UNIVERSITY OF EDUCATION, WINNEBA

CHALLENGES OF CIRCUIT SUPERVISORS IN SUPERVISING UNDERSERVED PUBLIC SCHOOLS IN THE AWUTU SENYA WEST DISTRICT

FAUSTINA GRAHAM

MASTER OF PHILOSOPHY

2022

UNIVERSITY OF EDUCATION, WINNEBA

CHALLENGES OF CIRCUIT SUPERVISORS IN SUPERVISING UNDERSERVED PUBLIC SCHOOLS IN THE AWUTU SENYA WEST DISTRICT

FAUSTINA GRAHAM

8180210024

A thesis in the Department of Educational Administration and Management Faculty of Educational Studies submitted to the school of Graduate Studies in partial fulfilment of the requirements for the award of the degree of Master of Philosophy (Educational Administration and Management) in the University of Education, Winneba

DECEMBER, 2022

# DECLARATION

STUDENT'S DECLARATION

I Faustina Graham, declare that this Thesis, with the exceptions of quotations and references contained in published works that have been identified and dully acknowledge, is entirely my original work, and it has not been submitted, either in part or whole for another degree elsewhere.

Signature……………………………………….

Date………………………………………….

SUPERVISORS' DECLARATION

I hereby declare that the preparation and presentation of this work were supervised by the guidelines for supervision of the Thesis as laid down by the University of Education, Winneba.
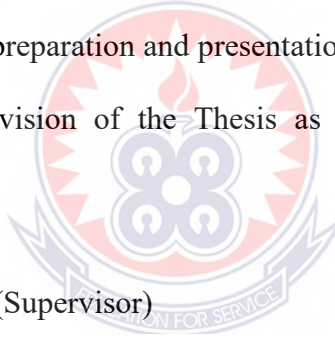
Dr Judith Bampo (PhD). (Supervisor)

Signature……………………………………….

Date………………………………………….

DEDICATION

I dedicate this project to my family.

ACKNOWLEDGMENTS

I give thanks to the almighty God for the grace granted me to complete this thesis.

My enormous thanksgiving goes to my supervisor Dr Judith Bampo (PhD) for the guidance and support in making this work a success.

To my dear husband, Nii Okai Abbeyea. You have always been there for me. I appreciate your encouragement and support. My God bless you.

Thank you, Patrick Kobina Mara Arthur. I am grateful to you for your contribution to this project.

TABLE OF CONTENTS

LIST OF TABLES

GLOSSARY

CS	Circuit Supervisor
CSAP	Community School Alliances Project
GES	Ghana Education Service
HRM	Human Relations Management
MoE	Ministry of Education
NGOs	Non-governmental organizations
QUIPS	Quality Improvement in Primary School
SISO	School Improvement Support Officers
SMT	Scientific Management theory
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The research aimed to examine the challenges faced by circuit supervisors in the Awutu Senya West District of Ghana, utilizing a qualitative method with a phenomenological design. Data was collected through focus group discussions and interviews involving fifteen participants, including circuit supervisors and head teachers. Purposive sampling was employed to select nine circuit supervisors and six headteachers from the Awutu Senya West District. The study identified several multi-faceted challenges facing circuit supervisors in the Awutu Senya West District ranging from dilapidated infrastructure and inadequate funding to issues related to professional development, interpersonal dynamics, and time constraints. These challenges collectively contribute to a complex environment that hampers effective supervision in underserved schools which implications of the identified challenges underscore the urgency of intervention and needs swift and targeted interventions are imperative to address these challenges comprehensively. To enhance supervision within the district, there is the need for the district assembly to advocate for and invest in infrastructure improvements, particularly the construction and maintenance of roads to facilitate easier access to underserved schools, the study recommends financial support and logistics provision from the Awutu Senya West District Assembly to support supervision in underserved schools. Again, there should be promotion of positive interpersonal dynamics among supervisors and teachers and ultimately, Awutu West District Assembly and education administrators should forge partnerships with philanthropists, NGOs, and other financial backers to provide immediate support to avert the challenges in supervision in Awutu Senya West District of Ghana.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covers the background of the study, statement of the problem, the purpose of the study, objective of the study, research questions, significance of the study, operational definitions and delimitations.

1.1 Background to the Study

Governments worldwide are committed to providing their citizens with the highest quality education, recognizing its pivotal role in national development and the overall enhancement of people's lives (UNESCO, 2014). Esteemed scholars, including Annin (1998), Garry (2007), and Broni & Ziggah (2007), assert that education profoundly influences society, indicating that true education equips individuals with the ability to reason and make informed decisions. To unlock Ghana's full potential through a highly educated workforce, schools in the country must play a crucial role (Osei & Mensah, 2018). The Government of Ghana, in collaboration with esteemed international organizations such as the World Bank, UNESCO, and the United Nations Development Program (UNDP), has made substantial investments in education, recognizing its significance in driving economic development and eradicating poverty.

In order to maintain high standards and improve the management of schools, as well as academic performance of students, it is crucial to address concerns raised by education financiers. These concerns include misappropriation and misapplication of school resources, teacher absenteeism, and wastage of instructional time, all of which contribute to poor teacher performance and ultimately affect student outcomes. To address these concerns, educational policy planners have implemented education

supervision as a measure to alleviate these issues. Education supervision encompasses all aspects of educational activities, with the overarching goal of enhancing the quality of instruction and other school practices. De Grauwe (2001) emphasizes that improving education quality and school achievement is a primary objective for all countries, especially those in the developing world. This highlights the significance of prioritizing supervision in developing countries like Ghana. By implementing effective education supervision, schools can ensure that resources are properly utilized, teachers are present and engaged, and instructional time is maximized. This will ultimately lead to improved teacher performance and enhanced student outcomes. Education supervision plays a vital role in maintaining high standards and achieving educational excellence.

Recognizing the paramount importance of quality education, the Ghana Education Service (GES) has placed a high priority on enhancing supervision to ensure the effective delivery of quality basic education. Supervision is widely regarded as a crucial factor in guaranteeing quality education by enhancing students' academic performance. Adepoju (1998) defines supervision as a process aimed at overseeing and improving activities, with a particular emphasis on fostering communication between individuals to enhance an activity. Carl (1998) concurs, stating that supervision is a function that contributes to the improvement of teaching and curriculum implementation. In their research, Danquah, Baidoo, Dankwah, and Acheampong (2018) concluded that "effective supervision serves as a guiding light for teachers' professional development and a powerful tool for enhancing students' academic growth and scholastic achievement" (p. 140). The Circuit Supervisors Handbook (2002) outlines the roles and responsibilities of circuit supervisors, which include promoting effective teaching and learning, interpreting educational policies, and organizing in-service training. However, challenges arise in fulfilling these responsibilities, as

evidenced by the findings of the Community School Alliances Project (CSAP) of Quality Improvement in Primary School (QUIPS) in the Brong-Ahafo Region. Despite these challenges, little attention has been given to the struggles faced by circuit supervisors in supervising public schools, especially those in deprived communities. Yet, circuit supervisors are expected to deliver effectively at the doorsteps of these deprived schools, aiming to improve teaching and learning and ultimately enhance the academic performance of the children.

In light of these circumstances, it is imperative to address the difficulties faced by circuit supervisors and provide them with the necessary support and resources to carry out their vital role effectively. By recognizing and addressing these challenges, we can ensure that every child, regardless of their socio-economic background, receives the quality education they deserve the study sought to identify the challenges confronting circuit supervisors specifically in the Awutu East District of Ghana and propose effective mechanisms to improve supervision in the district. This will not only benefit the individual students but also contribute to the overall development and progress supervision of public schools of the nation as a whole.

1.2 Statement of the Problem

The success or failure of any educational policy is gauged by the results produced by schools at the end of each examination year. This success or failure is attributed to collaborative efforts or teamwork, and supervisors play a crucial role in ensuring that employers carry out the plans and policies of management (Circuit Supervisors' Handbook, 2002). Supervision has increasingly become a significant concern for educational policymakers over the years. It is believed that the implementation of strategic measures for supervision in public schools can greatly enhance the outcomes of education policies.

The 2018 White Paper on the Report of the Education Reform Review Committee, chaired by Professor J. Anamuah Mensah, endorsed supervision in the 2007 Educational reform in Ghana. Under this new arrangement, the routine internal inspection of schools by directors and supervisors within the Regional and District Directorates of Education shall persist, ensuring that standards of performance in teaching and learning are consistently maintained. However, despite these efforts and various educational reforms, supervision in schools faces numerous challenges. According to Afful- Broni and Ziggah (2012), issues such as a lack of confidence, academic qualifications, and professional development training for supervisors, as well as some supervisors' inability to demonstrate teaching but consistently admonishing teachers for effective teaching, are dominant concerns in basic schools.

It is generally observed that individuals perform better under effective supervision, and in the absence of supervision, there is a tendency for teachers to relax their efforts, attend classes irregularly, or arrive unpunctually (Adewole and Olaniyi, 1992). Conversely, when effective instructional supervision is reinforced by circuit supervisors and heads of schools, improvements in teachers' work performance and overall enhancement in students' academic achievements are realized.
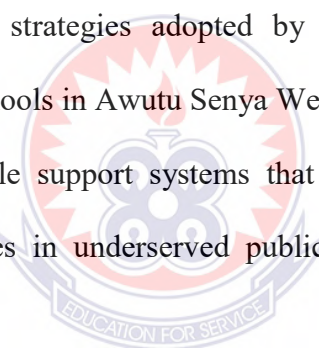
The low academic performance, especially in underserved schools in Awutu Senya West basic schools during the Basic Education Certificate Examination, has raised concerns about the nature of supervision in the district. The average pass rate between 2012 and 2016 is reported as 29% (Awutu Senya West District Education Office, 2017), with circuit supervisors in the district facing a fair share of the blame. The researchers of the current study argue that investigating the challenges facing circuit supervisors will help educational stakeholders and the public better understand their concerns, leading to increased support to make supervision more effective.

4

1.3 Purpose of the Study

The study sought to identify challenges associated with supervision in underserved public schools in the Awutu Senya West District and provide suggestions for sustaining school supervision in these underserved public schools through affordable measures.

1.4 Research Objectives

The objective of the study sought to:

1. Identify the nature of challenges faced by circuit supervisors in executing their duties in underserved public schools in Awutu Senya West District.

2. Investigate how these challenges affect the duties of circuit supervisors in underserved public schools in Awutu Senya West District.

3. Find out the coping strategies adopted by circuit supervisors to supervise underserved public schools in Awutu Senya West District.

4. Explore the sustainable support systems that could aid circuit supervisors in performing their duties in underserved public schools in Awutu Senya West District.

1.5 Research Questions

The following research questions were formulated to guide the study.

1. What specific challenges do circuit supervisors encounter while executing their duties in underserved public schools in Awutu Senya West District?

2. How do the identified challenges impact the duties of circuit supervisors in underserved public schools within the Awutu Senya West District?

3. What coping strategies are currently employed by circuit supervisors to oversee underserved public schools in Awutu Senya West District?

4. What sustainable support systems could be implemented to assist circuit supervisors in effectively carrying out their duties in underserved public schools in Awutu Senya West District?

1.6 Significance of the Study

The findings of the study will help policymakers and educational managers to come out with policies and programmes to support circuit supervisors to overcome the challenges that confront supervision in underserved public schools.

The study will again contribute to the debate on school supervision for further research work in academia. The study will also provide significant information to benefactors, philanthropists, NGOs and educational partners to know where to channel their resources to offer aid in the education sector, this will further provide data for planners of education to allocate resources effectively.

Lastly, this study when it is completed will add to the existing knowledge on school supervision.
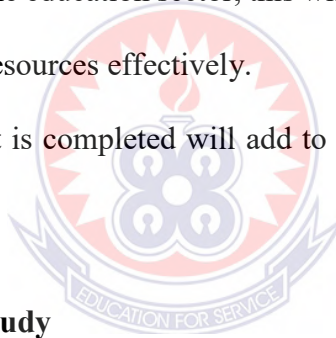
1.7 Limitations of the Study

This study encountered several limitations that warrant consideration. Unfortunately, a significant proportion of those who initially agreed to collaborate later withdrew their participation when data collection was imminent. These participants harboured concerns about potential exposure, both for themselves and their superiors. Despite persistent and persuasive assurances of confidentiality and anonymity, apprehensions prevailed. Informants were reluctant to discuss matters that might implicate the Ghana Education Service, citing the organisation's code of conduct prohibiting unauthorized interviews or the disclosure of policy-related information. However, the researcher navigated this challenge through persistent and tactful interaction.

Secondly, time constraint as a result of the demanding schedules of the participants posed another obstacle this may impact on the depth and thoroughness of data collection. Both circuit supervisors and headteachers, despite their initial consent to participate, grappled with busy schedules that impacted their responsiveness to questionnaires, interviews, and focus group discussions. Despite these constraints, the researcher optimally utilized the limited time available to pose critical questions for the study.

Again, in generalizing the findings beyond the context of the Awutu Senya West District unique factors to district may limit the broader applicability of the research outcomes.

While the researcher diligently addressed the aforementioned challenges, it is essential to acknowledge the potential impact on the findings. The initial hesitancy of participants, coupled with their hectic schedules and rushed responses, raises the possibility that the study's outcomes may be compromised, potentially not fully capturing the realities on the ground.

1.8 Delimitation

The study focused on an exploration of the challenges faced by circuit supervisors specifically in the context of underserved public schools and their interactions with various stakeholders, such as headteachers, in the context of underserved public schools in the Awutu Senya West District.

Furthermore, the study involved a purposive sample of circuit supervisors and headteachers in Awutu West Senya District and the findings will not generalised to the entire population of circuit supervisors in the country.

Lastly, this study was limited to qualitative research methodology, specifically exploring the lived experiences and perspectives of circuit supervisors where the findings provided in-depth insights but may not provide a quantitative representation of the overall prevalence of the challenges faced by circuit supervisors.

1.9 Definition of Terms

Circuit supervisors are personnel in the education sector whose primary duties are to supervise of teaching and learning, monitoring teachers' output of work, helping to organise in - service training for teachers, guiding and providing counselling services to teachers and students and helping head teachers and educational administrators to manage school finance. They are now known in the new educational reforms as School Improvement Support Officers (SISO)

Underserved schools are akin to deprived schools. In this study, underserved schools refer to schools within Awutu Senya West District with fewer educational resources and challenging accessibility. For instance, these schools often feature deplorable roads and inadequate infrastructure, factors that may influence teachers' willingness to accept postings in such areas. These challenges are particularly pronounced in what can be considered the most severely deprived areas within the Awutu Senya West District.

Okada used in the study refers to motorbikes are the predominant means of transport due to the unsuitability of cars for the conditions of the roads.

1.10 Organisation of the Study

The study was organized into five chapters. The first chapter centred on the statement of the problem, the purpose of the study, the objective of the study, research questions, significance of the study, operational definitions and delimitations. The second chapter

8

reviewed related literature from two perspectives, Chapter three discussed the methodologies in terms of research design, population, sample and sampling procedure, research instrumentation, data collection procedure and data analysis procedure. The fourth chapter dealt with results and discussion and the final chapter dealt with a summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature relevant to the study. The first section involves a comprehensive review of pertinent theories. The subsequent section of this review focuses on the conceptual framework underpinning the study. The third segment of the literature review delves into the nature and concept of supervision, examining the effects and challenges of supervision, as well as coping strategies. Key themes covered include the historical evolution of supervision, the role of supervision in Ghana's educational landscape, the significance of educational supervision, various forms of supervision, and strategies to address the sustainable and affordable mitigation of supervision challenges. The concluding part encapsulates empirical reviews and provides a summary of the existing literature.

2.1 Theory Underpinning the Study

The theory that underpinned the study was Human Relation Theory. The Human Relations Theory (which you might also hear referred to as the human relations movement, human relations management, or the human relations approach) was established by Elton Mayo in 1930S. Adopting and emphasising the new concept show an increasing focus on human beings' importance in contemporary organisations. The theoretical and pragmatic description of HRM as a functional activity is mainly based on the assumption that workers are individuals with identifiable and justifiable goals, needs, and priorities.

Ogunbameru (2008) defines Human Resource Management as the strategic and coherent approach to managing an organisation's most valued assets - people working

there who individually and collectively contribute to achieving the business's objectives. Organisations are becoming more conscious of the fact that in surviving the increasingly harsh and competitive business environment in the contemporary world, all organisational resources must be fully harnessed, utilized and managed for attainment of organisational goals. More particularly, greater attention is being placed on the human resource element of organisational resources as the ultimate determinant of the success of organisations, hence the need for effective management of this important resource.

Oni (2003) argues that HRM takes a robust positive view of employees, assuming that almost all wish and are willing to contribute productively to the enterprise. The main problems to their endeavours are inadequate knowledge, inadequate training, and process failures. Therefore, more broadly, HRM is considered the range of policies necessary to source for candidates whose experience, skill, and attitude are indispensable and vital for organisations' operations. It covers a range of policies and practices having strategic importance for the organisation and which are tactically used to promote integration, staff commitment, flexibility and good life-quality as well as a means to meet better business goals, including dynamic organisational values, structure and service delivery mechanisms (Adefuye, 2003). The indispensability of the human factor in organisations cannot be over-emphasised because, in all activities of the organisation, human effort is the key and engine; it is human knowledge, transformed into a movement that gives value or utility to organisational outcomes (Aimiuwu, 1997; Olabode, 2017).

Effective HRM refers to a process where minimum effort used to achieve maximum results in the cause of getting workers to do a job. When workers willingly associate themselves with the expected organisational goals by doing what is expected of them

11

accurately. It is a process of doing what is right and doing right what is expected of workers. Effective human resource management is enhanced by the formulation and implementation of good HR policies, which create and maintain a balance between concern for the people and concern for the organisation (Strangleman, 2015). According to Agun (2011), human resource policy refers to the guides for making administrative decisions, especially on human resource management; it is an internal administrative law governing executive actions concerning workers within the organisation

A major implication of the human relations theory is that it provides foundational knowledge on the importance of the human side of enterprise by showing what makes people work. The theory contends that economic rationality is a poor and inadequate explanation of human behaviour at work. According to Onyeonoru (2005). Workplace policy needs to embrace employees' social and relational needs. Managing people in general, and in organisations in particular, is a complex and problematic activity because people, whether as individuals or members of social groups, do not embrace and take automatically as their own the goals and interests of the work organisations that employ them. Individuals often have their aspirations, interests, and expectations to satisfy or want to meet their work-life in the organisation.

 The ability to identify the needs and aspirations and harmonise them with the organisation's needs and objectives constitutes a challenge for the HR practitioners. Oni (2003) and Strangleman (2015) argue that effective human resource management is based on taking cognisance of individual and group dynamics in the work situation and that employees must be treated as permanent and social partners rather than temporary, dispensable and unappreciated individuals, as a source of on-going improvement in organisational productivity as well as trained and developed

12

continuously to support the desired competitive advantages. Based on the foregoing, the human relations theory provides the necessary foundation for understanding workers as humans who have emotions and feelings; humans who, as individuals or groups, respond to stimuli and make rational choices and decisions.

The theory also implies that human resource management provides an insight into the understanding of the motivation to increase workers' efficiency. According to Onyeonoru (2005), motivation is a factor that energises, directs and sustains human behaviour. It is an internal process, a psychological process that can be seen from an observed performance. From the findings of various human relations and neo-human relations theorists, it has been established that humans, as workers, have five fundamental needs in organisational settings which include; Financial rewards relate to monetary/non-monetary, tangible/non-tangible things; job security; job satisfaction; the future; and respect and trust.

To Alos (2002), people have these basic needs in common, but these needs are present in different people's intensities. Omolawal (2017) adds that adequate knowledge of motivational issues becomes indispensable for effective human resources management. This will involve the processes of knowledge about what motivates workers at various times in their organisational life, including extrinsic and intrinsic needs, their plan for the future, jobs that provide satisfaction and respect for them as human beings. Effective human resource management is hinged on the understanding of and ability to manage the motivational issues to use them as instruments to get the best out of workers (Akinsanya & Oludeyi, 2020). The theory increases the knowledge of the importance of informal groups and social relations in the workplace. According to Ogunbameru (2008), an informal group is an organisation not created by the organisational managers but a spontaneous overgrowth of interaction among formal

13

groups. Hodgetts (2002) calls this social networking a socialising process, politicking and interacting with people throughout the organisation. It is usually created by choice for the furtherance of the goals which are defined by the group, that is, the group goals. Informal groups arise as people associate with one another and to perpetuate themselves and to continue to meet the needs of the members; informal groups adopt some characteristics, which include: standards of behaviour, pressures to conform, informal leadership, status systems etc. Informal groups have lots of benefits, including getting results, reducing managerial loads, providing job satisfaction, and providing feedback for administrative decisions. On the other hand, it could lead to resistance to change, create goal conflict and promote rumour-mongering (Duru, 2017; Lawal, 2017).

Therefore, for effective and successful management of workers, there is a need to recognise the inevitability and accept the existence of these informal groups, understand their characteristics, influence their direction, and use them to enhance individual performance for organisational goals. The theory brings to understanding leadership role and importance in organisations and how leadership transfers to successful management of employees. Adefuye (2003) argues that the complexity and challenge of the leadership process can only be unearthed if the interaction dynamics between leaders and their follower are duly considered. Therefore, to him, leadership depends, to a great extent, on interactional and relational contexts, including how employees see the performance of the leaders, their approach, and the expectations both of and from the followers.

According to Adefuye (2003), there are five major components of leadership, namely: abilities to inspire, to get things done, to build relationships, to communicate and; to delegate. In its true sense, leadership is so strong and vital that it gives direction, focus

and pace to the workforce and empowers them. When people in the organisation are empowered, they feel important and are pulled rather than pushed towards attaining organisational objectives. Effective HRM is based on realising the power and effect of leadership on workers to get the best out of them. It involves ensuring the right leaders' availability occupying the right positions, and exhibiting the right leadership styles suitable for different occasions (Lawal, 2017; Babatunde, 2020).

Lastly, the human relations theory brings to the fore the need for effective communication with workers in the workplace. Communication is a process whereby people are linked and influenced to achieve a common and desired purpose. Sharing necessary information for action is a two-way process and a powerful tool the manager has for developing and sustaining a smoothly functioning work team. According to Adegboyega (2003), effective communication serves as a basis for effective human resource management. Both formal and informal channels must be adopted to pass the appropriate information to workers, and that workers too should have the opportunity to pass across their data. This way, they are not ignorant of relevant information, but instead, they become more motivated. Effective communication means the manager has to inform, influence and activate others (Alos, 2002). Naturally, workers as rational human beings wish to know what happens around them, and the information they receive goes a long way to affect how well they are managed. They are, therefore, continually looking for information (Omolawal, 2016). The implication of this is that effective human resource management is hinged on adequate communication with employees, not only on issues that affect them personally but also on matters affecting their work. By providing sufficient and timely information down the chain of authority and by providing structures for upward communications, human resource practitioners are more able to manage this all-important asset.

15

In relating to the study, the theory of human relations holds a significant place in the study of challenges faced by circuit supervisors in the supervision of underserved public schools. Rooted in the belief that organizations are primarily social systems, this theory prioritizes the human aspect over institutional elements. In the context of circuit supervisors, who play a crucial role in overseeing educational institutions, the theory emphasizes viewing organizations as social systems. It recognizes that workers, including circuit supervisors, are human beings with diverse attributes and not merely cogs in the machinery of education.

The human relations theory underscores the importance of understanding human behaviour and addressing human problems with human solutions. In the study of challenges confronting circuit supervisors, this theory becomes relevant as it acknowledges the social dynamics within educational institutions. The four key aspects highlighted by the theory — organization as a social system, workers as human beings, the role of informal elements, and the presence of social ethics — offer a lens through which the challenges faced by circuit supervisors can be comprehensively examined.

The emergence of the School of Human Relations, as a response to classical theories, further reinforces the relevance of this theory to the study. The human relations movement, influenced by the shortcomings of classical theories in addressing human aspects, directs attention to group dynamics, sensitivity training, and institutional growth. These aspects align with the challenges circuit supervisors face, such as the need for effective communication, interpersonal skills, and navigating informal elements within the educational system.

The human relations theory's emphasis on openness, worker satisfaction, and self-actualisation aligns with the objectives of the study, which include identifying

16

challenges, understanding their effects on circuit supervisors' duties, exploring coping strategies, and seeking sustainable support systems. The theory provides a conceptual framework that recognizes the intricate interplay of human factors in educational supervision, guiding the study in examining the complexities of the challenges faced by circuit supervisors in underserved public schools. By acknowledging the social nature of educational institutions and emphasizing the importance of human factors, this theory provides a robust foundation for understanding and addressing the challenges inherent in the supervision of underserved public schools.

2.2 Conceptual Framework

The conceptual framework guiding this study systematically addresses the multifaceted challenges confronting circuit supervisors in executing their duties within underserved public schools in the Awutu Senya West District. Initially, the framework delves into the micro-level examination of the nature of challenges faced by circuit supervisors, encompassing issues such as resource constraints and inadequate infrastructure prevalent in underserved educational settings.

Subsequently, the framework shifts focus to an investigation of the direct impact of these challenges on the duties of circuit supervisors. This involves an in-depth analysis of the consequences, including their effects on the quality of teaching and learning, adherence to educational policies, and overall educational outcomes in underserved public schools.

Building on the identification of challenges and their impact, the conceptual framework explored the coping strategies adopted by circuit supervisors. This phase involves a nuanced examination of the various approaches, mechanisms, and tactics employed by

circuit supervisors to navigate obstacles, ensuring efficient supervision despite the challenges encountered in underserved public schools.

The final aspect of the conceptual framework is dedicated to exploring sustainable support systems for circuit supervisors. This entails identifying and assessing potential mechanisms, policies, and frameworks that could offer ongoing assistance to circuit supervisors in executing their duties effectively. Such support systems may encompass financial allocations, professional development opportunities, and collaborative initiatives with other stakeholders.

