UNIVERSITY OF EDUCATION, WINNEBA

EFFECTIVENESS OF SUPERVISION OF INSTRUCTIONS IN THE JUNIOR

HIGH SCHOOL: A CASE STUDY OF DICHEMSO AND ASHTOWN CIRCUIT IN

THE KUMASI METROPOLIS

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE..

DATE…………………………………………………

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. SR. MARY ASSUMPTA AYIKUE

SIGNATURE..

DATE…………………………………………………

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DEDICATION

Bernard Mensah my husband and our lovely family.

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ABSTRACT

This research sought to examine the effectiveness of supervision of instructions in the Junior High School (JHS) level using a case study of the Dichemso and Ashtown circuit in the Kumasi Metropolis. The study population included all circuit supervisors, teachers and managements of public educational institutions in the district. The study utilized a quantitative research approach along with a descriptive research design. Questionnaires were used to collect data from 200 respondents. The study adopted both purposive sampling and simple random methods. The quantitative data collected were subjected to statistical analysis using mean and standard deviation. Findings showed that supervision practices employed by circuit supervisors in junior high schools in the Dichemso and Ashtown circuit in the Kumasi metropolis were generally effective. Supervision practices in the district were found to include making unannounced visits to schools on a regular basis, inspecting lesson notes, listening to teachers, giving teachers praise, feedback, advise and admonishment, recommending in-service training, using questions to guide students and in some instances observing classroom activities. Based on the findings, the study recommended that the Ghana Education Service equips supervisors with the necessary materials to enhance their output and in addition, provide clear guidelines on supervision processes and methodologies to guide the conduct of supervisors in their interaction with teachers. There is also a need to re-orient all actors in the supervision process to re-energize the system and make supervision an effective tool for ensuring instructional quality.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Supervision has been a key managerial function since the dawn of industry (Kerzner, 2014). Managers who desire increased output ensure effective supervision as a check on employee apathy. Lock (2017) in his treatise on project management put if aptly, human beings would rather not work than exert energy. The importance of supervision is rooted in its ability to influence the execution of work timeously, effectively and efficiently (Marfo, 2015). In the educational sector, the importance of supervision, especially of instructions, is even more pronounced.

Several researchers have touted the relevance of supervision in ensuring the achievement of educational objectives. According to Abdille (2016), supervision helps teachers retain focus and enhance teacher output in the classroom. Reepen and Barr (2010) asserts that instructional supervision contributes significantly to the improvement of classroom practices and teacher preparations for class. Supervision allows for management to obtain information regarding the standard of teaching and learning and the development of students (Issa, 2012). Supervision improves the corporation between policy formulators (educational managements) and policy implementers (teachers). Ultimately, the conduct of supervisory exercises contributes to enhanced learning outcomes for students and guarantees the effectiveness of the educational system.

These notwithstanding Kirui (2012) posits that the importance of supervision can only be realized if the supervisor and the system of supervision are effective. A lazy or unmotivated supervisor exerts a demoralizing effect on the teachers he supervises and causes the system to lose its positive effects on the school

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environment. An ineffective supervisor turns the instructional supervision exercise into a one-off event rather than a programmed progressive process (Abdille, 2016). Haileselasse (2004) in a study of the status of professional development programmes in Addis Ababa city administration opined that the attitude of supervisors is perceived to be directly correlated to the performance of teachers.

In Ghana, some researchers have put forward analytical analysis on the instructional supervision effectiveness or lack of it. Afolabi and Loto (2018) posits that the present system of engaging circuit supervision puts unnecessary pressure on teachers and take teacher attentions away from classroom activities for days till the period of supervision is over, thereby refocusing the objective of supervision from improving learning outcomes to satisfying circuit supervisors. Amuzu-Kpeglo (2005) in his treatise on approaches to administrative theory in education criticized the effectiveness of supervisory methods employed by circuit supervisors in executing their supervisory roles and encouraged a move from external supervision to continuous internal supervision by school managements. Afful-Broni (2004) added to this analytical debate, positing that circuit supervisor supervision methods were deficient in influencing instructional quality and teacher attitudes positively. Baffour-Awuah (2011) in a published article on effectiveness of supervision in primary schools in Ghana, rejects these criticism, asserting strongly that the Ghanaian supervision system is generally effective, needing just a little fine-tuning here and there to perfect it.

Despite these intellectual debates, actual studies on the effectiveness of supervision in Ghanaian government schools have been few, with most of them focusing on basic and tertiary levels. This study seeks to examine the effectiveness of

supervision of instructions in the Junior High School (JHS) level using a case study of the Dichemso and Ashtown circuit in the Kumasi Metropolis.

1.2 Statement of the Problem

The effectiveness of supervision of instructions in government schools has been in doubt over the last decade (Afolabi & Loto, 2018). Gashaw (2008) in a study on the practices of instructional supervision in primary schools in some Ghanaian districts found that external (circuit) supervision is plagued by such challenges as a lack of adequate professional support to newly deployed teachers; less frequent classroom visits to enrich teachers instructionally and peer coaching by instructional supervisor; focus of supervisors on administrative matters than on academic issues (supporting and helping teachers); and less mutual professional trust between supervisors and teachers.

Other research findings indicated significant challenges with the conduct of external (circuit) supervision. To list some; opportunities that help to improve teaching and learning process were inadequate, training programs were not relevant to real professional development of teachers, there was no properly designed systematic follow up and support systems (Getachew, 2016; Chanyalew, 2015).

According to Amuzu-Kpeglo (2005), the intimidating nature of the circuit supervision process and the rude, condescending attitudes of some circuit supervisors have helped garnered a negative teacher attitude towards the supervision process and circuit supervisors themselves. Due to the evaluative approach of circuit supervision, less experienced teachers perceive the practice in a negative light, seeing circuit supervisors as fault-finders who seek to report their shortcomings to school authorities.

On the other side of the coin, circuit supervisors also face significant challenges to their work that inhibits high effectiveness and efficiency. Marfo (2015) reports of circuit supervisors overburdened by other works, engagement in classroom duties, lack of administrative support in schools and from other educational officers, lack of proper training to impact positively on teachers and consequently on quality of instruction, lack of teacher cooperation and support and hostile attitudes of some teachers. In light of these challenges especially at the primary level, it is imperative to assess the level of effectiveness of circuit supervision especially at the JHS level where targeted research has been scant at best.

1.3 Purpose of the Study

The purpose of the study was to explore the effectiveness of supervision of instructions in the Junior High School (JHS) using a case study of the Dichemso and Ashtown Circuit in the Kumasi Metropolis.
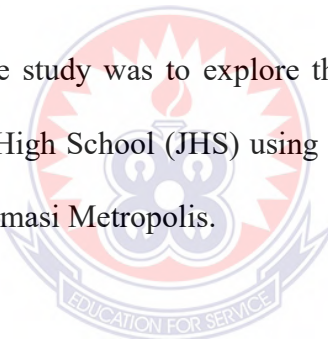
1.4 Objectives of the Study

Specifically, the study seeks to

1. identify methods used in supervising instructions at the JHS in the Dichemso and Ashtown Circuit.

2. examine the effectiveness of those methods in influencing teacher attitudes towards achieving learning outcomes the JHS in the Dichemso and Ashtown Circuit.

3. identify challenges to effective supervision of instructions the JHS in the Dichemso and Ashtown Circuit.

4. determine measures to resolve identified challenges the JHS in the Dichemso and Ashtown Circuit.

1.5 Research Questions

The following research questions were used to guide the study

1. What methods are used in supervising instructions at the JHS in the Dichemso and Ashtown Circuit?

2. What is the level of effectiveness of those methods in influencing teacher attitudes towards achieving learning outcomes the JHS in the Dichemso and Ashtown Circuit?

3. What challenges inhibit effective supervision of instructions in Junior High Schools the JHS in the Dichemso and Ashtown Circuit?

4. What measures can be put in place to resolve identified challenges at the JHS in the Dichemso and Ashtown Circuit?
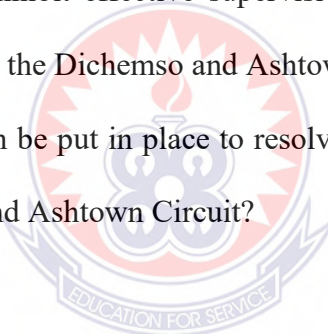
1.6 Significance of the Study

The study is expected to be significant in the following ways:

The study would contribute to the knowledge of both circuit supervisors and teachers regarding supervision methods, the challenges to effective supervision and how to apply supervision methods to make it effective. When this is achieved, quality of instruction can be improved, thereby benefiting students as well.

The improvement of the supervision in the circuits would help augment the level of effectiveness of supervision across all schools in the nation, bring value for money to parents and guardians of students, the students themselves and all other stakeholders. It may provide important information to the national and local policy

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makers and program designers so that they will further revise and develop appropriate programs.

To academia, the study would serve to add to previous knowledge and literature on the subject and serve as reference material to other researchers embarking on studies in the same or similar fields.

