussions (Creswell, 2003). The researcher was able to retrieve all the 84 questionnaires which were personally administered.



3.4 Pilot-Testing of the Instrument

The questionnaire was subjected to critical scrutiny to ensure its consistency and appropriateness. The questionnaire was given to my supervisor for his perusal and comments with the view to establishing its validity. This enabled the researcher to remove items that were considered irrelevant to the subject under consideration. New ideas and relevant items derived from the exercise were included in the final draft of the instrument. Thirty respondents with similar characteristics were selected randomly from junior high schools in the Tanoso circuit for the pilot-testing.

3.5. Validity and Reliability

Validity

Validity determines whether the test truly measures what it was intended to measure or how truthful the research results are. Validity is the degree to which a test measures what it is supposed to measure (Bell, 2008). Expert opinion of my supervisor, literature searches, and pilot-testing of the questionnaire helped to establish the validity of the instrument.

Reliability

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials (Bell, 2008). Reliability is the extent to which the measuring instruments produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions. The instrument was administered to 30 respondents twice in the pilot-testing as discussed above with two weeks interval between the first and second test and the results correlated. **The reliability test yielded Cronbach alpha of 0.81.**

3.6 Data Collection Procedure

The researcher sought permission from the Kwadaso Municipal Director of Education to carry out the study. After the Municipal Director of Education had given permission, the researcher paid a visit to the sampled schools. The questionnaires were thereafter administered to the respondents. The respondents were given two weeks to complete the questionnaire before they were collected from their various schools. The

researcher was able to retrieve all the 84 questionnaire administered getting a 100% response rate.

3.7 Data Analysis

The data collected were edited to check contradictions to ensure consistency. Edited responses were then tabulated and analyzed using Statistical Package for Social Sciences (SPSS) software package. The researcher used tables, frequencies and percentages to present the findings.

3.8. Ethical Considerations

Among the significant issues that were considered included consent, confidentiality, and data protection. The respondents were given ample time to respond to the questions posed to them to avoid errors and inaccuracies in their answers. The respondents were given a waiver regarding the anonymity of their identity as their names were not included in the questionnaire, and information from other literature was accordingly acknowledged.

The respondents' cooperation was eagerly sought after, and they were assured that the data gathered from them would be treated with the utmost confidentiality and would be used for academic purposes only. These ethical issues were considered in the introduction letter on the questionnaire to the respondents.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The chapter presents the results and discussions of the data collected through the administration of questionnaire. The data collected were analysed based on the research questions.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of respondents comprising their gender, age, educational qualification and teaching experience are presented in Table 4.1.

Table 4.1 Demographic Characteristic of Respondents

Variable	Frequency	Percentage
Gender		
Male	46	55
Female	38	45
Total	84	100

Table 4.1 shows that 46 (55%) of the respondents were males while 38 (45%) of the respondents were females which meant that males participated in the study more than females.

Variable	Frequency	Percentage
Age		
31-40 years	20	24
41-50 years	38	45
51-60 years	26	31
Total	84	100

Again, 20 (24%) of the respondents were in the age bracket of 31-40, 38 (45%) of the respondents were in the age bracket of 41-50, while 26 (31%) of the respondents were in the age bracket of 51-60.

Variable	Frequency	Percentage
Qualification		
Diploma	16	19
Bachelor's Degree	40	48
Master's Degree	28	33
Total	84	100

Further, 28 (33%) of the respondents were holders of the Master's Degree, 40 (35%) of the respondents were holders of Bachelor's degree while 16(19%) of the respondents were holders of Diploma certificate.

Variable	Frequency	Percentage
Teaching Experience		
1-5 years	14	17
6-10 years	18	21
11-15 years	30	36
16 years and above	22	26
Total	84	100

Source: Field Data 2020

Finally, 14 (17%) of the respondents had been in the teaching profession for between 1 and 5 years, 18 (21%) had been in the teaching profession for between 6 and 10 years, 30 (36%) had been in the teaching profession for between 11 and 15 years while 22 (26%) had been in the teaching profession for 16 years and above. This is an indication that, the participants were experienced and professional teachers who could provide rich information on the topic of the study.

Research Question 1: What are the Types of Supervision Practiced in Junior High Schools in the Kwadaso Municipality?

Quality teacher supervision enhances the performance and instructional effectiveness of teachers, thereby increasing the probability of desired student learning opportunities and results. Self-supervision is the process where teachers assume personal responsibility for improving their own performance. Self-assessment is an important element of professional work (American Board of Examination, 2004). Teachers are encouraged regularly to reflect on, and self-analyse their own teaching performance, and to incorporate self-supervision strategies.