By seamlessly integrating these components, the conceptual framework serves as a comprehensive roadmap for the study. It provides a structured approach to understanding the challenges faced by circuit supervisors in underserved public schools, offering valuable insights into the complex dynamics of educational supervision within resource-constrained contexts.

Coping Strategies Adopted by Circuits Supervisors to Overcome the Impact the Challenges Posed

- ❖ Advocacy for Resource Allocation
- ❖ Training and Capacity Building
- ❖ Community Sensitization and Engagement
- ❖ Monitoring and Evaluation Systems

| Limiting students' exposure to innovative educational approaches | Compromised teaching quality | Decreased collaboration and support | Lack of professional growth of circuit supervisors |

Impact of Challenges Circuits Supervisors Face

Source: summaries from the review (Author 2022)
Figure 2.1 Conceptual Framework

Challenges Faced by Circuit Supervisors in Supervising Underserved Schools

- ❖ Resource Constraints
- ❖ Inadequate Infrastructure
- ❖ Teacher Shortages
- ❖ Limited Professional Development Opportunities
- ❖ Community Engagement
- ❖ Student Attendance and Retention
- ❖ Lack of Technology Access
- ❖ Inadequate Training and Support
- ❖ Administrative Burden
- ❖ Limited Parental Involvement

Some Available Sustainable Measures to Address the Challenges Faced in Deprived School Settings.

- ❖ Resource Mobilization Strategies
- ❖ Flexible Work Arrangements
- ❖ Partnerships with Local Businesses
- ❖ Community Involvement Initiatives

Improved Learning Outcome

2.3 Meaning, Nature and Concept of Supervision

Supervision has garnered considerable attention in academic literature. In accordance with the Cambridge Dictionary, supervision is the act of ensuring that tasks within a department, project, school, etc., are carried out correctly and in adherence to established rules. Numerous authors have contributed to the discourse on school supervision, positing that educational supervision is a formal process encompassing various activities aimed at providing guidance and feedback to less-experienced educators from the perspective of more seasoned counterparts. This administrative process is employed by leaders to ensure that subordinates contribute effectively to the learning process.

Hammock & Owing, as cited in Nwaogu (1980), asserted that supervision delves into the organisation of learning programs, pupil grouping, evaluation methods, reporting and progress determination, curriculum content, teaching methods, discipline philosophy and practices, staff meeting schedules and procedures, parent conference protocols, and the utilization of community resources. These aspects are thoroughly evaluated and discussed to enhance student learning and development. Several key principles, as reflected in the literature, underpin supervision, including active listening, mentoring, fostering a supportive learning environment, providing constructive feedback, encouraging reflective practice, and cultivating insightful and self-aware approaches in educators and school leaders (Klaber, Mellon, & Melville, 2010; Ekundayo, Oyerinde & Kolawole, 2013; Geijsel, Sleegers, Stoel & Kruger, 2009).

According to Bernard & Goodyear (1998, 2004), supervision is defined as an evaluative, long-term relationship between senior and junior members of a profession.

It serves to enhance the skills of the junior party, monitor the quality of their services, and act as a gatekeeper to the profession. While definitions may vary, the common thread is the transfer of knowledge, support, mentoring, and coaching to effect change or build the capacity of the recipient.

Okoli, (2015) characterizes supervision as a method of stimulating, guiding, improving, refreshing, and encouraging specific groups with the aim of securing their cooperation for the successful execution of supervisory tasks. It is fundamentally the practice of monitoring school staff performance, identifying strengths and weaknesses, and employing suitable techniques to address shortcomings and enhance strengths, thereby raising educational standards and achieving goals. Supervision is an interactive process involving at least two individuals working towards the improvement of an activity. It is also a consciously designed integration of processes, procedures, and conditions to enhance the work effectiveness of individuals and groups. Adepoju (1998) defines school supervision as the process of improving instruction by collaborating with individuals involved in teaching. It is described as a means of stimulating growth and assisting teachers in achieving excellence in their teaching practices.

Glickman, (1992) conceptualized supervision as a mechanism facilitating teachers and supervisors in enhancing their comprehension of the teaching-learning process through collaborative inquiry with fellow professionals. The objectives of supervision, as outlined by these researchers, can be categorised into distinct themes: enhancing instructional practices, promoting curriculum and staff development, fostering human relations and motivation, and supporting action research along with collaboration (Baffour-Awuah, 2011).

21

Baffour-Awuah (2011) notes that supervision was initially characterised as inspection, implying direct control of teachers by school inspectors. Although the term supervision has gradually supplanted inspection, both terms are occasionally used interchangeably. Marzano, Frontier, & Livingston (2011) posit that the clergy were among the first supervisors employed in schools. These individual supervisors or supervisory committees were tasked with overseeing the quality of instruction. During this era, supervisors held extensive power in establishing criteria for effective instruction and had the authority to hire and dismiss teachers (Burke & Krey, 2005). However, due to a lack of consensus on the importance and nature of pedagogical expertise, the feedback provided to teachers varied significantly in terms of quality and type (Marzano, Frontier, and Livingston, 2011).

2.4 Nature of Challenges faced by Circuits Supervisors in Supervising Underserved Schools

Circuit supervisors operating in underserved schools encounter multifaceted challenges that significantly impact their supervisory roles. Empirical evidence suggests that these challenges often encompass infrastructural deficiencies, inadequate teaching resources, and a shortage of qualified teaching staff (Asante & Agyei, 2018; Akyeampong et al., 2019). Additionally, challenges may extend to issues related to student attendance, engagement, and socio-economic factors affecting the learning environment (Chinomona & Odendaal, 2017). The literature underscores that circuit supervisors grapple with addressing these challenges while striving to maintain educational standards.

Circuit supervisors, tasked with overseeing educational activities in deprived schools, navigate a complex landscape fraught with challenges that exert a substantial influence

on the efficacy of their supervisory roles. Drawing from empirical studies, this section delves deeper into the multifaceted nature of these challenges, shedding light on the intricacies that circuit supervisors encounter in their vital responsibilities.

Empirical evidence from Asante & Agyei (2018) and Akyeampong et al. (2019) highlights that one of the foremost challenges confronting circuit supervisors is the pervasive infrastructural deficiencies in deprived schools. This includes inadequacies in physical structures, such as dilapidated classrooms, insufficient furniture, and a lack of basic amenities like clean water and sanitation facilities. The compromised infrastructure not only hampers the learning environment but also poses safety concerns for both students and teachers.

The scarcity of teaching resources emerges as a significant hurdle for circuit supervisors, as underscored by Akyeampong et al. (2019). Deprived schools often grapple with a shortage of textbooks, instructional materials, and technological tools essential for modern pedagogy. This inadequacy impedes the implementation of effective teaching methods, hindering the overall quality of education provided to students.

Asante & Agyei (2018) contribute valuable insights by emphasising the challenge of a shortage of qualified teaching staff in deprived schools. The limited pool of qualified educators results in larger class sizes, making it challenging for circuit supervisors to ensure personalized attention and quality instruction. The dearth of experienced teachers also contributes to difficulties in implementing innovative teaching methodologies

Chinomona & Odendaal (2017) delve into challenges related to student attendance, engagement, and socio-economic factors that significantly impact the learning

23

environment in deprived schools. Circuit supervisors contend with issues such as high student absenteeism, lack of parental involvement, and socio-economic disparities among students. These challenges create barriers to maintaining consistent and active student participation in the learning process.

Eye (1957) opined that supervision has a history of sub-service to administrative convince which causes teachers to view supervisors as system executioners. These inherent difficulties have therefore led educational authorities to develop a model of supervision which to them could be used as yardsticks for effective supervision. Supervisors balancing the process of directing and controlling roles affected the inter-relationship between them and their teachers.

Betts, Bloom, Kaplan, & Omata (2017) noted that sometimes economic constraints make supervisor face situation that induces some supervisor to seek monetary favours indirectly, and teachers readily accede to their request. In return for the teacher's favours, supervisors tend to tune down professional sanctions. Thus, resulting in ineffective supervision. Koehler, M. (1990), Mankoe (2002) revealed that owing to the lack of official vehicles supervisors have to rely on public means of transport. In this case, schools in very remote areas may never be visited.

In some instances, teachers regarded supervision as a form of which hunting, or fault-finding supervisors, thus resulting in its ineffectiveness in the schools (Neagley & Evans 1970). The response of teachers to supervision is normally characterized by suspicion and mistrust, which may be because supervision has a history of teachers always submitting as servants to their master (supervisor). Also, though some circuit supervisors have been supplied with motorbikes many have problems with fueling and maintenance and therefore cannot make regular visits to schools.

24

Baafi Frimpong (2002) contended that fraternization among supervisors and supervisees also affects the effectiveness of supervision in the schools. This occurs because supervisors had become too close to their subordinates that they find it difficult to sanction the teachers and may lack the moral authority to enforce policies. After all, they may be found wanting in professional effectiveness and efficiency.

Some supervisors see their roles as highly directive ones and prescribe content materials and equipment for teachers to follow, but others prefer to help teachers come out with their own decisions. The former then becomes too directive, and the latter a nondirective supervisor. Teachers are likely to argue and share their decision with the non-directive supervisor rather than, the directive supervisor who tells them what and how they must work (Glanz, J. (1997). This may not augur well for effective supervision. Similarly, Mosher and Purplee cited (Oliva 1993) clarified that some supervisors are partial to certain models and styles of teaching, some smile on discovery learning and frown on lecturing. Some favour or direct instruction of entire groups, some appreciate cooperative learning while others want individualized instructional techniques. This differing conception of what constitutes effective teaching make the supervisory process difficult for supervisor and teachers.

Eya, & Chukwu, 2012; Ekundayo et al., 2013 have enumerated how government, teachers, community and society contribute to the ineffectiveness of supervision in Nigeria and this cannot be assumed as totally different from most of the developing counties in Africa, especially Ghana. The government contributes to the problems of supervision through:

- The poor remuneration of teachers

- Insufficient staffing/shortage of supervisors

- Lack of materials and resources

- Lack of facilities and resources (vehicles) for supervisors of education

- Poor road conditions

- Lack of evaluation system

- Inadequate funding

- Political instability

- Constant change in educational policies

- Lack of adequate training for supervisors

- Politicisation of the appointment of supervisors

- On the part of teachers, they enumerated the following:

2.5. 1 Teachers Contribute to the Problem of Supervision:

- Unprofessional attitudes to work

- Lack of interest in work

- Lack of basic knowledge or formal training

- Lack of qualifications for the position
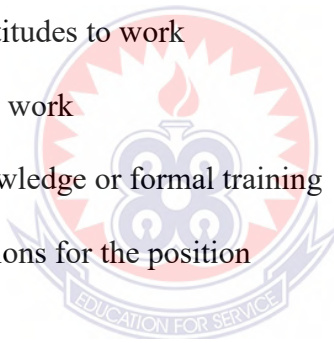
2.5. 2 The Community and the Society Contribute to the Challenges in Supervision:

- Poor perception of teaching as a profession

- Poor status attributed to teachers

- Lack of proper interest in education.

2.6 Impact of Challenges on Circuit Supervisors' Duties

The challenges faced by circuit supervisors in underserved schools have a profound impact on their ability to carry out effective supervision. Limited resources and infrastructure hinder their capacity to enforce educational policies and standards (Oduro, 2016). These challenges also contribute to increased workload and stress for

circuit supervisors as they attempt to bridge the gaps in education provision in underserved communities (Ankomah, 2015). Furthermore, challenges such as high teacher turnover rates and inadequate professional development opportunities affect the continuity and quality of supervision (Asante & Agyei, 2018).

The challenges confronting circuit supervisors in underserved schools permeate every facet of their professional responsibilities, exerting a substantial and often deleterious impact on their ability to effectively carry out supervision. This section delves into the intricate repercussions of these challenges on the duties and responsibilities of circuit supervisors, drawing insights from empirical studies conducted in the field.

Empirical evidence from Oduro (2016) underscores that the formidable challenges arising from limited resources and inadequate infrastructure create a significant impediment to the enforcement of educational policies and standards by circuit supervisors. The scarcity of essential resources and substandard infrastructure in deprived schools hinders the implementation of policies aimed at elevating educational quality. Circuit supervisors find themselves grappling with the arduous task of ensuring adherence to standards in an environment where the foundational elements of effective education are often compromised.

Ankomah's study (2015) sheds light on the ripple effect of challenges on circuit supervisors, manifesting in escalated workload and heightened stress levels. The exigencies presented by the deficiencies in deprived schools necessitate circuit supervisors to go above and beyond their conventional roles. The need to bridge the substantial gaps in education provision in underserved communities amplifies the workload and places additional stress on circuit supervisors, jeopardizing their overall well-being and professional satisfaction.

The challenges associated with high teacher turnover rates and inadequate professional development opportunities, as highlighted by Asante & Agyei (2018), reverberate through the continuity and quality of supervision provided by circuit supervisors. The transient nature of teaching staff in deprived schools disrupts the establishment of stable relationships and rapport between supervisors and teachers. Moreover, the lack of continuous professional development opportunities inhibits the capacity of circuit supervisors to stay abreast of evolving educational methodologies, hindering their ability to provide cutting-edge supervision.

2.7 Coping Strategies for Circuits Supervisors

Despite facing numerous challenges, circuit supervisors employ various coping strategies to fulfil their supervisory duties in deprived schools. Studies highlight that building strong interpersonal relationships with teachers and school administrators is a crucial coping strategy (Asante & Agyei, 2018). Additionally, adopting flexible and adaptive supervisory approaches tailored to the specific needs of deprived schools helps circuit supervisors navigate challenges effectively (Oduro, 2016). Collaborative efforts with community stakeholders, such as parents and local leaders, are also identified as effective coping mechanisms (Chinomona & Odendaal, 2017).

Asante & Agyei's research (2018) underscores the pivotal role of building strong interpersonal relationships with teachers and school administrators as a central coping strategy for circuit supervisors. Establishing rapport and fostering collaborative partnerships create a conducive environment for effective communication and problem-solving. By cultivating a sense of trust and camaraderie, circuit supervisors can navigate challenges with a more collaborative and solutions-oriented approach.

The adaptability and flexibility of supervisory approaches emerge as crucial coping strategies, as illuminated by Oduro (2016). Circuit supervisors recognise the dynamic nature of the challenges in deprived schools and tailor their supervisory methods accordingly. Embracing a flexible approach allows supervisors to address the unique needs of each school, accommodating diverse circumstances and adapting their strategies to align with the specific challenges presented by each educational setting.

Chinomona & Odendaal's findings (2017) highlight the significance of collaborative engagement with community stakeholders, including parents and local leaders, as an effective coping mechanism for circuit supervisors. In the context of deprived schools, where community dynamics play a crucial role, circuit supervisors actively involve local stakeholders in the educational process. By fostering partnerships with the community, supervisors can garner additional support, resources, and insights, creating a more holistic and sustainable approach to addressing challenges.

Empirical evidence suggests that investing in continuous professional development and training is an essential coping strategy for circuit supervisors (Asante & Agyei, 2018). Keeping abreast of advancements in educational methodologies and leadership practices equips supervisors with the necessary skills to navigate the evolving challenges in deprived schools. Training programmes provide a platform for skill enhancement, ensuring that circuit supervisors remain effective and resourceful in their roles.

Studies highlight the role of adopting a positive and motivational outlook as a coping strategy for circuit supervisors facing adversities (Oduro, 2016). Maintaining a constructive mindset enables supervisors to inspire and motivate teachers and students, fostering a conducive atmosphere for learning despite the challenges. A positive

29

outlook contributes to the resilience of the entire educational ecosystem, creating a more optimistic and forward-looking educational environment.

2.8 Sustainable Support Systems for Circuit Supervisors in Supervising Underserved Schools.

For sustained effectiveness, circuit supervisors require comprehensive support systems. Literature advocates for increased investment in professional development opportunities for circuit supervisors to enhance their skills in addressing challenges specific to deprived schools (Akyeampong et al., 2019). Collaborative networks and mentorship programs with experienced supervisors can provide ongoing guidance and support (Ankomah, 2015). Furthermore, the establishment of communication channels for sharing best practices and resources among circuit supervisors can contribute to a more sustainable support system (Oduro, 2016).

Akyeampong et al. (2019) underscore the significance of increased investment in professional development opportunities as a foundational element of sustainable support for circuit supervisors. Continuous learning and skill enhancement are crucial in navigating the evolving landscape of challenges in deprived schools. Providing avenues for supervisors to attend workshops, training sessions, and academic programmes ensures that they stay abreast of best practices, emerging educational trends, and innovative solutions.

The establishment of collaborative networks and mentorship programs emerges as a pivotal component of sustainable support (Ankomah, 2015). Engaging circuit supervisors in mentorship relationships with experienced counterparts facilitates the transfer of practical insights, strategies, and wisdom. This mentorship-driven approach not only contributes to the professional growth of supervisors but also creates a

supportive community where challenges can be collectively addressed. Collaborative networks serve as platforms for shared experiences, fostering a sense of camaraderie among circuit supervisors.

Oduro's research (2016) advocates for the establishment of communication channels dedicated to sharing best practices and resources among circuit supervisors. These channels can take the form of regular meetings, forums, or online platforms where supervisors exchange successful strategies, innovative solutions, and resources. Facilitating effective communication ensures that supervisors do not operate in isolation but rather benefit from collective wisdom, enabling them to overcome challenges more efficiently.

Sustainable support systems should include tailored capacity-building initiatives designed to address the specific needs of circuit supervisors in deprived schools. Customised training programmes, workshops, and resources that focus on the intricacies of supervising in challenging environments contribute to the long-term effectiveness of circuit supervisors (Akyeampong et al., 2019). Recognising the context-specific nature of challenges allows for the development of targeted interventions that resonate with the realities of deprived schools.

Empirical evidence suggests that sustainable support also involves recognising the efforts of circuit supervisors and instituting incentive structures (Ankomah, 2015). Acknowledging their dedication and resilience through awards, promotions, or other forms of recognition enhances job satisfaction and motivates supervisors to continue their impactful work. Incentive structures can include professional advancement opportunities, financial incentives, or access to further educational opportunities.

2.9 Factors that Promote Educational Supervision Public Basic Schools

The task of supervision is very crucial and needs high consideration by the government and other authorities of education who make decisions on teaching and learning. Mankoe (2002) assert that supervision at the district, school and classroom level is ineffective and this must be given the maximum priority among other alternatives for great improvement to be achieved in quality education in the country (Ghana).

It is therefore imperative to see supervision as a key factor in achieving quality teaching and learning in schools. To improve the quality of education imparted to pupils and to apprise teachers and headteachers with new policies, methods and reorient them towards the objective of the new trends in education programmes, it is necessary to train newly trained teachers and retrain existing ones through seminars, workshops and in-service courses (Owolabi, 1999).

For effective supervision to triumph, and its objectives achieved, Baldrige (1971) opined that is important that the quality of supervision be taken seriously into consideration. From the view of Enaigbe (2009; Eya, & Chukwu, (2012); Ekundayo et al., (2013) various governments need to provide all logistics that will enable the supervisor to carry out the duties without little or no difficulties. Additionally, supervisors should be given good conditions of service and a working environment. There should also be an adequate number of supervisors, who have been trained professionally in all areas, (including the remote areas) to supervise activities in the schools to promote effective supervision of teachers and headteachers according tong Wiles (1967) supervisors should provide leadership and competency in developing an organization, and working environment that makes possible continuous improvement in curriculum, instructions and learning. Halpin (1966) and Merton (1968) also thought that supervisors must be constantly orientated with current methods of supervision to

32

enable them to deliver effectively. Supervision include being knowledgeable, having command of respect, good human relationship and being fair and firm, the effectiveness of supervision will depend on their understanding of human behaviour. (Beckley & Tompkins, 1954). The assertion by Beckley and Tompkins may not be enough to promote effective supervision. This is seen in Neagley & Evans (1970) who opined 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 can function effectively as a team. Supervision in itself is team teamwork as said by Neagley & Evans (1970), so its important authority is established, general code of ethic governs the work known to the supervisee to compile with. This will avoid the attitude that is sometimes put up by supervisees as highlighted by Enaigbe (2009; Eya, & Chukwu, (2012); Ekundayo et al., (2013) for them to know their responsibilities to cooperate with supervisors to promote effective supervision.

2.10 History of Supervision

School inspection as an external evaluation in education is argued to have originated in the 18th century in European countries (Grauwe, 2007). Some scholars have asserted that school inspection, as an organ of quality assurance in education, gained strength in connection with the introduction of Classical Management Theories. These theories include Scientific Management in the 1880s (Riaz & Rehman, (2017)., Administrative Management in the 1940s by Henri Fayol cited in Khorasani, & Almasifard, (2017), and Bureaucratic Management in the 1920s by Max Weber (Sergiovanni & Starratt, 2007). These management philosophies were focused on managing work and organizations more efficiently. However, for the purposes of this study, a more detailed examination will be given to the Scientific Management theory of school inspection.

33

The Scientific Management theory was developed by Taylor, (2004)., an American Engineer, in his book "The Principles of Scientific Management" (1911). Sometimes referred to as Taylorism or the Taylor system of management, this theory analyses and synthesizes workflow processes to improve labour productivity (Aguti, 2015; Hoyle & Wallace 2005). Taylor's work was based on the assumption that there could be one best way of leading or managing that would save both time and financial resources (Hoyle & Wallace, 2007). Taylor blamed management for industrial inefficiency and allowing workers to rely on the rule of thumb rather than scientific methods (Hoyle & Wallace, 2007). He believed that decisions based on tradition and rules of thumb should be replaced by precise procedures developed after a careful study of an individual at work.

Taylor's main argument was that human beings, particularly workers, are inherently lazy and dislike work, especially when working in groups. Workers, according to Taylor, can deliberately plan to do as little as they safely can. Therefore, because they have little desire for responsibility, they prefer to be directed (Halk et al., 1998; Hoyle & Wallace, 2007; Wertheim, 2007). Taylor believed that the idea of Scientific Management was the compliance of workers and that they do not need autonomy or freedom of thought; instead, their role was simply to follow the directions of their superiors (Sergiovanni & Starratt, 1993; Welsh & McGinn, 1999; Hoyle & Wallace, 2007).

According to Hoyle and Wallace (2007), Taylor suggested the use of Scientific Management theory with four strategic and systematic approaches to maximize individual productivity:

I. Application of time-and-motion science is required for comprehensive specifications broken down into standardized units.

II. Workers are to be carefully selected and ordered to carry out each unit to replace a rule of thumb.

III. Managers were to plan and control the work process. These workers were to do as instructed; otherwise, their salaries were to be lowered or they were to be dismissed.

IV. Motivate employees with higher wages through a bonus scheme based on their earlier analysis. A supervisor was responsible for monitoring workers' performance, training, and ensuring they adhere to the stipulated work conduct.

In the Education sector, the application of SMT is dated way back to the 1920s in the USA (Hoyle& Wallace 2007). This SMT was introduced to school inspection when the teachers were considered to be the key implementers of the highly developed curriculum and teaching system (Gunbayi, (2007). Today it is argued that many states mostly in the USA advocate for more policies to be introduced in the supervisory and evaluation of teachers (Gunbayi, (2007). This has seen more emphasis being placed on the expansion of supervising Headteachers, principals and supervisors being trained in supervision techniques and thus the introduction of instructional leadership (Gunbayi, 2007; Hoyle &Wallace 2007).

In the classroom situation, more supervision and observation have been introduced as approaches to 'teachers' evaluation together with a performance appraisal scheme that is based on specific targets. This idea is based on the introduction of close supervision practice that would ensure that teachers are teaching the way they were supposed to and they carefully follow the approved teaching procedures and guidelines (Sergiovanni & Starratt 1993, 2007; Hoyle & Wallace 2007). Teachers are expected to follow the set objectives and goals of education stated in the National curriculum.

Hence School inspectors have to make sure that teachers follow the arrangements for effective teaching and learning.

Accordingly, Sergiovanni & Strarrat (2007) argued that control, accountability and efficiency with a clear-cut manager–subordinate relationship are the watchdogs of scientific Management.

However, SMT has been criticized for concentrating on efficiency while ignoring its impact on effectiveness (Hoyle & Wallace 2007). Accordingly, Aguti, (2015), the Human Relation Theorists criticized the SMT for treating human beings like machines and for its value-laden aspects. Taylorism was more concerned with the means of letting things be done but killing workers' creativity as they could follow what other people plan and decide (Vogel, Fresko & Wertheim 2007).

In addition, SMT has also been criticized for the possibility of one best way to achieve efficiency and the validity of adopting a particular method for achieving it (Hoyle & Wallace 2007). The SMT was also criticized for diverting the teachers' attention from teaching as their basic function to intensive rerecord-keeping. (Hoyle & Wallace 2007). However, although SMT has been criticized for some reasons, Sergiovanni & Strarrat (1993; 2007) found that the basic premises and precepts of SMT are still relevant and can attract many policymakers, supervisors and administrators.

2.11 Supervision in Ghana Education

In Ghana, the supervision of the instructional process commenced in Gold Coast schools around the early 1900s, with overseers commonly referred to as inspectors. These inspectors conducted visits primarily for inspection purposes, observing teachers to gather information about the quality of teaching and learning in schools. The inspection reports played a crucial role in enforcing the 'payment by results' system.

36

The efficiency of a school was determined based on inspector-conducted examinations in subjects such as reading, writing, arithmetic, and optional subjects like history, geography, and needlework for girls. Government grants to schools were contingent on the number of pupils passing various subjects in the inspector-conducted examination, influencing teacher promotions and pay increases. Even after the abolition of the 'payment by results' system, rote learning and fear persisted as incentives for learning (McWilliams and Kwamena-Poh, 1975).

Despite the abolition, teachers gained more professional freedom through grants allocated to schools based on the overall efficiency of teaching. Matthews & Sammons, (2004) notes that inspection during this period was marked by fear among teachers and pupils and resentment from teachers towards inspectors, who were perceived to find faults with them. Matthews & Sammons, (2004) further asserts that inspectors provided unfair criticism of teachers' work and often failed to offer ideas and practical demonstrations to help improve teaching. Antwi (1992) highlights that in the colonial period, schools were fewer in number, allowing inspectors to visit regularly and keep teachers on their toes. According to Antwi (1992), the fear of an inspector's visit motivated teachers to maintain high standards.