1.7 Scope of the Study

The study was limited to Junior high school teachers and circuit supervisors in the Dichemso and Ashtown circuit in the Kumasi Metropolis. Conceptually, the study looked at the methods of supervision employed by circuit supervisors and how these methods influenced teacher attitudes towards achieving learning outcomes and also quality of instruction in junior high schools. Furthermore, the study looked at challenges to effective supervision of instructions in Junior High Schools as well as measures to resolve identified challenges.
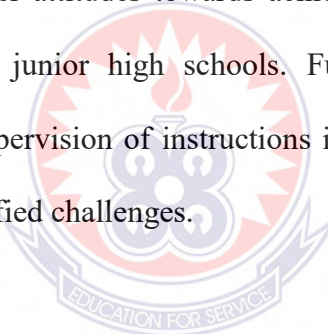
1.8 Limitations of the Study

The main limitation of this study was the unwillingness of respondents to take time off their schedules to sit for a brief interview. As a result, the researcher had to go to the respondents many times before getting interview sessions. The second limitation of the study was time. In view of this, the study was carried out using a case study approach focusing on circuit supervisors and JHS teachers in the Dichemso and Ashtown Circuits of the Kumasi Metropolis.

With this approach stemmed the possibility of some issues relating to the topic might not coming up for analysis if such issues were peculiar to other JHS schools in other circuits of the metropolis or nation as a whole. To overcome this challenge, the

study employed the use of purposive sampling techniques to make sure that the selected sample is both targeted and representative of the respondent demographics and geographies in the selected circuits. In that, schools in various geographical zones were considered in the sample to increase representativeness of data collection sources and to enhance generalization of study findings.

1.9 Organization of the Study

The study was organized in five chapters. Chapter One discusses the background of the study, presented the problem statement and states the research objectives and questions. The chapter also discusses the significance of the study, the scope, limitations and organization of the chapters.

Chapter Two discusses findings of related researches obtained from relevant articles, textbooks, journals, speeches, web sites and other credible sources of information to this study. The chapter also presents the works that have been done by other researchers, which were considered relevant for the subject of study.

Chapter Three presents the methodology used in undertaking the study. The chapter takes an in-depth look into research design, research population, the data collection and analysis methodologies, sample and sampling technique, instrumentation, and data analysis techniques employed in the study.

Chapter Four analyzes the data collected and discusses it. The chapter gives a detailed presentation of the collated data, analysis of the data and a discussion of the findings. The presentation of data is divided into two sections, the demographic characteristics of respondents and the presentation of the main findings. Factor analysis, correlation and regression analysis will be employed to analyze data.

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Chapter Five presented a summary of the research findings, and conclusions from the results and finally the implications and recommendations for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a comprehensive review of relevant literature in an attempt to position the study in an appropriate conceptual and theoretical framework. The chapter discusses findings of related researches obtained from relevant articles, textbooks, journals, speeches, websites and other credible sources of information to this study. This chapter also presents the works that have been done by other researchers which were considered relevant for the subject of study.

2.2 Concept of Supervision

Researchers have assigned several definitions and interpretations to supervision, but almost all of them center on a common aim or objective. Beach and Reinhartz (2019) posit that the main objective of supervision is to improve teachers' instructional practices, which may in turn improve student learning. In similar vein, Bolin and Panaritis' view (as cited in Bays, 2014), supervision as primarily concerned with improving classroom practices for the benefit of students regardless of what may be entailed (e.g., curriculum development or staff development) (Bays, 2014). Further, McQuarrie and Wood (2019) also state that 'the primary purpose of supervision is to help and support teachers as they adapt and adopt, and refine the instructional practices they are trying to implement in their classrooms' (p. 49).

Other researchers have theorized that supervision is the process of helping teachers to be aware of their teaching and its consequences for their learners (Glickman, Gordon, & Ross-Gordon, 2018; Nolan, 1997). Some researchers have also

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theorized that supervision is an act of encouraging human relations (Wiles & Bondi, 2016) and teacher motivation (Glickman, Ross-Gordon, & Gordon, 2018) and enabling teachers to try out new instructional techniques in a safe, supportive environment (Nolan, 1997).

Supervision was initially described as inspection, which has the connotation of direct control of teachers by school inspectors. The term supervision has gradually taken over inspection, but both terms are sometimes used together. But Musaazi (2014) posits that school supervision which began as inspection has been replaced by that of supervision. The concept and practice of supervision of instruction has evolved over the years (Glickman, Gordon & Ross-Gordon, 2018; Hoy & Forsyth, 2019; Musaazi, 2014; Neagley & Evans, 1980; Oliva & Pawlas, 2017).

2.3 Personnel Responsible for School Supervision

In many countries officers responsible for inspection and supervision are classified as external and internal (school-site) supervisors (Glanz, Shulman & Sullivan, 2013; Hawk & Hill, 2003). Officers operating from outside the school are termed external supervisors or school inspectors. In Ghana, and other African countries, external supervisors function on least at three of the four levels: central, regional, district and local/school level (De Grauwe, 2014). The positions of senior staff, guardian teachers and teachers-in-charge are quite different from those of supervisors. In other African countries these personnel are more or less permanent supervisors (De Grauwe, 2014). According to De Grauwe, the current education policy in Botswana empowers school heads and senior staff to function as instructional leaders. These teachers provide in-service training to teachers within their schools and, therefore, are recognized as school supervisors. The only title which

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has functions similar to coaches is guardian teachers in Namibia. Guardian teachers in Namibia also provide direct assistance to newly appointed teachers like coaches, but they do not provide assistance and support to all categories of teachers.

2.4 Effective Supervision

Researchers conceptualize effective supervision not as an end result or product, but rather as the collection of knowledge and skills that supervisors possess. Gordon and Ross- Gordon (2004) posit that effective supervision requires well trained personnel with knowledge, interpersonal skills, and technical skills who are prepared to provide the necessary and appropriate guidance and support to the teaching staff. According to Glickman, Gordon and Ross-Gordon (2018), these personal attributes are applied through the supervisory roles of direct assistance to teachers, group development, professional development, and curriculum development and action research. They believe that 'this adhesive pulls together organizational goals and teacher needs and provides for improved learning' (p. 9).

To facilitate effective supervisory processes Glickman, Gordon and Ross-Gordon (2018) propose that supervisors should perform the following roles: providing personal development by providing on-going contact with the individual teacher to observe and assist him/her in classroom instruction; ensuring professional development by providing the learning opportunities for faculty provided or supported by the school and school system; and providing group development through the gathering together of teachers to make decisions on mutual instructional concern. Similarly, supervisors should support curriculum development through the revision and modification of content, plans and materials of classroom instruction.

They also posit that supervisors should engage teachers in action research by systematically studying faculty to find out what is happening in the classroom and school with the aim of improving student learning. Neagley and Evans (1980) also conceive that effective supervision requires a high level of leadership. They propose that the successful supervisor should be intelligent, well trained in educational psychology, likable, experienced, and an expert in democratic group processes.

Some researchers also share similar views as those upheld by Glickman and colleagues. For example, Glanz, Shulman and Sullivan (2013) believe that an effective principal possesses the following characteristics: is situationally aware of details and undercuts in the school; has intellectual stimulation of current theories and practices; is a change agent; and, actively involves teachers in design and implementation of important decisions and policies.

Other researchers also believe that successful supervisors are those who link interpersonal skills with technical skills. Brennen (2018) notes an effective supervisor who links interpersonal with technical skills will be successful in improving instruction. He suggests that an effective supervisor should be able to build self-acceptance, moral, trust, and rapport between the two parties. Brennen suggests that the supervisor in an effective supervision process should not delve deeply into the role of a counsellor. The focus is always on the teaching act, rather than matters affecting the teacher that are beyond the confines of the classroom. Objectivity, devoid of personal biases, should be the hallmark if supervision is to be effective, he asserts. It is for this reason that Brennen (2018) posits that effective supervision results when a supervisor clearly sets out the criteria to be used in the evaluative process and ensures that even if the final assessment is a negative one, the teacher will benefit from the exercise and leave with his self-esteem intact.

Although clearly in the minority, Oghuvbu (2013) believe that effective supervision involves adherence to bureaucratic processes to control and guide teachers. He identifies common determinants of effective supervision as: teachers and students working rigidly according to school time table, following school regulations, neat and decent environment, proper student management and disciplined students. In addition, there should be delegation of duties by school heads, and positive, cordial, social and professional relationship among teachers. He suggests that there should exist well-prepared current records and research findings in the school which the supervisor can use to guide teachers' classroom practices.

2.5 Challenges to Supervision

This section reviews challenges which may undermine supervisory practices at the school level. Because there is a dearth of empirical research about school-based supervision practices, the review will draw on issues from the previous section which may have the potential to undermine the goals of supervision.

The main purpose of supervision is to work collaboratively with teachers, and provide them with the necessary assistance, guidance, and support to improve instruction. Some support systems in education delivery, as well supervisor characteristics and practices and the context within which supervisors work pose challenges to the smooth performance of their duties.

2.5.1 Knowledge and Experience

Researchers have suggested that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman, Gordon &

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Ross-Gordon, 2018; Holland, 2004). Holland believes that educators (supervisors) must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction, and credentials in the form of degrees and diplomas are a form of evidence, but acknowledges that credentials alone do not inspire trust.

