UNIVERSITY OF EDUCATION WINNEBA

SUPERVISORY PRACTICES OF HEADS OF SENIOR HIGH SCHOOLS IN

THE SAVELUGU MUNICIPALITY IN THE NORTHERN REGION OF

GHANA

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the requirements for the award of the Master of Arts (Educational

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DECLARATION

STUDENT'S DECLARATION

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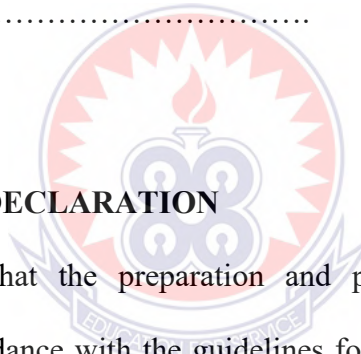
SIGNATURE………………………………

DATE……………………………………….

SUPERVISOR'S DECLARATION

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

SUPERVISOR: DR. LYDIA OSEI-AMANKWAH

SIGNATURE……………………………….

DATE……………………………………….

ACKNOWLEDGEMENTS

The successful completion of this project report would not have been possible without the assistance and guidance of my supervisor, Dr. Lydia Osei-Amankwah. Your corrections, useful suggestions and remarkable virtue is well noted and appreciated. Accept my profound gratitude.

I am indebted to my mother Musah Fati, My Auntie Musah Issah Samata and my late father Alhassan Fuseni. I also wish to express deepest sense of gratitude to my grandmother and Uncles for their financial and spiritual support.

DEDICATION

To my wives, Musah Zina, Ibrahim Alimatu and my children Suglo, Suhuyini,

Saha and Wunnan.

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ABSTRACT

The study investigated supervisory practices of heads of senior high schools at Savelugu Municipal in the northern region of Ghana. The purpose of the study was to find out supervisory practices of the heads. The study focused on areas such as personal support, workshops, in-service training and engagement in school practices, provision of assistance in teaching, problems in supervision and factors to improve supervision. Descriptive survey was used in the study. Mixed-method approach was employed. The population involved heads and teachers. A sample of 56 respondents was used for the study. The census technique was used to select all the heads. The teachers were selected through the use of simple random technique. The main instruments used to collect data were one set of questionnaire and interview guide. The questionnaire was pre-tested and the reliability co-efficient obtained was.82. Three research questions were formulated to guide and direct the study. Frequencies and percentages were used to analyze the data obtained. Findings revealed that funds to conduct supervision in the school were woefully inadequate. The organization of workshops and in-service training were not frequently done. Teachers' interest was not stimulated during teaching. It is therefore recommended that the Regional Director of Education in collaboration with other stakeholders in education should organize regular workshops and in-service training for heads of senior high schools to equip them with the necessary skills for school supervision. Supervisors need to stimulate teachers' interest by encouraging them to initiate ways to solve minor issues.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Supervision is the bedrock of the development of every organisation. The effectiveness of work and how teachers perform is influenced by the type of supervision provided by supervisors. Akinwuni (l993) states that the provision of supervision enables teachers to perform in so many areas wherever their services are needed. Senior high school teachers seem to have been receiving less supervision during teaching from headmasters and mistresses.

Supervision is explained as a formal process of professional support and learning which enables teachers develop knowledge and competence, assume responsibility for their own teaching and enhance students' achievements in complex teaching and learning situations (Ministry of Education, 2003).

Henry (1993) asserts that supervision which is one of the oldest forms of gaining effect and result starts from the embryo stage of unborn baby. Both parents perform supervisory duties to care for the embryo until it is born and grown to a school going age child. Supervision therefore originates with man.

The importance of supervision in organizational development is noted by many stakeholders. It is believed that provision of supervision equips teachers with skills and knowledge that are needed for manpower development. For supervisors to function effectively there is the need to supervise teachers to enable them apply what has been learnt. The Ghana Education Service Curriculum (2003)

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incorporates theory, practice and monitoring systems to make teachers become abreast with new changes.

The government has been providing incentives to teachers and supervisors to promote quality teaching. The government continues to train large number of teachers every year to improve the quality and quantity of teaching needed for the development of teaching service. Courses and workshops are organized by the government for teachers and heads to bring about positive changes in the schools to benefit students. So many activities have been introduced to develop management of schools with respect of quality delivery of teaching. For instance, the introduction of the quality assurance programme to speed up improvement in quality teaching service. Aside these, there is code of ethics for Ghana Education Service to teaching. The inspectorate division is also charged with responsibility of supervising and assisting teaching activities in schools. All these strategies have been put in place to strengthen and improve teaching in Ghana yet the quality of teaching is less encouraging.

To ensure effectiveness and efficiency of heads in the supervision of teaching provided by teachers seem to be less effective in delivery of lessons. The supervisors are to offer professional guidance and advice to teachers. They are also to ensure that teaching policies and practices are in agreement with policies and regulations approved by the Ghana Education Service. A low quality of teaching service in Savelugu senior high schools in the northern region has become a major concern for both the government and the public (Ministry of Education, 2003).

It is not surprising to hear daily from the radio and in the newspapers reports on low performance at senior high schools. Provision of teaching materials, science laboratories, furniture is given much attention instead of teaching and learning activities at the various schools. Farrington (1995) stated that modern day supervision is not mere teaching rather it includes methods of assessment and reporting to the appropriate stakeholders or authority. One could see teachers during instructional hours conversing with colleagues, loitering about or absenting themselves from school.

Lack of skilled performance in supervision results in lack of confidence associated with the supervisors. They have limited opportunities to practice basic task orientated skills. In supervision, heads should be given the opportunity to practice skills imparted to them. Through this the heads may improve their overall skills. The supervisor's role is by no means fully developed. It is continually evolving and changing to meet the needs of classroom teachers. This means that heads should be updated with current changes in supervision in order to vary their skills.

Antwi (1992) opined that the fear of a visit of an inspector keeps subordinates on their toes. He further observes that inspection today has become less regular, which has no doubt affected the quality of output and contributed to the decline of standards.

To achieve the purpose of quality supervision, it calls for skill and efficiency of the supervisor in working with the subordinates. In other words, the supervisor needs to possess certain qualities or knowledge before he or she is able

to perform the roles or activities that go with their work.

According to Neagley and Evans (1970), some of the major functions of the supervisors include, selecting and assigning the appropriate teachers to appropriate activities in the school, visiting and exchanging ideas with teachers, organizing in-service education to cover activities which promote growth of teachers to make them more efficient and effective, developing curriculum and planning schedules.

Despite all these activities, it could be said that supervision in senior high schools in Savelugu Municipality seems to be ineffective and inadequate in promoting quality teaching. Supervision, which needs to keep, develop professional teachers and provide support, co-ordination and continued education, is not given priority in the senior high schools by headmasters and mistresses yet these heads are held responsible for whatever happens in the schools. If the heads are to provide the kind of supervision that will bring quality teaching, then their supervisory practices need to be examined. The research is focused on supervisory practices of headmasters and mistresses in the senior high schools in Savelugu Municipality in the northern region.

1.2 Statement of the Problem

Supervision is an important tool for the survival of every organisation. Unfortunately, this important tool does not seem to be used effectively by heads of senior high schools in Savelugu Municipality. Heads appear to be busy with administrative work such as attending meetings, assigning roles, checking

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inventory, preparing reports and others at the expense of supervising teachers teaching in the classrooms.

An observation by the researcher shows that teachers are given little or no supervision during teaching hours at the various classrooms yet these teachers are supposed to provide quality teaching to students. Teachers assigned to provide teaching services to students are probably inadequately supervised thus, allowing them to carry out the work the way they like.

Literature searched indicated that staffs to conduct supervision are inadequate (Adinka, 2006). Okumbe (1998) said that supervision should be capable of supervising staff and understanding the problems of the school. The question that naturally arises is that what supervisory practices are provided by headmasters and mistresses? There is the need to answer this and other questions.

1.3 Purpose of the Study

The purpose of the study was to find out how heads conduct supervision in the senior high schools in the Savelugu Municipality.

1.4 Objectives of the Study

The objectives of the study were to:

1. Supervisory practices of heads of senior high schools in the Savelugu Municipality.

2. Find out the problems encountered in supervision of senior high schools in the Savelugu Municipality.

3. Determine factors that enhance supervisory practices of heads of senior high schools in the Savelugu Municipality.

1.5 Research Questions

The following questions were formulated to guided and direct the study.

1. What are the supervisory practices of heads of senior high schools in Savelugu Municipality in the northern region?

2. What are the major problems associated with heads supervisory practices in the senior high schools in the Savelugu district in the northern region?

3. What factors enhance effective supervisory practices of heads in the senior high schools in the Savelugu Municipality?

1.6 Significance of the Study

The study is significance because it will contribute to knowledge in supervision since the findings and recommendations will help to improve supervisory practices of heads in the senior high schools. The study will unearth deficiencies in supervision of heads in senior high schools so as to provide current supervisory practices in teaching to rectify them. It will help policy makers of Ministry of Education in the formulation of policies for effective supervision. It will help those who will conduct similar study in future since the findings will provide basis for further research in other areas of supervision.