According to a 1960/62 Ministry of Education (MoE) Report, the system of school and teacher supervision was reorganized after independence in 1957, evolving into the Inspectorate Division of the MoE and presently a division of the Ghana Education Service (GES). The Inspectorate Division of GES is tasked with the ongoing responsibility of supervising and monitoring standards in pre-university education institutions. Aligning with the government's decentralization policy, the management of pre-university education has been decentralized, and school supervision has been

devolved to the district level. Circuit supervisors, as outlined by Antwi (1992), oversee the supervision of schools, with a typical assignment of 20 schools in urban areas, 15 in semi-urban areas, and 10 in rural areas.

As indicated in the MoE Report, the role of school supervisors has evolved into that of an evaluator, professional guide, and helper. In the capacity of an "evaluator," supervisors are expected to assess the performance of teachers and pupils, identify deficiencies in school facilities, and take administrative actions to rectify them. This involves providing suggestions, demonstration lessons, and refresher courses to assist teachers in enhancing their professional performance, ultimately raising the standards of achievement for both pupils and teachers and promoting quality education.

2.12 Types of Supervision

Mankoe (2007) points out that there are two forms: the district-Based Supervision which is external (conducted by the Inspectorate division of the GES, especially circuit supervisors) and the school-based supervision, which is internal and conducted by headmasters and teachers. Ekundayo, (2010). Categorized supervision into two types:

i.   Internal supervision

ii.   External Supervision

2.12.1 Internal Supervision

Nyarko, Twumwaa & Adentwi (2014) posits that when supervision is conducted by a team member responsible for planning and implementing the supervised or evaluated programme, it is termed internal supervision. According to Neagley and Evans (1970), in contemporary public-school organisations, head teachers, headmasters, and principals serve as administrators with the mandate to oversee day-to-day administration and supervise their staff. The GES Handbook for Headteachers (2002)

underscores that internal supervision is the exclusive responsibility of the administrator, specifically the headteacher. Given the dual role of headteachers as administrators and supervisors, they are obligated to enhance the professional competencies, techniques, and skills of teachers in a particular area of teaching and learning. This is aimed at addressing the common needs of teachers regarding teaching and learning and introducing a novel pedagogy to enhance the overall quality of education.

Internal Supervision, as the term suggests, is the type of supervision carried out by internal supervisors within the school, such as principals, headmasters/mistresses, assistants, or heads of departments. It is also known as within-school supervision. An example of effective internal supervision is clinical supervision, which represents a clinical approach to school supervision. As described by Goldhammer and Krajeweski (1969), clinical supervision involves close observation and detailed face-to-face interaction between the supervisor and the teacher, fostering an intimate professional relationship. Clinical supervision is often conceptualised as a model with distinct stages or cycles. In 1969, Goldhammer and his colleague, drawing on Morris Cogan's foundational ideas, outlined five stages or cycles of supervision:

a. Pre-observation conference;

b. Observation;

c. Analysis and strategy;

d. Supervision conference

e. Post-conference.

2.12.2 External Supervision

This is the type of supervision carried out by people designed by the Ministry of Education to carry out supervision in schools. This used to be known as inspection. They include those who go by the titles, Deputy Directors of Education, Circuit Supervisors of Education, etc. These are Inspectors who are expected, as their primary responsibility, to inspect schools and work directly with teachers to improve the quality of instruction in school. As captured in the Ghana Circuit Supervisors' Handbook of the GES of 2002, external supervision is the one carried out by persons/officers who are not part of the particular institution and whose work is to complement the role and duties of the internal supervisor(s) by providing professional advice and guidance to teachers. External supervisors play a very significant role in school administration. Prominent among them are the circuit supervisors and district inspectorate teams from the district education office. External supervision is, therefore, the supervision that comes from outside, notably from the district office, regional or national office. The types of external supervision include brief visits, familiarization visit assent for promotion visits special visits, follow-up visits and intensive or comprehensive visits (Ghana Circuit Supervisors' Handbook of the Ghana Education Service of 2002).

2.13 Forms of External Supervision

According to Musaazi (1985), supervision falls into several categories. External supervision can further be divided into four main types namely:

i.   Full inspection / Intensive or comprehensive visit

ii.   Follow-up inspection / Routine checking

iii.   Partial inspection /Brief / Casual or Check-up Visit

iv.   Certificate Inspection / Assessment for promotion visit

v.   Recognition inspection

40

2.13.1 Full Inspection /Intensive or Comprehensive Visit

In this type of inspection, every aspect of the school is supervised. These include the teaching staff, non-teaching staff, subjects taught in the school, the mode of assessment of students, school records, equipment, school plant, and the overall organization of the school among others. It is carried out to ascertain the level of school performance in the aspect of curriculum implementation, distribution of duties, school organization and general discipline in school. The intensive or comprehensive visit is carried out by a team of officers especially circuit supervisors from the District Education Office to assess the entire school programme with the view to ensure effective teaching and learning in the school. Thus, supervision is usually carried out when a group of supervisors look into all aspects of a school Musaazi, 1985). For instance, subjects taught can be the object of supervision. In the course of the supervision, notes are taken of such things as timetables, schemes of work, lesson preparation, textbook use, class management and teaching methods. The supervisor examines these so that they can discuss their contents, effectiveness, availability, difficulties and weaknesses with the teachers who use them or not. Carefully studying how effectively the children are learning and a thorough examination of the teaching process, according to Cubberly (1990), should be a supervisor's initial concern. The standard of education in each class should also be examined. The supervisors should discuss ways of improving pupils' learning process with the teachers concerned, should there be any problem. They may suggest improvements and modifications in teaching techniques. This approach, according to Falk-Ross, (2001) is most applicable where it is obvious that any attempt to introduce radical changes would result in even less effective teaching and learning, or where in trying to follow other methods, the teachers find themselves even greater confusion. Corey (1991) is of the view that apart from the school curriculum, the

41

supervisors must examine the whole organization of the school. For example, the staffing situation in the school, enrolment figures, pupil attendance records, the daily routine, staff duties, school discipline, school records and ledgers, the cleanliness of the school and the health of the pupils, school meals if any, and school funds.

2.13.2 Routine Checking / Follow-up Inspection

This is the supervision carried out to assess the actions taken on the recommendations and suggestions made in the report on the full inspection. It is embarked upon to find out if the actions taken are achieving the desired objectives. This type of supervision helps in encouraging the staff to strive for greater professional efficiency. It also helps in stimulating interest in educational development in the students. This short visit was made to the school on which no formal reports are written but brief comments are made. The aim depends on the said inspector and the reason for such inspection. It may be to check on the punctuality of teachers or how the school is settling down. One of the aims of such supervisory visits is to look into what is happening, the work being done, the human relationships or the appropriate use of the building and school equipment (Essiam, 2011). Becker (1999) is of the view that other essential areas that might also be inspected are the general administration and organization of the school. Such a report is not usually published but is used for evaluative purposes. For instance, the report can be used to collect information about the quality of work in the school. It can be used as a basis for recommending schools for more grants. Normally, this type of supervision lasts for a short time, say, one or two days.

2.13.3 Partial Inspection/ Brief / Casual or Check-up Visit

In this type of supervision, the supervisory practice is limited in scope. It does not involve every aspect of school life nor does it involve a team of experts up to the level

of a full inspection. A brief visit is where the officer focuses on one or two aspects of the school. For example, a visit to check on levies collected or the punctuality of teachers (Ghana Circuit Supervisors' Handbook of the Ghana Education Service of 2002). Essiam (2011) in commenting on this type of supervision stated that this kind of supervision is usually carried out informally. It is either ordered by the Assistant Director in charge of the Inspectorate Division or an individual officer at the district level depending on the prevailing situation in the school. In this type of supervision, no written report is sent to the headteacher or the owner of the school. The supervisor makes a confidential report to the appropriate authorities for necessary follow-up action. During such visits, the supervisor is expected to form a judgment on what he sees and to discuss it with the teachers and the school head. Generally, the supervisor assesses the work of the teacher and his pupils (Essiam, 2011). Essiam (2011) is of the view that a supervisor should not behave as a faultfinder as a bully or a mere critic, but as an advisor, inspirer, modernizer, authority and helper in every way possible to attain the desirable desired schools and to maintain a good relationship. The job of writing a report is a secondary task. The role of the supervisor should never hamper the teacher's personality, resourcefulness, progress or initiative.

2.13.4 Certificate Inspection / Assessment for Promotion Visit

Is a situation whereby a team of supervisors may be asked to visit a school to inspect the work of a teacher who is due for promotion (Ghana Circuit Supervisors' Handbook of the Ghana Education Service of 2002). It is a form of school inspection intended for an individual teacher that needs upgrading for one reason or the other. It is useful for confirmation at the appointment at the end of the teachers' probation period. Here, inspectors are not expected to pose themselves as faultfinders or mere critics, but as

helpers, advisers and inspirations in every possible way to attain the desired standard in the school.

2.14 Empirical Review

A study Saudi Arabia seek to illuminate the challenges confronted by the educational supervision methods employed within the Ministry of Education.at Saudi Arabia on Challenges facing the educational supervision methods of the Ministry of Education in light of Saudi Vision 2030 in2022, the results of the study showed that the supervisors' participants had financial obstacles such as the lack of financial incentives for the supervisors to motivate them to do their jobs to the fullest, incentives to make the supervision process a success, and this does not give them the incentive to develop the supervision function, which requires the education administration to pay attention to studying financial matters, especially those related to material incentives.

This was confirmed by the study of Abdullah & Mohammad (2022) which indicated the need to provide financial incentives to support supervisors and push them to carry out supervisory operations and provide instructions to teachers to develop the educational process and become more efficient. In addition to the results of the study conducted by Tesema, (2014), in which he emphasized the need to provide supervisors with appropriate in-service training to improve their supervisory activities to develop their supervisory expertise, the necessary tools such as supervisory guides, and adequate funding for this training in order to eliminate supervision problems.

The results showed that with regard to administrative challenges and the increase in administrative burdens on the educational supervisor and the teacher, the increase in the functional burdens placed on the educational supervisor and always demanding its implementation on time constitute an additional burden on the supervisors and make

them deviate from the basic function of supervision, which is to provide instructions to teachers and help teachers solve problems that relates to students and student education and because the educational supervision process is complex. An intertwined and multifaceted process.

In spite of this, the educational supervisor is assigned to visit a large number of teachers that exceed the specified legal quorum, and sometimes even double it. However, he is charged with an administrative work that limits his field activity and may cut his plan for this, which affects his giving and his activity in preparing bulletins, seminars, training programs and the actual follow-up of his basic tasks. to implement and take advantage of it. This was confirmed by the study (Cevik & Zepeda (2020) Goldring et al (2020), which emphasized the need for cooperation between school principals and teachers with educational supervisors to be able to carry out supervisory activities efficiently and reduce administrative burdens on a supervisor and provide all possibilities to carry out class visits and increase cooperation between teachers and supervisors.

In addressing the impediments to the Ministry of Education's educational supervision methods in line with the 2030 vision, the study findings reveal financial hindrances experienced by supervisors. These include the absence of financial incentives, leading to a lack of motivation among supervisors to fully engage in their roles. The study highlights the oversight of supervisors' achievements and the absence of incentives, coupled with low monthly salaries, which fail to encourage the development of supervisory functions. The study recommends the attention of educational administration to financial matters, proposing the enactment of precise legislation and laws for incentives. This aligns with Haris et al.'s (2018) assertion that financial

45

incentives are crucial to supporting supervisors and driving successful supervisory operations.

As for the results related to technological challenges, especially those related to the inadequacy of some educational supervisors, there are some supervisors who do not have the skills of supervision. It is necessary to appoint supervisors who hold educational qualifications that qualify them for the supervision process, and to work on holding more specialized training courses in the field of supervision because the situations faced by each of them change and move. Because it works for humans.

Without training, the information dwindles and disappears, and the teacher has to follow one method in teaching his students, and impress them on one character, and the same is the case for the educational supervisor. And also, it is necessary to hold scientific conferences specialized in the areas of supervision, and this requires the administration of education directorates to pay more attention to the issue of the efficiency of educational supervisors by involving them in supervisory training courses and joining them in international supervisory conferences to gain more skills and experience in the field of teaching methods and methods of supervision, and this what was confirmed by the study (Goldring et al (2020), which indicated the need to develop the role of supervisors through training and development to provide academic support to teachers and increase the effectiveness of academic content and teaching methods, as well as the need to provide dedicated training for key supervisors and focus on meeting times, and for professional learning and continuous development supervisory skills to advance the global educational process.

In addition to what was indicated by the study (Saihu (2020)), which confirmed that improving the quality of supervision in the educational field through training and

development, reviewing international books and books, monitoring methods and holding conferences to exchange experiences and learn about everything new in the field of supervision and everything new regarding methods of dealing with the students and present it to the teachers so that they can apply it in their classes.

On the other hand, the results related to environmental obstacles showed that most of the participants suffered from uncomfortable working conditions for the supervisor as a result of the lack of relations with school principals and teachers, as well as partnership and cooperation relations between schools and civil society institutions to provide support to schools, as well as the supervisors giving guidance and educational advice to parents and orientation. Towards social sustainability wherever possible, to benefit from the experiences of the local community in promoting the school's adoption of the concept of sustainability in education, supervision, and environmental and social fields. This is confirmed by the study (Çevik & Zepeda (2020), which indicated the importance of jointly building relationships between students, teachers and supervisors in the school and the local community, and supporting relationship building to provide advice and educational and supervisory guidance and benefit from the services of retired educators to create opportunities to improve the ability of the teacher, and focuses effort and time create momentum for teachers to become more social and also interact with their students. Because educational supervision has social, cultural and political principles, and without these principles learning and professional assessment will remain secret administrative functions that do not focus on the needs of teachers as they move through their careers.

In addition to the study (Sushiyadi et al., 2019) which indicated the necessity of communicating with the local community because it will help in carrying out

community service and revealing the supervision activities that are implemented in the school, which are ready to solve the educational problems faced by teachers while learning and can provide an incentive for teachers to increase their knowledge Always to be admins. The results also showed that most of the participants' answers regarding personal challenges was the paragraph related to the supervisor's failure to follow up on developments in his field of specialization, the highest percentage.

On the design and implementation of training programs, and increase his self-confidence as a supervisor, and thus affect his activity in preparing bulletins, seminars, training programs and the actual follow up of his basic tasks. This was confirmed by the study Abdullah Alazzam & Mohammad, (2022). Which emphasized the need for the supervisor to follow developments in his specialty, which play a major role in raising the efficiency of teaching and learning new teaching methods and practices that support basic beliefs. On how students learn and improve the educational process, in addition to what was mentioned in the study (Mirvani and Merfani, (2019), which emphasized the need for the supervisor to follow up and keep abreast of technology in all supervision processes and to follow up on everything new in this field in order to catch up with developments with teachers and thus raise the efficiency of education and the educational process through learning new teaching methods.

The results also showed that the responses of the study members to the challenges posed by the teacher and the principal, especially the neglect of some teachers in implementing the instructions of the educational supervisor. The subject of teachers' follow-up to the supervisors' instructions and commitment is inevitable, and the supervisor must develop from himself/herself and from the training programs, and

teachers must abide by the supervisor's instructions and work with them so that we take over supervision.

The lack of authority to punish teachers who do not adhere to teaching procedures, transportation problems, low number of inspectors and poor budget make school inspection fruitless process. This was confirmed in the study by Kristiawan, et al. (2019), which stressed the need for the teacher to abide by the instructions of the supervisor to improve the teacher's performance in carrying out the main task and to know educational shortcomings or errors that must be fixed while following the instructions of the educational supervisor.

In addition to what was stated in the study (Mayudho & Imron (2021), which emphasized the need for teachers to adhere to the instructions of supervisors for the tasks that guidance achieves, namely that it enables teachers to carry out their responsibilities in the best possible way to understand the goals that will be achieved later. Mastering the various tasks performed Teachers, including teaching, learning, skills and recognition, which are essential to support the success of the teaching process. In addition to Malunda et al., (2016) who emphasized that school districts should inspect schools frequently and that senior teachers and subject heads should receive regular in-service training on how to conduct portfolio supervision and classroom observations in schools in order to improve teachers' pedagogical practices.

The study points out that all the problems: supervisors' personal challenges—which include the educational supervisor's subpar academic competencies—are the most frequently mentioned. The supervisor's lack of attention to advancements in his area of expertise. The supervisor's incapacity to create and carry out training initiatives Due to

physical and mental limitations, as well as a lack of trust in the supervisor, he is unable to perform his obligations.

The finding of the study conducted in NIGERIA by Oghuvbu (2000) on the topic Determinants of Effective and Ineffective Supervision in Schools: Teachers Perspectives revealed that teachers and students working according to school time table, neat and decent school environment, prop student's management i.e., student discipline, the existence of positive cordial social and professional relationship among teachers as determinants of effective supervision in schools. The study identified determinants of ineffective supervision are the existence of examination malpractice among students and teachers, high rate of dropout, mass movements of students and define personality status and professional difference among teachers and school heads. These findings are consistent with the earlier findings of the researcher (Oghuvbu; 1998 and 1999). A decrease in effective supervision determinants, increase ineffective supervision. There was a perfect positive relationship between identified determinants of effective and ineffective supervision as revealed in that study. In schools where students still practice the art of hooliganism, examination malpractice, destruction of school properties, illegal collection by teachers and degenerated moral values are evidence of ineffective supervision, The finding outlined above indicate that when supervision at the schools is lowered, the act of indiscipline could worsen in communities, society as well the country at large. In a country full of indiscipline children may breed corrupt citizens and the result could obstruct the development of a whole nation,

A study was conducted to examine the role that educational supervision plays in ensuring the delivery of quality basic education in the Zabzugu district in Ghana. The

study made the following findings; One of the important findings is lack of logistical and financial resources on the part of the circuit supervisors. This also conforms to suggestions in the earlier discussion. Apart from supervision carryout ed by circuit supervisors and headteachers, the SMCs/PTAs, and the DMT carried out monitoring activities in schools to ensure that teachers, headteachers, and circuit supervisors are doing the right thing about proper handling of pupils, dispute resolution, teaching and learning, management of school finances, teacher absenteeism and misconduct. The findings suggest that supervision have the potential to enforce things to be done properly in the delivery of education.

2.15 Summary of the Literature Review

The review examined the concepts of school supervision, and found that effective school supervision is focused on improving the teaching competence and general well-being of the school system. This invariably impacts positively on student's' achievement and the educational development of society. Without proper school supervision, the rationale for effective instructional services in the schools is therefore underscored. Unfortunately, the inadequacies of effective supervisory practice in the country generally have been revealed as recurring problems in school supervision. These problems are general to almost all heels of education in the country. These include; inadequate funding, poor infrastructure, poor teaching/learning facilities, low morale of staff, politics, poor planning, implementation problems, inexperience personnel (Supervisors), inconsistency in government policies and the dearth of qualified personnel and other education facilities to enhance teaching and learning. This, therefore, makes a strong case for an effective school supervisory network that need to be championed by all stakeholders of education to partners government in progress effective actualised.

Again, The Ministries of Education and Ghana Education Service should ensure that only qualified teachers are employed. Headteachers should have a basic qualification in educational administration. This will enhance the functions of the supervisor. Education supervisors should be sponsored to attend refresher courses in school supervisor to be abreast with current best practices. Conferences, seminars, workshops, etc. are usually quite helpful. School supervisors should focus their functions based on constructive analysis and the reinforcement of successful patterns rather than fault-finding agenda.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the research approach, research design, study population, sample size and sampling procedure. It also includes data collection instruments the s, procedures of data collection as well as methods used in analysing the data.

3.1 Research Approach

This study is underpinned by an interpretive paradigm. The philosophical thought that explains the paradigm is "the view of the world that we see around us is the creation of the mind reality is better experienced by our preconception and beliefs' (William, 2005:170). Interpretive research acknowledges the findings, experiences and viewpoints as data (Verma & Mallick, 1999; Williman, 2005) and it is a methodology that aims to achieve 'depth' rather than 'breadth', which the quantitative approaches fail to take into account of because 'it overlooks people the ability to interpret their experiences, conduct their meanings and act on these' (Burns, 2000:10).

Qualitative research explores a social or human problem by building a complex holistic picture, analysing words rather than numbers, and providing detailed information on the views of the participants (Creswell, 1998 as cited in (Kusi, 2012) in their natural settings. The information gathered in a qualitative study 'reflects the experiences, feelings and judgements of in depth visual taking part in an investigation of a research problem or issues whether as a subject or as observers of the scene' (Verma & Mallick, 1999:27 as cited in Kusi 2012. 27). Kincheloee argues that: "Human experience is shaped in a particular context and cannot be understood if removed from those contexts. Thus, qualitative research attempt to be as naturalistic as possible, meaning the contexts must take place in the normal context of research (Kincheoloe, 1991).

53

3.2 Research Design

This study employs the phenomenological design to unearth the experiences of circuit supervisors in supervising underserved public schools in the Awutu Senya West District. (Creswell, 2013; Marshall & Rossman, 2010 and Ponce, 2021) define phenomenology an as educational qualitative research design. As philosophy, it is the philosophical basis of approaches (Lucca Irizarry and Berríos Rivera, 2013) to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013). The design typically allows interviews to be conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. With its roots in philosophy, psychology and education, phenomenology attempts to extract the purest, unattained data and in some interpretations of the approach, bracketing is used by the researcher to document personal experiences with the subject to help remove him or herself from the process. Therefore, the researcher relied on the phenomenological design as suitable for exploration of the difficulties circuits supervisors goes through to supervise underserved public schools in Awutu Senya West District. The design allowed the use of multiple methods to collect data from the participant in their natural context-a defined geographical area – for the achievement of the purposes and objectives of the study. The experience of the participants in qualitative studies are shaped in their context and will be impossible to be understood if removed from that context (Kincheoloe, 1991). Of the five approaches described by Creswell, the researcher was convinced that the phenomenological design is most closely aligned with the study's objectives.

3.3 Population

The population of this study consist of the whole staff of the District Education Directorate in Awutu Senya West District. They comprised District Director, Deputy Directors (frontlines) Circuit supervisors, Subject coordinators and other workers totalling 55 in number.

3.4 Sampling Size.

A sample size, according to Cohen, Manion and Morrison (2007) can be determined in two ways, either by the researcher exercising prudence and ensuring that the sample represents the wider features of the population or by using a table that forms a mathematical formula. The study employed a qualitative approach therefore, there is a need to select a sample that would enable the phenomenon understudy to be explored for a better understanding. Again, Creswell (2005) argues that selecting a large number of interviewees will result in a superficial perspective, the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual or sites (p 207). Based on these, the researcher selected fifteen participants to participate in the study. A total number of fifteen were selected out of a population of fifty-five (55) for the study. These comprised nine (9) circuit supervisors, and six (6) headteachers. The nine circuit supervisors were selected because they are the key respondents on which the study revolves. To find out whether the presence of circuits supervision had any effect on underserved schools, 6 headteachers from severely underserved schools in the district were also selected. Although the headteachers were not the targets of the study, their responses were triangulated with that of the circuit supervisors.

3.5 Sampling Technique.

Non- probability sampling methods were used to select all the respondents for the study. The circuit supervisors and headteachers involved in this study were purposively selected for focus group discussion and scheduled interviews because of their position. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which the researcher relies on his or her judgment when choosing members of the population to participate in the study. According to Black, (2010) researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money. An example of purposive sampling employed for the study was Maximum Variation Sampling technique. This aim was to include a diverse range of participants who vary in key characteristics. This provided a comprehensive understanding of the research topic

3.6 Method of Data Collection

Two methods were used to collect the data for the study. The methods were focus group discussion (FGD) and interviews

3.6.1 Focus Group Discussion (FGD)

The most common purpose of a focus group interview is to provide an in-depth exploration of a topic about which little is known. The focus discussion provided an opportunity for a broader deliberation on the topic to offer a wider perspective and different opinions on what support systems need to be offered for circuit supervision. The circuits supervisors were involved in the focus group discussion because they have common characteristics.

This method was also used because it was less expensive as compared to individual face interviews which required more movements and the inherent cost attached (Nagle &Williams, 2014).

3.6.2 Interview

This study employed the qualitative research approach focusing on the qualitative interview method to collect its data. A qualitative research interview is defined as "attempts to understand the world from the subjects' point of view to unfold meaning from people's experiences, to uncover their world before scientific explanation" (Kvale 1996). According to Kvale, he notes that a qualitative research interview seeks to describe the meanings of central themes in the world of subjects, thus the main task of interviewing is to understand the meanings of what the interviewees say, Kvale (1996). With this in mind, the investigator in this study understood the information she wanted to get from the participant and made sense of it by interpreting the information obtained. The purpose of using interviews as a method of data collection in this study was because interviews don't force consistency on participants' thinking (Billig 1987), they encourage the interviewees to speak in their voice and express their thoughts and feelings (Berg 2007). They also help to gather responses to open-ended questions that reflect on the participant's views to the phenomena under investigation rather than one elicited by way of a forced choice between predefined options and to pursue in-depth information around the topic under investigation, (McNamara 1999). Interviews also provide a relaxed atmosphere in which to collect data, participants felt comfortable involving themselves in a conversation in a lovelier environment (Martin Woods 2011). This is in line with Creswell (2009) who notes that interviews provide a reflexive environment in which to collect data, therefore the analysis process should also always be reflexive thus including the researcher's interactional experience with the interviews.

However, the disadvantage of interviews is that they are subjected to bias on the part of the interviewer and can distort what respondents mean (Cohen 2000). Another

limitation is that interviewees may say what they think the interviewer would wish to hear or the opposite of what they think they want to hear. Thus, there is a lot of uncertainty during the interview process. They also tend to consume a lot of time and they are expensive (Creswell 2012).

3.7 Data Collection Instruments

The instrument used for the study was a Focus Group Discussion Guide and A Semi-Structured Interview.