It is a common belief that academic qualifications and long term working experience provide people with knowledge and skills to be able to perform satisfactorily in an establishment. Researchers have not set a minimum qualification as a benchmark to be attained by supervisors, but minimum teaching qualifications differ from country to another. One difference may be between developed and developing nations. In most African countries the minimum teaching qualification is Teachers' Certificate 'A' Post-middle or Postsecondary, whereas that of developed countries is a Bachelor of Education. However, most developing countries are now phasing out those qualifications and replacing them with degrees and diplomas (De Grauwe, 2014).

It is expected that supervisors have higher qualifications than their teachers, or at worst, at par with them so that they will be able to provide them with the necessary guidance and support. A higher qualification like Bachelor of Educational Psychology or Diploma in Education is sufficient for persons in supervisory positions. But in many developed countries, supervisors do not have such qualifications, and this may pose a challenge to required practice.

De Grauwe (2014) found in four African countries that both qualifications and experience seemed important in the selection of supervisors, but at the primary level, many of the most experienced teachers did not have strong academic background because they entered the teaching profession a long time in the past when

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qualification requirements were low. He indicated, however, that apart from Tanzania the situation in the other countries has now improved, and supervisors (including head teachers) have strong background and qualifications which are higher than the teachers they supervise.

In Botswana, for instance, teachers were by then trained up to Diploma level (De Grauwe, 2014). This finding is corroborated by Pansiri (2018). He also observed that diploma and degree qualifications were new programmes for primary school teachers which were introduced in the mid-1980s in Botswana. He found that most teachers were trained at the certificate levels: Primary teachers' Certificate (PTC), Primary High Teaching Certificate (PH), Primary Lower Teaching Certificate (PL), or Elementary Teaching Certificate (ETC). In Ghana, most primary school teachers (including head teachers) hold Teachers' Certificate 'A' Post-middle or Postsecondary. Initial (basic) Teacher Training Colleges in Ghana have recently been up-graded to Diploma Awarding Institutions.

In most countries, head teachers are promoted on the basis of seniority and experience (De Grauwe, 2014), and by virtue of their position as heads, they automatically become the instructional supervisors at the school level. In some developing countries, most primary school teachers do not possess higher qualifications in the form of degrees and diplomas; so they occupy supervisory positions on the basis of seniority and long service. It would be proper for supervisors to possess higher qualifications and longer years of teaching experience than the teachers they supervise. Such supervisors would have sufficient knowledge and experience in both content and pedagogy to be able to confidently assist, guide and support their teachers.

2.5.2 Training

Another issue of concern is whether supervisors are given enough training to function properly in their practice. Carron and De Grauwe (2017) expressed little doubt that advisers, inspectors and other such staff need regular training, but they seldom receive it. They believe that whatever pattern of recruitment and promotion procedures, supervisors (advisers, inspectors or other such staff) need regular training but they are seldom provided with pre-service or in-service training.

According to De Grauwe, many of those training programmes were ad-hoc and were related to the implementation of a particular project. Carron and De Grauwe (2017) also note that developing countries are in want of a well-organised system to prepare both supervision and support staff for their role and to keep them up to date. In a related study conducted in Ghana by Oduro (2008), about 75 percent of the interview participants (heads) reported that they received little or no training in leadership and, therefore, used trial and error techniques to address challenges they encountered in their leadership roles. He also found that 72 percent of the heads had some training in leadership and management, but lasted between one day and two weeks. This study did not mention supervision directly.

2.5.3 Professional Support

Apart from the training supervisors will receive, there is the urgent need for support instruments and materials to support practice. Data bases are needed to prepare and monitor the supervision work (Carron & De Grauwe, 2017). Access to the internet, bulletins and journals is another source of support to supervisors. Supervision guides and manuals may serve as reminders to supervisors about how certain practices and behaviour should be followed, and provide a uniform platform

for supervisors to operate, thereby reassuring teachers of the personal biases which individual supervisors may introduce. They can guide practitioners to avoid relying solely on their own individual experiences or orientation.

2.5.4 Combining Supervision with Other Duties

Another challenge to supervision is a situation where head teachers, by virtue of their position, are administrators, financial managers and instructional supervisors. Such heads have relatively little time for supervision of instruction. When a choice is to be made between administrative and pedagogical duties, the latter suffers (De Grauwe, 2014). De Grauwe contends that supervisors may focus their attention on administration rather than pedagogy, because they have much power over administrative decisions. De Grauwe (2014) conceives the situation to be worse in developing countries than developed ones, because the latter can afford to employ several staff (e.g. administrative as opposed to pedagogic supervisors), so that the workload of each officer becomes less heavy and responsibilities become much clearer.

In Ghanaian public 'junior high schools, head teachers perform 'a magnitude of tasks', and those in remote and deprived communities combine their supervisory roles with full-time teaching and visiting pupils in their communities (Oduro, 2008). In such situations, supervisors may not be able to sufficiently supervise instruction. Carron and De Grauwe (2017) observe that countries such as Spain, France and Guinea which separate administrative from pedagogical supervision do not experience such problems. Thus, combining administrative and supervisory duties is another challenge to supervision of instruction.

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2.6 Teachers' Attitudes and Supervisors' Approaches to Supervision

The way and manner that teachers react to supervision of instruction is another concern to supervisory practices. If teachers, who are the direct beneficiaries of instructional supervision, have a negative attitude towards the practice, the whole process will not yield the desired results.

This is because supervision which aims at providing assistance, guidance and support for teachers to effectively provide instruction thrives on co-operation, respect and mutual trust. Some teachers see supervision as a tool used by administrators to control and intimidate them. This notion makes teachers feel unsafe and threatened when they experience any form of supervision.

Ayse Bas (2012) found in Turkish private 'junior high schools that some teachers who participated in his study felt supervision was an intrusion into their private instructional practices. Teachers in his study bemoaned that the principal's intrusive monitoring and physical presence changed the 'setting' in the classrooms which resulted in false impressions. According to the teachers, there was always an element of stress and overreaction on the part of teachers and students during classroom observations. Supervisors' approach to supervision may pose a challenge to supervision of instruction.

Supervisors in Ayse Bas's (2012) study (Turkish private 'junior high schools) used controlling and intimidation approaches in their supervisory practices. The teachers confided in the researcher that they lived in a state of fear and frustration of dismissal due to the system's summative nature. This is supportive of Oliva and Pawlas's (2017) perception that some school supervisors or inspectors, as they are called in other countries, continue to fulfil their tasks with an authoritarian approach.

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Some respondents in Rous's (2004) study in the US expressed feelings of fear and disappointment, which were associated with the use of criticism by instructional supervisors. The supervisors' criticisms were reported to have stifled the teachers' use of innovative practices. Yimaz, Tadan, and Ouz (2009) found that supervisors in Turkish 'junior high schools who participated in their study used the traditional approach to supervision, and such activities were geared towards the determination of conditions, to assess and control, whereas activities like supporting, guiding and improving were ignored.

2.7 Conclusion

While researchers have established a strong theoretical and conceptual base about instructional supervision, the empirical research literature is less developed. There is a dearth of empirical studies that have examined the perceptions of teachers, school heads, department heads (chairs) and education officers about supervision practices. In particular, very few studies have examined teachers' expectations and desires about instructional supervision. Similarly, the causal relationship between instructional supervision and student outcomes remains unclear. It is a plausible and commonsensical notion that improving instructional supervision leads to improved student outcomes, yet this claim has yet to be proven conclusively.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter portrayed the methodology used to execute the study. The chapter described the research design and approach adopted, the study population from which a sample size was taken, the sampling techniques used to select the sample size, sources from which data was collected, types of data collected, types of data analysis methods used and ethical considerations observed.

3.2   Research Design

The assertion is made by Yin (2005) that, a research design is a plan developed to achieve the objectives of a research. Research design is a procedural plan that is adopted by the researcher to answer questions vividly, objectively accurately and economically Kumar (2005). To effectively fulfil the study objectives, a descriptive research design was adopted coupled with a quantitative research approach. Quantitative analysis was deployed purposefully to develop and utilize statistical models, theories and numbers (figures) in the analysis of research data. This study combined a quantitative research approach with a descriptive research design purposely to portray accurate characteristics of the sampled respondents and data samples (Amin, 2015). The combination of the two approaches was made possible via the use of questionnaires as the data gathering techniques.

3.3 Population of the Study

A research population, according to Cooper and Schindler (2003) constitutes the total number of people or study subjects in a particular research setting. In this scenario, the study population included all circuit supervisors in the Dichemso and Ashtown circuit in the Kumasi Metropolis as well as all management and teachers of 6 selected Junior High Schools in the district. The population of circuit supervisors were twelve (12) whilst that of the management and teachers was four hundred and eighty (480). Together, the total population of the study was four hundred and ninety two (492).