The respondents were asked to indicate the types of supervision emphasised in their schools. The result is presented in Table 4.2.

Table 4.2 Respondents Opinion on the Types of Supervision Practiced in Junior High Schools

Variable	Frequency	Percentage
External Supervision	48	57
Internal Supervision	36	43
Total	84	100

Source: Field Data 2020

Table 4.2 reveals that 48 (57%) of the respondents indicated that external supervision was practiced in the school while 36 (43%) of the respondents indicated that internal supervision was practiced in the school. The results mean that both internal and external supervision were given attention in the junior high schools in the Kwadaso Municipality in order to achieve set goals of the school which was as anticipated.

The result is in line with Neagley and Evans (2001) that there are two types of supervision, internal and external supervision. Neagley and Evans further stated that internal supervision deals with all the activities performed by the teachers and headmasters in the school to enhance teaching and learning. They see internal supervision to include the various ways where the internal measures are taken at the school by teachers to ensure the achievement of school objectives. In short, where the supervisor is from within, as in peer, self or head of that particular institution, the type of supervision would be internal.

External supervision on the other hand mainly refers to supervision by officer from the education offices; circuit, district, regional and national (Neagley & Evans, 2001). External supervision include making the work of teachers more effective through

measures such as including improved working condition, better materials for instruction, improved method of teaching and supervision of instruction through direct contact with the classroom teacher (Badu & Antwi, 2007).

The respondents were again asked to indicate their opinion on what forms supervision take in the school. The result is presented in Table 4.3.

Table 4.3 Forms of Supervision

Variable	Frequency	Percentage
Comprehensive Inspection	28	33
Check- up Visits	32	38
Brief Visit	24	29
Total	84	100

Source: Field Data 2020

Table 4.3 shows that 28 (33%) of the respondents indicated that external supervision in the school takes the form of comprehensive inspection, 32 (38%) indicated that external supervision in the school takes the form of check-up visits while 24 (29%) of the respondents indicated that external supervision in the school takes the form of brief visits. The results mean that external supervision in the school takes the forms of comprehensive inspection, check-up visits and brief visits which is very laudable as these forms of supervision helps to improve instruction.

Research Question 2: How effective are the types of supervision practiced in Junior High Schools in the Kwadaso Municipality?

Supervision of instruction is the process through which the principal or supervisor attempts to work with teachers in a positive way to achieve academic excellence. The respondents were therefore asked to indicate the types of supervision that promote effective teaching and learning. The results are presented in addition to follow up question identified from the literature in the following Tables.

Table 4.4 Type of Supervision that Promote Effective Teaching and Learning

Variable	Frequency	Percentage
External Supervision	42	50
Internal Supervision	28	33
Both	14	17
Total	84	100

Source: Field Data 2020

Table 4.4 reveals that 42 (50%) of the respondents indicated that external supervision was the type of supervision that promoted effective teaching and learning, 28 (33%) indicated that internal supervision was the type of supervision that promoted effective teaching and learning while 14 (17%) indicated that both external and internal supervision were the types of supervision that promoted effective teaching and learning.

The result means that both external and internal supervision promotes effective teaching and learning in junior high schools in the study area. The result is in tandem with Glickman, Gordon and Ross-Gordon (2001) who indicated that external supervision plays a complementary role to internal supervision in the supervisory process. The

authors mention that these two types of supervision are not isolated. For the objectives of supervision to be fully realized, these types can and must work alongside each other at any point in time. The respondents were further asked to indicate how often supervisors visit the school. The result is presented in Table 4.5.

Table 4.5: How often Supervisors Visited the School

Variable	Frequency	Percentage
Very often	12	14
Often	46	55
Not often	16	19
Neutral	10	12
Total	84	100

Source: Field Data 2020

Table 4.5 depicts that 12 (14%) of the respondents indicated that supervisors visited their schools very often, 46 (55%) of the respondents indicated that supervisors often visited their school, 16 (19%) of the respondents indicated that supervisors did not often visit their schools while 10 (12%) of the respondents were neutral. The results mean that supervisors often visited the schools in the study area which helps to improve instruction. The result is in conformity with Glickman, Gordon and Ross-Gordon (2001) who define supervision as the assistance for the improvement of instruction. The respondents were furthermore asked to indicate how often their Head teacher visited their class. The result is presented in Table 4.6.