1.7 Delimitations of the Study

The study was delimited to the public senior high schools in the Savelugu Municipality. The study used headmasters and head mistresses. The study focused on supervisory practices of heads. Areas such as type of supervision, supervisory practices, problems in supervision and factors to promote supervision were covered.

1.8 Limitations of the Study

The questionnaire constructed might not be able to solicit all information the researcher required from respondents. This weakness might have affected the validity of the research findings. The presence of the researcher during the interview might have influenced the responses provided by the teachers.

Some teachers at first were not prepared to answer the questionnaire for fear that their practices may be published. This might have influenced the results of the study. The use of three schools used provided the researcher with a small sample which limited the results of the study.

1.9 Definition of Terms

Supervision: a practice whereby a headmaster or headmistress monitors the work
             of staff for efficiency.

Supervisor: headmaster or headmistress of a senior high school

Supervisee: A teacher who receive professional advice, support and ideas from
            headmaster

Supervisory practices: Activities heads of senior high schools undertake during

supervision.

1.10 Organisation of the Study

The study is organized in five chapters. Chapter one comprises background to the study, statement of the problem, significance, delimitation limitations and definition of terms. Chapter two also deals with review of related literature from books, journals and other information retrieved from the internet. Chapter three looks at methodology employed in the study. It includes the design, population, sample and sampling techniques, the instruments used in data collection, pre-testing of instrument, data collection procedure and data analysis plan.
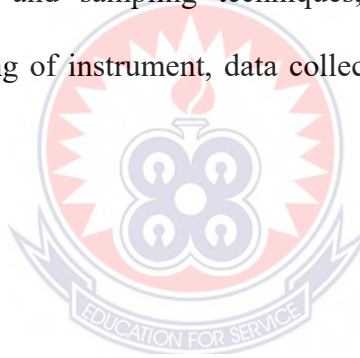
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of related literature on theoretical materials on the area of study. Literature review gives an insight on the research problem. It helps the researcher to know what others have found in the subject area. The study therefore sought to ascertain from headmasters and mistresses' supervisory practices in the senior high schools in the Savelugu Municipality. The following sub-headings were discussed under the literature.

1. Supervision defined

2. The characteristics of modern supervision

3. Types of supervision

4. Supervision beliefs

5. Who is a supervisor?

6. Qualities of a supervisor

7. Skills of supervisor

8. Supervisory practices

9. Problems in supervision

10. Factors for effective supervision

2.2 Supervision defined

Glickman, Gordon and Ross -Gordon (1988) defined supervision as the assistance for the improvement of instruction. Glickman et a1. declared that,

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"behind every successful institution is an effective supervision program" (p. 9). They consider supervision as glue or adhesive that pulls together organizational goals and provides for improved outcome.

Mgbodile, Onuoha, dl!eke, Elele, Ezeocha and Chukwuma (1986) maintained that the dictionary of education takes a more comprehensive look at supervision. They therefore contend that supervision is seen as all efforts of designated heads directed towards providing leadership to staff in the improvement of instruction. It involves the stimulation of professional growth, development of staff, selection and revision of materials, objectives, and finally evaluation of performance (p.2l8).

Lewis an instruction as "the actual flow of engagements, by persons being educated, with other persons and things within arrangements of time and space" (p.29). The supervisor, according to Drake and Rose (1986), is to offer leadership activities to bring teachers and other members together to improve performance.

Robbins and Alvy (1995) also defined supervision as the provision of support for teachers so that they could attain excellence. In their opinion, supervision of instruction involves the refinement of knowledge and skills regarding effective work. They further argue that supervision is a formative process, which involves several dress rehearsals. Lewis and Miel (1972) maintained that supervision, as a function of enhancing quality should not be assigned solely to a functionary called supervisor Glickman (1981) shared similar view by arguing that supervision should not be associated person. Musaazi (l985) opined that supervision is concerned with actions taken to ensure

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the achievements of objectives. Neagley and Evans (1970) viewed supervision as "a positive dynamic and democratic action designed to improve instruction through continued growth of all individuals, staff, supervisors, administrators and any other lay person"(p.2).

Mgbodile et al. (1986) were of the view that supervision is generally considered as a service or a process of giving and receiving help in an' effort to improve teaching. They contend that this effort is concerned with what to do, when it should be done, to whom, by whom and how. Mgbodie (1986) again said that supervision as a simple one describing a process common to all professions and occupations. Its original sense is seen in the Latin word super-video" which means to oversee. In education, it refers to that phase of administration which focuses primarily upon the improvement of work.

Gray (1984) defined supervision as getting things done through people. Lucio and McNeil (Cited in Campbell, Bridges & Nystrand, 1977) were of the view all supervisors are about the determination of ends to be achieved, the process and procedures for attaining the goals, and evaluation of results.

The Commonwealth secretariat (1993) also maintained that the word "supervision" cannot precisely be distinguished from the word "administration". The distinction, it argues that while supervision is more concerned with relationship between two people of which one of whom, by his status or acknowledged expertise is superior. Administration is about the management of an organization to achieve its objectives. It further argues that 'supervision' and 'administration' are involved in the following process: planning, decision-making

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and organizing, communicating influencing and evaluating. The above view is also supported by the observation of Hersey and Blanchard (1988) that management is "the process of working with and through individuals, groups and other resources to accomplish organizational goal (p.5).

Olivet and Pawla (2001) maintained that supervision "consists of all the activities leading to the improvement of work, activities related to moral building, fulfilling personal and professional growth, improving human relations and in-service" (p.23). Two other writers, Neagley and summary of modern school supervision as a positive democratic action aimed at the improvement of the classroom instruction through the continual growth of all concerned - the child, the teacher, the supervisor, the administrator and the parent or other interested persons" (p.2).

In the view of Mackenzie (1983) supervision is the function in organisation that draws together the discrete elements of effectiveness into whole organisation action. To him research shows that those organisations that link their management and discipline with staff development, direct assistance to staff, group development and action research under a common purpose achieve their objectives.

Musaazi (1985) was of the view that supervision is intended to improve teaching in schools. To the author, the supervisor must take the lead in providing a stimulating and wholesome environment in which staff will want to work and on which they will feel secure. It is the responsibility of the supervisor to ensure that teachers have opportunities to share ideas and to work together as a team in

order to achieve the goals of the school. The supervisor should strive to broaden the base of leadership by utilizing the full potential of teachers. Thus, an inspector of education is a person responsible for working with others to increase the effectiveness of teaching in schools.

Harris (1963) quoted in Glickman et al. (1995, p.7) in clarifying the supervisor's role, states that "supervision is related directly to helping teachers with instruction but only indirectly to delivery of teaching". Supervision is not the act of instructing people- that is directing but rather, the actions that enable teachers to improve performance.

Glickman, Stephen, Ross and Gordon (1995) maintained that supervision is not to be perceived only in terms of the act of instructing teachers rather than the activities that enable the teachers to improve performance. It is to be considered as a process and a function but not to be viewed as a particular position or person. What is crucial is not the person's title but rather his or her responsibilities.

From the study, supervision implies getting things done by planning, organizing, commanding, communicating, controlling and others. It is also realized that the scope of supervision is very broad covering all the factors that affect the work in organisations. It is therefore, imperative that after the necessary human and material resources have been procured, adequate supervision should take place to ensure the realization of the school's objectives.

2.3 Characteristics of modern supervision

Terms such as "democratic" "team effort" and "group process" have been used in an attempt to show that present day supervision is far different from the autocracy exhibited by the early 20th Century administrators and supervisors. According to theorists, all decisions of any importance in the modern organisation system should involve the entire teacher and each professional teacher must feel that he or she is part of the team (Neagley &Evans, 1970, p.4).

According to Neagley and Eva (1970), for the full potentialities of individuals and society to be realized and then translated into the most effective working experiences for teachers, the following characteristics need to be involved in supervision as the establishment and maintenance of satisfactory human relations among all staff members is primary. Any supervisory programme will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make in the educative progress. Relationships among all personnel must be friendly, open, and informal to a great extent. Mutual trust and respect are essential and to person in the supervisory role must set the tone. In the view of Wiles and Lovell (1983) "a group's productiveness is affected by the quality of its human relation and the supervisor must work constantly for the improvement of group cohesiveness" (p.4).

Modern Supervision is democratic in the most sense. "Democracy" does not mean "Laissez-faire with each staff member proceeding as he pleases. Rather, the term implies a dynamic, understanding, and sensitive leadership role. In an institution individuals' staff may assume various functions at various times, but

real affirmative guidance is continually needed to focus attention on the improvement of service and (involve actively all concerned persons.

Neagley and Evans (1970) maintained that a healthy rapport should exist among staff members in a give-and-take atmosphere which is conducive to objective consideration of the theories and problems of the day and of the organisation. A co-operative and creative approach to topics of joint concern is basic. Ideally no personality, including the administrator or supervisor dominates the group, but ne considered judgments of all are felt to be valuable. To Neagley and Evans (1970) the leader may at times have to exercise his rightful power or cast the deciding vote.