3.4   Sample and Sampling Technique

The position is held by Britton & Garmo (2015) that a research sample size constitutes a selection of a small researchable unit of a given population using methods that enable representation and generalization. A study sample of 200 respondents was chosen consisting of eight (8) circuit supervisors in the district, 180 teachers (30 each from every selected school) and 12 management staff (headmasters and assistant headmasters, 2 each from every selected school).

The study adopted both purposive sampling and simple random methods. The study deployed purposive sampling methods to select the 6 schools based on proximity to the researcher and perceived experience of the teachers based on the longevity in the various schools. Purposive sampling was also used to select the circuit supervisors and headmasters who were deemed active by the researcher. Simple random sampling was used to select the teachers in the selected schools.

Simple random method was adopted in the sampling of the teachers to enable increased representation of the various demographics amongst the teacher populations. Peil (1995) posits that the major requirement for the use of the simple random method is that the population should be homogeneous. That is, the elements which make up the population should be identical, either by living together in a defined territory or having a common nationality. Once this condition is met, the element (i.e. sample units) could be selected by using lottery techniques.

Yin (2005) asserts that the use of both purposive and simple random sampling is prudent in sampling when the researcher knows the study population. The sample size was also considered satisfactory due to Britton and Garmo (2015) contention that a combination of random and purposive sampling of respondents enables a study to choose accurate representative samples that are fair and generalizable.

3.5 Sources of Data Collection

The study sourced data from mainly primary sources. This section gives details regarding the types of primary data sourced.

3.5.1 Primary Data

Fraenkel and Wallen (2013) assert that data collection requires contact with respondents and this can be accomplished by modes such as personal in interviewing and direct administration of questionnaire to a group. Questionnaires were used to collect data for the research.

3.5.1.1 Questionnaire

A questionnaire is a collection of structured question items presented on a sheet of paper and distributed to respondents to collect their opinions and responses (Britton & Garmo, 2015). Yin (2005) posits that a questionnaire allows for standardization in data taking and also allows for accurate statistical measurement of responses in order to arrive at credible results. Britton and Garmo (2015) opine that questionnaires allow respondents to exhibit objectivity and candidness, especially when it is designed to allow respondents to remain anonymous. The study utilized questionnaires as a primary data collection instrument.

The questionnaire contained both open-ended and close ended questionnaires. The close ended questions came with response options from which the respondent was required to pick. A five-point Likert scale was used to enable measurement of responses. The questionnaire was divided into two sections. Section one solicited demographic data of respondents whilst section two sought responses to questions based on the research objectives. The researcher personally distributed the responses to the selected respondents. Special permissions were sought from the school headmasters to allow for data collection.

3.5.2 Pilot Testing of Data Collection Instrument

The assertion is made by Yin (2005) that pilot testing allows for early detection of weaknesses in the composition and wording of research questionnaires. In agreement, Britton and Garmo (2015) posit that pilot testing allows the researcher to test the data collection instruments on a section of the targeted population in order to effect necessary corrections and alterations to ensure clarity.

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The study tested the questionnaire on a selected sample of staff St. Louis JHS (Mbrom). Cooper and Schindler (2003) assert that sampling techniques are not of much value in a pre-test. The study required the selected pre-test respondents to respond to the questions contained in the questionnaire. This enabled the researcher to determine the level of understanding and perceptions which ensured the enhancement of the questionnaire by improving the wording, formatting brevity. The feedback obtained from the pilot testing exercise enabled effective revision of the questionnaire to allow for easy understanding by all categories and demographics of respondents.

3.6 Data Analysis Methods

The primary data collected were analyzed using statistical analysis tools such as the statistical package for social sciences (SPSS) and Microsoft Excel 2007. The study analyzed data using frequency tables, mean and statistical standard deviation analysis, correlation and regression analysis. Tables and columns were used to present the information after the analysis. Results were presented using tables, pie charts and columns.

3.7 Ethical Considerations

According to Yin (2005) in his treatise on research design and methods, every research endeavor must be guided by certain ethical considerations. The study, in sampling respondents considered all situations that might make a respondent ineligible to be sampled. In instance, some of the restraining factors included a respondent's inability to understand the concept of the study due to a lack of adequate requisite education and knowledge. Respondents were told that they could opt out of the study in anyway if they felt that the study was breaching their right to privacy or

any other right in anyway. Secondly, the purpose and objectives of the study were thoroughly explained to the sampled respondents and their anonymity was guaranteed by the policy of not including their names or any other identification detail on the questionnaire sheets in other to ensure confidentiality.

3.8 Reliability and Validity

According to Yin (2005), data validity refers to the degree a research instrument measures what it is designed to measure; whilst data reliability is the degree of consistency, an instrument measures what it is intended to measure. To ensure content validity and reliability, the researcher took specific measures as follows:

- The researcher distributed all questionnaires personally, employing the same distribution techniques, routines and tactics to enable consistency and eliminate data collection bias.

- The questions on the questionnaire were constructed in simple English to enable greater understanding from respondents.

- Questions were categorized under individual research questions to achieve comprehensive relatedness of questions to objectives.

- Preambles preceding questions were boldly stated to enable respondents understand and accurately respond to the requirements of the question.

- All respondents were encouraged to fill out the study questionnaires in their offices or other places which they considered comfortable and convenient to them.

- Confidentiality was ensured by instructing respondents NOT to write down their names or include any feature of identification on the questionnaires.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the data collected and the analysis of the data as well as a discussion of the study findings and how they resolve the research questions. The study analyzed the demographic characteristics of the study respondents as well as the responses relating to the research objectives. The study presented data in diagrams, tables, pie charts and columns.

4.2 Demographic Characteristics of Respondents

The study analyzed the demographic characteristics of respondents in terms of gender, age, marital status, highest academic qualification, experience on the job and in the building construction industry and respondent's position within company. These are presented in figure 4.1.

Distribution of the study participants by Gender showed that males dominate the study population significantly, making up 63% of the study participants whilst females made up 37%. The percentages of the two genders showed an equitable distribution of both genders in relation to the study population. Distribution of participants by marital status showed that 71% of the sampled participants were married whilst 29% were not.

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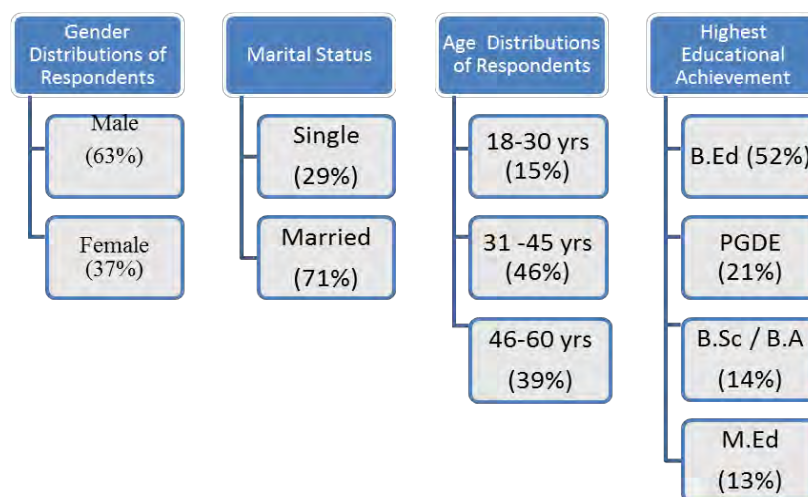
Figure 4.1: Demographic Characteristics of Respondents

Source: Field Data Analysis, 2020

Age distribution of respondents showed that 46% of the study participants were aged between 31-45 years old, 39% were aged between 46-60 years old and the remaining 15% were aged between 18-30 years old. The study was shown to be representative of all age groups.

Distribution of study participants by highest academic qualification / certification showed that 52% of the study participants had attained a bachelor's degree in education, 21% had attained a post-graduate diploma in education, 14% had attained first degree in non-education related field whilst the remaining 13% had attained master degrees in education-related courses. The findings imply that the high levels of education attained by the study participants and hence could be relied upon to provide credible and adequate responses to the data collection instruments.

Table 4.1: Work Experience

	School Staff		Circuit Supervisors	
	Frequency	Percentage	Frequency	Percentage
Between 1-5 years	43	22%	1	12.5%
Between 6-10 years	67	35%	3	37.5%
Between 11-20 years	62	32%	4	50%
Over 21 years	21	11%	0	0%

Source: Field Data Analysis, 2020

The study sought to find out how long the study participants have been on the job, a measure of their levels of experience and knowledge about supervision as it pertains in schools in the district. The study showed that amongst the sampled school staff, 35% had worked in the educational sector for periods between 6-10 years, 32% had worked for periods between 11-20 years, 22% had worked for periods not exceeding 5 years and the remaining 11% had been on the job for periods exceeding 21 years. The study therefore showed that participants were vastly experienced and therefore could be presumed to have adequate levels of experience and knowledge to provide credible and adequate responses for analysis.

4.3 Main Findings

The primary objective of the study was to explore the effectiveness of supervision of instructions in the Junior High School (JHS) level using a case study of the Dichemso and Ashtown circuit in the Kumasi Metropolis. To achieve this general objective, the research needed to answer the following research questions: What methods are used in supervising instructions at the JHS? What is the level of effectiveness of those methods in influencing teacher attitudes towards achieving learning outcomes? What challenges inhibit effective supervision of instructions in

Junior High Schools? What measures can be put in place to resolve identified challenges?