3.7.1 Focus Group Discussion Guide (FGDG)

This study used a focus group discussion guide to interact with eight circuit supervisors who were key respondents in the study. The instrument comprised of self-constructed questions which focused solely on the research questions. The first two questions elicited information on the background of the participants. The rest of the 9 questions dwelled largely on the experiences, coping strategies and suggestions that could be used to curb the supervision challenges in underserved schools in the district. The instrument stimulated discussion among the participants and it enabled the researcher to moderate the discussion without any difficulties. It also helped the researcher to explore the topic under study to unearth the experiences, knowledge and skills of the circuit supervisors in their field of work (Eliot & Associates, 2005; Gibbs, 1997). Again, the instrument was used on the circuits supervisors because it offered the opportunity to provide more in-depth data on their opinions, experiences and perspectives on educational supervision.

3.7.2 A Semi-Structured Interview Guide (SSIG)

A semi-structured interview guide was employed in addition to a focus group discussion guide to gather data for the study. The instrument was used to collect data

on six (6) headteachers who were considered to have had in-depth knowledge of supervision in the district. According to Denscombe, 2008, a semi-structured interview schedule is most appropriate for collecting data as it allows participants to express themselves, making room for the discovery of complex issues). Also, the guide was flexible and offered participants the opportunity to express their views freely while giving the interviewer the freedom to divert from the questions in the interview guide where the need arises for further clarifications to be sought (Kusi, 2012).

3.8 Trustworthiness Criteria for the Qualitative Instruments

The study's findings were assessed for quality using the trustworthiness criteria. Gall et al. (2007) contend that qualitative researchers typically determine the criteria for evaluating the robustness of their research based on factors such as topics, methods, audiences, and researchers themselves. Punch (2005) suggests that both qualitative and quantitative studies are commonly evaluated for their reliability in terms of internal and external validity, reliability, and objectivity. Guba (1992) asserts that the 'trustworthiness criteria' is particularly suitable for appraising the quality of a study situated within an interpretive paradigm. This study incorporated elements of these criteria, including credibility, transferability, confirmability, and dependability, which were employed in conjunction with other strategies to ensure the overall quality of this specific study.

3.8.1 Credibility

Data credibility was meticulously upheld by employing diverse research methods. To ensure credibility, the initial approach adopted was triangulation, as advocated by Cohen et al. (1994), Silverman (2005), and Gall et al. (2007). Triangulation involves employing multiple methods of data collection in the study of various aspects of human

behaviour (Cohen et al., 2000). This strategic choice allowed researchers to overcome limitations associated with relying on a single data collection method (Creswell, 2013; Punch, 2005) and ascertain the accuracy of the gathered information (Bush, 2002).

In addition to triangulation, another strategy implemented to enhance the credibility of this study was peer examination, following the recommendations of Merriam, (2002) and Gall et al. (2007). In this approach, a colleague pursuing a Master of Philosophy at the same university was entrusted with the tentative findings for a thorough review and commentary, particularly in relation to the raw data. This peer examination process provided an external perspective, contributing to the validation and robustness of the study's findings.

3.8.2 Transferability

The concept of transferability in qualitative research, akin to the generalizability of findings in quantitative studies, is crucial for understanding the broader applicability of research outcomes (Merriam, 2002). While phenomenology, a qualitative research design, has traditionally been viewed as challenging to generalize due to its focus on specific instances (Verma & Mallick, 1999; Denscombe, 2003; Punch, 2005), recent efforts aim to extend the application of such findings. Denscombe (2003) argues that the extent to which findings can be generalized depends on the similarity of other settings to the study's context. Although the primary objective of this study wasn't generalization but rather enhancing understanding within a particular district, readers are encouraged to consider transferring findings if similarities between their contexts and the study's context are evident.

3.8.3 Dependability

Ensuring the dependability of findings, analogous to reliability in quantitative research, was a paramount consideration in this study (Merriam, 2002). The researcher employed clear questioning during data collection, triangulating the data for robust results. As an insider researcher with inherent biases, the researcher made conscious efforts to minimize subjectivity, utilizing strategies like an audit trail to trace findings back to raw data. Dependability was further reinforced through peer examination, transparent reporting of the research process, and articulation of the researcher's position (Schwandt and Halpin, 1988; Merriam, 2002).

3.8.4 Confirmability

Confirmability, ensuring the accuracy and reflexivity of the researcher, is crucial for maintaining the trustworthiness and objectivity of the study (Shenton, 2004). This study maintained a comprehensive audit trail, documenting all research stages and decisions. Confirmability was ensured by grounding findings in raw data, free from preconceived notions. Peer debriefing, involving colleagues and experts in the field, provided external perspectives and alternative interpretations, contributing to the validation of confirmability. The research process and findings were subjected to expert reviews, enhancing the study's overall credibility.

3. 9 Pre-Test of Instruments

In determining the ability of participants' understanding and responses to questions in the instruments as intended, a pre-test of the questions was done. This was carried out by administering the instruments (focus group discussion guide and interview guide) to participants outside the sample who possessed similar qualities as those sampled. The sub sections below summarise how each of the instruments were pre-tested.

3.9.1 Pre-Test of Focus Group Discussion Guide (FGDG)

The Focus Group Discussion Guide (FGDG) was piloted on three circuits supervisors in the Gomoa Central. The choice for the pre-test exercise was influenced by two factors. Firstly, it was thought that piloting the guide in the study setting could influence the researcher to pre-determined responses from participants. Secondly, the researcher had a professional relationship with many of circuit supervisors selected for the pilot exercise and that made it easier to contact them to critically comment on the instruments. After, engaging them on zoom discussion, the researcher also gave them an opportunity to comment on the appropriateness of the discussion guide, length of time taken to complete the discussion, the ordering of the guide and how the questions were posed. The responses helped to clarify and shape some of the questions in the guide.

3.9.2 Pre- Test of Interview Schedule Guide

Cohen and Manion (1994) argue that misconceptions on the part of the interviewer of what the participants is saying and misunderstandings on the part of the participants of what is being asked could lead to biases when using interviews to collect data. Informed by this argument, the interview schedule was piloted to ascertain possible problems that may arise during the interview. Before pre-texting the interview schedule, the researcher gave the guide to her supervisor to examine and comment on them. Their comments were useful in modifying some of the questions. The interview schedule was pre-test on three of the colleagues who earlier took part in the focus group piloting. The pre-test exercise was intended to check the clarity of the questions; the length of time taken to respond to the schedule; the extent to which the information provided could be kept confidential; and the measures taken to maintain their

anonymity during the study (Opie, 2004). Changes were made in questionnaire after the pre-test exercise.

3.10 Data Collection Procedure

The figure 3.1 shows the outline for the data collection.
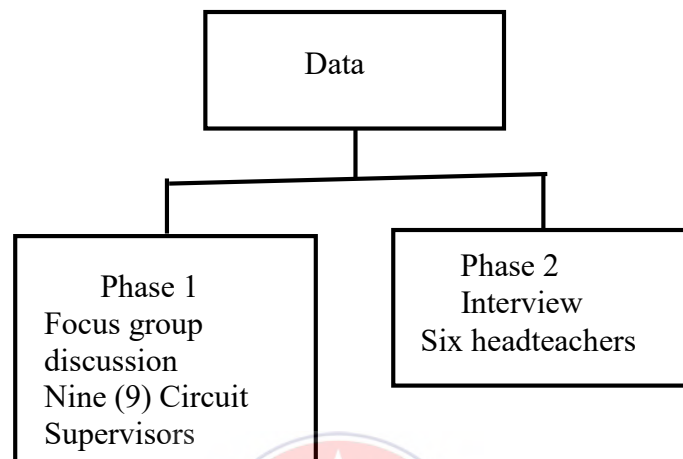
Source: Field Data (Author, 2022)
Figure 3.1 Data Collection Procedure

The data was collected in two phases. In the first phase of the data collection, a focus group discussion was held for nine (9) circuit supervisors. The researcher welcomed all nine participants. The researcher acted as moderator; she informed the participants about the rules of the discussion and then stated the purpose of the discussion. The researcher reassured the participants that the information collected is to write up the final and everything discussed would be considered confidential and all the names of the participants will be kept anonymous until the study is completed and after the information gathered will be deleted.

The discussion started with a self-introduction. Whiles the discussion, was ongoing, the researcher listened attentively to the participant as they mentioned their experience. For few individuals to dominate the discussion, those who spent much time talking

whenever it got their turn, the researcher from time to time-to-time used probing questions to make sure other participants shared the experiences.

The discussion lasted for 1hr 30minutes. Field notes were taken simultaneously by the researchers' assistant whiles the discussions were ongoing. This acted as a backup method of the information that was obtained through the discussion. However, during the process of conducting discussion, the researcher also guarded against bias that could jeopardize the results of the study.

The instrument helped the researcher to probe the respondents' answers and also encouraged the participant to interact among themselves and eventually helped to obtain more information needed for the study. The questions were presented one at a time and English was used as a language of communication.

The second phase of the data collection was interviewing sections which were conducted for six (6) headteachers. During the process of interviewing; the researcher started by welcoming the participants and stating the purpose of the interview and the research question that helped to form the ground for the discussion (McNamara 2009). All the interviews were started by reassuring the participants that the information collected is to write up the final thesis and everything discussed would be considered confidential and all the names of the participants will be kept anonymous until the study is completed and after the information gathered will be deleted (Cohen et al 2007, Gall et al 2007, Gall et al 2003, Kvale 1996) The researcher listened attentively to the interviewees as they mentioned their experiences. Time was allocated to each participant to ensure that participants did not use up more time, the time that was allocated for each participant was 30 minutes. In order not for the researcher to miss any information during the interview process, the researcher maintained good eye contact with the interviewees' probing was used throughout the interviews to allow the

participants to outline their experiences in connection with the subject under investigation. In situations where the questions seemed too complex for the participant to understand, the researcher proceeded with the next question that could give more details. Field notes were taken simultaneously by the research assistant while the discussion was ongoing. According to Holloway& Wheeler (2002), field note-taking is an important activity but it may disrupt the participants. To avoid this, the researcher informed the participants that notes would be taken during the interview. This acted as a backup method of the information that was obtained through interviews. However, during the process of conducting interviews, the researcher also guarded against interview bias as the participants could bias the study or jeopardize the results of the study. Quoting Aguti, (2015) they note that the interviewer needs to know different ways the participant can inadvertently bias the results.

Semi-structured because it encourages openness from the participants concerning their experiences about abduction. It also helped to explore constructively and negotiate meanings in the natural setting of the participants (Cohen et al 2007). The instrument again helped the researcher to probe the respondent's answers to obtain more information and clarify vague statements (Gall, Gall & Borg 2003, Cohen, Marcucci, D. 2011). The questions were presented one at a time and English was used as a language of communication.

3.11 Data Analysis Procedure

Circumstances that give information or expressions of fact to observer is referred to as data. Krueger and Neuman (2006) posit that data or information is what researcher gathers cautiously according to guidelines which can be qualitatively expressed as words, pictures or objects or expressed as numbers quantitatively. In analysing data, Yin (2000) agrees that an operation on closely number is performed with the data

processing and arrangement in a wat they will answer the research questions. This made the researcher focus on research questions for the categories. Both data collected through the focus group discussion and interview schedule were analysed qualitatively. During data analyses, the researcher read the transcripts carefully, the data were first transcribed verbatim which helped to format the data into usable form and generate themes. Secondly transcribing the data helped the investigator to hear the data repeatedly to familiarise with the data and to help common themes emerge.

After transcribing, the researcher read the transcript several times to allow themes to emerge from the data. Sections that reflected the themes were discovered by highlighting units of meaning with markers of different colours. Then a connection between the themes and the research questions was done. A coding scheme was created and I started coding the data. The codes were collated into potential themes to gather all the necessary data and relate to each theme that emerged. Five steps developed as proposed by Burns (2009), to use during the data analysis.

During the first step, after transcribing the review transcript verbatim, short notes were made from the interviews that helped to summarize all the discussion in the interview transcript. The transcripts were typed into a Microsoft word computer of the investigator without including the names or schools of the respondents. This was in order to offer a summated or word for each element that was discussed in the transcript. In the study the main focus was to investigate the experience of circuits supervisor in supervising the underserved public school, therefore information from the participants was to help provide light to the research problem. This was done through transcribing all the version of the informants under each question. Transcribing the interviews under each question helped to give more insight into what was said about each topic and subtopic in response to the certain research question.

66

In the second stage, data was explored over and over again to become familiar with the interview information. This involved reading the transcript several times and then organizing the data by the question in order to look through all the respondents' answers so as to identify themes and categories (Powell 2003). The transcripts were divided into sections based on the question (Griffiths, Ryan, & Foster, 2011). Data from the document analysis was organized and analysed as a whole. Codes were developed in order to identify patterns in issues relating to the study. The process of coding informed the researcher of how to deduct the data collected and identify major themes. In the third step, the participant' interview responses were transferred into one sheet which helped the researcher to identify how the themes were emerging; the researcher assigned letters to themes and ideas that were found, which helped the researcher to organize the data into categories. In addition, the researcher provided a name for each category that she created. The researcher continued to categorize until she had identified and labelled all the relevant themes. In line with Powell (2003), he encourages the labelling and identification of the themes in a study as a good strategy for analysing data.

After identifying patterns and making connections within and between categories. This involved describing and developing more themes from the data to answer the research question. The themes were visited several times to relate them to the research question as a lens for the analysis. During this stage data was triangulated as a way of testing credibility and trustworthiness of the data and ensure on going reflections. According to Mathison (1988), triangulation is a strategy for improving the validity and reliability of research or evaluation of findings. Golafshani, N. (2003) advocates for the use of triangulation by stating that triangulation strengthens a study by combining methods. Themes and categories were compared and categorized until saturation was reached.

When coding and categorizing data was done, the process of interpretation and making sense out of the data and presenting of an account of the research findings of the data started.

3.12 Ethical Issues

Bryman, 2004, Cohen et al, 2007) posit that for research to gain meaning, ethical issues should be a matter of concern at all levels. According to Neuman (2007) ethical issues explain what is not lawful to do, or what a moral research procedure involves. Many researchers have also affirmed how important ethical issues are in the when conduction study. Ethical apprehension in the field is unavoidable when the work implicates others, whether they are colleagues, respondents, assistants, or people in positions of authority (Perecman & Curran, 2006). In other to comply with ethical issues, respect to the dignity, privacy and confidentiality of respondents, the objectives and significance of this study were meticulously explained to participant to make them feel safe and protected. The researcher also obtained written or verbal consent from participants and assured them of anonymity and confidentiality. As part to the process of obtaining their consent, participants were made to exercise their right to voluntary participation in the study. There were informed about freedom to participate or decline participation.

Besides, respondents were also made to believe that the results of the data collected were purely for academic purposes therefore questions that were asked were not meant to elicit responses that will reveal the personal identity, residential addresses, as well as places of work (place where they work).

3.13 Positionality Statement for the Researcher

It is imperative that researchers declare their stands especially for those applying qualitative methodology to make their research trustworthy (Unluer, 2012). According to Unluer, researchers who undertake qualitative studies take on a diversity of member roles when they are in the research setting. The researcher, being a professional teacher, I considered myself as an insider. This gave him advantage to have a greater understanding of the culture being studied; not altering the flow of social interaction unnaturally but have the benefit of an established intimacy which promoted both the telling and the judging of truth Bonner and Tolhurst (2002).

Furthermore, insider-researchers generally know the politics of the institution, not only the formal hierarchy but also how it "really works". They know how to best approach people. In general, they have a great deal of knowledge, which takes an outsider a long time to acquire (Smyth & Holian, 2008). In as much as there are various advantages of being an insider-researcher, there were also problems associated with being an insider. For example, greater familiarity and prior knowledge about the research process could lead to a loss of objectivity, wrong assumptions and prejudices (DeLyser, 2001; Hewitt-Taylor, 2002).

As the researcher, my positionality significantly influenced the framing and execution of this study on the challenges faced by circuit supervisors in underserved schools within the Awutu Senya West District. My background encompasses as a classroom teacher. This background has shaped my perspectives, influencing the lens through which I approached the research process.

My professional background in field of education has equipped me with a nuanced understanding of the educational landscape, policy frameworks, and the dynamics of

69

school supervision. This familiarity provided valuable context for formulating research questions, selecting methodologies, and interpreting findings.

However, it is crucial to acknowledge that my positionality, shaped by professional experiences, may introduce biases or preconceptions. I sought to mitigate these potential biases through rigorous reflexivity, maintaining transparency about my own standpoint throughout the research process. Reflecting on my assumptions, values, and potential impact on the research allowed me to approach the study with a critical and self-aware perspective.

Furthermore, my positionality influenced my interactions with participants. Establishing trust and rapport was essential for obtaining authentic and candid responses. Being mindful of the power dynamics inherent in the researcher-participant relationship, I endeavoured to create a comfortable environment that encouraged open dialogue, ensuring participants felt free to share their perspectives genuinely.
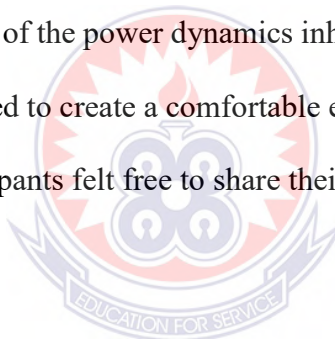
CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings that emerged from the data gathered in the field. The collected data are organised into themes, which were derived from the research questions. These themes encompass personal information, poor road conditions, transportation challenges, funds, and insufficient time for supervision. The data presented were obtained from participants through focused discussions and interviews. Furthermore, the researcher conducted a detailed analysis of the data, drawing inferences and implications in alignment with the existing literature.

4.2 Demographics of Participants

The study engaged a total of fifteen (15) participants. They were nine (9) circuits supervisors (CS), and six (6) head teachers. The information on these participants comprises gender composition, age, number of years they have been in the service and academic qualification. The characteristics of participants are assumed to have a level of influence on the kind of the responses given by the participants.

Table 4.1 Participants, Numbers Persons and Gender

Participants	Numbers persons	Gender	
		Male	**Female**
Circuit supervisors	9	4	5
Headteachers	6	2	4
Total	**15**	**6**	**9**

Source: Field Data (Author, 2022)

Taking the gender composition in Table 1 into consideration, four (4) male circuits supervisors and two (2) male headteachers totalling six (6) constitute the male

participants. The female participants constituting three (5) circuit supervisors and four (4) headteachers totalling nine (9) females. The gender participation was skewed towards the female because female supervisors were dominant as compared to the male supervisors. Since the female included study are more than male counterparts the data gathered could be said to be gender biased.

Table 4.2 Demographic of Circuit Supervisors' Age

	Age			
Gender	**30-40**	**41-50**	**51-60**	**Total**
Male		3	1	**4**
Female		3	2	**5**

Source: Field Data (Author, 2022)

Table 4.2 shows the age difference of the circuit supervisors. Three (3) out of the four males were between the age bracket of 41-50 and the one left is within the age bracket of 51-60. With regards to their female counterpart, three (3) of them were within the 41-50 years, three of them were within the 51-60 years.

Table 4.3 Demographic of Headteachers' Age

	Age			
Gender	**30-40**	**41-50**	**51-60**	**Total**
Male			2	2
Female		1	3	4

Source: Field Data (Author, 2022)

Both male headteachers involved in the study were within the age bracket of 51-60, as were three female headteachers. Among the female headteacher participants, only one fell within the age range of 41-50 years.

72

From Table 4.2 and 4.3 above, the demographics age of circuit supervisors and that of the headteachers were varying distributed among them. Among the participants five (5) of the females were within the 51-60, four of the female participants were within 41–50 years bracket. The ages of the male participants were equally distributed 3 each within the age bracket of 51-60 and 41-50 respectively. This implies that participants who were engaged in the study were informed because their age tell that they might have seen it all in education so they are more informed on contemporary issues such as supervision making them relevant sources of data.

Table 4.4 Number of Years in the Service of the Circuit's Supervisors

| | Number of Years in the Service | | | |
Gender	11-15	16-20	21-25	Total
Male	1	2	1	4
Female	3		2	5

Source: Field Data (Author, 2022)

From table 4.4 two of out of four male circuit supervisors have been in the teaching service within 16 and 20 while the rest have been in the service for 11-15 and 21-25 years respectively. Three of the female circuit supervisors have been in the service between 11-15, the rest of the female circuit supervisors have been in the service with the 21-25 years.

Table 4.5 Number of Years in the Service of the Headteachers

| | Number of Years in the Service | | | |
Gender	11-15	16-20	21-25	Total
Male			2	2
Female	1	1	2	4

Source: Field Data (Author, 2022)

The two male teachers included in the study have been in the service between 21-25 years. Two of the female headteacher have been in the service between 21-25 years. The rest have been in the service for 11-15 and 16-20 years respectively. The number of years spent in the education sector tell that participant selected for the study, have more experiences and more understanding of the situation in the area regarding educational supervision. They therefore have more relevant information on the issue under study.

Table 4.6 Academic Qualification of the Circuit Supervisors

	Academic Qualification		
Gender	B.Ed.	Masters	Total
Male	4		4
Female	3	2	5

Source: Field Data (Author, 2022)

All the four male circuits supervisors held bachelor of education. Two of the females had master of education whiles the other two had bachelor of education. With respect to academic qualification all participants had a minimum of bachelor of education and a maximum of Master Degree.

Table 4.6 Academic Qualification of the Headteachers

	Academic Qualification		
Gender	B.Ed	Masters	Total
Male	1	1	2
Female	4		4

Source: Field Data (Author, 2022)

Among the male headteachers, one of them had master of education whiles the other had Bachelor of education. Four of the female headteacher also had bachelor of education whiles the other one had master degree. Comparison the educational background of female and male participants, five out of six male participants had bachelor of education with one of the having master degree. Among their counterpart female participants, two of the circuit supervisors held master degree while other were held bachelor degree. On the other hand, seven of the females had bachelor of education with two of them having master of education.

Considering the academic qualification of the participants, clearly, it tells that the participants were more knowledgeable in the field of education because all the participants had a minimum of bachelor degree which was acquired not on any other field but education, it therefore that, there the participants were more likely to provide relevant information on the topic under study, more importantly considering the facts that they are focus of the study.

4.3 Research question number one: What nature of Challenges are Faced by Circuit's Supervisor in executing their duties in Underserved Public Schools in Awutu Senya West District?

The researcher aimed to utilize research question one in order to delve into the difficulties faced by circuit supervisors when carrying out their responsibilities in underserved schools within the Awutu Senya West District. The data collected from the study highlights the significant challenges faced by participants in executing their jobs within the context of poor roads and an inadequate transport system in the district. Several key themes emerge from the participants' perspectives: Poor Road Conditions, Transportation Challenges, Funding for Circuit Supervisors and Safety Concerns

4.3.1 Deprived Road Conditions

Participants consistently express concern about the deplorable state of the roads in the district. The roads were described as predominantly untarred, with only the district capital and specific areas having any form of surfacing. Towns such as 'A' and 'B' are particularly noted for having roads riddled with potholes. The adverse impact of these poor road conditions is exacerbated during rainy seasons, compounding the difficulties faced by individuals trying to navigate the area. Below were some of the comments of the participants:

> *"Madam, there are many problems. We cannot talk about all of them and be finished. But the common ones that hamper our job execution are poor roads and a poor transport system in the district. (Focus data. Participant #6)*
>
> *Our roads are not good at all. Most of our roads are untarred. Only the district capital and some portions have been tarred. For example, in towns 'A' and 'B,' you will only find potholes. The situation worsens when it rains. (Focus data. Participant #4)*

The condition of the roads and transportation system in the district was a major concern for circuit supervisors. The comments above clearly indicate that the roads in the district were in poor shape. Participants' comments suggest that the roads within the district play a significant role in the supervision duties of circuit supervisors. However, the bad condition of the roads prevented them from carrying out their duties effectively. The roads leading to underserved schools were particularly problematic, as they were in such a bad state that motorists rarely used them on a daily basis.

4.3.2 Transportation Challenges

The inadequacy of the roads directly affects the transportation system in the district. Participants note that motorbikes (okada) are the predominant means of transport due to the unsuitability of cars for the conditions of the roads. Those without cars often rely

on okada for commuting, underlining the prevalence and importance of this mode of transport in the area as indicated below.

> *The roads are very bad in Awutu district. As a result of bad roads, the transportation system here is very poor. You will mostly find motorcycles (okada) plying the roads. If you are working in this district and do not have a car, you should not be afraid of okada because that would be your means of transportation. (Focus data. Participant #3)*

Another participant said that only on market days would rickety cars overload with passengers and goods attempt to navigate these treacherous routes.

> *"The fact is that cars are not plying on the road regularly. It's only on market days that you get the rickety cars. And even with that, you are sure of overloading with market women and their goods. I describe those cars as uncomfortable. (Focus data. Participant #9)"*

Furthermore, motorbikes that did ply these roads charged exorbitant prices, exacerbating the situation. During discussions with the participants, it became evident that circuit supervisors whose circuits were located near the district capital or within the district capitals were able to visit schools regularly, in comparison to those supervisors whose circuits were far from the district capital. The participants expressed that they could have managed other challenges, but the poor road and transportation system often caused their work to come to a halt, especially during the rainy seasons. The issue of poor roads has financial implications for individuals. One participant reveals ceasing the use of their car due to the prohibitive costs associated with maintenance.

> *"I have a car, but I have stopped using it as a result of the bad roads. Look, I can't afford the maintenance. It's very expensive to use your car, although you can't discount its convenience". (Focus data. Participant #7)*

This suggests that even those with personal vehicles find it economically unsustainable to use them under the prevailing road conditions. Participants highlight the infrequent

use of cars on the roads, primarily restricted to market days. The available vehicles are described as "rickety" and uncomfortable, often overloaded with market women and their goods. This scarcity of suitable transportation options further hampers regular commuting and contributes to the reliance on alternative means, such as motorbikes.