Table 4.6 How often Headmaster Visited Class

Variable	Frequency	Percentage
Very often	28	33
Often	42	50
Not often	9	11
Neutral	5	6
Total	84	100

Source: Field Data 2020

Table 4.6 portrays that 28 (33%) of the respondents indicated that their head teacher visited their class very often, 42 (50%) of the respondents indicated that their head teacher often visited their school, 9 (11%) of the respondents indicated that their head teachers did not often visit their schools while 5 (6%) of the respondents were neutral. The results mean that head teachers often visited classrooms in schools in the study area which is a mark of effective supervision. The result is in line with Glickman et al. (2001) who declared that, behind every successful school is an effective supervision program. The respondents were finally asked to rate the overall effectiveness of supervision in the school. The result is presented in Table 4.7.

Table 4.7 Overall Effectiveness of Supervision in the School

Variable	Frequency	Percentage (%)
Very effective	54	64
Effective	16	19
Not effective	10	12
Not sure	4	5
Total	84	100

Source: Field Data 2020

Table 4.7 depicts that 54 (64%) of the respondents indicated that supervision practiced in their schools were very effective, 16 (24%) of the respondents indicated that supervision practiced in the school were effective, 10 (12%) of the respondents indicated that supervision practiced in the school were not effective while 4 (5%) of the respondents indicated that they were not sure of the effectiveness of supervision practiced in their schools. The results mean that overall, supervision in junior high schools in the study area was very effective. As far as the study had revealed that both head teachers and supervisors often visited the schools in the study area, then it would improve instruction and students' academic performance.

The result is in consonance with Briggs (2012) who emphasized that supervision is effective in ensuring that educational objectives are achieved because it aims at the improvement of the total setting for learning rather than the narrow and limited aims of improving service. Briggs (2012) concluded that, effective supervision ensures proper appraisal of the teaching and learning process in order to bring about the achievement of objectives.

According to Glanz (2000), supervision can enable student perform better by ensuring better method of lesson delivery in the classroom. Glanz (2000) is of the view that for supervision to ensure student attainment, the supervisor is expected to provide leadership and working environment that makes it possible for student to learn. Briggs (2012) sees effective supervision as being able to help supervisors and teachers to have consensus on method that can promote learning in school.

Research Question 3: What are the challenges associated with supervision in Junior High Schools in the Kwadaso Municipality?

Although supervision is such a very critical part of the educational system, a lot of problems bedevil supervisors in their daily endeavour. De Grauwe (2001) maintains that supervision as a process has several influences, which challenge its effectiveness. The respondents were asked to agree or disagree with the following challenges associated with supervision in the school. The result is presented in Table 4.8.

Table 4.8 Challenges Associated with Supervision in Junior High Schools

Statement	Strongly	Agree	Disagree	Strongly
	Agree			Disagree
	N (%)	N (%)	N (%)	N (%)
Poor incentives	41 (49)	43(51)	-	-
Tension between teachers and supervisors	32(38)	38(45)	14(17)	-
Supervision as master-servant relations	30(36)	42(50)	12(14)	-
Poor remuneration	39(46)	45(36)	-	-
Inadequate financial resources	24(29)	38(45)	12(14)	10(12)
Inadequate infrastructure	26(31)	38(45)	14(17)	6(7)
Inadequate teaching and learning materials	26(31)	42(50)	16(19)	-
Irregular training of supervisors	20(24)	48(57)	16(19)	-
Irregular supervision	30(36)	42(50)	12(14)	-

Table 4.8 indicates that 41 (49%) of the respondents strongly agreed that poor incentives was a challenge to effective supervision while 43 (51%) of the respondents agreed. The result means that poor incentives militate against effective supervision.

Again, 32(38%) of the respondents strongly agreed that tension between teachers and supervisors was a challenge to effective supervision, 38 (45%) of the respondents agreed while 14 (17%) of the respondents disagreed. The result means that tension between teachers and supervisors militate against effective supervision.

Also, 30(36%) of the respondents strongly agreed that supervision as master-servant relationship was a challenge to effective supervision, 42 (50%) of the respondents agreed while 12 (14%) of the respondents disagreed. The result means that supervision as master-servant relations militate against effective supervision.

Further, 39 (46%) of the respondents strongly agreed that poor remuneration was a challenge to effective supervision while 45 (36%) of the respondents agreed. The result means that poor remuneration is a major challenge that militates against effective supervision.

Furthermore, 24 (29%) of the respondents strongly agreed that inadequate financial resources was a challenge to effective supervision, 38 (45%) of the respondents agreed, 12 (14%) of the respondents disagreed while 10 (12%) of the respondents strongly disagreed. The result means that inadequate financial resources militate against effective supervision.