4.4 Methods Used in Supervising Instructions at the JHS Levels

Research question one sought to identify methods used in supervising instructions at the JHS level in the Dichemso and Ashtown circuit in the Kumasi Metropolis. The methods as posited by the study includes the approaches and practices involved in the supervision process. The study sought responses from both circuit supervisors and teachers in the Ashtown circuit. These are presented in figure 4.2.
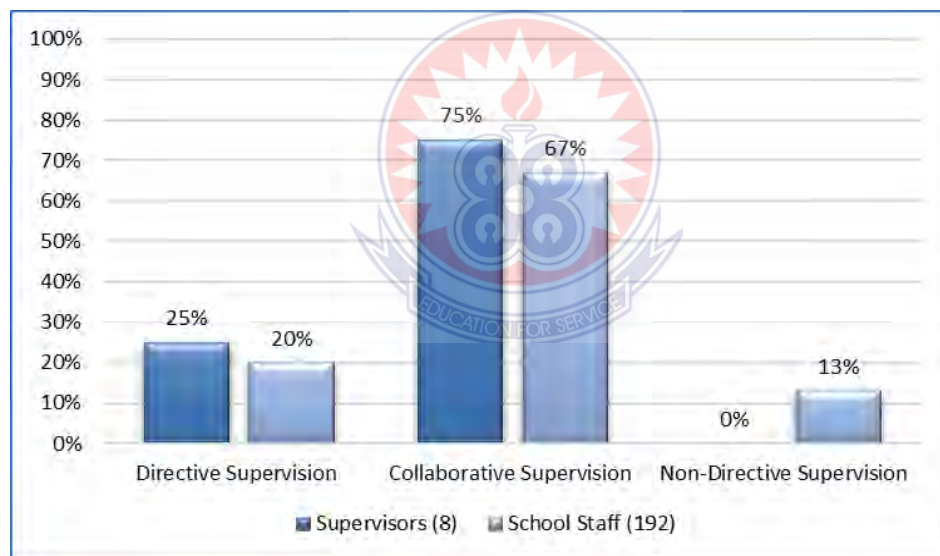
Figure 4.2: Supervision Approaches Used at the JHS Level in the Dichemso and Ashtown Circuit

Source: Field Data Analysis, 2020

Figure 4.2 showed the responses from both supervisors and school staff on the supervision approaches used by supervisors at the JHS level in the Dichemso and Ashtown circuit. Respondents were required to identify the supervision approach they often used (in terms of supervisors) or encountered (school staff). Three supervision

approaches were put before respondents: directive, collaborative and non-directive supervision approach. With directive approach, the roles of the supervisor are to direct, model, and assess competencies. Supervisors using this approach present their own ideas on what information is to be collected and how it will be collected, direct the teacher on the action plan to be taken, and demonstrate the appropriate teaching methods.

With the collaborative approach, according to Glickman (2019), the supervisor's role in this approach is to guide the problem-solving process, be an active member of the interaction and help keep teachers focused on their common problems. The leader and teacher mutually agree on the structures, processes, and criteria for subsequent instructional improvement.

The non-directive approach on the other hand is based on the premise that teachers are capable of analyzing and solving their own instructional problems and thus little formal direction or guidance should be afforded them.

Having explained the various supervision approaches to the respondents groups, 75% of the sampled circuit supervisors identified collaborative supervision as the main approach they adopt in conducting supervisors whilst the remaining 25% identified directive supervision. The responses of the sampled school staff followed a similar pattern with 67% identifying collaborative approach as the most dominant approach in the circuit, followed by directive supervision approach (25%) and non-directive with 13%. A large majority of both supervisors and teachers upheld the dominance of collaborative approach on the supervision scene in the Dichemso and Ashtown circuit in the Kumasi Metropolis. This finding is in line with the positions of extant literature and the assertions of many studies that collaborative supervision approach is a more proper supervision approach to achieve effective supervision.

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Researchers suggest the directive approach to supervision should be employed when dealing with new and inexperienced teachers (Glickman, 2019). Yet, the study found that 25% of circuit supervisors use the directive approach as their main approach whilst 20% of teachers in the circuit have been supervised with the directive approach. Analysis of respondent demographics showed that only 22% of teachers had been in the classroom for less than five years. Though they were not new teachers and had been in the system for a long time.

This finding posits that 78% of teachers included in the sample have been in the profession for long periods and could no more be classified as new teachers. Hence, the use of directive style would infer either a deficiency in the classroom outputs of the teachers or a deficiency in the supervision effectiveness of the supervisors. Pajak (2001) cautions that being overly directive can easily encourage dependency in the new teacher toward the supervisor.

The study also found that 13% of the sampled teachers had experienced non-directive supervision before, although 100% of the sampled supervisors denied ever using the non-directive supervision approach. Glickman (2019) argues that when an individual teacher sees the need for change and takes responsibility for it, instructional improvement is likely to be meaningful. The non-directive approach serves to give the teacher greater empowerment and allows him to take charge over instructional matters and procedures. The downside of this approach though is that the teacher receives no guidance and therefore are liable to gradually grow overconfident, stray from right procedures or grow ineffective in instructional quality.

After determining the general supervision approaches used by circuit supervisors at the JHS level in the Dichemso and Ashtown circuit in the Kumasi Metropolis, the study went further to supervision practices adopted circuit supervisors in the supervision process. The results are measured in table 4.2.

Table 4.2: Supervision Practices

	School Staff		Circuit Supervisors	
	Yes	%	Yes	%
Supervisor visits schools frequently	146	76%	8	100%
Supervisor makes unannounced visits	133	69%	6	75%
Supervisor observes actual classroom activities	64	33%	8	100%
Supervisor focuses more on lesson notes	187	97%	4	50%
Supervisor listens to teacher	97	50%	8	100%
Supervisor chastises teachers	134	70%	1	12.5%
Supervisor praises teachers	81	42%	3	37.5%
Supervisor uses questions to guide teacher	139	72%	8	100%
Supervisor gives useful feedback	184	96%	8	100%
Supervisor advises on TLMs	186	97%	8	100%
Supervisor recommends in-service training	18	9%	5	62.5%

Source: Field Data Analysis, 2020

Table 4.2 showed the supervision practices adopted by circuit supervisors at the JHS level in the Dichemso and Ashtown circuit in the Kumasi metropolis. The study sampled the perceptions of school staff as well as circuit supervisors. The sampled school staff intimated that during supervision, supervisors focuses more on lesson notes (cited by 97% of sampled school staff), supervisors advises on TLMs (cited by 97% of sampled school staff) and also supervisors gives useful feedback (cited by 96% of sampled school staff).

The study also showed that supervisors use questions to guide teachers (cited by 72% of sampled school staff), supervisors chastise teachers (cited by 70% of sampled school staff), supervisors make unannounced visits (cited by 69% of sampled school staff) and also, supervisors listen to teachers during supervision (cited by 50% of sampled school staff). Regarding supervisory visits, the study showed that supervisors visits schools frequently (cited by 97% of sampled school staff), supervisor makes unannounced visits (cited by 96% of sampled school staff). However, the perceptions of majority of the sampled school staff however were that supervisors do not praise, do not observe actual classroom activities nor recommend in-service training.

Amongst the sampled circuit supervisors, 100% of supervisors attested to visiting schools frequently, observing actual classroom activities, listening to teachers, using questions to guide teachers, giving teachers useful feedback and advising teachers on the selection and use of the right teaching and learning materials (TLMs). Majority of circuit supervisors however observed that supervisors don't praise teachers for good work done but equally do not chastise them for poor work done. 37.5% and 12.5% of circuit supervisors attested to this respectively. The sampled circuit supervisors also affirmed their practice of making unannounced visits to supervise teachers, focus on lesson notes and recommend in-service training for poorly performing teachers.

Analysis of responses from the sampled circuit supervisors showed correlations with responses from the sampled school staff. Regarding the practices observed during supervision, circuit supervisors asserted they give useful feedback to teachers under their observation, use questions to guide teachers and also give useful advice on the selection and usage of teaching and learning materials (TLMs). These

three assertions were confirmed by 100% of the sampled circuit supervisors and supported generally by a large majority of the sampled school staff, just like the practices of visiting schools regularly, making unannounced visits and not praising teachers enough when teachers show competence in their endeavours.

The two sets of respondents however disagreed sharply on whether or not supervisors observed actual classroom activities. Whilst the sampled circuit supervisors attested to supervising classroom practice on every section, the school staff disagreed, asserting that circuit supervisors hardly observe classroom activities, focusing rather largely on inspecting lesson notes. The two participant groups also disagreed on other supervision practices as well. Whereas circuit supervisor attested to recommending in-service training to teachers they supervised and school administrators, majority of school staff denied receiving advice for in-service training denying the practice in general. Also, whereas the sampled school staff attest to witnessing supervisor chastise teachers during supervisions, circuit supervisors vehemently deny these allegations, stating rather to offer teachers constructive feedback as well as using questions to guide teachers during supervision.