However, most decisions should be made by consensus after thorough research and adequate discussion in the area of study. Individuals should be included in basic policy planning, programmes and in all fundamental changes, which affect them or their position directly. In sum, democracy in supervision means active co-operative involvement of all staff members in aspects of the work capable and discerning administrator or supervisor believes primarily in positive human relationship. Neagley and Evans (1970) again maintained that programmes which concern them under the leadership of a well-informed, modern supervision is comprehensive in scope. It embraces the total public programme.

Supervision is directed at improving all actors involved in delivery of service. Gone are the days of attempting to improve the staff without regard to the totality of the work situation in the organisation. The modern supervisory role

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reaches far and beyond the traditional "teacher visitation" where the supervisory concept was narrow in scope, focusing mainly on criticism of the teacher in the office, followed sometimes by attempt to get him to improve his working skills.

It can therefore be concluded that modern day supervision is to bring both the supervisee and supervisor together to improve upon the work in a democratic way involving all concerned - staff, employer and administrators. Cogan (l973) explained further that "a modem supervisor must establish colleagueship (supervisor-supervisee relationship) between head and teacher", to improve teaching.

According to Neagley and Evans (1970), there are two types of supervision namely, internal and external supervisions. These claims therefore show how researchers and educationists have concerned themselves as to how these types of supervision enhance the attainment of goals. According to Neagley and EZc1970) internal supervision refers to supervision within the various institutions by the institutional heads while external supervision deals with supervision from the local, district, regional national offices.

In the view of Neagley and Evans (1970) internal supervision is where "the head or principal in present day organisation is the chief administrator in the day-to-day administration and supervision of the organisation. An internal supervision is done by heads. They are administrative leaders who ensure that successful work takes place (Lewis & Miel, 1972). Among the duties of the heads are; managing people, managing resources, managing financial matters, managing official time, staff development and assessing staff performance.

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The external supervision is of various types, which include the following: brief visits, follow-up, intensive visits or supervision. Brief visit or supervision is where the officer goes to acquaint himself with the school and holding discussions with the head and teachers. Follow-up visits, on the other hand, are done after either intensive or brief supervision. Its objectives are to find out how far recommendations and suggestions have been implemented and to make further recommendations where necessary.

Intensive supervision is inspection during which every effort is made to fulfil the objectives of the visit by diagnosing all the environmental conditions necessary for effective delivery of service and giving the teachers and all concerned the necessary guidance and advice as well as encouragement (Arhin, 2001).

With external supervision, if the supervisor leaves the working place the staff also leave thus, deserting the workplace and with tasks incomplete (Drake & Roe, 1986). According to Kochhar (1970), this type of supervision is similar to inspection in the sense that it is imposed and authoritarian. This practice stems from the assumption that there are best methods of work which are only known to the supervisor.

The supervisor also believes that the effectiveness of getting teachers to perform according to the prescribed methods is to use coercive methods. Drake and Roe (1986) advised that supervision should not be characterized by coercion and intimidation, which are usually counter-productive. They are of the opinion that teachers today are knowledgeable professional people who should not be told

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what to do, and how to do things. Drake and Roe (1986) in discussing modern supervision maintain that teachers should rather be encouraged and stimulated to improve performance by sharing ideas, brainstorming, trading experiences and discussing alternatives.

Musaazi (1985) indicated three types of supervision - full supervision is where all aspects of school and teaching are carefully examined. Routine supervision is where discussions with teachers on specific issues are done. Casual or check-up visits which are usually informal. Here, the supervisor forms an opinion on what he sees.

Modern supervision of work includes supervisory visits that are periodic survey visits, and, visitation conference (Lewis &Miel, 1972). They suggest that a superior could enter an employee's office uninvited when the employee has control of his work.

Glatthom (1984) observed that collegial or peer supervision is the process within which teachers accept to work together for their own professional development, usually by observing one another, providing each other with feedback, and trading in professional concerns. Glickam (1981) maintained that collegial or peer supervision is a technique, which the supervisors use to provide effective supervision in his institution. He observes that since teachers normally turns to each other for assistance more often than a supervisor, and since supervision is essentially concerned with improving performance rather than with summative evaluation, staff assisting each other has become a formalized and effective way of ensuring direct assistance to every staff member.

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Glatthorn (1984) suggested that the approach to supervision whereby no notice is given to the teacher about visits make the work of the supervisor informal. It is a frequent but brief casual encounter between supervisors and teachers in their work places. He contends that if this approach to supervision will succeed, staff and supervisors should see themselves as partners in any situation. He also recommends that all teachers should participate in informal supervision in addition to clinical, collegial or peer, or individualize supervision.

Robins and Alvy (1995) cited by Glickman, Stephen and Jovita (1995) stated that the purpose of supervision is to monitor teachers to determine if their schools include the element of effective service. If those elements are observed, the supervision should provide positive reinforcement to assure that they continue to be included in the teachers' activities. Robins and Alvy (1995) believed that if a worker is not using or is incorrectly using the elements of effective service, the supervisor has a responsibility to provide remedial assistance by explaining and demonstrating correct activities and setting standards of improvement efforts. In short, the supervisor should have primary responsibility for improvement in decisions.

Glickman et al. (1995) maintained that the purpose of supervision is to engage teachers in mutual inquiry aimed at improving performance. The supervisors and teachers should share perceptions of work problems, exchange suggestions for solving those problems and negotiate an improvement plan. The improvement plan becomes a hypothesis to be tested by the teachers and the supervisor's assistance.

Glickman et al. (1995) advised that supervision should foster teachers' reflection and autonomy and to facilitate teachers improvement. The supervisor should be concerned with teachers' self-concept and personal development as well as the performance. It is critical for the supervisor to establish a relationship with the teachers characterized by openness, trust and acceptance.

Again, the supervisor should allow the teachers to identify problems, improvement plans and criteria of solving these problems for successful performance. The supervisor can assist the teachers self-directed improvement through active listening, clarifying, encouraging and reflecting. Thus, the teachers should have primary responsibility for improvement in decisions, with the supervisor serving as facilitator. For these reasons it can be concluded that supervision beliefs are aimed at establishing good human relationship and controlling the services provided in order to improve upon staff performances.

2.4 Who is a Supervisor?

Mgbodile et al. (1986) viewed the supervisor as an over-seer and a person responsible for the wellbeing of his men. They agree also that a supervisor visit to put his men in good heart, to preserve tone, to motivate, foster and build up. In doing this, Mgbodile et al. Maintained that a supervisor does not have to prepare assessment for some external authority, the assessment he makes is a means to an end and not an end in itself. He evaluates his men so that he can improve them and thereby improve upon the performance of his team. The supervisor therefore is required to encourage better supervisee-output and to ensure that productivity is

maintained.

Instructional supervisors are persons responsible for the improvement of services in organisations. According to Glickman et al., (1998), supervisors task involves on-going personal contact with teachers to observe and assist them in gathering of decision on common issues, providing opportunities for the professional growth of teachers, revision and modification of the content, plans and materials for studying what is happening in the organisation with the aim of solving and improving performance.

Gray (1984) and Betts (1994) said that the supervisor is a first level manager who is accountable for the performance of operative employees, and performs controlling, concept of planning, organizing, directing and coordinating. Cunningham and Cordeiro (1993) maintained that the supervisor is mainly responsible for the achievement of production targets and increase in managerial productivity. To be effective, Gray (1984) contended that a supervisor should be concern about the moral of his staff, which is considered to be a prerequisite for good performance. Gray maintained that a well-motivated staff could give off their best provided that the task to be performed is properly designed, appropriate technology is available staff has ability to perform.

Mgbodile et al. (1986) contended that a supervisor is an overseer and a person responsible for the wellbeing of his men. They contend also that the basic purpose of a supervisor is to help employees understand and accept themselves for what they are, their abilities, patterns of working, and emotional make-up.

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2.5 Qualities of a Supervisor

It is obvious that such a concept of supervision requires a high level of leadership for its implementation. The supervisor must be equipped personally and professionally to handle the position of responsibility. Although research in selection of supervisors and administrators are quite limited, certain conclusions seem evident (Neagley & Evans, 1970). Neagley and Evans (1970) have identified the following qualities to be possessed by a supervisor:

1. The modern supervisor must have the personal attributes first of all, that make a good teacher. The supervisor needs high native intelligence and a broad grasp of the organizational process in the society, a likeable personality and a great skill in human relations. He must have love for children and an abiding interest in them and their problems.

2. The supervisor must be willing to subjugate his own personal ideas to the combined judgment of the team at times; yet he must possess the ability and fortitude to hold fast to his convictions unless evidence is presented. A good supervisor should always be guided by the findings of research and should have little time for pure opinion in group discussion and individual conference.

3. The supervisor cannot possibly be an expert in all fields, which he co-ordinates; his knowledge should include availability of resource leaders in all the areas of supervision and improvement of service. He may be specialist in certain disciplines but he has to be a generalist in his approach to programme. In short, Neagley and Evans (1970) posited that the modem supervisor

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must be well trained in psychology; likeable and expert in the democratic group process. He recognises his role as leader and co-operatively involves his fellow administrators and teachers in all major decision-making process.