The challenges posed by poor roads and limited transportation options affect participants' ability to fulfil work commitments. One participant noted that residing in the same villages and towns where they work provides a slight advantage over Circuit Supervisors (CSs).

> *"As for the road and transport issues in the district, it's a major concern for us. The only advantage some of us have over the CS's is that we stay in the villages and towns where we work; else, it would have been difficult for some of us to come to work every day. This does not make us complain too much when we don't see our circuit supervisor visiting the school regularly. (Interview data. Participant #4)"*

This geographical proximity alleviates some of the difficulties faced in commuting, although it also results in a reduced frequency of visits from the CSs.

4.3.2 Funding for Circuit Supervisors

Participant #7 expresses frustration over the absence of funds allocated for circuit supervisors to conduct school visits.

> *"There was no fund for circuit supervisors to go round the schools. Circuits supervisors visit schools with their T&T but money is not paid to them or even if the government will pay it won't come on time but late." (focus data. Participant #7)*

The mention of T&T (Travel and Transport) implies that supervisors use their own resources for travel. The participant suggests that even if the government were to provide funds, there were delays in payment, creating a financial burden and affecting

the timely execution of their responsibilities. Participant #2 adds to the narrative, stating that they were not provided with T&T.

> *"We are not given T&T. We mostly foot our bills to go out to the schools. On days that we are paid T&T, we either spend less or forget." (Focus data. Participant #2)*

This places the financial responsibility on the circuit supervisors, who often end up covering their own expenses to visit schools. The participants notes that on the rare occasions when T&T is provided, it is either insufficient or forgotten, compounding the financial challenges faced by supervisors. Participant #5 highlights the need for measures to address the T&T issues faced by circuit supervisors.

> *"You are not expecting me to visit the school always with my T&T. At least there must be some measures put in place to mitigate these T&T issues with circuit supervisors." (Focus data. Participant #5)*

This indicates a recognition that the current system is inadequate and calls for proactive steps to alleviate the financial burden on supervisors during school visits. The statements collectively underscore the need for a more reliable and timely financial support system for circuit supervisors to carry out their duties effectively. The participants in both statements emphasizes the difficulty of working in rural areas due to poor road conditions, with personal vehicles getting damaged. The lack of funds for repairs and the inadequacy of allowances contribute to the challenges faced by individuals working in education in deprived areas. For example, one of the participants said:

> *We have always been accused by our employers that we are not working in the field, but, my sister, you can see, it isn't our fault. As a result of the bad road in our circuit, my personal car has been damaged. I have no funds to repair it. No allowance would be paid to you, and even if it should be paid, it's too meagre that it can't even cover expenses on the repairs. The problem in the education sector is so huge, especially for those of us working in rural areas. Sometimes, you become frustrated as a result of your inability to execute a job you know you can do and do it better. In*

79

fact, for those of us in deprived areas, I think the manager of education ought to come to our aid quickly, else some may seek another job. (Focus data participant #6)

The frustration stemming from the inability to carry out one's job efficiently due to infrastructure challenges is evident. The statement suggests that without quick intervention from education managers, some individuals may consider seeking alternative employment. The statements highlight the real and practical challenges faced by education professionals in rural and deprived areas.

4.3.4 Safety Concerns

The mention of using motorcycles on bad roads raises safety concerns, with the participant noting the absence of insurance coverage in case of accidents. Two of the remarked that:

> *"Madam, being on a motorcycle to ply those bad roads to visit schools poses a great danger to us. Imagine if I hire an Okada (motorbike) and I fall; what happens to me? No insurance for me. Nothing…" (Focus data participant #6)*

> *I took 'Okada' to one of the schools within my circuit. Before I got to the school, I realized that my dress has strangely been torn. Feeling embarrassed, I walked straight to the headmistress office and undressed for my dress to be sown at the tailoring shop in the nearby village. On that day I could not do any meaningful work till I return home. (focus discussion data, participant #3)*

4.4 Research question two: In what ways do these Challenges Affect Circuit Supervisors in executing their Duties in Underserved Public Schools in Awutu Senya West District?

The objective of the question above is to find out how the problems outline by the participants affect the work of the circuit supervisors and the delivery of education in the district. In an attempt to explain how the aforementioned challenges, affect the supervisory delivery in the district, the following reports have been captured under

80

each sub theme generated from the data gathered. The objective of the question above is to determine how the problems outlined by the participants affect the work of the circuit supervisors and the delivery of education in the district. In an attempt to explain how the aforementioned challenges, affect supervisory delivery in the district, the following reports have been captured under each sub-theme generated from the data gathered.

4.4.1 Deprived Road Conditions

One of the problems mentioned as a challenge is deprived road conditions and the transportation system. According to the data gathered, poor road conditions and the transportation system hinder the movement of circuit supervisors, preventing them from carrying out their work effectively. Two participants remarked that:
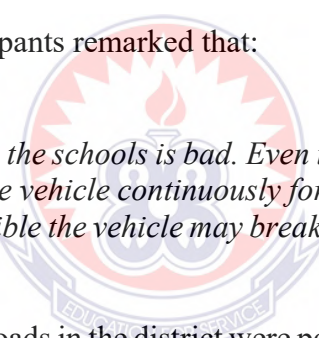
> *"As a result of poor roads and a deficient transport system in the district, I usually visit my circuit school only on market day because that is the only day you can luckily get transport. I am afraid of the Okada, but sometimes I muster the courage and risk being on the 'Okada.' Meanwhile, before you get to the school, you are already dirty with dust. So, you would not be motivated enough to work." (Interview data, participant #5)*

> *"I hardly go to my circuit regularly. As a result of poor roads and the transportation system in the district, we have all become dormant supervisors. Instead of being in the field, we usually stay at the office. Sometimes, we barely do anything although we have lots of work to do in the field. Our inability to visit schools regularly has created room for recalcitrant students to absent themselves from school, pay little attention to classwork, and this has contributed to the decline in educational standards in the district." (focus data, participant #8)*

The participants highlight poor road conditions and an inadequate transportation system as significant challenges affecting the circuit supervisors' ability to perform their duties effectively. The limited access to schools, resulted in irregular visits, hindering the supervisors' ability to address issues promptly. This, in turn, contributes to a decline in educational standards in the district as students become recalcitrant due

to the supervisors' infrequent presence. The information suggests that improving transportation infrastructure could positively impact the delivery of education in the district.

The roads leading to the undeserved school within the district have been reported to be in poor condition. Participants have described the transport system in the Awutu Senya West District as consisting of trunk roads, feeder roads, and footpaths, which are further categorised as engineered, partially engineered, and non-engineered. The majority of roads in the district are non-engineered and predominantly unpaved, with varying conditions ranging from poor to fair to good. Except for the bituminous surface feeder road in Awutu Township, all other feeder roads in the district are made of earth or gravel.one of the participants remarked that:

> *"The road leading to the schools is bad. Even if the management decide*
> *to go there with office vehicle continuously for one week, on same state*
> *of the road, it is possible the vehicle may break down" (focus discussion*
> *data, participant#3)*

Unfortunately, the feeder roads in the district were poorly maintained and in deplorable states. This lack of maintenance, combined with poor drainage, has led to erosion and potholes, making it difficult for vehicles to travel on these roads. Additionally, there are foot bridges in the district that connect to villages that are otherwise inaccessible, especially during the rainy season.

It was found that motorised transport services are primarily available on market days, with the exception of cargo vehicles that can be found daily as they are contracted to transport goods. According to participants, the low number of vehicles operating in the area is due to the poor condition of the roads. This lack of reliable transportation

82

options greatly affects the mobility and accessibility schools in underserved areas. During the focus discussion it came out that;

> *The road leading to the villages where our schools are located are bad the even if government and other philanthropist decide to provide logistics such as cars, vehicles, motorbike or tricycle or any other means to aid transportation to those communities, that measure may not be sustainable and eventually affordable if the road leading to the underserve schools are not properly made motorable. (Focus discussion data, participant #5)*

Participants have noted that the available modes of transportation in the district include both motorised and non-motorised means, each with different carrying capacities. Non-motorized modes such as head loading, walking, bicycles, and push carts are commonly used for short distances. On the other hand, motorbikes, taxis, and cargo vehicles are the main motorized modes of transport in the district. Data collected from the field indicates that bicycles and walking are the most frequently used modes of travel.

4.4.2 Resistance to Cooperation

The study delves into the intricate dynamics between circuit supervisors and school personnel, focusing on the challenges encountered during the supervision process. The overarching theme revolves around the difficulties arising from a lack of cooperation, particularly observed among head teachers and teachers, as identified through participant discussions and interviews. Participants consistently reported instances where some head teachers and teachers demonstrated resistance and a lack of cooperation during supervision. This manifested in various forms, including delayed responses and non-compliance with instructions. As captured in the comments below, the use of terms such as "delay tactic" suggests a deliberate attempt to obstruct the supervision process. This strategic resistance poses a significant hurdle for circuit supervisors in carrying out their duties effectively.

83

> *"Some head teachers and teachers are difficult to handle; they play a 'delay tactic' during supervision. I think they are not willing to play along" (focus discussion data, participant #6).*

> *Some teachers and even head teachers do not cooperate with us during supervision, and this makes our work difficult. "The cooperation of some head teachers and teachers is very minimal and not encouraging at all. I think some teachers make the work of the supervisors very difficult; they don't follow simple instructions (Focus group discussion data, participant #1, 7 and 8).*

A noteworthy sub-theme emerged, revealing that a subset of head teachers and teachers perceives themselves as having superior qualifications to circuit supervisors. This perception contributes to uncooperative behaviour, creating a challenging working environment.

> *"Some of the head teachers and teachers think they have better qualifications than us, so they tend to be uncooperative" (interview data, participants 3 and 7).*

The inadequate cooperation, along with perceived professional disparities, significantly hinders the circuit supervisors' ability to effectively carry out their tasks. Consequently, this has a detrimental impact on the overall quality of education provided in the district. Furthermore, a concerning challenge arises from the fact that the majority of circuit supervisors receive minimal cooperation from the teachers. The data collected indicates that some teachers engage in heated arguments and display antagonistic attitudes towards the circuit supervisors. Such assertiveness greatly complicates the supervisors' work and often escalates tensions between them and the teachers they oversee.

The gathered data also reveals that the uncooperative attitude of teachers is exacerbated by the mode of supervision employed by circuit supervisors during school visits. Teachers tend to form perceptions about the supervisors' approach and interactions. Addressing these issues is crucial to improving the educational landscape in the district.

84

By fostering a culture of collaboration and addressing professional disparities, circuit supervisors can enhance their effectiveness in supporting teachers and ultimately elevate the quality of education delivery. Some of the headteacher described such attitude of some of the CS and some of the teacher as professional indiscipline. The manner some of the teacher vehemently disregard some instructions of circuit supervisors suggest that the profession id not guided by any code of conduct.

The professional code of conduct outlines how teachers should conduct themselves in the workplace and how they should interact with their colleagues. One headteacher quoted a provision from the professional code of conduct, stating,

> *"No staff shall, in the course of his/her duties, disobey, disregard, or wilfully default in carrying out any lawful instruction or reasonable order given by any person, committee, or board having authority to give such an order or instruction"*

> *He further expressed,*

> *"...that teachers and headteachers who flout such orders are charged with insubordination. He wonders why some teachers and headteachers could not obey the circuit supervisors but instead disobeyed their orders and did the opposite..." (interview data, participant #5).*

The participants highlight the existence of a professional code of conduct governing teacher behaviour. However, there seems to be a disconnect between the guidelines provided by the code and the actual conduct of some teachers and headteachers. The mention of insubordination charges suggests a serious consequence for non-compliance with instructions. The observation that conflicts between teachers and circuit supervisors disrupt the supervision process is crucial. This indicates that effective communication and collaboration are imperative for successful supervision. Addressing the underlying issues causing misunderstandings could contribute to a more harmonious working relationship within the educational setting.

4.4.3 Inadequate Logistics and Monetary Resources

Insufficient funds and inadequate logistics pose significant obstacles to educational supervision in the Awutu Senya West District. Findings from interviews with respondents and insights gleaned from focus group discussions consistently underscore the acute shortage and, at times, complete absence of essential stationery for both schools and circuit supervisors.

Circuit supervisors voiced their concerns about the lack of educational resources in the schools they oversee, emphasizing that the available resources are often inadequate. Headteachers echoed these sentiments, emphasising that the capitation grants allocated by the central government to support stationery expenses fall short of meeting the recurrent needs of the schools. Moreover, these grants are irregularly disbursed, adding to the financial challenges faced by schools.

In addition to inadequate stationery, circuit supervisors identified transportation as a major challenge. Those fortunate enough to have motorbikes and cars highlighted the persistent issue of insufficient fuel support from the district directorate, despite their personal financial sacrifices for work-related travel. Furthermore, the circuit supervisors noted that when their vehicles or motorbikes experienced breakdowns due to the challenging terrain, no maintenance allowances were provided to assist in repairs. This study reveals a systemic issue affecting educational supervision, where financial constraints and logistical inadequacies hinder the effective functioning of both circuit supervisors and the schools they oversee. The precarious state of stationery provisions and transportation resources contributes to the overall challenges faced by the educational system in the Awutu Senya West District. Addressing these concerns

is imperative for improving the quality and efficiency of educational supervision in the region. Below were some of the comments of the circuit supervisors and headteachers.

> *"The circuit supervisors must be equipped with the necessary resources to ensure effective performance." (Interview data, participants #2, #5, and #8).*

> *"We require increased financial support for logistics and other materials essential for enhancing our supervisory responsibilities." (Focus discussion data, participant #4)*

> *"Throughout the entire academic year, my Circuit Supervisor did not visit my school. Our location is quite distant from the district, making access challenging without personal means of transportation such as an Okada or a car. How can one visit without either of these, or without the confidence to use an Okada? Last year, she visited once, utilizing a hired taxi. The taxi would wait until she completed her duties before moving on to the next school. Due to her desire to visit multiple schools in a day, she does not spend much time at one school. She mentioned paying close to GH¢ 150.00 on transportation in a day under such arrangements. I empathise with her situation at times." (Interview data, participant #4).*

> *"My circuit supervisor contacts me whenever information is needed from the school. However, I rarely see him in person. When he does visit, he often expresses financial constraints to cover transportation costs to reach my school. On the days he does come, I contribute from the school fund to cover his transportation expenses." (Interview data, participant #6).*

The statements underscore the crucial need for adequate resources for circuit supervisors to carry out their responsibilities effectively. The participants express concerns about the financial challenges faced by supervisors in accessing schools due to transportation costs. The detailed account of the circuit supervisor's reliance on a hired taxi and the associated costs provides insight into the financial strain placed on supervisors. These challenges impact the frequency and duration of school visits, highlighting the need for comprehensive support, including financial assistance and improved logistics, to enhance the effectiveness of educational supervision.

Furthermore, the unavailability of funds compels circuit supervisors to collect money from headteachers and teachers during school visits. One headteacher disclosed:

> *"I am aware that some of our circuit supervisors demand money from the heads of schools. This is not right. What the government should do is to increase their salaries and promptly pay other allowances to alleviate the challenges circuit supervisors face in enhancing supervision" (interview data, participant #3).*

Headteachers clarified that the money offered to circuit supervisors is a voluntary gesture from headteachers, not compulsory and usually intended for purchasing water to quench their thirst. Although some headteachers acknowledged that some circuit supervisors allegedly requested transportation fees, they swiftly condemned such practices. According to the interviewed headteachers, none of the circuit supervisors had asked them to pay for travel expenses after visiting their schools.

The discussion centred on the shortage of funds, with participants asserting that due to financial constraints, the government and educational managers struggle to provide the necessary logistics for effective supervision. The data revealed that for optimal supervision, the government and education managers should ideally provide logistics such as cars, motorbikes, tricycles, and other necessary items. A headteacher remarked:

> *"Circuit supervisors should be given special car loans or alternative measures to aid their job, as their presence in schools is crucial for achieving results" (interview data, participant #5).*

Meanwhile, circuit supervisors were not even demanding cars from employers to execute their job. Circuits supervisors need their employer to make payment of allowances after returning from field visits. Two participants expressed their views:

> *"I don't necessarily need a car or motorbike because I don't even know how to drive them. What the government needs to do is consistently pay our travel and transportation (T&T) after our field visits. Sacrificing to cover T&T expenses from a meagre salary without receiving adequate allowances creates a financial burden that discourages continued dedication to the job" (focus data, participant #2).*

88

> *"The government should pay our T&T to enable effective fieldwork. Continually covering our own T&T expenses without reimbursement is disheartening. We are sacrificing a significant portion of our salary, and it is disheartening to return from a field visit and not receive the expected allowance" (focus data, participant #4).*

The data above underscores the significant challenges faced by circuit supervisors, which have adversely impacted their motivation. Participants express frustration with these issues, having previously raised concerns without tangible solutions from management. Consequently, they have shifted their focus to addressing challenges within their means and capabilities.

4.4.4 Professional Development

The data gathered indicated that professional development plays a major role in sharpening the skills of employee abreast with modern development in the field of their profession. The data pointed out that when circuit supervisors receive enough training on their field of work, it will be a ground for equipping and boosting their morale to execute and increase the effectiveness on their work. Unfortunately, the data gathered indicated that circuit supervisors do not usually receive professional development despite the numerous benefits on professional development. Circuit supervisors who were engaged in the discussion said it been years they had professional development. Two of the participant comments that;

> "*It been very long time we had professional development organised for us" (focus discussion data, participant #5).*

The statement was re-echoed by one head teacher who said,

> *"I enquired from my CS when they will organise profession development for headteachers, he said is not aware when because the district does not have fund to organise training for few circuits supervisor in the district and it's been long, they had one themselves." (Interview data, participant #2).*

Although, the circuits supervisors yearn to attend profession development but they ascribe lack of funds as the main reason for their inability to attend professional development. They all acknowledged the importance of one attending professional development regularly and resonated the need to have professional development to sharpen their skills to dispense modern day supervision to the people they supervise.

4.4.5 Betrayal of Circuit Supervisor by top Officials

In the context of betrayals, participants shared the following sentiments:

> *I identified three teachers who were not reporting to school regularly, but I was later confronted by those teachers during one of my visits to the school. I wonder who actually informed them that I had reported them to the office. (Focus discussion data, participant #1).*

> *Another participant expressed concern:*

> *It's a worrying challenge we face here. I don't know about other districts, but for this particular office, there are some officers whose duties involve seeking information on teachers and reporting it back to them. (Focus discussion data, participant #4).*

> *A participant added:*

> *It is so disheartening that some of the top officials engage in such actions. Worse still, some even go to the extent of directing teachers on what to say in case they are called to answer queries. All these behaviours impede our efforts. (Focus discussion data, participant #2).*

> *Additionally, a participant remarked:*

> *...working in this district is difficult. You will use your own money and risk your life to capture reports, and when you present them to the management, some of the officers will leak this information, betraying you for reasons best known to them. I don't know who does those things, but at times, I will be there and receive a call from some teachers confronting me on issues, and I find it problematic. (Focus data, participant #1).*

Top officials within the district are alleged to betray circuit supervisors when reports are brought against recalcitrant teachers. The reactions of the participants during the discussion indicated unanimous dissatisfaction with such actions. They described this

behaviour as hypocritical and called for appropriate measures to address it. The circuit supervisors allege that some top officials betray them when they report unprofessional conduct of teachers and headteachers to the district office. They believe that the inability of some educational administrators to treat certain information confidentially is unethical and should be condemned without prejudice. The repercussions of such behaviour were reported to have resulted in personal confrontations. One circuit supervisor reported being confronted and humiliated by a teacher for reporting them to the district education office. She expressed her distress, stating:

> *I was confronted and humiliated by one of the teachers in my circuit for reporting him to the superiors in the office. I did not understand how the issue got to him; later, I got to know the information was leaked to him by one of the superiors in the district office.... I was hurt by that but could not do much. From that time, I have been very careful about what to capture and what not to capture when reporting. (Interview data, participant #5).*

All respondents described the attitude of these officers as unprofessional. One headteacher noted that such behaviour gives some teachers more influence than both headteachers and circuit supervisors. He commented:

> *"There are some teachers who are powerful because they have some top officials at the district office to back them. How they get the support of these officers, no one can tell." (Interview data, participant #7).*

The ripple effects of this behaviour breed corruption, making circuit supervisors ineffective, as some teachers do not accord them the needed respect and cooperation. They attributed the actions of these top officials to material and financial incentives received from certain teachers in exchange for favours. This led to a situation where officials, in order to attract more incentives, would sneak information and report to look good before their financiers. A circuit supervisor lamented:

> *"It is so disturbing that while we are struggling with all our efforts to ensure academic success, others only think about what they will gain*

without necessarily committing to what we all do. As a result, these bad attitudes of some of the officers, some teachers, and the headteachers have led to a rebellion against reasonable instructions issued by some circuit supervisors." (Focus discussion data, participant #4).

Another participant added:

"These days there is no respect for circuit supervisors because teachers and headteachers have topmen to report and support them on issues. We only look good before them, but inwardly we are nothing before them, and that is why we mostly encounter lots of challenges with the headteachers and teachers with little or no provocations."

The participants express significant distress over instances of betrayal by top officials within the district, who allegedly leak information to teachers and headteachers. This betrayal negatively affects the credibility and effectiveness of circuit supervisors. The participants view this behaviour as unprofessional and detrimental to the educational system. The findings suggest a breakdown in trust and cooperation within the educational hierarchy, leading to challenges in enforcing discipline and maintaining a respectful working relationship. Addressing these issues is crucial for restoring professional integrity and fostering a conducive working environment within the education system. The allegations of corruption further emphasize the need for transparency and ethical conduct among educational administrators.

4.4.6 Unwillingness of the DEO to Apply Sanctions

According to head teachers, the DEO was unwilling to apply sanctions to wayward teachers who would not come to school regularly and punctually, and who would not even prepare their lesson notes or who often left school before the official closing times of pupils. Head teachers indicated that such reluctance from the DEO emboldened those teachers and made the head teachers powerless and hence unable to supervise such teachers. The head teachers revealed that such teachers even gave them negative labels such as "hypocrites' and sometimes threaten them. This attitude of the DEO, the

head teaches indicated, created insecurity in them and further worsened their supervisory ability as heads. The circuit supervisors also affirmed this view of the head teachers, and said they also suffer such fate as the heads from such teachers. But the circuit supervisors mentioned that opinion leaders and political leaders' interference was solely responsible for the recurrence of such negative attitude of such teachers. But the impunity with which they misconduct themselves motivates them to carry on. If the DEO management would take bold decisions to apply the prescribed sanctions employable, then almost all these problems of teacher absenteeism and other misconducts will fade. Circuit supervisors expressed the worry that the DEO management was not responding to their reports. The circuit supervisors asserted that apart from the fact that the DMT and the DEOC were not visiting schools, management was also not ready to discuss with them management's views about those reports they generated from their field visits and submitted to the DEO. They indicated that such lack of feedback was making them feel irrelevant and demoralised. Below were some of the comments of the circuit supervisors;

> *"How can I go to the field and do my work and submit the report to my superior officer for study and action to be taken on some critical issues, and it ends up being neglected with and reference to me. (focus discussion data, participant#6).*

> *Another one also said;*

> *"This attitude being exhibited by the DEO management continues to demoralise us and makes us feel useless and powerless in front of our head teachers, and especially the stubborn teachers". (focus discussion data, participant#2).*

> *Another one also added that;*

> *And it has emboldened the recalcitrant teachers to disrespect us the circuit supervisors and sometimes insult and threaten their head teachers. This has seriously affected the effectiveness of supervision negatively in the district because everyone adopts a careless attitude, and no actions are taken to resolve issues as quickly as*

> *possible. Sometimes the head teacher will be asking to know what is happening with a particular report, and one can't answer." (focus discussion data, participant#8).*

4.4.7 Teachers' Absenteeism

The participants highlighted the significant challenge of teacher absenteeism, which adversely affects the responsibilities of circuit supervisors. Participants engaged in the discussion revealed that the absenteeism of teachers significantly impacts the work of circuit supervisors. Allegedly, teachers in underserved schools exhibit irregular attendance, and when circuit supervisors visit to oversee their work, the teachers were often not present for supervision. A circuit supervisor shared an experience:

> *"There is one particular teacher I have visited his school three consecutive times, but I did not meet him. When I asked the head of the school, he said the teacher had obtained verbal permission. I suspected some cover-up." (Focus discussion data, participant #5).*

> *Another headteacher expressed concern:*

> *"Teachers' absenteeism, hmm! It's something I am grappling with in my school. I have two teachers who always come up with various excuses, all in the name of not coming to school. The circuit supervisor has visited about three times, but the teacher is always absent. Attempts to meet him have been in vain. The most disheartening issue is that such teachers have top officers to back them, so we also manage them." (Interview data, participant #6).*

Teachers engaging in regular absenteeism were alleged to have developed close links with top officials at the district office who defend them. According to the participants, these teachers believe they can overcome any trouble with the help of their allies, leading to a lack of respect for headteachers and circuit supervisors. Two circuit supervisors expressed their views:

> *"As far as I know, absentee teachers create lots of problems for us. They are untouchables; when you attempt to address their absenteeism, you will face challenges because they have officers backing them." (Interview data, participant #1).*

> *"The absentee teachers create lots of problems for us. They are untouchables due to the relations some of the teachers have with the*

officers. These relations motivate some of the officers to exhibit certain behaviours that make the work of circuit supervisors difficult." (Focus data, participant #3).

Participants unanimously agreed that these challenges could be overcome if officers commit sincerely to professional ethics. They suggested that officers should refrain from condoning the behaviour of their relatives and, instead, hold them accountable for punitive measures. This, they believe, would serve as a deterrent, boost the confidence of circuit supervisors, and allow them to perform their responsibilities without fear.

The presence of close relationships between absentee teachers and top officials at the district office creates an environment where these teachers feel untouchable and immune to disciplinary actions. The participants underscore the need for a commitment to professional ethics, suggesting that addressing these challenges requires officers to be firm, avoid condoning undesirable behaviour, and enforce punitive measures when necessary. This would not only deter such behaviour but also enhance the confidence of circuit supervisors in carrying out their duties effectively.