Besides, 26 (31%) of the respondents strongly agreed that inadequate infrastructure was a challenge to effective supervision, 38 (45%) of the respondents agreed, 14 (147%) of the respondents disagreed while 6 (7%) of the respondents strongly disagreed. The result means inadequate infrastructure militate against effective supervision.

Also, 26 (31%) of the respondents strongly agreed that inadequate teaching and learning materials was a challenge to effective supervision, 42 (50%) of the respondents agreed while 16 (19%) of the respondents disagreed. The result means that inadequate teaching and learning materials militate against effective supervision.

Again, 20 (24%) of the respondents strongly agreed that irregular training of supervisors was a challenge to effective supervision, 48 (57%) of the respondents agreed while 16 (19%) of the respondents disagreed. The result means that, irregular training of supervisors militate against effective supervision.

Finally, 30 (36%) of the respondents strongly agreed that irregular supervision was a challenge to effective supervision, 42 (50%) of the respondents agreed while 12 (14%) of the respondents disagreed. The result means that, irregular supervision militate against effective supervision.

The entire results in Table 4.8 agrees with the findings of Briggs (2012) who found that the problem with ineffective supervision was more related to inadequate provision of infrastructure, such as building, learning and teaching materials. In support, Briggs maintains that this renders supervision pointless as the materials needed for effective teaching are not, in the first place available to assess the effect of the supervision exercise on students' performance.

In addition, Studer (2005) also noted that supervisors are often not given regular training and retraining exercises. Most teachers after employment have not attended any training either in the form of seminars or workshops for supervisors, yet they are regularly used for internal supervision and thus end up using fault finding methods in their supervision process. The result is that several weaknesses in the educational system may be identified without accompanying internal strengths that may be capitalised to resolve such problems (Eya & Chukwu, 2012).

Another serious problem that confronts supervisors is tension between teachers and supervisors (De Grauwe, 2001). Poor incentive is also a very serious problem, as it demoralizes supervision (De Grauwe, 2001). For an effective realization of the duties and the impacts of the supervisor, remuneration given to supervisors has to be adjusted to their convenience. According to Thornton (2000), supervisors are dissatisfied with their jobs because motivating factors are minimal. It has been well-documented that teachers

as resource persons are poorly remunerated (Thornton, 2000). To add to the above, the existence of unqualified teachers, the quantitative expansion in the number of students, the great number of students, the great number of schools existing at this level, the low supervisors- teachers ratio, the master-servant relationship existing between supervisors and teachers and lack of resources and facilities to teach at the level are really worrying problem that confront supervisors (USAID, 2006).



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter presented the summary of findings of the study, conclusions based on the findings, recommendations based the findings of the study and suggestions for further study.

5.1 Summary

The study was conducted to investigate the effectiveness of supervision of teaching and learning in Junior High Schools in the Kwadaso Municipality. The objectives of the study were to find out the type of supervision practiced in Junior High Schools in the Kwadaso Municipality, determine the effectiveness of the type of supervision being practiced in Junior High Schools in the Kwadaso Municipality and to ascertain the challenges associated with supervision in Junior High Schools in the Kwadaso Municipality

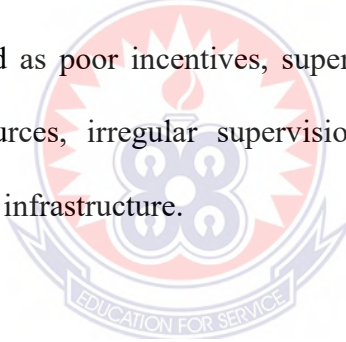
The descriptive survey design was employed for the study. The target population for this study was all the 84 teachers in six Junior High Schools in the Kwadaso Circuit of the Kwadaso Municipality. Census sampling was then used to select all 84 teachers of the six schools namely, Prempeh Basic 'A' JHS, Prempeh Basic 'B' JHS, Asuoeyeboah M/A JHS, Ohwimase Anglican JHS, Kwadaso M/A JHS and Kwadaso SDA JHS. The main instruments used for gathering data for this study was the questionnaire.

5.2 Main Findings

The study revealed that the types of supervision being practiced in junior high schools were external supervision and internal supervision and that the supervision took the forms of comprehensive inspection, check-up visits and brief visits.

The study found that both external supervision and internal supervision promoted effective teaching and learning in the study area. Also, supervisors visited the school to very often to supervise teachers. Again, head teachers visited their classes often. It was therefore found that the overall supervision in the school of supervision was very effective as it promoted teaching and learning.