According to Wiles &Lovell (1983), supervisor is concerned with constantly to improve his sensitivity to the feeling of others, to increase the providing effective leadership within the staff. To do this, he should seek accuracy of his estimates of group opinion on important issues to become more himself and to interact more frequently with those in the group with, which he co-operative in his working relationship, to seek to establish higher goals for works. One is therefore tempted to conclude that a good supervisor should be tolerant, patient, understanding and friendly with people. In this 'way he is likely to achieve his objectives (p.7).
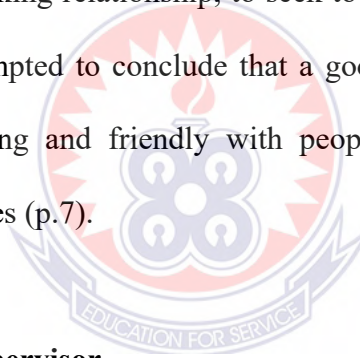
2.6 Skills of the Supervisor

According to Betts (1994) and Hersey and Blanchard (1988), a supervisor should be equipped with the following skills: technical human and conceptual skills. Technical skills refer to the ability to apply knowledge, methods, techniques, experience and equipment to form specific tasks effectively (Betts 1994, Hersey &Blanchard, 1988). Betts (1994) admitted that though supervisors need not be the best among employees, they must not be the worst. Okumbe (1998) asserted that supervisors need to have enough technical knowledge so as to pass sound judgment and official assistance to other

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employees in their departments. Mgbodile et al. (1986) contended also that inspection and supervision are both technical and professional; hence there should be no room for (a) those who have lived very restricted professional lives resulting in a circumscribed view of supervision and inspection and (b) those who lack the necessary professional depth and skilled freshness of outlook, to function as inspectorial or supervisory personnel (p.223).

Human skills of a supervisor refer to interpersonal or interactive skills. Supervisors or managers should be capable of working with and through people by applying motivational and behaviourist techniques to get the best out of them (Betts 1994, Hersey & Blanchard 1988). Human relation skills therefore help supervisors to act both officially and humanely (Okumbe, 1998).

Conceptual skills involve the ability to acquire, analyse and interpret information in a logical manner. The supervisor or manager should be capable of understanding the intricacies of the organisation as a whole, and act in accordance, its objectives, rather than pursuing a parochial or ~ personal interest (Betts 1994, Hersey & Blanchard, 1988).

The views of these authorities therefore show that supervisors need to have skills and accurate ideas in order to adequately perform their duties as effective supervisors. Unskilful supervisors may therefore discourage subordinates to work creditably.

2.7 Supervisory Practices

The scientific management approach, otherwise called the classical theory of management was developed by Taylor Fayol. The salient features of scientific management are the establishment of formal rules, specialization, clear division of responsibilities and the achievement of high efficiency through the analysis of work and caring little about the welfare of the operative workers in the organization (Bennett, 1998). This theory according to Bennett, also calls for planning, standardization, close supervision and the detailed specification of employees' work. He concludes that the scientific management theory assumes that there is only one best way of managing work.

Atta, Agyenim - Boateng and Baafi (2000) and Asiedu - Akrofi (1978) also argued that employees are professionals who understand their work better and do not require close supervision. Atta et al. (2000) maintain that the implications of this theory on supervision are that; It is very important to specify instructional aims and objectives since they guide the employee to perform effectively, as well as serving as yardstick by which output could be measured, If employee's task is well defined, he could perform better, and he would be more accountable, Frequent in-service training to update the knowledge and skills of employees should be organized and to enable the employee to deliver satisfactorily he must be supplied with the necessary inputs.

The human relations movement evolved in reaction to the mechanistic treatment of individuals by the classical theorists. Its concern was about the welfare of the employees. Parker Follett, the pioneer of the human relations

movement cited in Matteson and Ivancevich, (1989) contended that the success of an organisation depends on the development and maintenance of dynamic and Harmonious relationships within the organisation (Hersey & Blanchard, 1988 & Bennett, 1998). This pioneering study was perfected by Elton Mayo's famous Hawthome Studies cited in Bennett (l998) who established the following fundamental propositions; amount of work a person does depend on the social conditions surrounding the work, money may not necessarily be a motivating factor for higher productivity, if workers are given a variety of tasks, some of which may require the exercise of initiative and discretion, their interest could be stimulated to increase productivity and individuals see themselves as belonging to a group. Norms of behaviour emanate from standards set by the group which workers belong, and not from standards imposed by management.

The human relations theory advises that the supervisor should bear in mind that; decision-making should be shared among the head and the teachers and staff in the organisation should be organized both as individuals and groups. Informal groupings based on sex, age, religion, ethnicity and so on, may exist in the organisation and they should be recognised and effectively used to attain the goals of the organisation. Concern should be shown about the working and the learning environment of the workers so as to motivate them to give off their best. The psychological, social as well as the economic needs of the staff should be satisfied.

Theory X, Theory Y and Cogan (1973) System of Clinical Supervision is very important and in discussing supervisory practices, it is essential to looks at the authors' two systems of Theory X, Theory Y and Cogan (1973) system of Clinical supervision to help give deeper meaning to effective supervisory practices. The systems are examined with the view to determining which of its features could possibly be adapted and utilized for improvement of our own supervisory practices.

Gray (1984), Hersey and Blanchard (1988) look at McGregor's Theory X and Theory Y styles of leader behaviour, in which Theory X assumes that most people; inherently dislike work, are lazy, irresponsible, and indolent and prefer to be directed, lack creativity, ingenuity and imagination, need to be controlled and coerced to achieve organizational goals, are motivated only at the physiological and safety levels, on the other hand, Theory Y assumes that, in favourable conditions work is as natural as play, without self-control organizational goals could not be achieved, employees will work towards organizational goals if properly motivated and motivation occurs at all levels, that is, physiological, safety, social, esteem and self-actualization.

Theory X's assumptions emphasizes on rigid work schedules, control and close supervision, while Theory Y, assumes that if people are properly motivated, they will direct their efforts towards the achievement of organizational goals, and so their own goals. Managers or supervisors who are inclined towards Theory Y would delegate authority to subordinates, involve them in decision-making and trust them to handle responsibility as well as exercise little control over their

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behaviour (Hersey & Blanchard, 1988). They argue that managers should always assume that everyone is mature, independent and self-motivated, however, taking notice that there are individual differences. They acknowledge that Theory Y's assumptions are more likely to ensure efficiency in management, but insist that it would be inappropriate for managers to behave consistently towards all people with those assumptions all the time. Hersey and Blanchard (1988) observed that the supervisor may find it necessary to behave in a directive and controlling manner, typical of Theory X's assumptions with some people in the short run to help them to develop into maturity and become Theory Y people. They conclude that administrators should not hold the view that Theory X's assumptions are bad and Theory Y's assumptions are good; but they should always know the type of people they are dealing with and apply the appropriate theory since what one person perceives as freedom is another person's slavery.

The contingency approach assumes that situations or circumstances are not permanent; they are subject to changes. A supervisor's style should therefore be varied according to the needs of a particular situation. Contrary to the classical theory, the contingency theory holds that there is no one best approaches of solving management problems (Benne, 1998).

Matteson and Ivancevich (1989) suggested that the supervisor should apply the contingency approach:

1. Where the organisation is very large and widely distributed geographically, and employee participation in decision-making is very limited.

2. When the supervisor is satisfied that his subordinates are equal to that task, he

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should assign responsibility to them.

3. If the subordinates are familiar with the problem or have knowledge to handle that problem, then he should involve them in solving that problem.

4. When there is the need to take a quick or immediate decision, especially in crisis situation, supervisors or administrators should not delegate authority or involve subordinates in decision-making.

In the case of Cogan (1973), System of Clinical Supervision, it was developed in mid-1950, in the United States of America for use primary for the practice-teaching component of a teacher education programme. Cogan (1973) made a distinction between clinical supervision and 'general' supervision. He defines clinical supervision as "the rationale and practice designed to improve the employees' performance, and which takes its principal data from what takes place in the organisation. Therefore, unlike general supervision which covers beyond the work environment, clinical supervision concentrates entirely on the work with a view to improving workers behaviour. Cogan (1973) emphasized that "the principal goal of clinical supervision is to change the behaviour of workers so that they can in turn, change the behaviour of other workers" (p.69). Clinical supervision also attaches great importance to the establishment of cordial adult-to-adult working relationship between the supervisor and supervisee prior to the commencement of supervision proper. This relationship Cogan (1973) terms "colleagueship", ·a word he has coined for that purpose. It is a relationship in which the supervisor and the supervisee accept each other as equals and associates working together towards a common objective

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of improving performance in order

Neagley and Evans (1970) again suggested the following as some of the supervisory activities that a supervisor should concern him-self with; individual conferences which are mostly informal, regular visitation, action research, planning and presentation of in-service training programmes, an active work in district vide curriculum improvement and demonstration and substitution on occasions.