4.5 Research Question Three: How do the Circuit Supervisors Cope with the Challenges they face in executing their Duties in Underserved Public Schools in Awutu Senya West District?

The research question three was formulated to find out how the circuit supervisors were coping amidst the challenges in the execution of the responsibilities. The following themes were generated; intrinsic motivation, logging unprofessional behaviours and protecting the interest of the child.

95

4.5.1 Intrinsic Motivation

When it comes to internal motivation, a circuit supervisor (CS) expressed:

"We are motivated inwardly because of the love we have for the job and our kids." (Focus discussion data, participant #4).

Despite the challenges, there is a necessity to find ways to cope and ensure that one makes ends meet. We have no other option but to self-motivate in whatever we do. Without the love we have for the kids, some of us might have stopped visiting schools a long time ago, considering the challenging situations we find ourselves in." (Focus discussion data, participant #6).

Another participant added:

"We are encouraged by what we do and the impact we are gradually making in the educational delivery in the district. Honestly, if not for the motivation from some of our colleagues and the inspiration we take from such motivation during our meetings, I believe some of us would have stopped working in this particular district." (Focus discussion data, participant #2).

The love for the job and the genuine care for the students motivate circuit supervisors to take risks and work diligently to supervise underserved schools within the district. They emphasize that their passion for the job enables them to cover their transport expenses, even when the government fails to reimburse the district for their transportation. They claim to have developed resilience in their mindset regarding insufficient or unpaid allowances. This intrinsic motivation propels them to work as if they are doing it voluntarily, without complaining to anyone. One participant shared:

"I have come to understand the challenges that pertain to the work I am doing. So, this time around, I am not complaining anymore. I only hope that one day, somebody sitting somewhere will see our suffering and come to our aid by providing necessary logistics for work. In the meantime, I am putting in all my best with the little resources I have at my disposal." (Focus discussion data, participant #7).

Another participant commented:

"The challenges in the work have strengthened us, so we now do the work as if there are no difficulties. We have become accustomed to it, so we see riding on an 'Okada' as normal, even though we are aware of

96

the dangers that come with it. Even with our car, we cope and take risks
for the love of the kids." (Focus discussion data, participant #8).

The participants reveal a strong sense of intrinsic motivation driven by their love for the job and the students. Despite facing various challenges, such as insufficient resources and unpaid allowances, their dedication to making a positive impact on educational delivery in the district keeps them going. This intrinsic motivation serves as a powerful force, enabling them to cope with difficulties, take risks, and continue their work without succumbing to complaints or despair. The participants express a hopeful outlook, believing that their perseverance will be acknowledged and supported by external assistance in the form of necessary logistics. This highlights the resilience and commitment of circuit supervisors in the face of adversity.

4.5.2 Logging Unprofessional Behaviours

The circuit supervisor has communicated a significant shift in their approach to handling unprofessional behaviours among teachers. Instead of capturing such incidents, they have opted for logging them in log books as an alternative measure. Unfortunately, the reports submitted by circuit supervisors to the district office faced a breach of confidentiality, leading to confrontations between the supervisors and affected teachers. This breach of trust has prompted the circuit supervisors to discontinue the practice of documenting unprofessional behaviours in official reports, favouring the more discreet log book entries to circumvent further conflicts. This strategic shift, however, raises concerns about the effectiveness of the supervisors' role in maintaining discipline and accountability within the educational system. One participant expressed frustration, highlighting the futility of reporting unprofessional behaviour:

> *"I have stopped including any unprofessional behaviour in my reports because, even if reported, no action is taken against the teacher. Instead, the information is leaked, and the implicated teachers speak disrespectfully to us because they are shielded by their associates. Nowadays, if I discover a teacher not presenting notes or absent for any reason, I simply log it in the log book, and that's the end of it"* (Focus Discussion Data, Participant #7).

This sentiment underscores a lack of faith in the existing system's ability to address disciplinary issues effectively. The leaked reports not only compromise the confidentiality of the reporting process but also undermine the authority of circuit supervisors in maintaining professional standards. Another participant highlighted the broader impact on the supervisor's core responsibilities, stating:

> *"Our role as circuit supervisors is to disseminate information to teachers and convey information to the management for school improvement. It is disheartening that the person delivering the information is betrayed for personal gain, which is beyond comprehension"* (Focus Discussion Data, Participant #9).

This sentiment emphasises the detrimental effects of compromised trust on the overall effectiveness of the education management system. The betrayal of confidential information not only erodes the supervisors' credibility but also impedes the collaborative efforts required for educational advancement. In a reflection on their coping strategies, one supervisor admitted a lack of a specific approach, relying on adaptability and divine intervention:

> *"We cope with challenges by the grace of God. When problems arise, we find ways to deal with them. The truth is, we don't have a specific strategy; we simply manage"* (Focus Discussion Data, Participant #3).

This candid admission underscores the ad-hoc nature of their coping mechanisms, pointing towards a potential gap in the establishment of systematic strategies to address challenges. The situation calls for a comprehensive review of the existing reporting and management protocols, emphasising confidentiality, accountability, and trust-building

measures to restore the integrity of the supervisor's role in fostering a conducive educational environment.

4.5.3 Protecting the Interest of the Child.

Circuit supervisors expressed a deep commitment to overcoming challenges in their work, attributing their perseverance to the profound interest they have in the well-being of the children within the schools they monitor. The following statements reflect the sentiments shared by some circuit supervisors during discussions:

> *"I invest my personal funds to visit schools because I am driven by the desire to protect the interests of the child. I am well aware that any lapse on my part could lead to significant issues in teaching and learning. Therefore, I spare no effort in ensuring that I visit schools, even if it means using my last pesewa" (Focus Discussion Data, Participant #7).*

Another participant emphasised a sense of personal ownership and responsibility:

> *"I consider the children in the schools as my own, striving to ensure they receive the best from headteachers and teachers. Despite the challenges posed by poor roads and a deficient transport system, we do not relent in our efforts. Our sacrifices are commendable, given the circumstances, all for the success of educational delivery" (Focus Discussion Data, Participant #9).*

Another participant highlighted the broader mission of the circuit supervisors:

> *"Our visits to schools are not about chasing headteachers and teachers; rather, our focus is on establishing effective school management and ensuring continuous teaching and learning. We do all this with the well-being of the pupils in mind. Recognising the challenges faced by underserved schools, we understand that without proactive monitoring, headteachers and teachers may become complacent, ultimately affecting the academic performance of the children. Our duty is to protect these children, which is why we are undeterred by the challenges we encounter" (Focus Discussion Data, Participant #3).*

The common thread across these statements underscores the profound dedication of circuit supervisors to safeguarding the interests of the children they serve. Despite

acknowledging the difficulties faced by pupils in underserved schools, the supervisors firmly believe that their concerted efforts, no matter how modest, can significantly benefit these children. Their commitment extends beyond the immediate challenges, driven by the hope of bringing smiles to the faces of the pupils and contributing to their long-term educational success.

This unwavering dedication to the welfare of underserved children suggests a commendable sense of responsibility among circuit supervisors, highlighting the crucial role they play in ensuring the quality of education in challenging circumstances. Their perspective goes beyond the daily obstacles they face, emphasising a commitment to making a positive impact on the lives of the children they serve.

4.5.4 Creation of Social Media Platform

In a collaborative effort with head teachers, circuit supervisors took a proactive approach to streamline the dissemination of supervision-related information by establishing WhatsApp groups as social media platforms. The primary objective was to alleviate the financial and physical burdens associated with traditional supervision methods. The initiative targeted all teachers within their respective circuits who possessed Android-powered mobile devices, ensuring a more efficient and timely flow of information.

Each circuit's WhatsApp platform boasted an average of 8 head teachers actively engaged, allowing for the swift communication of critical supervisory matters. These issues spanned various aspects, including teacher absenteeism, announcements related to data collection, information about workshop attendance, and discussions on school

financial administration. The intention was to create a dynamic and interactive channel for addressing pertinent matters in real-time.

However, the efficacy of this approach faced certain limitations. The supervisors acknowledged that reliance on these platforms was constrained by the specificity of information, as certain details were intended for particular individuals. Additionally, not all head teachers were consistently present on the platforms due to challenges such as data constraints or the inadequate condition of their mobile phones.

This adaptation of technology within the supervision framework reflects a commendable attempt to enhance communication and information flow. The integration of WhatsApp groups served as a cost-effective and convenient alternative, demonstrating a strategic response to the limitations posed by traditional methods. Despite its advantages, the supervisors recognized the need for a nuanced approach, understanding that certain information required more personalised communication channels. Moreover, the challenges encountered, such as uneven participation due to technical issues, underscore the importance of considering the practicalities and constraints associated with the use of technology in educational management. This analysis highlights the dual nature of the initiative—innovative in its attempt to modernize communication, yet cognizant of the contextual challenges that may limit its universal effectiveness.

4.5.5 Capacity Building for SMCs/PTAs

In an effort to enhance their supervision role, circuit supervisors (CS) implemented a coping strategy involving the training of School Management Committees (SMCs) and Parents-Teacher Associations (PTAs) executives. This approach, unveiled during a focus group discussion with circuit supervisors, aimed to empower these key

stakeholders for more effective school monitoring and improved management of school-community relations. A circuit supervisor articulated the rationale behind this strategy:

> *"Equipping SMC/PTA executives to assist in school monitoring is crucial for effective supervision. This ensures that even in the absence of the circuit supervisor, monitoring activities can continue in some capacity" (Focus Discussion Data, Participant #1).*

Despite the positive intent behind this initiative, feedback from headteachers suggested a disparity in the perceived effectiveness of SMCs/PTAs. Headteachers asserted that many of these committees were not fulfilling their roles adequately, leaving school administration and teacher-related issues solely on the shoulders of headteachers. Both circuit supervisors and headteachers shared a common observation: a significant number of SMC/PTA executives tended to neglect their responsibilities even after receiving training.

The revelation that trained SMC/PTA executives were not consistently effective raises questions about the sustainability and impact of the training programmes. While the circuit supervisors' intention was to delegate monitoring responsibilities, the actual execution faced challenges related to the commitment and engagement of the trained individuals. This disparity in effectiveness could stem from various factors, including a lack of sustained motivation, understanding, or accountability within the SMCs/PTAs.

Recognizing the issues raised by headteachers, the proposal for refresher training sessions indicates a proactive approach to address the gaps in knowledge and commitment. Headteachers expressed the need for joint training sessions where they and SMC/PTA executives could collaboratively discuss ways to enhance their collective effectiveness. The emphasis on the challenges posed by the educational

background of some SMC/PTA members suggests an awareness of the diverse capacities within these committees.

4.6 Research Question Four: What sustainable Support Systems that could be adopted to aid Circuit Supervisors to Improve Supervision in Underserved Public Schools in Awutu Senya West District?

The aim of the question was for researcher give respondents opportunity to scrutinise among support system available to them which could be sustainable and would be appropriate to deal with the challenges circuits supervisor go through during the execution of their job. The following sub themes were generated; constructing good road to link the underserved schools, timely release of funds and provision adequate logistics, adhering to the professional code of conduct, regularly in-service training, headteacher/teacher cooperation and efficient usage of resources.

4.6.1 Constructing Good Road to link the Underserved Schools

From the discussions and the interview gathered, it came to light that problem associated with the supervision within, could be much tackled if good roads are constructed to link the underserved schools. Below were some of the comments of the respondents

"To me the solution to the transportation problem is to tackle the road because even if government or any philanthropist provide transportation means to us to use for supervision on the same road, few days to come we shall come to the same challenges with even more to think about for example how to fuel and maintain those items" (focus discussion data, participant #6)

Another one added;

The assembly should make it as appoint to construct the road to link the capitals to the villages within the district. In that case, the roads would be motorable. That would mean that we can visit the schools with own cars and the transport fare would also reduce. More cares would ply

the road to easy access to transportation instead of okada. (focus discussion data, participant #4)

"Yes ooh! Good roads system can facilitate our work. We are poised to work so with good roads and better transportation system in place the district is assured of improved supervision". (focus discussion data, participant #1)

"I can't imagine a motorable roads from office to circuit A. This would means visiting the school every day. After all our duty is to visit the schools and help headteachers and teachers to do their work" (focus discussion data, participant #5).

 The responses of the respondents indicate that challenges pertaining to supervision in underserve schools could be reduced for improvement of supervision when good road system is constructed. The benefits of good road system and its effect on educational delivery is enormous. On the issue of bad road and transportation, all the respondents agreed that road leading to underserve schools needs to be constructed and be maintained. They were with view that supervision to those areas may not see much improvement if government do not commit to the construction of those road that leads to underserved schools. From the respondents, road construction is not the responsibility of the supervisors, so if the government through the district assembly fail to perform their very responsibility that will accelerate the delivery of supervision to the underserve school to ensure quality of education is placed at the door of its citizen, then circuits supervision may do their best but little result could be achieved through their effort. Direct effects on good roads on supervision are registered by reduced travel time to work, schools and savings in fuel and other direct transport costs. The indirect effect consists of increases in income and other dimensions of well- being such as health, irregular school supervision in education hence poor learning outcomes. However, reliable and dependable road infrastructure helps to facilitate free movement

to creates avenue for circuits supervisors to offer necessary supports to assist the headteachers and teachers to enhance skills of teachers to teach to achieve the desired education outcomes.

4.6.1 Timely release of Funds and Provision of Adequate Logistics

Funding is one of the basic vehicles that move educational delivery. Education cannot develop without funding. The respondents held the view that there should be adequate funding for education and time released of funds for provision adequate materials and logistics to improve supervision in the underserve schools within the district. The data gathered revealed that as a result of central government inability to allocate adequate funds and timely released funds to the education sector, it has affected all facet of education including supervision. For funds/logistics issues to be dealt with, it is imperative for central government to generate more income and increase the budget allocation to the education sector to effectively deal with challenges that confronts supervision for instance. The comment below supports the assertion:

> *"The government need to increase allocation of funds to education sector and commit to release it on time to reduce challenges that confront education sector." (focus discussion data, participant #6)*

The respondents went on to say that central government's responsibility to providing funds to educate its citizens needs to be tackled with all pro-activeness because timely release of funds has major impact on education delivery. Government, donors, philanthropist and other financiers have to recognised the role education plays in the development of country and prioritized releasing funds to education sector without any delays to effectively confront the emerging issues that impact poorly on educational supervision.

4.6.2 Provision of Transportation and Payment of Transportation Allowance

Government through the Ghana Education Service (GES) has to provide motorbikes or cars to circuit supervisors to supervise underserved schools in the district. The motorbikes to be distributed were expected to assist the circuit supervisors execute their duties of monitoring teaching and learning activities effectively. One of the participants said;

> *When we have all transport that can take us round during supervision, there is going to be much improvement in the supervision work in the district. This will also aid in improvement of academic performance of the people in the schools and it will go a long way to support the efforts towards facilitating the transportation of Circuit Supervisors to address the falling standard of education in the district. (focus discussion data, participant #2)*

> *Another one added that;*

> *Government could help address transportation challenge, if he is committed providing Education Directorates across the country with vehicles or motorbikes purposely for supervision will still help the various Municipal and District Education Directorates to undertake effective supervision and that we will be able to improve performance.*

The respondents appealed to government for additional funding to maintain and fuel the cars for effective supervision. The data gathered for the study revealed further that an enhanced remuneration, incentives and allowance for circuit supervisors will go a long way to motivate circuits supervisors to engage in effective supervision. One of the head teachers intimated that:

> *"Poor salary and allowance sometimes make the circuits supervisors accept money and other rewards from heads and teachers. There is urgent need to increase salaries and pay allowances to circuits supervisors to boost them to work hard."* (*Interview data, participant#7*).

 Circuits supervisors' work is compromised when they receive gift form headteachers and teacher in a school. The has tendency for circuits supervisors to either ignore or shield headteacher or teachers who go wayward to the codes and conduct of education.

4.6.3 Adhering to the Professional Code of Conduct

Another valuable administrative strategy wealthy to be used to break the front of the officers who are fond of revealing confidential information and teachers' absenteeism and cover up is the strict enforcement of the code of conduct for staff of the Ghana Education Service. The code of conduct describes how staff of the Ghana Education service should conduct themselves to in their professional career. One of the circuit supervisors remarked that;

> *"The only way to deal with some the unprofessional attitude of some staff is the strict enforcement of our code of conduct. It rather unfortunate that officers who will assume the position to enforce the same rules are engaging in some of the excruciating behaviours."* *(focus data, participant #6).*

Staffs of Ghana Education Service need to well-regulated to check professionalism in the work they do. This could effectively be achieved if unprofessional conduct of some of the staff is brought to book to serve as deterrent to those who have intention to engage and those who engage in those acts.

4.6.4 Orientation for New Teachers and Regular Training for Stake Holders

The data revealed that government provides financial support to all teachers including circuit supervisors to engage in professional development. Although, professional development as received currently do not necessary border on what circuit supervisors do on the field, it was the hope of the circuits supervisors that time to time, the current professional development would be reviewed to reflect what they do. As one of the strategies for improving supervision, it came to light that it was imperative that from

107

to time circuits supervisors, teachers and headteachers on the field are engaged in professional training as well as seminars to foster good relation between the circuit's supervisor, teachers and headteachers to support the circuits supervisors to effectively carry out school supervision responsibilities. One of the headteachers said that;

"*It will be best to organise frequent in-service training for circuits supervisors in other to upgrade their knowledge and skills in supervision*". (Interview data, participant# 5).

On the same vein one of the circuits supervisors reechoed that:

"*We as circuit supervisors need to be given frequent professional development. This will assist us to carry out our supervisory roles very well*" (*interview data, participant # 7*)

Another strategy that could be used to ensure effective educational supervision in the Awutu Senya West District was the organisation of capacity building workshops for head teachers and their assistant in school leadership skills acquisition and development, school administration or management. This could be organised annually organised by the DEO or authorised by the DEO to be handled by an external educational capacity building organisation. According to them, the such training will add information and skills to helped them in leading both staff and pupils in their schools, and in the effective management of their schools' finances and school-community relationships.

Ghana National Association of Teachers (GNAT) together with GES should hold an induction course for newly posted trained and graduate teachers to explain to them their rights, roles and responsibilities, as well as the rules and regulations guiding the teaching profession. The induction course should be held annually. During the induction course teachers should be told of the opportunities that exist for their professional development and for their academic growth. According to the head teachers those times that the orientation exercise was regularly conducted, it afforded

108

all teachers the opportunity to know how issues of the profession were being dealt with, and the power structures and channels of communication in their work places. This according to the head teachers helped to make supervision of teachers especially at the school level easy for them. This practice according to the head teachers is no longer and they hope that the DEO would collaborate with the district assembly to solicit funding to organize the induction course for their teachers.

4.6.5 Headteacher/Teacher Cooperation.

On the issue of un-cooperating attitudes of teachers towards circuits supervisors, professional development for teachers, headteachers as well as the circuit supervisors was mentioned as an effective and sustainable tool to deal with the situation.

Effective collaboration between headteachers, teachers and circuit supervisors could improve supervision in the school. This could effectively be fostered when circuits supervisors stop battling teachers and headteachers on the field. Supervisors need to adopt modern supervisory approaches and stop criticising teachers and headteachers. They should not belittle teacher, both teachers and head teachers must work together with supervisors to improve academic performance of pupils in schools. Some headteachers and teachers complain that some of the circuit supervisors are autocratic and rude, one of the participants said;

> *"I think it is not nice, we should see each other as colleagues so that we can cooperate with one another for a common goal"* (*interview data, participant # 4*).

Circuit supervisors who are also seen as leaders in education need to possess excellent skills to be able to accomplish their assigned tasks. According to Adepoju (1998), many supervisors tend to look down upon teachers with hostility and doubt while some are authoritarian and work with stern purpose, which often lead to cold war between them, teachers and schools' administrators. All these attitudes lead to poor relationship

between circuit supervisors and teachers. There should be a cordial relationship between circuit supervisors and teacher if educational goals are to be realized. Finally, regular assessment of circuit supervisors' supervisory roles is essential for effective supervision.

4.6.6 Parental Responsibilities

Many parents are unwilling to invest in their children's education because they were not convinced of its quality and value. Consequently, in many underserved schools across the district is low student enrolment and high dropout were widespread.

Education is a key investment in any country with enormous social and economic benefits accruing from it. The development of any country in the 21st century will be determined by the level and growth of its human capital which investment in education forms a major component. It is therefore important that every child, whether in rural or urban community, equally benefits from quality basic education in order to promote accelerated development in African countries. Most of the international development agenda has reiterated this in their plans and goals.

Education and training should be at the forefront of the rural development agenda in order to fight the prevalence of extreme poverty and hunger in rural areas, break the poverty-induced cycle of rural life, ensure sustainable agriculture and build the human capacity needed for rural development.

To achieve the goals of education, government cannot shoulder the education responsibilities alone. If government in its quest to providing education to its citizens, ropes in the parental responsibility of its citizen and partner effectively by strengthening the School Management Committees and Parent Teachers Association SMC/PTA to charge parents to contribute to the education running according to their

local needs in the country, challenges in education such as supervision could be reduced if not totally eradicated. Government cannot do it alone. Therefore, when SMC/ PTAs are strengthened, with the district they can generate funds to provide needed logistic to help in the delivery of education such as school supervision to overcome some of the challenges. The data gathered revealed that, some of the parents are willing to support government to provide education infrastructure, teaching and learning materials and other valuable materials that are essential for the delivery of education in some of the communities. One of the headteacher intimated that

> *"Some of the parents come to me and ask since government has not released the capitation grands can't you call on the SMC/PTA to contribute funds to the school to buy what you need? And I will respond that it is government policy not to collect money form the children" (interview data, participant #6)*

From the above statement, parents are willing to contribute to the education delivery of their wards Though, it is one of the topmost responsibilities of central government to ensure that, its citizens are educated, it also instructive to note that education delivery cannot be sole responsibility of government, therefore when government review its stands and call on parents contribution, such contribution can be channel to provision of basic educational materials for their ward for government to concentrate to use the already stretched funds to provide logistics such as vehicles, motor bikes etc. to support the school supervision work carry out by the circuits supervisors.

4.6.7 Team Monitoring

Again, the respondents proposed that whiles the earlier discussion focuses mostly on the long-term solution, the district, in the short term should make available any form of transportation or vehicle to the disposal of the circuits supervisor to engage in team monitoring periodically at the schools under focus.

... yes we all acknowledge that the roads to our various circuits are in deplorable state and so vehicles hardly ply the road. To me the district needs to re- strategized its supervision programme and consider releasing one of the office cars and fuel it for group supervision. For example, all circuits supervisor could be in one circuit and work and return on same day" (focus discussion data, participant #4)

Team monitoring in educational supervision is another of the strategies that could be in place to make educational supervision effective in the Awutu Senya West District. Circuit supervisors revealed that the Team monitoring of teachers could help them monitor all school with the circuits regularly. They explained that a team of circuits supervisors could visit one circuit and monitor the schools in that circuit and do same in another circuit the next day. According to respondents, team monitoring would bring efficiency and effectiveness in the supervision since the roads and other conditions in the district largely makes it difficult for the circuits supervisors to visit the schools regularly. According to the circuit supervisors, team supervision is always effective because every teacher mostly cooperates especially when they see new faces in their schools. This reduces their workload and gives different picture about the circuit since different report would be captured from different supervisors at the same time at different school.

4.7 Discussion of Findings

The primary objective of this study was to delve into the myriad challenges faced by circuit supervisors in fulfilling their crucial roles and responsibilities. By doing so, the study aimed to propose effective measures to overcome these obstacles. Ultimately, our goal was to elevate teacher performance in basic schools, thereby maximizing students' learning outcomes and achieving academic excellence. Additionally, the study sought to investigate the coping strategies employed by circuit supervisors in the face of these challenges.

The findings of this study resonate with existing literature, including notable works by Enaigbe (2009), Eya, & Chukwu (2012), Ekundayo et al. (2013), and Addy (2013). These scholars have shed light on the critical challenges posed by roads and transportation when it comes to effective supervision. In this research, I discovered that poor road conditions act as a significant barrier to regular school visits. This issue is further compounded by the economic constraints in Ghana, which make it arduous for supervisors to acquire suitable means of transport.

The study supports the findings of Sulemana (2013) and Halpin (2006), which highlight the insufficient funds and logistical challenges faced by schools and circuit supervisors. These challenges were exacerbated by budget constraints and irregular releases from the central government. Anab, (2018) further emphasizes the importance of necessary resources for effective supervision, echoing the sentiments expressed by supervisors and head teachers in this study. The lack of funds and logistics hampers the ability of circuit supervisors to carry out their supervisory duties effectively, resulting in a decline in the quality of education provided in underserved schools. This, in turn, negatively impacts both teacher performance and student learning outcomes.

In line with the observations made by Atakpa and Ankomah (1998), the study also reveals a lack of professional development opportunities for circuit supervisors. The findings underscore the need for adequate training to enhance the skills, knowledge, and competence required for effective supervision. The absence of professional development for circuit supervisors may lead to ineffective supervision practices, limiting their ability to provide valuable support to teachers. Consequently, this hinders professional growth within the educational system.

With regards to teachers' cooperation, the study findings are in line with various scholars, including Darling-Hammond (2012, 2013), LeFevre & Robinson (2014), Leithwood et al. (2017), OECD (2016), and Zepeda (2017), who emphasize the complexity of interpersonal dynamics in teacher supervision. This study highlights the significance of fostering a positive and collaborative environment for effective supervision, as poor relationships between circuit supervisors and teachers, as observed in this study, can have a detrimental impact. Lack of cooperation between circuit supervisors and teachers can hinder the implementation of effective teaching strategies, ultimately affecting the overall quality of education in underserved schools.

The study's identification of inadequate time for supervision aligns with Annoh, (2018). Observations, emphasizing the need for more time allocated to school inspections. The study suggests that the current scheduling may not be conducive to addressing the diverse issues that arise daily in schools. Insufficient time for supervision may lead to a superficial understanding of the challenges faced by teachers, thereby limiting the effectiveness of interventions. Consequently, this can impede progress towards achieving academic goals.