The findings of the study reveal the inculcation of various forms of supervisory practices and theories on the process of supervision. As inspection, supervisors were found to inspect the lesson notes and other teaching and learning requirements of teachers. In conformity to the social efficiency theory, supervisors aimed at making teaching more efficient by using questions to guide them, rather than seeking to control them (Sullivan & Glanz, 2013). According to Bays (2014), democracy in supervision requires the scientific and corporative methods: such as listening, giving feedback and making recommendations. Glickman (2019) surveyed 4200 teachers in America and Europe in a study that sought to find out the common

supervisory practices. The findings showed that teacher supervision in America and Europe had great similarities, with preparation activities like lesson notes and yearly schemes of works being of great importance in both countries.

4.5 Effectiveness of Those Methods in Influencing Teacher Attitudes towards Achieving Learning Outcomes

Research question two sought to examine the effectiveness of those methods in influencing teacher attitudes towards achieving learning outcomes. The study sought to find out the effectiveness of each of the practices determined under question one above. In analyzing data obtained, the study conducted a mean and standard deviation analysis to gauge response patterns in relation to the effectiveness of the various supervision practices on teacher attitudes towards learning outcomes. Mean values were calculated to identify the central tendencies (averages) of data and to measure the variability and spread of the data set. With a likert response scale of 1 – 5, a mean value higher than 3 indicates that majority of the study respondents agree with a particular questionnaire instrument whilst a mean value less than 3 indicates disagreement. The Results Are Presented In Table 4.5.

Table 4.3: Effectiveness of Teaching Methods in Influencing Teacher Attitudes

	School Staff		Circuit Supervisors	
	N	Mean	N	Mean
Frequent visits by supervisors to schools put teachers on their toes and ensure better teacher attitudes towards achieving learning outcomes	192	2.6615	8	4.0000
Unannounced supervisor visits to schools put teachers on their toes and ensure better teacher attitudes towards achieving learning outcomes	192	2.5885	8	3.8750
Classroom activity observation by supervisors ensure better teacher attitudes towards achieving learning outcomes	192	4.2344	8	3.7500
Supervision of lesson notes aids better teacher attitudes towards achieving learning outcomes	192	4.3021	8	3.8750
Listening to teachers during supervision enables mutual understanding and resolution of challenges to ensure better teacher attitudes towards achieving learning outcomes	192	4.5260	8	4.1250
Chastising teachers instills fear that aids teacher effectiveness	192	3.7500	8	3.8750
Praising teachers during supervision motivates teachers to be more effective and enables better teacher attitudes towards achieving learning outcomes	192	4.3177	8	4.1250
Supervisor using questions during supervision guides and assist teachers improve instructional strategies and ensure better teacher attitudes towards achieving learning outcomes	192	4.3490	8	3.8750
The feedback method of supervision aids better teacher attitudes towards achieving learning outcomes	192	4.4792	8	4.0000
Supervisor advising on teaching and learning materials (TLMs) aids better teacher attitudes towards achieving learning outcomes	192	4.3281	8	3.8750
Supervisor recommendations on in-service training facilitates improvements in instructional quality and thereby ensures better teacher attitudes towards achieving learning outcomes	192	4.3229	8	3.7500

Source: Field Data Analysis, 2020

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The study analyzed separately, responses from school staff and circuit supervisors to determine the level of agreement or disagreement in the perceptions of the two respondent groups. Table 4.3 showed that majority of the sampled school staff agreed that listening to teachers during supervision enables mutual understanding and resolution of challenges to ensure better teacher attitudes towards achieving learning outcomes. This assertion was agreed to by a large frequency of school staff (refer to Appendix C) as indicated by a high mean value of 4.5260.

Teachers in Blasé and Blasé's (2019) study indicated that their supervisors listened to their concerns and tried to assist them in any way possible. One respondent remarked that his supervisor shared upcoming units with him, and often offered additional ideas to enhance his lessons. Public primary school teachers in Botswana who participated in Pansiri's (2018) study also indicated that their supervisors listened to their concerns, as well as being accessible and approachable.

In similar fashion, majority of respondents agreed that feedback method of supervision aids better teacher attitudes towards achieving learning outcomes (mean=4.4792), that supervisors using questions during supervision guides and assist teachers improve instructional strategies and ensure better teacher attitudes towards achieving learning outcomes (mean=4.3490), that supervisors advising on teaching and learning materials (TLMs) aids better teacher attitudes towards achieving learning outcomes (mean=4.3281) and that supervisor recommendations on in-service training facilitates improvements in instructional quality and thereby ensures better teacher attitudes towards achieving learning outcomes (mean=4.3229).

The study also showed that that praising teachers during supervision motivates teachers to be more effective and enables better teacher attitudes towards achieving learning outcomes (mean=4.3177), that supervision of lesson notes aids

better teacher attitudes towards achieving learning outcomes (mean=4.3021), that classroom activity observation by supervisors ensure better teacher attitudes towards achieving learning outcomes (mean=4.2344) and that chastising teachers instills fear that aids teacher effectiveness (mean=3.7500). However, majority of the sampled school staff disagreed that frequent visits by supervisors to schools put teachers on their toes and ensure better teacher attitudes towards achieving learning outcomes (mean=2.6615) and that unannounced supervisor visits to schools put teachers on their toes and ensure better teacher attitudes towards achieving learning outcomes (mean=2.5885).

The majority decision was rather that frequent and unannounced visits by supervisors into schools do not have any significant effect on teacher attitudes towards achieving learning outcomes. Responses from circuit supervisors saw similar patterns of responses with majority of participants agreeing to all the variables agreed to by the school staff.

Overall, the study found that supervision practices were generally effective in influencing teacher attitudes towards achieving learning outcomes. These findings disagree with some previous findings on the topic. Ayse Bas (2012) found in Turkish private 'junior high schools that some teachers who participated in his study felt supervision was an intrusion into their private instructional practices. Teachers in his study bemoaned that the supervisors' intrusive monitoring and physical presence changed the 'setting' in the classrooms which resulted in false impressions. According to the teachers, there was always an element of stress and overreaction on the part of teachers and students during classroom observations.

Yimaz, Tadan, and Ouz (2009) found that supervisors in Turkish 'junior high schools who participated in their study used the traditional approach to supervision, and such activities were geared towards the determination of conditions, to assess and control, whereas activities like supporting, guiding and improving were ignored. This is supportive of Oliva and Pawlas's (2017) perception that some school supervisors or inspectors, as they are called in other countries, continue to fulfil their tasks with an authoritarian approach. Some respondents in Rous's (2004) study in the US expressed feelings of fear and disappointment, which were associated with the use of criticism by instructional supervisors. The supervisors' criticisms were reported to have stifled the teachers' use of innovative practices.

4.6 Challenges to Effective Supervision of Instructions in Junior High Schools

Research question four sought to identify challenges to effective supervision of instructions in junior high schools. The study sampled responses from both school staff and circuit staff in order to gauge the levels of agreement and disagreement between the two groups regarding the identified challenges to effective supervision of instructions in Junior High Schools.
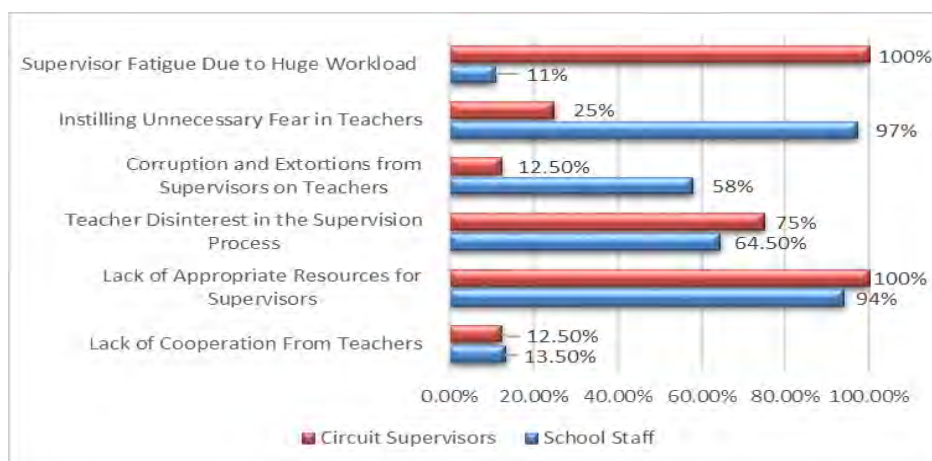
Figure 4.3 Challenges To Effective Supervision

Source: Field Data Analysis, 2020

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Figure 4.3 showed the challenges to effective supervision of instructions in junior high schools in the Dichemso and Ashtown circuit in the Kumasi metropolis. The study showed that large majorities of the sampled school staff (94%) and circuit supervisors (100%) cited lack of appropriate resource for supervisors as the biggest challenge affecting effective supervision of instructions in junior high schools in the Dichemso and Ashtown circuit in the Kumasi Metropolis. Another challenge cited included teacher disinterest in the supervision process which was cited by 75% of circuit supervisors and 64.5% of school staff.