Harris (1985, pp.1-2) is of the view that supervision is carried out mainly fewer than six major tasks. They are:

1. Organizing for activities. This involves making organizational arrangements to implement programmes.

2. Selecting and assigning the appropriate staff to appropriate activities in the organisation. Programmes related to this task include recruitment, screening and testing and maintaining personnel records.

3. Providing facilities and materials, and securing their utilizations in order to make for efficient and effective provisions of instruction.

4. Arranging for in-service training in order to orientate staff members.

5. Identifying those services which have the greatest contribution to make to programmes and which facilitate it to attain maximum success.

6. Planning, organizing and implementing activities for the organisation of all facets.

Adinkra (2006) managers initiate and develop policies and procedures to ensure that safety measures are implemented. They ensure that facilities and

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operations are inspected to identify and minimize risk exposure, work with other departments to plan and develop safety and loss of prevention programmes. The managers conduct inspection and advice employees regarding proper practices and coordinate the planning and implementation of training programmes. Managers check on all protective equipment, evaluate staff effectiveness and suggest improvement where necessary. Again, they are responsible for support, education of staff, and meeting regularly with staff. Together with the management team, managers help to set the tone goals for the overall atmosphere. According to Asiedu-Akrofi (1978), the supervisor's role is to work co-operatively with the staff to create favourable circumstances for working in organisation. To him the supervisor basically does the following things:

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

2. There is the need for the supervisor to establish good rapport between his co-workers since that will ensure the smooth running of the organisation.

3. It is the supervisor's role to provide leadership amongst staff, that is the supervisor's skills and experiences should readily be placed at the service of workers.

4. The supervisor must have great respect for supervisee's initiative, experimentation and sense of creativity. Therefore, the circumstances under which every staff action takes place in the office needs clear understanding before any relevant advice can be given by the supervisor.

Writing on the roles of a supervisor, Lucio and McNeil (1979)

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maintained that the prime justification for the position of supervisor is to give leadership to the work process. If the principal spends the major portion of his time at that endeavour, he is placing the emphasis where it belongs. If, however, he spends his time counting lunch money, seeing that the playing field is lined and other similar housekeeping chores, he is not fulfilling the major role of his profession that society expects him to

Adaralegbe (1980) as cited by Mgbodile et al. (1986) identified internal supervisor's role in promoting quality work as:

1. Stimulating his staff members and others to study new approaches to improvement.

2. Providing staff and others with the necessary resources needed for innovations and adaptation.

3. Obtaining and making available to staff all relevant information.

4. Stimulating, encouraging, supporting and facilitating, all activities designed to improve development.

5. Developing valid indicators of improvements.

6. Encouraging innovative staff to try-out their ideas, supporting them and giving them a free hand.

7. Supervising work and practices.

8. Helping with evaluation, restructuring, modification and adaptation of current ideas and practices.

9. Getting himself acquainted with current developments.

10. Visiting other centres for the purpose of finding out what can be adapted

or adopted in his own organisation.

These efforts clearly show that the head of an institution or an internal supervisor should be in the fore-front in providing leadership and there is no way he can fold his arms, watch and allow others to perform his traditional role, since in the final analysis, the supervisor is the seat of accountability.

Another writer Wiles & Bondi (2000) stated that supervisors are expected to provide leadership and competency in developing an organization, and a working environment that makes possible, continuous improvement in services.

2.8 Problems in Supervision

The attitude of teachers to supervision has been one area that has attracted the attention of many people. Since teachers are the focus of this increased supervisory effort, their attitude towards supervision is important.

Neagley and Evans (1970) were of the view that although there are undoubtedly many instances of well-received supervisory practice, a common response of teachers to supervision might be expressed as a suspicion that supervision is as ineffectual and at worst a harmful form of interference with the work of the worker (p.20). This view expressed by Neagley and Evans (1970) is very common among workers and has been a strain on the effective co-operation that should exist between the supervisor and the supervisee. If workers should view supervision as interference in their work, then it means most of the new ideas and innovations, which might be given to them at workshops, would not be implemented.

Eye (1975) contended that supervision itself has a history that is subservient to administrative convenience, which causes workers to view supervisors as executioners. These inherent difficulties have led authorities to develop models of supervision, which to them could be used as blueprints for effective Thomas and Reid (1995) identified four major problems in supervision namely: lack of trained staff, lack of structure in supervision sessions which often make supervisee question the role of the supervisor, and faster turnover, increase workload. Webb and Wheeler (1998) stated that attempt to launch supervision without undue attention to definition and shared understanding may fail due to problems with confidentiality and trust. They further said that when supervision is inappropriately planned or implemented, teachers will sometime seek their own supervision outside the organisation due to dissatisfaction and fear of retaliatory action.

According to Adinkra (2006), problems heads face include poor interpersonal relationship between teachers and heads which prevent smooth management of the school, recruitment of unskilled personnel due to inadequate staff, inadequate supplies and tools for effective work frequent absenteeism on the part of teachers. There is also lack of orderliness and cumbersome system used in the colonial time. Insufficient funds prevent heads from managing affaires effectively.

2.9 Factors for Effective Supervision

It has been established through research that the work environment of most organisations and traditional supervision tend to hinder rather than promote subordinate's growth. On the other hand, it is shown that if subordinates are provided with an appropriate environment and effective supervision, they can attain high levels of personal and professional development. In view of this, various writers have written on the effectiveness of supervision. Firstly, they write about conditions of stimulating environment and incentives that can make supervision effective and secondly, how the effective supervision can promote performance when these environmental stimulants are used.

Neagley and Evans (1970) contended that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervision staff are able to function effectively as a team. There are other writers who are of the opinion that effective supervision depends on the calibre of personnel involved. Baldbridge (1971) wrote that for supervision to achieve its objectives the quality of the supervisor should be considered paramount.

On factors pertaining to effective supervision and how it could promote efficiency, Neagley and Evans (1970) stated that effective supervision can improve the quality of work in the organisation. Musaazi (1985) was of the view that if supervision is to achieve its goals by improving the process of teaching, then the supervisor must take the lead in providing a pleasant, stimulating and wholesome environment in which workers would want to work.

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Musaazi (1985) again was of the view that the supervisor must arrange workshops for supervisees and heads to infuse in them new techniques. Badbridge (1971) stated that supervision achieves goals by equipping teachers with ideas that enhance teaching. Fiernan-Nemse organisations with superior supervision and effective programmes had better techniques which improved considerably the achievements.

In order for supervision to be effective supervisors should encourage subordinates to work out their own solutions and evaluate their conducts or change their attitudes towards work. The supervisor has to communicate with subordinates before he can make a decision in any rational sort of way, and he has to communicate with them after he has thought out a solution to the problem posed.

The head should establish rapport between himself and other workers. He should also be approachable so that workers feel at home and give their maximum support in order to achieve desire goals. This can lead to good team work which makes supervisory practices more effective. There should be shared responsibility between the supervisor and his subordinates because when all parties involve perform their roles as expected and assume responsibilities, it makes supervision effective. Addition, frequent meetings and discussions can be organized to give the parties involved an opportunity Voice out their genuine concerns. This will also provide a forum for addressing all grievances to promote effective supervisory practice.

Directives given by the health manager should be clear; precise detailed to

ensure that they can be carried out as required. Continuous education or learning opportunities through seminars, workshops, conferences and in-service training can be organized for workers to increase their knowledgebase. Motivation of both supervisor and supervisee plays a vital role in achieving set objectless. It can be in the form of incentives packages, verbal praise or institution of best worker award to make them give of their best (Marquis & Haiston, 1992).

2.10 Summary

It can therefore, be concluded that supervision is any programme, which is consciously planned to improve performance. It is also believed that if subordinates are highly supervised, they perform better than those less supervised. For supervision to achieve its purpose, it must adopt a co-operative approach where all concerned in the organizational system are involved to contribute their quota. The supervisor and supervisee need to be constantly oriented with fresh ideas to improve upon their work. Problem solving techniques should also be adopted in the process of supervision.

CHAPTER THREE

METHODOLOGY

The chapter presents the method that was employed to carry out the study. It includes discussion of the research design, the population and the sampling procedures used in selecting the sample. The developments of the instruments, pre-testing of the instrument, data collection procedure and data analysis plan are described.

3.1 The Design

Descriptive design is the plan for a study providing the overall framework for collecting data (Leedy, 989). The descriptive survey design was used in the study to elicit information about the characteristics, attitudes, opinions, ideas and measures taken by heads in conducting supervision. Gay (1987) described descriptive survey as involving the collection of data in order to test hypothesis or to answer questions concerning the current status of the problem.

It determines and reports the way things are. The design determines the nature of a situation as it exists at the time of the study. As a method of research, the design looks at the problem under consideration and describes precisely what is observed and seen (Ary, Jacobs & Riavich, 1990).