While the study primarily focused on challenges, it indirectly revealed the coping strategies utilized by circuit supervisors. Some participants mentioned that being geographically close to their assigned circuits gave them a slight advantage, enabling them to make more frequent visits. However, it is important to note that these strategies may not be viable in the long term, highlighting the necessity for comprehensive measures to tackle the identified challenges. While coping strategies such as geographical proximity can offer temporary relief, a sustainable solution necessitates systemic changes. It is imperative to implement long-term measures to ensure that

circuit supervisors can efficiently fulfil their responsibilities despite the obstacles they encounter.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

In Chapter Five, the study culminates in a comprehensive conclusion and offers pertinent recommendations based on the purpose and objectives outlined in the earlier chapters. The purpose of the study was to investigate the challenges faced by circuit supervisors in underserved schools. The objectives explore nature of challenges, assess the impact of challenges, coping strategies, and propose viable solutions. The study involved a purposive sampling technique, selecting circuit supervisors within the Awutu Senya West District. A sample size of fifteen participants were carefully chosen to capture diverse perspectives, ensuring a robust representation of the challenges faced by supervisors in underserved schools. Data collection employed qualitative methods approaches. In-depth interviews and focus group discussions provided rich qualitative insights. The collected data underwent rigorous analysis, employing qualitative techniques such as thematic coding for in-depth insights from interviews and focus group discussions. Summaries of findings as well as conclusion and recommendation has been presented below.

5.2 Summaries of Findings

This section presents a summary of the findings that were arrived at from the data gathered. Based on the research objectives: Objective one; Understanding the Nature of Challenges Faced by Circuit Supervisors. The study identified predominant challenges faced by circuit supervisors in underserved schools, including poor road conditions, transportation challenges, funding and logistics issues, safety concerns, lack of cooperation from teachers, and issues with teacher absenteeism and cover-ups during supervision. Objective Two; Assessing the Impact of Challenges on Circuit

116

Supervisors; The challenges had significant impacts on circuit supervisors, resulting in reduced effectiveness of supervision, financial strain, safety concerns affecting well-being, and a resilient commitment to professional duties despite limitations. Objective Three Coping Strategies Employed by Circuit Supervisors. Circuit supervisors employed adaptive strategies such as using motorbikes for transportation, personal sacrifices for funding, advocating for road construction, and maintaining a resilient commitment to their professional duties despite challenges. Objective Four: Proposing measure to deal with the challenges. To address these challenges, the study proposes solutions and recommendations, including infrastructure improvement through road construction, timely release of funds, professional development initiatives, fostering positive interpersonal dynamics, and a review of scheduling policies to allocate more time for supervision. Each of the sub-theme has been summarised under the objectives below.

5.3 Nature of Challenges Faced by Circuit Supervisors in executing their Duties in Underserved Public Schools in Awutu Senya West District

The study delved into the difficulties encountered by circuit supervisors in fulfilling their roles within underserved schools in the Awutu Senya West District. The qualitative data revealed a spectrum of challenges, and the key findings under Objective one include has been summarise as follows.

Respondents consistently highlighted the deplorable state of roads in the district, particularly those leading to underserved schools. Additionally, participants reported challenges related to the inadequate of funds and insufficient logistics for circuit supervisors, highlighting financial constraints that hindered the effective execution of their duties. The inadequate of allocated funds for school visits and the need for supervisors to use personal resources exacerbated these challenges. Safety concerns

117

were also raised, as the use of motorcycles on bad roads posed risks, with participants expressing the absence of insurance coverage in case of accidents. These safety issues were further exemplified by personal experiences, such as torn clothing during travels to schools.

5.4 Impact of Challenges on Circuit Supervisors in executing their Duties in Underserved Public Schools in Awutu Senya West District

In addressing Objective two, which assesses the impact of identified challenges on circuit supervisors, the study revealed significant insights into how these challenges reverberate in their professional roles. The deprived state of roads and transportation challenges directly hindered the effectiveness of circuit supervision, leading to limited access to underserved schools and difficulties in commuting. The deprived motorable roads significantly hindered effective supervision, with participants expressing the need for road construction to alleviate transportation challenges. The inadequate roads had a direct impact on the transportation system, with motorbikes (okada) emerging as the predominant means of transport. The impracticality of cars on deplorable roads led to increased reliance on motorbikes, contributing to transportation difficulties for circuit supervisors. These obstacles resulted in supervisors facing challenges in fulfilling their duties, impacting the quality and frequency of school visits. Additionally, the inadequate allocated funds and insufficient logistics placed a financial burden on circuit supervisors. Their personal sacrifices, such as forgoing the use of personal cars due to high maintenance costs, exemplify the economic challenges faced, limiting their ability to optimally execute their supervisory responsibilities.

5.5 Coping Strategies Employed by Circuit Supervisors

The study delves into the multifaceted challenges faced by circuit supervisors. In exploring the coping strategies employed by circuit supervisors to navigate the challenges within underserved schools in the Awutu Senya West District, the study uncovered several noteworthy findings the study uncovered a revealing strong sense of intrinsic motivation among the circuit supervisors despite the adversities. Participants expressed their dedication to the job, citing love for their work and the children they serve as the driving force.

Financial constraints, including inadequate funds and personal sacrifices, were acknowledged, yet participants maintained their commitment, emphasising the impact they were making in the educational delivery of the district. The circuit supervisors' coping mechanisms included adapting to challenges and relying on divine intervention, highlighting the ad-hoc nature of their strategies. The report further explores a shift in the handling of unprofessional behaviours, with supervisors opting for discreet log book entries due to breaches of confidentiality and a lack of faith in the existing reporting system. The study also uncovers the supervisors' unwavering commitment to protecting the interests of underserved children, showcasing their sense of responsibility and dedication beyond daily challenges. Additionally, a collaborative effort with headteachers led to the creation of WhatsApp groups for streamlined communication. Finally, the implementation of capacity-building sessions for School Management Committees (SMCs) and Parents-Teacher Associations (PTAs) aimed to enhance the supervisors' role. This comprehensive analysis underscores the resilience, commitment, and innovative strategies employed by circuit supervisors to navigate complex educational landscapes.

5.6 Proposing Sustainable and Affordable Measures to Improve the Work of the Circuit Supervisors

The final objective of the study sought to propose practical solutions and recommendations to address the challenges identified in circuit supervision within underserved schools to address the challenges they face in executing their duties. Sub-themes emerged from the data, including the need for good road construction to connect underserved schools, timely release of funds and provision of adequate logistics, adherence to professional conduct codes, regular in-service training, cooperation between headteachers and teachers, and efficient resource utilization.

The first sub-theme, constructing good roads, highlighted the participants' consensus that road improvement would significantly enhance supervision, reduce travel time, and contribute to overall educational delivery. The second sub-theme, timely release of funds, emphasised the crucial role of adequate funding for effective educational delivery. Participants urged the government to increase budget allocations to education, with a focus on timely disbursement.

The subsequent sub-themes addressed transportation challenges, advocating for government-provided motorbikes or cars for circuit supervisors. Participants stressed the importance of additional funding for maintenance and fuel. The professional code of conduct emerged as another sub-theme, with participants advocating strict enforcement to address unprofessional behaviours.

In the realm of training, the need for orientation for new teachers and regular training for stakeholders, including circuit supervisors, was underscored. The research also explored the creation of social media platforms and capacity building for School

120

Management Committees (SMCs) and Parents-Teacher Associations (PTAs) as innovative approaches.

The final sub-themes highlighted the significance of parental responsibilities, with participants suggesting that involving parents and strengthening SMCs/PTAs could contribute to educational development. Additionally, team monitoring was proposed as a short-term strategy to overcome transportation challenges, enhance efficiency, and provide a more comprehensive picture of circuit performance.

5.7 Conclusions

Based on the findings the study concludes that there were multi-faceted challenges facing circuit supervisors in the Awutu Senya West District ranging from poor infrastructure and inadequate funding to issues related to professional development, interpersonal dynamics, and time constraints. These challenges collectively contribute to a complex environment that hampers effective supervision in underserved schools.

Again, the identified challenges have a direct and indirect impact on the quality of education delivered in underserved schools in the district. Poor infrastructure and funding constraints limit the ability of circuit supervisors to carry out their duties effectively, leading to potential shortcomings in teacher performance and, consequently, student learning outcomes.

Additionally, the study concludes that circuit supervisors need to adopt positive interpersonal dynamics. The study further highlights the importance of interpersonal dynamics between circuit supervisors and teachers. Inadequate cooperation and strained relationships can impede the implementation of effective teaching strategies and negatively affect the overall educational environment in underserved schools.

Furthermore, the study concludes that despite intricate challenges faced circuits were doing their work. The comprehensive analysis underscores the remarkable resilience, commitment, and innovative coping strategies employed by circuit supervisors in the Awutu Senya West District. Their intrinsic motivation, adaptability, and collaborative efforts with key stakeholders demonstrate their steadfast dedication to overcoming challenges and making a positive impact on educational delivery in underserved schools.

Ultimately, the study concludes that there is urgent need for intervention of the challenges identified. The implications of the identified challenges underscore the urgency of intervention. Delaying action may perpetuate the existing issues, resulting in prolonged negative consequences for the education system in underserved areas within the district. Swift and targeted interventions are imperative to address these challenges comprehensively.

5.8 Recommendation

1. Base on the conclusion, the study recommends infrastructure improvement in the Awutu Senya West District. There is the need for the district assembly to advocate for and invest in infrastructure improvements, particularly the construction and maintenance of roads, to facilitate easier access to underserved schools. Collaborative efforts between local government and educational authorities can contribute to this initiative.

2. The study recommends financial support and logistics provision from the Awutu Senya West District Assembly. This will ensure consistent and sufficient budget allocation from the central government for circuit supervisors, accompanied by timely release of funds and provision of necessary logistics.

This will alleviate financial burdens and enhance the overall effectiveness of supervision.

3. We regards to need to adoption of positive interpersonal dynamics the study recommends promotion of positive interpersonal dynamics. The implementation of training programs and workshops that focus on effective communication and collaboration between circuit supervisors and teachers. Building positive relationships is crucial for creating a supportive educational environment.

4. It is highly recommended that the stakeholders in the Awutu Senya West District take immediate action to support the dedicated circuit supervisors in effectively fulfilling their educational responsibilities. This is crucial in order to provide the necessary support to the underserved schools within the district.

5. In order to bolster the education sector, it is imperative for the Awutu Senya West District Assembly and education administrators to forge partnerships with philanthropists, NGOs, and other financial backers. By investing in education to alleviate the challenges face by educational sector, particularly in the supervision and professional development of circuit supervisors, headteachers, and teachers, this can establish robust and ongoing training programs. These programs will not only enhance the supervisory skills, pedagogical knowledge, and overall competence of circuit supervisors, but also address the unique challenges faced in underserved areas within our district.

5.9 Recommendation for Further Studies

For further study on the topic of challenges faced by circuit supervisors in the context of educational supervision and teacher performance improvement include, the study recommends that comparative studies across different districts or regions to assess variations in challenges faced by circuit supervisors. This could involve exploring how geographical, cultural, or economic differences impact the nature of supervision challenges and the effectiveness of implemented strategies.

Again, further study could also be conducted to explore the perspectives of various stakeholders, including government officials, school administrators, teachers, and community members, regarding the challenges faced by circuit supervisors to understand how different stakeholders perceive the issues and identify potential collaborative solutions.

REFERENCE

Abdullah Alazzam, N. M., & Mohammad, I. (2022). Challenges facing the educational supervision methods of the Ministry of Education in light of Saudi Vision 2030.

Addy, N.A. (2013). Contextualizing the Underperformance of Rural Education in Northern

Adefuye, A. (2003). Leadership and Human Resources Management in Nigeria, in Human Resources Management-Journal of the Institute of Personnel Management of Nigeria, 111 (1):11-14

Adentwi, K. I., & Baafi-Frimpong, S. (2002). Principles, practices and issues in teacher education. *Kumasi: Skies Printing Works*.

Adepoju, A. (1998). Linkages between internal and international migration: The African situation. *International Social Science Journal*, *50*(157), 387-395.

Adepoju, A. (1998). Linkages between internal and international migration: The African situation. *International Social Science Journal*, *50*(157), 387-395.

Adewole, E. E., & Olaniyi, W. O. (1992). School organization and management. *Ondo. Ifeoluwa Nig. Ltd*, 38-56.

Afful-Broni, A., & Ziggah, R. S. (2007). Introduction to curriculum development in Ghana.

Agun, J.O. (2011). Human Resource policy and Employee Motivation in Grand Cereals and Oil Mills Limited, Jos, being a Post Field Seminar Presented at the Department of Sociology, University ofIbadan

Aguti, S. (2015). *School inspection and its influence in the quality development of inclusive education practices in Uganda* (Master's thesis).

Aimiuwu, L.E. (1997). Human Resources Management, in the emerging environment Of Mergers and acquisition, in Annual Conference Bulletin of CIPMN.

Akinsanya, O & Oludeyi, S. (2020). Motivation and productivity at work, in Okafor, E.E.,

Akyeampong, K., Akyeampong, K., & Wylie, C. (2019). Education and Poverty in Africa: Mapping the Field. Routledge.

Akyeampong, K., Akyeampong, K., & Wylie, C. (2019). Education and Poverty in Africa: Mapping the Field. Routledge.

Akyeampong, K., et al. (2019). Understanding Teacher Distribution in Ghana: A Mapping of Rural and Deprived Schools. Education as Change, 23(1), 88-112.

Alos, J.Albert. (2002). Building capabilities for delivery of Objectives: putting People First, being A Keynote address presented at the Annual Conference of the Chartered Institute of Personnel Management, 31st October, 2002 In Abuja Nigeria.

Amakom-Kumasi Payless Publication Ltd.

Anab, B. A. (2018). *PROMOTING QUALITY EDUCATION THROUGH EFFECTIVE TEACHER SUPERVISION IN PUBLIC JUNIOR HIGH SCHOOLS IN TAMALE*

Anamoah-Mensah, J. (2004). White paper on the report of the education reform review committed. *Retrieved February*, *9*, 2018.

Anast-May, L., Penick, D., Schroyer, R., & Howell, A. (2011). Teacher Conferencing and Feedback: Necessary but Missing!. *International Journal of Educational Leadership Preparation*, *6*(2), n2.

Ankomah, P. (2015). Educational Supervision: A Critical Examination of the Role of Circuit Supervisors in Public Basic Schools in Ghana. Creative Education, 6(02), 150.

Ankomah, P. (2015). The Influence of the Ghana Education Service's Policies on the Activities of Circuit Supervisors in the Sekondi/Takoradi Metropolis. International Journal of Social Science Research, 3(1), 80-97.

Ankomah, Y. (2015). Challenges Facing Educational Leaders in Implementing School Supervision in Secondary Schools in Ghana. American Journal of Educational Research, 3(2), 156-164.

Annin, P. (1998). Inside the new Alcatraz. *Newsweek*, *132*(2), 35-35.

Annoh, R. A. (2018). *L1 interference on L2 pronunciation_ a case study of TI Ahmadiyya Junior High School students 1A Asante Mampong* (Doctoral dissertation, Unversity of Education, Winneba).

Antwi, M. K. (1992). *Education, society and development in Ghana*. Unimax.

Asante, J. A., & Agyei, D. (2018). Challenges Faced by Circuit Supervisors in the Supervision of Basic Schools in the Atwima Nwabiagya District. Journal of Education and Practice, 9(27), 33-40.

Asante, J. A., & Agyei, D. (2018). Challenges Faced by Circuit Supervisors in the Supervision of Basic Schools in the Atwima Nwabiagya District. Journal of Education and Practice, 9(27), 33-40.

Asante, J. A., & Agyei, D. (2018). Challenges Faced by Circuit Supervisors in the Supervision of Basic Schools in the Atwima Nwabiagya District. Journal of Education and Practice, 9(27), 33-40.

Asante, J. A., & Agyei, D. (2018). Challenges Faced by Circuit Supervisors in the Supervision of Basic Schools in the Atwima Nwabiagya District. Journal of Education and Practice, 9(27), 33-40.

Atakpa, S. K., & Ankomah, Y. A. (1998). Baseline study on the state od school management in Ghana: Baseline study on the state od school management in Ghana. *Journal of Educational Management*, *1*(1), 1-20.

Babatunde, Khalil. (2020). Industrial Sociology in the Era of Globalisation, in Okafor, E.E.,

Baffour-Awuah, P. (2011). *Supervision of instruction in public primary schools in Ghana: Teacher's and headteacher's perspectives* (Doctoral dissertation, Murdoch University).

Baidoo, M. U. Y., Dankwah, M., & Acheampong, R. THE RELATIONSHIP BETWEEN SUPERVISORS'ROLE AND QUALITY DELIVERY OF EDUCATION IN GHANAIAN BASIC SCHOOLS Dr. Mustapha bin danquah.

Baldrige, J. V. (1971). Academic governance: research on institutional politics and decision making. *Berkeley, California: McCutchan Publishing Co*, *1*, 19

Baldrige, J. V. (1971). Theory and research in educational administration.

Becker, H. J. (1999). Internet Use by Teachers: Conditions of Professional Use and Teacher-Directed Student Use. Teaching, Learning, and Computing: 1998 National Survey. Report# 1.

Berg, C. A., & Upchurch, R. (2007). A developmental-contextual model of couples coping with chronic illness across the adult life span. *Psychological bulletin*, *133*(6), 920.

Bernard, J. M., & Goodyear, R. K. (1998). *Fundamentals of clinical supervision*. Allyn & Bacon.

Betts, A., Bloom, L., Kaplan, J. D., & Omata, N. (2017). *Refugee economies: Forced displacement and development*. Oxford University Press.

Billig, M. (1987). Anti-semitic themes and the British far left: Some social-psychological observations on indirect aspects of the conspiracy tradition. In *Changing conceptions of conspiracy* (pp. 115-136). New York, NY: Springer New York.

Bonner, A., & Tolhurst, G. (2002). Insider-outsider perspectives of participant observation. *Nurse Researcher (through 2013)*, *9*(4), 7.

Bronfenbrenner, U. (1979). Contexts of child rearing: Problems and prospects. *American psychologist*, *34*(10), 844.

Broni, A. & Ziggah, R. S. (2012). Instructional supervision in public secondary schools in Ghana. Educational Management Administration & Leadership, 40(2), 188–216.

Bryman, A. (2004). Qualitative research on leadership: A critical but appreciative review. *The leadership quarterly*, *15*(6), 729-769.

Burke, P., & Krey, R. D. (2005). *Supervision: A guide to instructional leadership*. Charles C Thomas Publisher.

Burns, A. (2009). Action research in second language teacher education. *The Cambridge guide to second language teacher education*, 289-297.

Burns, J. (2000). The dynamics of accounting change inter-play between new practices, routines, institutions, power and politics. *Accounting, auditing & accountability journal*, *13*(5), 566-596.

Bush, T. (2003). *Theories of educational leadership and management*. sage.

Carl, D. G. (1998). Supervision of instruction: A developmental Approach. Needham Height, Massachusetts.

Çevik, S., Yıldırım, S., & Zepeda, S. J. (2020). Leadership for socially-just supervision in K-12 schools in the context of the United States. *Multicultural Education Review*, *12*(4), 306-322.

Çevik, S., Yıldırım, S., & Zepeda, S. J. (2020). Leadership for socially-just supervision in K-12 schools in the context of the United States. *Multicultural Education Review*, *12*(4), 306-322.

Chinitz, D. E. (2005). *TS Eliot and the cultural divide*. University of Chicago Press.

Chinomona, R., & Odendaal, A. (2017). Educational Leadership Practices in Rural and Deprived Settings: The Case of School Principals and Circuit Supervisors in Ghana. Problems of Education in the 21st Century, 75(3), 239-255.

Cohen, G. A. (2000). *Karl Marx's theory of history: a defence*. Oxford: Clarendon Press.

Cohen, L. and Manion, L. (1994). *Research Methods in Education* (4th ed), London, Routledge.

Cohen, L., & Manion, L. (1994). The interview. *Cohen L. & Manion L. Reseacrh Methods in Education: Fourth Edition, London: Routledge*.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). London and New York, NY: Routledge Falmer.

Cohen, M. A., Eliashberg, J., & Ho, T. H. (2000). An analysis of several new product performance metrics. *Manufacturing & Service Operations Management*, *2*(4), 337-349.

Cory, S. (1991). Technology in Schools. *Computers in the Schools*, *8*(1-3), 27-44.

Creswell, J. W. (2011). Controversies in mixed methods research. *The Sage handbook of qualitative research*, *4*(1), 269-284.

128

Creswell, J. W. (2012). *Educational research*. pearson.

Creswell, J. W. (2013). Steps in conducting a scholarly mixed methods study.

Cubberly, R. D. (1990). A study of personal development and marital satisfaction.

Darling-Hammond, L. (2012). *Powerful teacher education: Lessons from exemplary programs*. John Wiley & Sons.

Darling-Hammond, L. (2013). Teaching and the change wars: The professionalism hypothesis. *Leading professional practice in education*, 124-136.

De Grauwe, A. (2001). *School Supervision in Four African Countries. Volume I: Challenges and Reforms. Trends in School Supervision*. United Nations Educational, Scientific, and Cultural Organization, International Inst. for Educational Planning, 7-9 rue Eugene-Delacroix, 75116 Paris, France. Web site: http://www. unesco. org/iiep..

De Grauwe, A. (2007). Transforming school supervision into a tool for quality improvement. *International Review of Education/Internationale Zeitschrift für rziehungswissens chaft/Revue Internationale de l'Education*, *53*(5/6), 709-714.

DeLyser, D. (2010). Writing qualitative geography. *The SAGE handbook of qualitative geography*, 341-358.

Denscombe, M. (2008). Communities of practice: A research paradigm for the mixed methods approach. *Journal of mixed methods research*, *2*(3), 270-283.

Development, 125 N. West Street, Alexandria, VA 22314 (Stock No. 610-92000: 19.95).

Duru, JI (2017). Teamwork: Strategy for Improving Employee and Organisational Performance. Human Resource Management Journal. 9 (1):11-26

Ekundayo, H. T. (2010). Administering secondary schools in Nigeria for quality output in the 21st century: the principals' challenge. *European Journal of Educational Studies*, *2*(3), 187-192.

Ekundayo, H. T., Oyerinde, D. O., & Kolawole, A. O. (2013). Effective supervision of instruction in Nigerian secondary schools: Issues, challenges and the way forward. *Journal of Education and practice*, *4*(8), 185-190.

Ekundayo, M. S. (2013). *The use of activity theory to explain the complexities surrounding the use of ICT in overcrowded university classrooms: the case of Nigeria* (Doctoral dissertation, Auckland University of Technology).

Enaigbe, P. A. (2009). Strategies for improving supervisory skills for effective primary education in Nigeria. *Edo Journal of Counselling*, *2*(2), 235-244.

Enaigbe, P. A. (2009). Strategies for improving supervisory skills for effective primary education in Nigeria. *Edo Journal of Counselling*, *2*(2), 235-244.

Essiam, C. (2011). *A comparative study of supervisory practices of private and public junior high schools of the Cape Coast metropolis* (Doctoral dissertation, University of Cape Coast).

Evans, N. D., & Neagley, R. L. (1970). *Handbook for effective supervision of instruction*. Prentice Hall.

Eya, P. E., & Chukwu, L. C. (2012). Effective supervision of instruction in Nigerian secondary schools: Issues in quality assurance. *Journal of qualitative Education*, *8*(1), 1-6.

Falk-Ross, F. C. (2001). Toward the new literacy: Changes in college students' reading comprehension strategies following reading/writing projects. *Journal of Adolescent & Adult Literacy*, *45*(4), 278-288.

Gall, G., & Gall, J. P. Borg.(2003). *Educational research: An introduction*, *7*.

Garry, M.M. (2007). School supervision. http://www.questia.com/library/education/school-supervision.jsp. (10/9/2011).

Geijsel, F. P., Sleegers, P. J., Stoel, R. D., & Krüger<? Pub Caret?>, M. L. (2009). The effect of teacher psychological and school organizational and leadership factors on teachers' professional learning in Dutch schools. *The elementary school journal*, *109*(4), 406-427.

Ghana Circuit Supervisors' Handbook of the Ghana Education Service of 2002

Ghana Education Service (2002). Circuit Supervisors' Hand book. Accra: Ghana Publishing Corporation

Ghana: Management Approach. International Journal of ICT and Management l (3), Retrieved on 6/3/2015. addy@smughana.com..

Gibbs, A. (1997). *Focus groups. Social Research Update*, Issue 99, Winter.

Glanz, J. (1997). Supervision: Don't Discount the Value of the Modern.

Glickman, C. D. (1992). *Supervision in Transition: 1992 Yearbook of the Association for Supervision and Curriculum Development*. Association for Supervision and Curriculum

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report*, *8*(4), 597-607.

Griffiths, C. A., Ryan, P., & Foster, J. H. (2011). Thematic analysis of Antonovsky's sense of coherence theory. *Scandinavian Journal of Psychology*, *52*(2), 168-173.

Guba, E. C. (ed.) (1992) 'The Alternative Paradigm', in Greenfield, T. B. and Ribbins, P. (1993) *Greenfield on Educational Administration: toward human craft*, London, Routledge.

Gunbayi, I. (2007). School Climate and Teachers' Perceptions on Climate Factors: Research into Nine Urban High Schools. *Turkish Online Journal of Educational Technology-TOJET*, *6*(3), 70-78.

Halk, K., & Täger, U. C. (1998). Verbraucher begrüßen neue Ladenöffnungszeiten. *ifo Schnelldienst*, *51*(23), 03-11.

Halpin, A. W. (1966). Theory and research in administration.

Halpin, D. R. (2006). The participatory and democratic potential and practice of interest groups: Between solidarity and representation. *Public Administration*, *84*(4), 919-940.