Other challenges cited received varied levels of responses from the two groups of participants. Whereas 100% of circuit supervisors cited supervisor fatigue due to heavy workload as a challenge, only 11% of school staff saw it as such, a finding indicative of the fact that school staff don't see fatigue as a challenge inhibiting effective supervision. Similar responses patterns run through the rest of the findings. Whereas 97% of school staff see the instilling of unnecessary fear into teachers as a challenge that affect supervision, only 25% of circuit supervisors saw it as such. Again, whereas 58% of school staff see corruption and extortions perpetrated on teachers by circuit supervisors as a major challenge, only 12.5% of the sampled circuit supervisors saw it as such.

On the other hand, both groups of participants did not see lack of corporation from teachers as a major challenge, a finding indicative of the fact that teachers are generally corporative towards supervisors in the supervision process.

De Grauwe (2014) conceives challenges to be worse in developing countries than developed ones, because the latter can afford to employ several staff (e.g. administrative as opposed to pedagogic supervisors), so that the workload of each officer becomes less heavy and responsibilities become much clearer. Developed

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countries could also guide practitioners to avoid relying solely on their own individual experiences or orientation, give supervisors enough training and put down guidelines and regulations to guide the conduct of supervision.

4.7 Measures to Resolve Identified Challenges

Having identified the challenges affecting effective supervision in junior high schools in the Dichemso and Ashtown circuit in the Kumasi Metropolis, the study sought measures to resolve the identified challenges.

Table 4.4: Measures To Resolve Identified Challenges

	School Staff		Circuit Supervisors	
	Freq.	%	Freq.	%
Resource supervisor adequately	154	80%	8	100%
Provide clear guidelines on supervision processes and methodologies	171	89%	4	50%
Re-orient educational staff on the essence of supervision	124	64.5%	8	100%
Discourage the use of threats and harsh words in the supervision process	173	90%	6	75%

Source: Field Data Analysis, 2020

The study showed that to adequately resolve the identified challenges in section 4.4 above, both groups of study participants recommended the resourcing of supervisors adequately (cited by 100% of circuit supervisors and 80% of school staff), reorienting educational staff on the essence of supervision (cited by 100% of circuit supervisors and 64.5% of school staff), discouraging the use of threats and harsh words in the supervision process (cited by 75% of circuit supervisors and 90% of school staff) and providing clear guidelines on supervision processes and methodologies (cited by 50% of circuit supervisors and 89% of school staff).

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research findings, and conclusions from the results and finally the implications and recommendations for further studies.

5.2 Summary of Findings

The purpose of the study was to examine the effectiveness of supervision of instructions in the Junior High School (JHS) level using a case study of the Dichemso and Ashtown circuit in the Kumasi Metropolis. The findings of the study can be summarized as follows:

Research question one sought to identify methods used in supervising instructions at the JHS level in the Dichemso and Ashtown circuit in the Kumasi Metropolis. The methods as posited by the study includes the approaches and practices involved in the supervision process. A large majority of both supervisors and teachers upheld the dominance of collaborative approach on the supervision scene in the Dichemso and Ashtown circuit in the Kumasi Metropolis.

Regarding supervision practices, the study showed that making unannounced visits to schools on a regular basis, inspecting lesson notes, listening to teachers, giving teachers both praise, feedback, advise and admonishment, recommending in-service training, using questions to guide students and in some instances observing classroom activities were the predominant supervision practices observed by supervisors in the Dichemso and Ashtown circuit of the Kumasi Metropolis.

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Research question two sought to examine the effectiveness of those methods in influencing teacher attitudes towards achieving learning outcomes. Overall, the study found that supervision practices were generally effective in influencing teacher attitudes towards achieving learning outcomes.

Research question three sought to examine the effectiveness of supervision methods on quality of instruction in junior high schools. The study showed that supervision methods employed by circuit supervisors in junior high schools in the Dichemso and Ashtown circuit in the Kumasi metropolis were generally effective.

Research question four sought to identify challenges to effective supervision of instructions in junior high schools. The study showed that large majorities of the sampled participants cited lack of appropriate resource for supervisors as the biggest challenge affecting effective supervision of instructions in junior high schools in the Dichemso and Ashtown circuit in the Kumasi Metropolis. This was followed by teacher disinterest in the supervision process, supervisor fatigue due to heavy workload, instilling of unnecessary fear into teachers and corruption and extortions perpetrated on teachers by circuit supervisors

5.3 Conclusion

Several researchers have cited the lack of effectiveness of supervision in schools and attributed the phenomenon to several factors, chiefly supervision methods. As a result, this study sougth to examine the effectiveness of supervision of instructions in the Junior High School (JHS) level using a case study of the Dichemso and Ashtown circuit in the Kumasi Metropolis. The findings showed that supervision practices were generally effective in influencing teacher attitudes and instructional outcomes towards achieving learning outcomes. Despite the effectiveness of the

supervision process in the district, lack of resources to enhance the supervision process was found to be a real challenge. The lack of appropriate resources for supervisors and teachers to execute their core mandates brings to the fore the general challenges in the educational system. The implications of a lack of resources for educational output could have dire ramifications on the effectiveness of the entire educational system in the long term since both teachers and supervisors tend to lose motivation and efficiency with improvised methods. To avoid this, the study has made recommendations that seek to fix the challenges found.

5.4 Recommendations

Based on the findings of the study, the study recommends the following:

The study showed that the supervision process is majorly hampered by the lack of adequate resources that would enhance the supervision process to impact instructional quality positively. In some countries, unlike Ghana, supervisors are able to provide teaching and learning materials they recommend to teachers in order to enhance the supervision process and instructional quality.

Since supervisors are the external forces directly involved in supervising the activities and conduct of teachers in Ghana, the study recommends that they are equipped with all necessary tools to enhance their work and make their interactions and recommendations to teachers more effective.

The study showed that some supervisors rebuke teachers unnecessarily or harshly which serves to cow teachers down. These abusive activities by supervisors later serve to prepare grounds for extortions and demands of gifts (bribes) from teachers, a situation that significantly reduces the effectiveness of the supervision process.

The study recommends that the Ghana Education Service provides clear guidelines on supervision processes and methodologies to guide the conduct of supervisors in their interaction with teachers.

The activity of supervising teachers has in some cases turned to the practice of making friends with benefits: benefits such as giving gifts to supervisors, doing favors outside the realm of education to supervisors and vice versa. Whereas some supervisors have in recent times tended to lose focus on the primary reason for supervision, some teachers and other educational workers have tended to act in ways to frustrate the supervision process and render it ineffective.

The study recommends the whole re-orientation of all actors in the supervision process to re-energize the system and make supervision effective tools for ensuring instructional quality.

The study showed that some supervisors tend to use harsh words and threat on teachers in the process of supervising them. These practices tend to reduce the professionality of the supervision process.

The study therefore recommends that stakeholders in the educational system take measures to discourage this practice to bring more sanity into the supervision process.

5.5 Suggestion(s) for Further Research

The variables used in the study were not exhaustive. Future research could investigate the relationship between supervision effectiveness and academic excellence of students.

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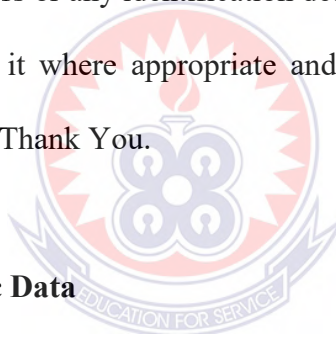
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APPENDIX A

QUESTIONNAIRE FOR SUPERVISORS

The Effectiveness of Supervision of Instructions in the Junior High School (JHS) Level: A Case Study of the Dichemso and Ashtown Circuit in the Kumasi Metropolis

Dear Respondent,

You are kindly requested to provide candid responses to the questionnaire below. The data collected would be used for academic purposes only. Pls do NOT indicate your name, address or any identification detail for confidentiality sake. Tick a response or multiples of it where appropriate and write down responses in spaces provided where required. Thank You.

Section A: Demographic Data

Please respond to questions in this section by ticking (√) just one of the options provided.

1. What is your gender : a. Male ( )   b. Female: ( )

2. Which of these age groups do you belong?

   (a) 18-30 ( )   (b) 31-45 ( )   (c) 46-60 ( )   (d) above 60 ( )

3. Please state your marital status: single ( ),   married ( )

4. What is your highest academic qualification? a. B.Ed ( ),   b. PGDE ( ),

   c. B.Sc /Arts ( )   d. M.Ed. ( )   e. PhD   f. other, specify ( ) …………

5. Work experience

    Between 1-5 years [ ]   Between 6-10 years [ ]

    Between 11-20 years [ ]   Over 21 years [ ]

Section B: Questions on Research Objectives

6. Are you a circuit supervisor?

  ( ) Yes   ( ) No   ( ) Other, Pls Specify………………

7. Which of these approaches best describes the kind of supervision you have often

    undertaken in the service. (Please tick all that applies).