The study attempted to investigate the nature of supervision as it pertains in senior high schools in Savelugu Municipal by finding out the kind of supervisory practices carried out by headmasters and headmistresses. Babbie (1990) supported the use of descriptive survey for purposes of generalizing from a

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sample to a population so as to make inferences about some characteristics of the population. Descriptive survey is widely used in educational research since data gathered by way of descriptive survey represent field conditions. It can provide reliable, valid and theoretically meaningful information (Peil, 1995). An in- depth or follow-up questions can be asked and items which are not clear to respondents can be explained

However, some of the weaknesses of the design are that it is sometimes difficult to ensure that items to be answered are not misleading. Survey results can vary depending on the exact wording of the items. The design requires people who can share their views well and can put such views into writing (Seifert & Hoffnuug, 1991). Despite the weaknesses, the researcher considered the descriptive survey as most appropriate to use in finding out information on supervisory practices of heads of senior high schools.

3.2 Population

Population is considered to be any group that shares a set of common traits (Black, 1999). Savelugu Municipal has been selected as the area for the study. Data compiled by the statistics unit of Municipal Directorate of Education in 2017 revealed that there are three heads and 149 teachers in the senior high schools. The heads are made up headmasters and headmistresses. The target population consisted of all heads and teachers of senior high schools in the Savelugu Municipal. The accessible population comprised three heads and 53 teachers of senior high schools in the Savelugu Municipal. The heads are made up

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headmasters and a headmistress.

3.3 Sampling Technique

All the three heads in the senior high schools were selected through the census sampling technique and the heads were automatically included in the study. This was considered appropriate because the researcher collected and analyzed data from every head in the senior high schools. Jenkins and Bird (2001) state that census sampling is normally used to meet the needs of the research and it has the advantage of covering the entire population.

Fifty-three teachers were randomly selected from the three senior high schools. A simple random is one in which each member of the senior high schools has an equal and independent chance of being selected. The lottery technique was applied in the selection. Lists of names of teachers were collected from the heads and the names were written on pieces of paper and put in a hat and thoroughly mixed the researcher picked one name at a time. This was done separately for the three senior high schools until the researcher obtained the needed number of 53 teachers for the study. Teachers whose numbers were picked were selected for the study.

3.4 Sample size

The sample size for the study comprised three heads and 53 teachers of public senior high schools in the Savelugu Municipal. A total of 56 respondents formed the sample for the study.

3.5 Instruments for Data Collection

The study employed the use of questionnaire and interview guide as the main instruments to collect data. The questionnaire was used to gather information from teachers because they were literates. One set of questionnaire was used and it was mostly closed-ended items. Kerhnger (1973) stated that questionnaire is widely used for collecting data because it is very effective for securing factual information about practices.

The questionnaire was divided into five sections. The first section (A) covered the personal data of respondents. Section B asked respondents views on supervisory practices of headmasters and headmistresses, section C demanded responses on problems in supervision and section D sought views on factors to improve point likert scale. The ratings were as follows: (4) strongly agree (3) agree (2) supervision in senior high schools. The 31 items were structured based on four- point scale: 4-'Very often' 3-'often' 2-'sometimes' and 1-'Never'. The total response on each rating was used to determine the extent of agreement or otherwise on a particular item.

According to Leedy(1989), in order to check consistency of information derived at different times and by different means a mixed method must be used. Based on Leedy's suggestion a second method, which is an interview guide was employed. The interview guide was used to collect information from the heads. The interview covered areas such as supervisory practices of heads, problems in supervision and factors to enhance supervision.

3.6 Pre-Testing

According to Fraenkel and Wallen (2000), it is advisable to try the questionnaire out on a small sample similar to the actual respondents. The testing of the instruments can reveal ambiguities, poorly worded questions and also indicates whether instructions to the items are clear.

A pre-test was conducted at Pong-Tamale senior high school. This senior high school has similar characteristics as that of Savelugu Municipal in terms of language and occupational background. The purpose of the pre-test was to establish validity and the reliability of the items in the instrument. This was to find out whether the items were good enough to guide the respondents.

The Cronbach Alpha was used to test for the internal consistency of the questionnaire. The pre-test enabled the researcher to reshape, reword and delete items which were not clear to respondent's items. The alpha coefficient obtained was 82. The satisfaction with the alpha coefficient was based on Parot, Diener, Colvin and Sandrik (1999) rule of thumb that an alpha level of .85 is good.

3.8 Data Collection Procedure

The researcher visited the senior high schools one after the other. Permission was sought from the heads of the schools. The researcher met the teachers and explained the purpose of the research to them. The questionnaire was administered personally to the teachers. The researcher avail himself to explain those items which were not clear to the teachers. The respondents were given on two weeks to respond to the questionnaire. The researcher achieved 89 % return

rate of the questionnaire.

An interview was held to collect information from the heads. This was done while the researcher was collecting the completed questionnaire from teachers. During the interview, questions were posed to respondents and the answers provided were tape recorded and some points were also written on the paper. The researcher spent one day in each school to conduct the interview. All the heads sampled granted audience to the interview.

3.9 Data Analysis Plan

Data from the questionnaire were edited for consistency. The items were fed into the computer for analysis. Frequency and percentages were used to analyze the data with the help of analytical software known as Statistical Package for Social Sciences (SPSS). The results were presented in tabular form. All the three research questions were answered using percentages and frequencies.

The interview data were analyzed using thematic analysis. The recorded response of the interview was transcribed and edited together with the points jotted down during the interview process. The edited data were assembled according to the themes identified from supervisory practices instrument. Analysis was based on the number of occurrence of issues identified.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents analysis and discussion of data collected on supervisory practices of heads of senior high schools in Savelugu Municipal. The objective of the study was to investigate supervisory practices of heads. Data were gathered from fifty-three (53) teachers and three (3) heads. Simple random sampling was used to select teachers and the heads were selected through census technique. The study used questionnaire and interview guide to gather data. Percentages and frequencies were used to analyze data with the help of statistical package for service solution. The results were presented in tables.

This section of the analysis discusses background information of respondents. The second was the discussion of main data directed by the research questions.

The results are grouped under four main sections. These are:

1. Personal Characteristics of respondents.

2. Supervisory practices

3. Problems of supervision

4. Factors to ensure effective supervision

4.1 Personal Characteristics

The Personal characteristics of respondents such as gender, qualification and rank were analyzed. These were required to help the researcher know the type of respondents used in the study. The first of the discussion was based on gender of respondents for the study. The results are provided in Table 1.

Table 1: Gender of Respondents

	Frequency	Percentage
Male	50	94.3
Female	3	5.7
Total	53	100.0

Source: Field Data, 2018.

Findings from Table 1 indicated that 94.3% of the respondents were males while 5.7% were females. This means that majority of the teachers are males. This is due to in the senior high schools; more males' teachers are employed. This finding is in contrast with Cottrell (2002) assertion that teaching is female dominated job.

4.2 Highest qualification of teachers

The highest qualification of respondents was further analyzed. Table 2 presents the results.

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Table 2: Qualification of teachers

Qualification	N	%
Bachelors degree	41	77.3
Diploma	10	18.9
Masters	2	3.8
Total	53	100

Source: Field Data, 2018.

As showed in Table 2, the highest percentage of the respondents, (77.3%) were holders of bachelors' degree. About 18.9% were diploma holders and the least percentage (3.8%) were holders of masters' degree. It could be deduced from the analysis that majority of the respondents are holders of bachelor's degree. This finding is in line with Ghana Education Service requirement that every teacher at senior high school should possess bachelors' degree.

4.3 Rank of respondents

In the teaching service, the position of teachers is indicated by their ranks. It is Ghana Education Service policy that every teacher at senior should be at least superintendent. These teachers are considered experienced to provide responses on supervisory practices of heads. Rank of teachers was analyzed. Table 3 presents the results.

Table 3: Rank of Teachers

Rank	N	%
Principal Superintendent	22	41.5
Technical Instructor	1	1.9
Director	8	5.1
Superintendent	6	0.2
Senior superintendent	6	11.3
Total	53	100.0

Source: Field Data, 2018.

Results in Table 3 indicated that majority of the respondents (41.5) were of the rank of principal superintendent. Over 30.5% were superintendent and 11.3% were senior superintendent. About 15.1% were directors while only 1.9% was technical instructors. From the analysis, it could be said that majority of the respondents are principal superintendent who are experienced enough to supervise subordinates.

Research question 1: What are the supervisory practices of heads of senior high schools in the Savelugu Municipality?

The teachers were asked questions related to heads supervisory practices. Their views are discussed under the following headings:

a. Personal support

b. Workshops and in-service training

c. Engagement in school practices

d. Provision of assistance in teaching

4.4 Personal Support

Teacher's views on personal support given to teachers were sought. Results are provided in Table 4.

Table 4: Personal support

Item	Very often		Often		Sometimes		Never		Total	
	N	%	N	%	N	%	N	%	N	%
Inform teacher regularly about issues	14	28.4	31	58.5	8	15.1	0	0	53	100
Involve teachers in discussion making	6	11.3	18	34.0	25	47.2	4	7.5	53	100
Consult teachers on work problems	8	15.1	17	32.1	25	47.2	3	5.7	0	100
Provide assistance on work problems	2	3.2	25	47.2	20	37.7	6	11.3	53	100
Supervise activities of teachers	13	24.5	24	45.3	16	30.2	0	0	53	100

Source: Field Data, 2018.