Hewitt-Taylor, J. (2002). Inside knowledge: Issues in insider research. *Nursing Standard (through 2013)*, *16*(46), 33.

Hodgetts, Richard, M. (2002). Modern Human Relations at Work, 8th edition, Ohio: South-Western Publisher

Holloway, I., & Wheeler, S. (2002). Qualitative research in nursing. *(No Title)*.

Hoyle, E., & Wallace, M. (2007). Educational reform: An ironic perspective. *Educational Management Administration & Leadership*, *35*(1), 9-25.

Hoyle, E., & Wallace, M. (2009). Leadership for professional practice. In *Changing teacher professionalism* (pp. 224-234). Routledge.

Indicators, O. E. C. D. (2012). Education at a Glance 2016. *Editions OECD*, *90*.

Khorasani, S. T., & Almasifard, M. (2017). Evolution of management theory within 20 century: A systemic overview of paradigm shifts in management. *International Review of Management and Marketing*, *7*(3), 134-137.

Kincheoloe, J. L. (1991) *Teachers as Researchers: qualitative inquiry as the path to empowerment*, London, Falmer.

Klaber, R. E., Mellon, A. F., & Melville, C. A. (2010). Educational supervision. *Archives of Disease in Childhood-Education and Practice*, *95*(4), 124-130.

Koehler, M. (1990). Teacher Autonomy: Just How Far Have We Come?. *The Clearing House*, *64*(1), 51-53.

Kreuger, L. & Neuman, W. (2006) *Social work research methods: qualitative and quantitative approaches: with research navigator.* Boston: Pearson/Allyn and Bacon

Kusi, H. (2008). Managing Junior Secondary Schools in Sunyani Municipality (Ghana): The Challenges for Head teachers And Their Professional Development Needs. Thesis Submitted for The Degree of Doctor of Education at The University of Leicester.

Kvale, S. (1996). The 1,000-page question. *Qualitative inquiry*, *2*(3), 275-284.

Lawal, OA (2017). Team Building and Increased Workplace Performance. Human Resource Management Journal. 9 (1):27-46

Le Fevre, D. M., Robinson, V. M., & Sinnema, C. E. (2015). Genuine inquiry: Widely espoused yet rarely enacted. *Educational Management Administration & Leadership*, *43*(6), 883-899.

Leithwood, K., Sun, J., & Pollock, K. (Eds.). (2017). *How school leaders contribute to student success: The four paths framework* (Vol. 23). Springer.

Lucca Irizarry, N. & Berríos Rivera, R. (2013). Investigación Cualitativa: Una Perspectiva Transdisciplinaria. Cataño, PR: Ediciones SM.

Malunda, P., Onen, D., Musaazi, J., & Oonyu, J. (2016). Instructional supervision and the pedagogical practices of secondary school teachers in Uganda.

Mana, P., Goodyear, M., Bernard, C., Tomioka, R., Freire-Garabal, M., & Linares, D. (2004). Tolerance induction by molecular mimicry: prevention and suppression of experimental autoimmune encephalomyelitis with the milk protein butyrophilin. *International immunology*, *16*(3), 489-499.

Mankoe, J. O. (2002). Educational administration and management in Ghana. *Accra, Ghana: Afram Publishing*.

Marcucci, D. (2011). Louis Cohen, Lawrence Manion, & Keith Morrison (2011). Research methods in education. New York: Routledge. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *2*(4), 201-206.

Marshall, C. & Rossman, G. B. (2010). Designing Qualitative Research (5th ed.). Thousand Oaks, CA: Sage Publications.

Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Ascd.

Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Ascd.

Mathison, S. (1988). Why triangulate? *Educational researcher*, *17*(2), 13-17.

Matthews, P., & Sammons, P. (2004). Improvement through inspection. *London: Ofsted*.

Mayudho, I., Prestiadi, D., & Imron, A. (2021, November). Educational Supervision in Improving Teacher Competence. In *7th International Conference on Education and Technology (ICET 2021)* (pp. 105-108). Atlantis Press.

McNamara, E. (2003). Motivational interviewing and cognitive intervention. In *Working with emotions* (pp. 77-98). Routledge.

McWilliams, H. O. A. Kwamena-Poh (1975). The development of education in Ghana: An outline.

Mensah, G., Kofi Osei-Fosu, A., & Nkansah Asante, G. (2022). The Effects of Public Sector Management and Institutions on Stock Market Development in Sub-Saharan Africa. *Cogent Economics & Finance*, *10*(1), 2109278.

Merriam, S. B. (2002). Introduction to qualitative research. *Qualitative research in practice: Examples for discussion and analysis*, *1*(1), 1-17.

Merton, R. K. (1968). *Social theory and social structure*. Simon and Schuster.*METROPOLIS* (Doctoral dissertation).

Ministry of Education in light of Saudi Vision 2030

Mirfani, A. A. M., & Mirfani, A. M. (2019). The Challenge of Change for the School Supervisor Orientation against the Impact of Industrial Revolution 4.0. In 5th International Conference on Education and Technology (ICET 2019) (pp. 491-494). Atlantis Press

Murtiningsih, M., Kristiawan, M., & Lian, B. (2019). The correlation between supervision of headmaster and interpersonal communication with work ethos of the teacher. *European Journal of Education Studies*.

Musaazi, M. K. (1985). Generator transient stability improvement by optimal aim strategies.

Nagle, K. F. (2014). *Utility of Perceived Listener Effort as an Outcome Measure for Disordered Speech and Voice* (Doctoral dissertation)

Neuman, W. L. (2007). *Basics of social research*.

Nourah Mohammad Abdullah Alazzam,Imam Mohammad (2022). Challenges facing the educational supervision methods of the Ministry of Education in light of Saudi Vision 2030 Journal for Educators, Teachers and Trainers,Vol. 13(4). 390-401.

Nwaogu, J. I. (1980). A guide to effective supervision of instruction in Nigerian schools. *(No Title)*.

Nyarko, K., Twumwaa, D. A., & Adentwi, K. I. (2014). The influence of motivation on the job satisfaction of Junior High School Teachers in Ghana. *Journal of education and practice*, *5*(5), 202-209.

Oduro, B. (2016). Quality Education in Deprived Schools in Ghana: An Exploration of Key Influencing Factors. Journal of Education and Practice, 7(7), 139-146.

Oduro, G. K. T. (2016). The Role of Circuit Supervisors in the Implementation of the English Language Curriculum in Primary Schools in the Atwima Nwabiagya District. Journal of Education and Practice, 7(21), 36-41.

Oghuvbu, E. P. (2010). Attendance and academic performance of students in secondary schools: A correlational approach. *Studies on Home and Community Science*, *4*(1), 21-25.
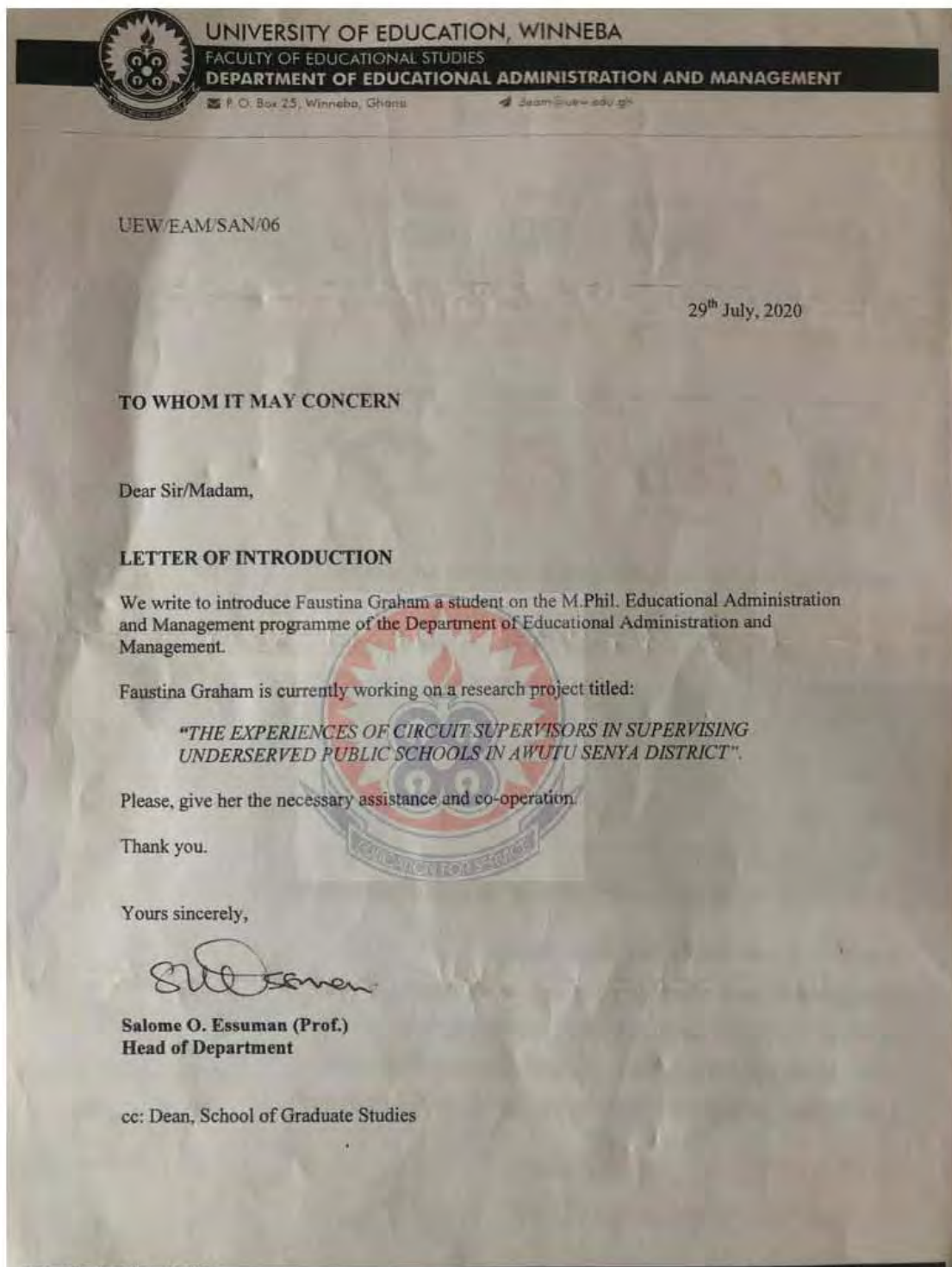
Ogunbameru, O.A. (2008). Human Resource Management, in Ogunbameru, O.A & Oribabor, E.P, (eds), Industrial Sociology Nigeria: Penthouse Publications. 167-193

Okoli, O. S. (2015). Major leadership roles of school principals for effective inclusive education programme in Nigeria.

Olabode, G.K. (2017). Social-Complexities in the Workplace. Ibadan: Diken Press

Omolawal, S.A. & Bawall, O.G. (2017). Performance and Reward Systems in Organisations. Human Resource Management Journal. 9 (1):73-82

Oni, B. (2003). Situating Emerging Best Practices in Human resources Management within the Nigeria Context, in Journal of the Institute of Personnel Management of Nigeria. III (2): 7-14

Onyeonoru, I.P. (2005). Industrial Sociology – An African Perspective, Ibadan: Samlad Printers

Opie, C. (2004). 'Research Approaches', in Opie, C. (ed.) *Doing Educational Research: a guide to first time researchers,* London, Sage Publications.

Owolabi, K. (1999). Two themes in African philosophy. *Journal of Philosophy and Development*, *5*(1), 22-33.

Perecman, E., & Curran, S. R. (2006). *A handbook for social science field research: essays & bibliographic sources on research design and methods*. Sage Publications.

Ponce, A. (2021). *Stories of Success: A Phenomenological Study of Hispanic Male College Students at a Texas Community College* (Doctoral dissertation, Northcentral University).

Powell, C. (2003). The Delphi technique: myths and realities. *Journal of advanced nursing*, *41*(4), 376-382.

Punch, K. (2005) *Introduction to Social Research: quantitative and qualitative approaches* (2nd ed), London, Sage Publications.

Quinones, L. M. (1965). *Supervision in the Catholic high schools of Puerto Rico*. The University of Nebraska-Lincoln.

Riaz, M., & ur Rehman, M. H. (2017). THE EFFECTIVENESS OF SCHOOL MANAGEMENT IN IMPROVEMENT OF SCHOOLS.

Saihu, S. (2020). The Urgency of Total Quality Management In Academic Supervision To Improve The Competency Of Teachers. *Edukasi Islami: Jurnal Pendidikan Islam*, *9*(02), 297-323.

Schwandt, T. A.& Halpen, E. S. (1988). *Linking Auditing and Metaevolution: Enhancing Quality in Applied Research,* London, Sage.

Sergiovanni, T. J., & Starratt, R. J. (2007). Supervision: *A redefinition*. New York, NY: McGraw-Hill.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, *22*(2), 63-75.

Silverman, D. (2005, September). Instances or sequences? Improving the state of the art of qualitative research. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 6, No. 3).

Smyth, A., & Holian, R. (2008). Credibility issues in research from within organisations. In *Researching education from the inside* (pp. 41-56). Routledge.

Strangleman, T. (2015). De-industrialisation and the Historical Sociological Imagination: Making Sense of Work and Industrial Change. Sociology. 1-17

Suchyadi, Y., Karmila, N., Nurlela, N., Mirawati, M., Handayani, R., Purnamasari, R., ... & Anwar, W. S. (2019). Increasing Personality Competence of Primary School Teachers, Through Education Supervision Activities In Bogor City. JCE| Journal of Community Engagement, 1(01), 20-23

Sulemana, M. (2013). Grass-Roots Perception of Decentralisation in Relation to Community Development in Ghana. *Journal of Scientific Research & Reports*, *3*(18), 466-247.

Taie, S., & Goldring, R. (2020). Characteristics of Public and Private Elementary and Secondary School Teachers in the United States: Results from the 2017-18 National Teacher and Principal Survey. First Look. NCES 2020-142. *National Center for Education Statistics*.

Taylor, F. W. (2004). *Scientific management*. Routledge.

Tesema, A. (2014). *The practices and challenges of school-based supervision in government secondary schools of Kamashi Zone of Benishangul Gumuz Regional State* (Doctoral dissertation, Jimma University).

UNESCO roadmap for implementing the global action programme on education for sustainable development.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2014).

Unluer, S. (2012). Being an insider researcher while conducting case study research. *Qualitative Report*, *17*, 58.

Verma, G. K. & Mallick, K. (1999). *Researching Education: perspectives and techniques*, London, Falmer Press.

Verma, G. K. & Mallick, K. (1999). *Researching Education: perspectives and techniques*, London, Falmer Press.

Vogel, G., Fresko, B., & Wertheim, C. (2007). Peer tutoring for college students with learning disabilities: Perceptions of tutors and tutees. *Journal of learning disabilities*, *40*(6), 485-493.

Walliman, N. (2005). *Your Research Project* (2nd ed), London, Sage Publications.

Welsh, T., & McGinn, N. F. (1999). *Decentralization of Education: Why, When, What, and How? Fundamentals of Educational Planning Series, Number 64*.

Wiles, K. (1967). The teacher education we need. *Theory Into Practice*, *6*(5), 260-265.

Woods, M. (2011). Interviewing for research and analysing qualitative data: An overview. *Massey University*, 67-80.

Yin, R. K. (2000). Case study evaluations: A decade of progress?. In *Evaluation models: Viewpoints on educational and human services evaluation* (pp. 185-193). Dordrecht: Springer Netherlands.

Zepeda, S. J. (2016). Principals' Perspectives: Professional Learning and Marginal Teachers on Formal Plans of Improvement. *Research in Educational Administration & Leadership*, *1*(1), 25-59.

APPENDICES

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
P. O. Box 25, Winneba, Ghana   deam@uew.edu.gh

UEW/EAM/SAN/06

29th July, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce Faustina Graham a student on the M.Phil. Educational Administration and Management programme of the Department of Educational Administration and Management.

Faustina Graham is currently working on a research project titled:

"THE EXPERIENCES OF CIRCUIT SUPERVISORS IN SUPERVISING UNDERSERVED PUBLIC SCHOOLS IN AWUTU SENYA DISTRICT".

Please, give her the necessary assistance and co-operation.

Thank you.

Yours sincerely,

Salome O. Essuman (Prof.)
Head of Department

cc: Dean, School of Graduate Studies

137

GHANA EDUCATION SERVICE

In case of reply the date and
number of this letter should be
quoted:

My Ref No: GES/CR/ASDO/202/VOL.I/61

Your Ref No: ....

AWUTU-SENYA DISTRICT EDUCATION
OFFICE
PO BOX 11
AWUTU-BEREKU

E-mail: awutu.senva.ees@gmail.com

18th August, 2020

MS. FAUSTINA GRAHAM
C/O P.O. BOX 403
ACCRA-NORTH

APPROVAL OF PERMISSION
FAUSTINA GRAHAM

We wish to inform you that you have been granted permission to conduct research on the topic 'The experiences of circuit supervisors in supervising underserved public schools in Awutu Senya District'.

By this letter officers and schools who are affected by the project are expected to collaborate with you for a successful research.

It is our hope that findings and recommendations pertaining to the project will go a long way to assist us promote quality education delivery in the district.

Thank you.

ISAAC GODWIN KWASI ACQUAAH-ARHIN
DISTRICT DIRECTOR OF EDUCATION
AWUTU SENYA

CC:

1. Head of Department
   Faculty of Education Studies
   UEW

2. All Officers concerned

3. All Headteachers concerned

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
MANAGEMENT

FOCUS GROUP DISCUSSION QUESTIONS FOR CIRCUIT SUPERVISORS

TOPIC: CHALLENGES OF CIRCUIT SUPERVISORS IN SUPERVISING
UNDERSERVED PUBLIC SCHOOLS IN AWUTU SENYA WEST DISTRICT.

Thank you for agreeing to participate in this discussion. This researcher is very interested to hear your valuable opinion on kind of challenges you go through in supervising underserved public schools in Circuits in the District.
Introduction:

1. I welcome all of you for making time for this focus discussion.
   My name is …………………………………………………………………

   Could you also introduce yourselves one after the other by telling your name age, the circuit you supervise, your educational background and number of year you have been in the service.

The purpose of this study is to find out the kind of challenges circuits supervisors go through in supervising underserved public schools in Awutu Senya West District.
Introduction:

- *The information you give us is completely confidential, and we will not associate your name with anything you say in the focus group.*

- *The researcher would like to tape the focus groups so that your thoughts, opinions, and ideas will be captured from the group. No names will be attached to the focus groups and the tapes will be destroyed as soon as they are transcribed.*

- *You may refuse to answer any question or withdraw from the study at any time.*

- *I understand how important it is that this information is kept private and confidential.*

- *I will ask participants to respect each other's confidentiality.*

- *If you have any questions now or after you have completed the questionnaire, you can always contact the researcher's phone numbers on 0553779660*

- *Please check the boxes on page 2 and sign to show you agree to participate in this focus group.*

2. Ground Rules

The group to suggest some ground rules (Please any suggested rule to guide the study)

Please let us observe the following rules as we go along with our focus discussion.

- Everyone should participate.

- Information provided in the focus group must be kept confidential.

- Stay with the group and please don't have side conversations.

- We're gathering information but not trying to achieve consensus, therefore we should respect each other's views.

- Focus group will last about one hour

- Feel free to express your views.

Is there any questions before we get started?

General Background Information

1. Educational qualifications
2. Length of teaching
3. Any other relevant Experience?
4. As Circuit Supervisors,
    o What has been your **experience with the supervision** of public basic schools located in underserved areas in the Awutu Senya West District? [Narrate some experiences and how **you liked or disliked** them?]
    o How will you describe the nature of your supervision considering your experiences?
5. Can you share some **challenges** that you encountered during your work as Circuit? Supervisors? [Probe further for more expansion on the challenges]
6. What do you find interesting/not interesting about these challenges?
7. How have you been coping with these challenges? OR
8. What **strategies** have you been using to **cope** with the challenges?   [Probe further]

9. If you were to advise a New District Director on issues of underserved schools, what would be your suggestions to help curb supervision challenges in the underserved public schools in the district?

10. What help do you think Circuit Supervisors need in such areas?

11. Overall, what is your final view on the supervision of public schools in underserved areas, in terms of challenges, coping strategies, and sustainable support system or help?

Thank you so much for coming and sharing your thoughts and opinions with us. If you have additional information that you did not get to say in the focus group, please feel free to call or WhatsApp the researcher.

**UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
MANAGEMENT**

INTERVIEW GUIDE FOR HEADTEACHERS

**TOPIC: CHANLLENGES OF CIRCUIT SUPERVISORS IN SUPERVISING
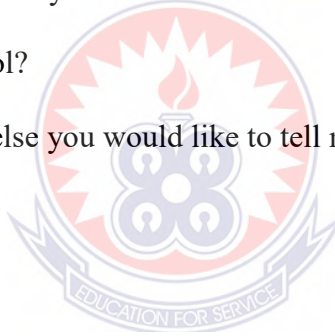UNDERSERVED PUBLIC SCHOOLS IN AWUTU SENYA WEST DISTRICT.**

Thank you for agreeing to participate in this in the interview. This researcher is very interested to hear your valuable opinion on kind of challenges you go through in supervising underserved public schools in Circuits in the District.

Introduction:

The purpose of this study is to find out the kind of challenges circuits supervisors go through in supervising underserved public schools in Awutu Senya West District.

- Participation in this study is voluntary and your decision to participate, or not participate, will not affect you in any way. The interview should take approximately one hour depending on how much information you would like to share. With your permission, I would like to audio record the interview because I don't want to miss any of your comments. All responses will be kept confidential. This means that your de-identified interview responses will only be used for academic purposes only and we will ensure that any information we include in our report does not identify you as the respondent. You may decline to answer any question or stop the interview at any time and for any reason. Are there any questions about what I have just explained? May I turn on the digital recorder?

1. Before we begin, it would be nice if you could tell me a little bit about yourself..

2. How long have been in this District?

3. Which school do you head?

4. How long have you been there?

5. What is the general performance of the pupils on academic in your school?

6. Briefly talk about how the presence of CS support your school?

7. How often do the circuit supervisor visit the school termly?

8. What do you anticipate are the challenges of CS in coming to your school?

9. Briefly describe as much details as you can how the visit of CS improve academic performance of the student

10. In your view what do you think should be done to improve CS supervision the underserved school?

11. Is there anything else you would like to tell me that you haven't mentioned?

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND

MANAGEMENT

TOPIC: CHALLENGES OF CIRCUIT SUPERVISORS IN SUPERVISING UNDERSERVED PUBLIC SCHOOLS IN THE AWUTU SENYA WEST DISTRICT

PARTICIPANT INFORMATION SHEET:

Ethical thinking in a disciplinary context Interviews / Discussions with Participant

You are being invited to take part in a research study. Before you decide to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

What is the purpose of the study?

The purpose of this research is to find out the sustainable and affordable measures that could be put in place to aid circuit supervisor to improve supervision in underserved schools in the Awutu Senya West District

Why have I been chosen?

You have been selected because you are a major stakeholder in the setting where the study is undertaken.

Do I have to take part?

Participation in this study is voluntary. Your decision to participate or not will not provide any advantage or disadvantage to you. I would, however, greatly appreciate you taking the time to participate in the study.

What will happen to me if I agree to take part?

The interview will find out the sustainable and affordable measures that could be put in place to aid circuit supervisor to improve supervision in underserved schools in the Awutu Senya West District.

You will be asked about your opinion nature of challenges faced by circuits supervisors in supervising underserved public schools, how circuits supervisors cope with these challenges, sustainable and affordable support systems and how effective supervision improve academic performance. The discussion would be moderated by Faustina Graham (the researcher). It is expected that the discussion should take no longer than an hour and will be recorded using a digital recorder. You will be asked to sign a consent form.

144

Who is organising and funding the research?
This research is part of a Masters of Philosophy Thesis within the University of Education, Winneba

What will happen to the results of the research study?
The results will be analysed by the researcher, Faustina Graham. When any results and findings of this research project are presented or reported to others inside or outside of the University, your anonymity is guaranteed. Reference to specific people, who you may mention, will also be removed from any quotations that are used.

What if something goes wrong?
We do not expect anything to go wrong but if you wish to complain or have any concerns about any aspect of the way you have been approached or treated during the course of this research, please contact Prof, Salome O. Essuman, Head of Department of Educational Administration and Management, University of Education Winneba. Tel: 0208 225198/0262644916

Who may I contact for further information?
Faustina Graham
grahamfaustina@gmail.com
0208169282

145

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEM

CONSENT FORM TO PARTICIPATE IN FOCUS GROUP DISCUSSION

TOPIC: CHANLLENGES OF CIRCUIT SUPERVISORS IN SUPERVISING UNDERSERVED PUBLIC SCHOOLS IN AWUTU SENYA WEST DISTRICT.

Names of Researchers: Faustina Graham.

PLEASE INSECT YOUR INITIAL IN THE BOXES

1. I confirm that I have read and understood the information sheet for the above

study and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to

withdraw at any time, without giving any reason or legal rights being affected.

3. I am willing for the interview to be recorded.

4. I agree to take part in the above study.

_____ _____/_____/_____ _____
Name of Participant   Date   Signature

_____ _____/_____/_____ _____
Researcher   Date   Signature

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEM

CONSENT FORM TO PARTICIPATE IN INTERVIEW

TOPIC: CHANLLENGES OF CIRCUIT SUPERVISORS IN SUPERVISING UNDERSERVED PUBLIC SCHOOLS IN AWUTU SENYA WEST DISTRICT.

Names of Researchers: Faustina Graham

PLEASE INSECT YOUR INITIAL IN THE BOXES

1. I confirm that I have read and understood the information sheet for the above study and have had the opportunity to ask questions. ☐

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason or legal rights being affected. ☐

3. I am willing for the interview to be recorded. ☐

4. I agree to take part in the above study. ☐

_____ _____/_____/_____ _____
Name of Participant   Date   Signature

_____ _____/_____/_____ _____
Researcher   Date   Signature