    (a) directive supervision ( )   (b) Collaborative supervision ( )

    (c) non-directive supervision ( )   (d). Other, ( ) Pls Specify………………

8. Which of the these constitutes normal practice during supervision?

    (a) Supervisor visits schools frequently ( )

    (b) Supervisor makes unannounced visits ( )

    (c) Supervisor observes actual classroom activities ( )

    (d). Supervisor focuses more on lesson notes ( )

    (e) Supervisor listens to teacher ( )

    (f) Supervisor chastises teachers ( )   (g) supervisor praises teachers ( )

    (h) Supervisor uses questions to guide and assist teachers improve instructional

       strategies ( )

    (i) Supervisor gives useful feedback ( )

    (j) Supervisor advises on Teaching and Learning Materials (TLMs) ( )

    (k) Supervisor recommends in-service training ( )

    (l) Other, ( ) Pls Specify……………………………

9. Do you consider these supervision practices effective?

( ) Yes   ( ) No   ( ) Other, Pls Specify………………

10. On a scale of 1-5, one being the least effective and five being the most effective,

indicate the level of effectiveness of these supervision practices.

1.	2.	3.	4.	5.

Please indicate your agreement or disagreement to the following statements. Pls

tick ONLY ONE answer. Please use the following key:

(Key: SD= Strongly Disagree, D=Disagree, U=Unsure, A=Agree, SA= Strongly

Agree)

Question	SD	D	U	A	SA
Effectiveness of individual supervision practices on teacher attitudes towards learning outcomes					
Frequent visits by supervisors to schools put teachers on their toes and ensure better teacher attitudes towards achieving learning outcomes					
Unannounced supervisor visits to schools put teachers on their toes and ensure better teacher attitudes towards achieving learning outcomes					
Classroom activity observation by supervisors ensure better teacher attitudes towards achieving learning outcomes					
Supervision of lesson notes aids better teacher attitudes towards achieving learning outcomes					
Listening to teachers during supervision enables mutual understanding and resolution of challenges to ensure better teacher attitudes towards achieving learning outcomes					
Chastising teachers instills fear that aids teacher effectiveness					

Praising teachers during supervision motivates teachers to be more effective and enables better teacher attitudes towards achieving learning outcomes					
Supervisor using questions during supervision guides and assist teachers improve instructional strategies and ensure better teacher attitudes towards achieving learning outcomes					
The feedback method of supervision aids better teacher attitudes towards achieving learning outcomes					
Supervisor advising on Teaching and Learning Materials (TLMs) aids better teacher attitudes towards achieving learning outcomes					
Supervisor recommendations on in-service training facilitates improvements in instructional quality and thereby ensures better teacher attitudes towards achieving learning outcomes.					

33. Which of these factors would you consider as challenge(s) to effective supervision

   of instructions

   (a) Lack of Cooperation From Teachers ( )

   (b) Lack of Appropriate Resources for Supervisors ( )

   (c) Teacher Disinterest in the Supervision Process ( )

   (d) corruption and extortions from supervisors on teachers ( )

   (e) instilling unnecessary fear in teachers ( )

   (f) supervisor fatigue due to huge workload ( )

   (g) Others, ( ) Pls Specify……………………………

34. What measures would you recommend to fix these challenge(s)

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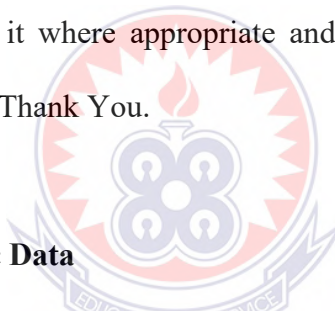……………………………………………………………………………………….

Thank you for your time

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

The Effectiveness of Supervision of Instructions in the Junior High School (JHS) Level: A Case Study of the Dichemso and Ashtown Circuit in the Kumasi Metropolis

Dear Respondent,

You are kindly requested to provide candid responses to the questionnaire below. The data collected would be used for academic purposes only. Pls do NOT indicate your name, address or any identification detail for confidentiality sake. Tick a response or multiples of it where appropriate and write down responses in spaces provided where required. Thank You.

Section A: Demographic Data

Please respond to questions in this section by ticking (√) just one of the options provided.

3. What is your gender : a. Male ( ) b. Female: ( )

4. Which of these age groups do you belong?

   (a) 18-30 ( ) (b) 31-45 ( ) (c) 46-60 ( ) (d) above 60 ( )

 3. Please state your marital status: single ( ), married ( )

 4. What is your highest academic qualification? a. B.Ed ( ), b. PGDE ( ),

   c. B.Sc /Arts ( )   d. M.Ed ( ) e. PhD   f. other, specify ( ) …………

5. Work experience

    Between 1-5 years [ ]   Between 6-10 years [ ]

    Between 11-20 years [ ]   Over 21 years [ ]

Section B: Questions on Research Objectives

6. Have you being supervised before by a circuit supervisor before?

  ( ) Yes   ( ) No   ( ) Other, Pls Specify………………

7. Which of these approaches best describes the kind of supervision you have

  experienced in the service. (Please tick all that applies).

  (a) Directive Supervision ( )   (b) Collaborative supervision ( )

  (c) Non-Directive Supervision ( )   (d) Other, ( ) Pls Specify………………

8. Which of the these constitutes normal practice during supervision?

  (a) Supervisor visits schools frequently ( )

  (b) Supervisor makes unannounced visits ( )

  (c) Supervisor observes actual classroom activities ( )

  (d). Supervisor focuses more on lesson notes ( )

  (e) Supervisor listens to teacher ( )

  (f) Supervisor chastises teachers ( )

  (g) Supervisor praises teachers ( )

  (h). Supervisor uses questions to guide and assist teachers improve instructional

     strategies ( )

  (i) Supervisor gives useful feedback ( )

  (j) Supervisor advises on teaching and learning materials (tlms) ( )

  (k) Supervisor recommends in-service training ( )

  (l). Other, ( ) Pls Specify……………………………

9. Do you consider these supervision practices effective?

( ) Yes   ( ) No   ( ) Other, Pls Specify………………

10. on a scale of 1-5, one being the least effective and five being the most effective,

indicate the level of effectiveness of these supervision practices.

6.	7.	8.	9.	10.

Please indicate your agreement of disagreement to the following statements. Pls

tick ONLY ONE answer. Please use the following key:

(Key: SD= Strongly Disagree, D=Disagree, U=Unsure, A=Agree,

SA= Strongly Agree)

Question	SD	D	U	A	SA
Effectiveness of individual supervision practices on teacher attitudes towards learning outcomes					
Frequent visits by supervisors to schools put teachers on their toes and ensure better teacher attitudes towards achieving learning outcomes					
Unannounced supervisor visits to schools put teachers on their toes and ensure better teacher attitudes towards achieving learning outcomes					
Classroom activity observation by supervisors ensure better teacher attitudes towards achieving learning outcomes					
Supervision of lesson notes aids better teacher attitudes towards achieving learning outcomes					
Listening to teachers during supervision enables mutual understanding and resolution of challenges to ensure better teacher attitudes towards achieving learning outcomes					
Chastising teachers instills fear that aids teacher effectiveness					

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Praising teachers during supervision motivates teachers to be more effective and enables better teacher attitudes towards achieving learning outcomes					
Supervisor using questions during supervision guides and assist teachers improve instructional strategies and ensure better teacher attitudes towards achieving learning outcomes					
The feedback method of supervision aids better teacher attitudes towards achieving learning outcomes					
supervisor advising on Teaching and Learning Materials (TLMs) aids better teacher attitudes towards achieving learning outcomes					
Supervisor recommendations on in-service training facilitates improvements in instructional quality and thereby ensures better teacher attitudes towards achieving learning outcomes.					

Question	SD	D	U	A	SA
Effectiveness of individual supervision practices on Quality Of Instruction					
Frequent visits by supervisors to schools put teachers on their toes and ensures quality of instruction					
Unannounced supervisor visits to schools put teachers on their toes and ensures quality of instruction					
Classroom activity observation by supervisors ensures quality of instruction					
Supervision of lesson notes aids quality of instruction					
Listening to teachers during supervision enables mutual understanding and resolution of challenges to ensure quality of instruction					
Chastising teachers instills fear that aids quality of instruction					
Praising teachers during supervision motivates teachers to be more effective and enables quality of instruction					
Supervisor using questions during supervision guides and assist					

teachers improve instructional strategies and ensure quality of instruction				
The feedback method of supervision aids quality of instruction				
supervisor advising on Teaching and Learning Materials (TLMs) aids quality of instruction				
supervisor recommendations on in-service training facilitates improvements in instructional quality and thereby ensures quality of instruction				

33. Which of these factors would you consider as challenge(s) to effective supervision of instructions?

(a) Lack of cooperation from teachers ( )

(b) Lack of appropriate resources for supervisors ( )

(c) Teacher disinterest in the supervision process ( )

(d) Corruption and extortions from supervisors on teachers ( )

(e) Instilling unnecessary fear in teachers ( )

(f) Supervisor fatigue due to huge workload ( )

(g). Others, ( ) Pls Specify……………………………

34. What measures would you recommend to fix these challenge(s)

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Thank you for your time.