Data in Table 4 indicated that 58.5% 'often' informed teachers regularly about issues. The next highest percentage 28.4% 'very often' informed teachers regularly about issues while the least percentage 15.1% 'sometimes' practiced that. None of the teachers indicated never to this practice. The results meant that heads often informed teachers regularly about issues in the school. This implies that teachers will be abreast with issues in the school and as a result prove quality teaching using current methods and ideas. Heads views confirmed this finding.

Again, 47.2% of the majority of teachers said that they were 'sometimes' involved in decision making. About 34.0% of were "often" involved in decision making in the school. The least percentage of views 7.5% of them attested that they were 'never' involved in decision making in the school. It could be deduced from the analysis that heads involved teachers in decision making in the school. The implication is that heads will be provided with rich information to solve issues bothering them.

About 47.2% said teachers were 'sometimes' consulted on work problems. Over 32.1% of the teachers were 'often' consulted on work problems. Only 3.1% reported that they were never consulted on work problems. The analysis means that majority of the heads consult teachers on the problem they encounter occasionally. This implies daily problems teachers encounter that need immediate attention may not be addressed on time and this delay smooth management of the schools. The results mean that heads supervise teaching activities in the schools. This will promote effective teaching and learning and in the long run improve teachers' performance as well as students' academic performance.

As high as 47.2 % of the teachers indicated that, heads 'often' provided assistance on work problems. The least percentage of teachers, 3.2% posited that they were 'very often' did that. Over 37.7% said that heads 'sometimes' did that. Only 5.7% of the teachers 'never' received assistance on work problems. It could be said that heads help teachers manage issues affecting their work. This likely to improve teaching activities and reduce stress experienced by teachers.

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On supervision of teachers' activities, majority of the teachers attested that heads 'often' supervised teaching. About 24.5% 'very often' did that while 30.2% said that heads 'sometimes' supervised their teaching. No teacher indicated 'never' to this statement. It could be concluded that generally, heads sometimes provide personal support to teachers.

Table 5: Workshop and in-service training

Item	Very often		Often		Sometimes		Never		Total	
	N	%	N	%	N	%	N	%	N	%
Organize in service training for teachers	2	3.8	11	20.6	22	45.1	18	34. 0	53	100
Organize activities that present skills	2	3.8	8	15.1	25	47.2	18	34.0	53	100
Conduct observation to check	5	9.5	5	9.5	17	32.1	26	49.1	53	100
Organize Conference to check	5	9.4	6	11.3	13	24.5	29	54.7	53	100
Provide opportunity to solve problems	4	7.5	12	22.6	21	39.6	16	30.2	53	100

Source: Field Data, 2018.

From Table 5, a great number of teachers 45.1% claimed that in- service training was 'sometimes' organized for staff. Eleven, representing20.6% of the heads expressed the view that in-service training was often organized. About 34% confessed that in-service training was 'never' organized. The analysis means that

majority of the heads do not frequently organize in-service training for teachers. The implication is that teachers will not develop as expected to enhance teaching. The finding is contrary to Atta, Agyenim-Boateg and Baafi Frimpong (2000) and Asiedu-Akrofi (1978) assertion that in-service training which updates the knowledge and skills of subordinates should be organized to improve performance.

A follow-up question was asked to ascertain whether supervisors organize activities that present skills. The highest percentage, 47.2 % of the teachers disclosed that activities that present skills were 'sometimes' organized. The next largest percentage of the respondents 34.0 % mentioned that the activities were 'never' organized. Only 3.8% of the respondents indicated that the activities were 'very often' organized. This means that supervisors do not frequently organize activities that present skills. This implies that staff may lack the needed skills to work effectively.' This finding is contrary to Baldbridge (1971) that supervisors should equip teachers with ideas that enhance delivery of service.

As revealed in Table 5, the largest proportion of respondents 49.1% conceded that they 'never' conducted observation to check if information presented during in-service training were being used by staff. Over 32.1 % stated that they 'sometimes' did that. Only 9.5% confessed that they 'very often' conducted observation. This means that observation is not carried out to find out what is happening in the schools and teachers may not use the correct information to work. This is contrary to Matsiidaira (1982) that supervisors need to go to institutions they visited to see whether the new recommendations have been

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implemented.

Also, 54.7% of the respondents were of the view that conferences were 'never' organized to discuss and analysis work after observation. About 24.5% said that conferences were 'sometimes' organized after observation while 9.4% reported that conferences were 'very often' organized after observation. It could thus be seen that generally; the heads do not organize conferences. This implies that staff may not be aware of where they fall short and the conferences too may out leave it usefulness.

A close scrutiny of the scores in Table 5 indicates that majority of the respondents (39.6 %) were 'sometimes' provided opportunities to solve problems with heads. Over 7.5% 'very often' did that. Only 30.2% of the respondents said that they did not provide opportunities to solve problems with staff. It could be deduced from the analysis that teachers are not frequently given opportunity to solve problems with staff. This finding is not in agreement with the view expressed at the interview. This finding is not in agreement with Sergiovanni and Starratt's (1993) view that meeting with teachers provides opportunities to discuss their work with supervisors. This will enable teachers to provide work as expected of them.

Table 6: Engagement in school practices

Item	Very often		Often		sometimes		Never		Total	
	N	%	N	%	N	%	N	%	N	%
Ensure adequate Supply and Maintenance of Equipment	4	7. 5	21	39.6	24	45.3	4	7.5	53	100
Ensure adequate Provision of Furniture	9	17.0	21	39.6	16	30.2	7	13.2	53	100
Encourage students Families to visit Them	8	15.3	21	39.6	20	37.7	4	7.5	53	100
Maintain strong Relationship with Students' families	9	17.0	12	22	24	45.3	8	15.1	53	100
Check conditions And tidiness of the School	17	32.1	21	39.6	13	24.5		23.8	53	100

Source: Field Data, 2018.

Information in Table 6 discloses that 45.3% of the majority of teacher said that the heads 'sometimes' ensured adequate supply and maintenance of staff and furniture. About 39.6% 'often' ensured adequate supply and maintenance of staff and furniture. The least expressed view, 7.5 % never practiced this. It could be concluded from the analysis that heads sometimes ensure adequate supply and

maintenance of teachers and furniture in the school, this can affect quality of teaching expected of teachers.

Similarly, over 39.6 % of the supervisors claimed that they 'often' ensured adequate provision of equipment. About 17% 'often' did that while 30.2 % indicated sometimes for this practice. Only 13.2% said that they 'never' did this. It could be seen from the discussion that supervisors provide enough equipment in the school. This will promote effectiveness on teaching and learning. This is in line with Harris (1985) that facilities and materials should be provided to make for efficient and effective supervision.

With regards to encouragement giving to students' families to visit them, 39.6 % of the majority reported that they ' often' encouraged students' families to visit them. About 15.3 % 'often' practiced this and 37.7 % 'sometimes' did that. It is obvious from the analysis that heads do encourage students' families to visit them. This will make students aware that they are' cared for and it result in sound mind to study.

On the question of maintaining strong relationship with students' families, 45.3 % of the majority attested that heads 'very often' maintained strong relationship with students' families. Over 35.4% of the supervisors disclosed that they 'often' maintained strong relationship with patients. Only four representing 6.5% of the supervisors 'sometimes' did that. It is clear from the discussion that supervisors maintain strong relationship with students' families. This implies that students will be free to inform heads their problems for them to react without delay. This is in line with Matteson and Ivancevich (1989) that the success of a

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school depends on the maintenance of harmonious relationship within the school.

Table 6 again unveils that 39.6% of the teachers remarked that heads often' checked conditions and tidiness of the schools. Over 32.1% of the teachers were of the opinion that heads 'very often' checked conditions and tidiness of the school. Only 23.8 % of the teachers confessed that checking condition and tidiness of the schools was 'never' done by heads. One has to reason to conclude from the analysis that headmasters and mistresses check conditions and tidiness of the school. This will prevent spreading of outbreak of epidemic in the schools and ensures atmosphere suitable for learning.

Table 7: Provision of Assistance

Item	Very often		often		sometimes		Never		Total	
	N	%	N	%	N	%	N	%	N	%
Clarify school Rules for teachers	4	26.4	25	47.2	12	22.6	2	3.8	53	100
Manage teachers' Behaviors	8	15.1	26	49.1	17	32.1	2	3.8	53	100
Check attendance and punctuality	17	32	21	39.6	13	24.5	2	3.8	53	100
Assess performance of teachers	7	13	21	39.6	20	37 .7	5	9.4	53	100
Stimulates teachers Interest during teaching	5	9.4	16	30.2	22	41.5	10	18.9	53	100

Source: Field Data, 2018.

Results in Table 7 showed that majority of the teachers (47.2%) said that heads 'often' clarified school rules for teachers. About 22.6% of teachers attested

that heads sometimes did that while 3.8% of teachers indicated 'never' to this practiced. From the analysis, one notes that clarifying school rules is often done by heads. The implication is that teachers will work according to the lay down rules in the schools.