Based on frequency count, the six most important challenges associated with supervision were identified as poor incentives, supervision as master-servant relations, inadequate financial resources, irregular supervision, tension between teachers and supervisors and inadequate infrastructure.



5.3 Conclusions

Based on the findings of the study, it is concluded that when external supervision complements the work of internal supervision, teaching and learning is improved.

It is also concluded that if supervision was very effective, then, it would promote effective teaching and learning to enhance teachers and students performance.

It is finally if the challenges identified and confirmed by the study are concluded that supervision in the school would be more effective if the challenges identified are remedied, it would further improve supervision in schools.

5.4 Recommendations

On the basis of the findings of the study and conclusions drawn from them, it is recommended that:

The Kwadaso Municipal Director of Education should organize training programmes on the role of teachers and supervisors in the supervisory process to avoid master- servant relations in supervision.

The Kwadaso Municipal Director of should organize training programmes to upgrade the knowledge of supervisors on current supervision.

The Kwadaso Municipal Director of should provide adequate financial resources and logistics to supervisors to perform effective supervision.

5.5 Suggestions for Further Studies

The study was conducted to investigate the effectiveness of supervision of teaching and learning in Junior High Schools in the Kwadaso Municipality, so it is suggested that further study should be conducted in the other junior high schools in the Kwadaso Municipality.

Further study should also be conducted to investigate the effectiveness of supervision in public junior high schools in the Kwadaso Municipality.

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APPENDIX A
INTRODUCTION LETTER

Dear Respondent,

I am a post-graduate student of the University of Education, Winneba- Kumasi Campus conducting research on the effectiveness of supervision of teaching and learning in junior high schools in the Kwadaso Municipality in partial fulfillment for the award of the Master of Arts in Educational Leadership.

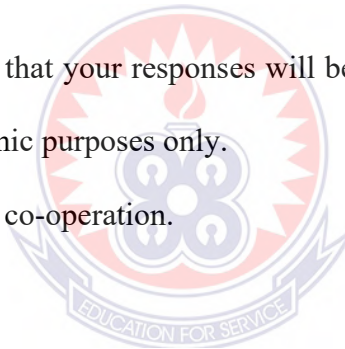
I would be very grateful if you could fill the attached questionnaire as frank as possible for me to gather the needed information for the study as you have been selected to participate in the study.

Please be informed that your responses will be treated with utmost confidentiality and will be used for academic purposes only.

Thank you for your co-operation.

Linda Amoabeng Acquah

(Post Graduate Student)



QUESTIONNAIRE FOR THE RESPONDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please respond to all the questions as frankly as possible. Tick [] the appropriate box for your answer.

1. What is your age?

a). 21- 30 []

b). 31- 40 []

c). 41- 50 []

d). 51- 60 []

2. What is your gender?

a). Male []

b). Female []

3. What is your highest educational qualification?

a). Diploma

b). Bachelor's Degree []

b). Master's Degree []

4. For how many years have you been teaching?

a) 1-5 years

b) 6-10 years

c) 11-15 years

d) 16 years and above



SECTION B: TYPE OF SUPERVISION BEING PRACTICED IN JUNIOR HIGH SCHOOLS IN THE KWADASO MUNICIPALITY

5. What types of supervision are practiced in your School?

a) External Supervision

b) Internal Supervision

7. What form does supervision take in your school?

a) Comprehensive Inspection

b) Check- up Visits

c) Brief Visit

SECTION C: THE EFFECTIVENESS OF THE TYPE OF SUPERVISION PRACTICED IN JUNIOR HIGH SCHOOLS.

8. Which type of supervision in your view promote effective teaching and learning in your school?

a) External Supervision

a) Internal Supervision

c) Both

10. How often do supervisors visit your school?

a) Very often

b) Often

c) Not often

11. How often does your Head teacher visit your class?

a) Very often

b) Often



c) Not often

12. How would you rate the effectiveness of supervision in your school?

a) Very effective

b) Effective

c) Not effective

SECTION D: CHALLENGES ASSOCIATED WITH SUPERVISION IN JUNIOR HIGH SCHOOLS

In a likert scale of Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4) rate your opinion on the following challenges associated with supervision in junior high schools.

13 Tension between teachers and supervisors

14 Poor incentives

15 Supervision as master-servant relations

16 Poor remuneration

17 Lack of resources

18 Inadequate infrastructure

19. Inadequate teaching and learning materials

20. Irregular training of supervisors

21. Irregular supervision

22. Conduct of evaluation



Thank you