From Table7, it was revealed that a considerable number of teachers, 49.1% stated that 'often' heads managed teachers' behaviors (discipline) while 32.1% 'sometimes' managed teachers' behavior. Only 3.8% said that heads 'never' did that. This means that heads maintain discipline among teachers in the schools when they go contrary to the rules. This will make teachers have focus on the work and desist from certain mistakes that will affect the teaching and learning. This is in line with Gray's (1984) assertion that people need to be controlled to achieve organizational goals.

Moreover, a close examination of the scores displayed on Table 7 indicate that 39.6 % of teachers claimed that heads 'often' checked attendance and punctuality of teachers while 32.1% conceded that heads 'often' checked attendance and punctuality. The least response had a percentage of teachers (3.8) indicated 'never' for this practice. This means that supervisors check attendance and punctuality of teachers. This implies that unnecessary waist of official time will be minimized and regular attendance will be ensured.

Responses on assessing the performance of teachers were elicited as 39.6% of the teachers stressed that heads 'often' assessed teachers' performance and 37.7% said that this was 'sometimes' practiced. Few teachers 9.4% slated that heads 'never' assessed the performance of teachers. It could be deduced from

the discussion that heads assessed the performance of teachers. This will enable heads know how teachers are performing and teachers will also work up to expectation.

On the question of whether stimulates teachers' interest during work, 41.5% majority of the teachers disclosed that they 'sometimes' did it. Over 30.2% of the teachers said that this was 'often' done and 18.9% stated that heads 'never' stimulated teachers' interest during work. This means that heads sometimes stimulate teachers' interest during work and this will edge them to work towards the attainment of school goals. Generally, it could be said that teachers are given the necessary support by heads in the schools.

Research Question 2: What are the problems associated with supervision in the senior high schools in the Savelugu Municipality?

This section discusses responses on the problems associated with supervision in the in senior high schools. Each respondent chose from scale on the questionnaire to indicate whether or not heads encounter these problems. Table 8 deals with responses that relate to the supervision problems.

Table 8: Problems of Supervisory Practices

Item	Very often		often		sometimes		Never		Total	
	N	%	N	%	N	%	N	%	N	%
Inadequate funds for school management	15	28.3	12	22.6	22	41.5	4	7.5	53	100
Inadequate number of teachers	5	9.4	16	30.5	2	2.1	39	60	53	100
Lack of formal Training	9	17.0	13	24.5	22	41.5	9	17.0	53	100
Lack of motivation from government	5	9.4	14	26.5	28	52.8	6	11.3	53	100
Poor interpersonal relationship between Teachers and heads	5	9.4	14	26.65	28	52.8	6	11.3	53	100

Source: Field Data, 2018.

From Table 8, 41.5 % of the respondents affirmed that heads 'sometimes 'experienced inadequate funds to carry out supervisory activities. While the least expressed view 7.5% indicated that an inadequate fund was 'never' experienced`. It could be inferred from the analysis that funds to conduct supervision in senior high schools are woefully inadequate. The implication is that a lot of supervisory activities will be crippled and it will generally affect performance of teachers.

However, as much as 39.6 % of the respondents said that heads had not

'never' experienced inadequate number of teachers in the schools. About 30.5%
of the respondents indicated 'often' this problem and 2.1 % of respondents said
heads 'sometimes' had this problem. It could be noted that heads experienced
inadequate teachers. This implies that a lot of activities could not be covered. This
will lead to an increase in workload. The finding is in agreement with the
assertion made by Thomas and Reid (1995) that barriers of effective supervision
include lack of qualified staff to carry out the task of supervision.

A question was asked to find out whether supervisors are given training on
supervision. According to Table 8, 41.5% of the majority of teachers indicated
'sometimes' to this statement, 24.5 % indicated that heads were 'often' given
training on supervision. Only 17% of the teachers said that heads were 'never'
given formal training. It could be seen that heads are not given training on
supervision. This finding goes contrary to the assertion made by Kohner (1994)
that there is the need for training to enable supervisors provide high quality
supervision. Cottrell (2002) strongly supported Koliner as he said that training on
supervision is important to enable supervisors' function effectively.

Data on Table 8 again revealed that 52.8 % of the majority of respondents
indicated that heads were 'sometimes' motivated while 26.4% said that heads
were 'often' motivated. The least percentage of respondents 9.4% indicated 'very
often' to this statement. It could be deduced from the discussion that supervisors
are not frequently motivated to work. This implies that supervisor's interest and
initiative may be killed as other organizations staffs are well motivated.
Further investigation to ascertain whether poor interpersonal relationship existed

between supervises and supervisors, findings revealed that 52. 8% of the teachers said that heads 'sometimes' had poor interpersonal relationship with teachers while 11.3% of the respondents said supervisors have 'never' had poor interpersonal relationship with supervisees. From the analysis it could be concluded that there existed good interpersonal relationship between supervisors and supervisees but the poor relationship was not always. Cogan (1973) supported this finding when he pointed out that supervisor must establish colleagueship (supervisor-supervisee relationship) to improve performance.

Research Question 3: What factors enhance effective supervisory practices of heads in the senior high schools at Savelugu Municipality?

This research question sought respondents' views on heads supervisory practices used in the schools. The views of respondents are provided in Table 9.

Table 9: Factors to ensure effective supervision

Factors	N	%
Co-operation from teachers	7	13.2
Provision of materials for supervision	5	9.4
Heads should be given recognition	6	11.3
Heads should be motivated	14	26.4
Training on supervision should be given	16	30.2
GES should support heads	5	9.4
Total	53	100

Source: Field data, 2018.

As indicated in Table 9, the highest number of respondents 30.2% suggested that supervisors should be given training to enable them perform their supervisory roles effectively. The next highest percentage, 26.4 % suggested that heads should be motivated.

Again, 13.2% of the respondents expressed the view that teachers should cooperate with heads to ensure effective supervision. About 11.3% said that heads should be given recognition to boost their morale to work as expected. Again, 9.4% of the respondents expressed the view the heads should be provided materials for supervision. About 9.4% of the respondents said that G. E.S should give the heads the maximum support they need to supervise. This is collaborated by Neagley and Evans (1970) when they contend that, for effective supervision to be achieved the general units of authority and responsibility must be well established so that all members of the supervision staff are able to function effectively as a team.

4.6 Interview Report

Interview was conducted with heads of senior high school to confirm responses given by teachers on the questionnaire since they provide daily teaching activities to students. The aim was also to explore further, supervisory activities of heads. The interview focused on the following areas:

1.   Common supervisory practices.

2.   Problems in supervision.

3.   Factors to ensure effective supervision.

All the three heads granted audience for the interview which lasted between 30-35 minutes. On the common supervisory practices, the general responses were that heads supervised activities of teachers and disseminated issues to them. They further said that supervisors did not involve teachers in taking decisions in the schools. A typical comment in this regard was that *"some decision are imposed on us whether we like or not"*. Most of the teachers confessed that supervisors consulted them on problems they face during work. When asked questions on workshops and in-service training, the heads reported that in-service training was sometimes organized. A number of heads expressed the view that opportunity to solve problem was hardly provided.

The researcher again asked whether heads engaged in school practices, majority of the heads admitted that they maintained strong relationship with students' families and encouraged them to visit their students in school. The heads attested that they often checked conditions and tidiness at the school but sometimes provided adequate equipment for use.

Responses were elicited through the interview on provision of assistance in teaching. The heads held the view that they often informed them of the rules of the schools. They frequently checked attendance and punctuality of teachers and their behavior as well. Supervisors assessed performance of teachers through the performance of students. On head remarked "I do not stimulate my teachers' interest when they are working".

When asked about the problems supervisors face in supervision, the most frequently mentioned areas included inadequate funds to manage the schools,

inadequate number of teachers, lack of training in supervision for heads and lack of motivation by the government. One head said "teaching is not attractive because we are not motivated and a lot of teachers are leaving to other organization". Gray (1984) opines that employees will work towards organizational goals if properly motivated.

On the question of factors to ensure effective supervisory activities of heads, the vast majority of the heads put forward a number of suggestions. The most frequent suggestions were that: Ghana Education Service should upgrade and strengthen supervisory skills, regular short courses need to be organized for heads in and outside the schools, Ghana Education Service should provide funds to make supervision effective, heads and teachers should be motivated by giving them incentives and risk allowance to improve work output, heads should ensure that those teachers assigned work submit report to them. In relation to this, one head suggested that they need to be fair and firm in their actions, heads should create good relationship with teachers., prompt response by paramedics for the needs of the supervisors need to be provided and supervision should be intensified to check issues pertaining to the schools

4.7 Summary of Results

In summary, the study has provided answers to three research questions. The findings of supervision provided are not adequate. Majority of the heads indicated that teachers are kept informed on school issues. Supervisees were consulted on work problems and assistance was provided to supervise to obtain

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materials for efficient and effective work output. The study indicated that heads did not ensure adequate supply and maintenance of teachers and furniture. The study established that inadequate number of qualified supervisors, lack of funds and training were found to be the main problems affecting supervision. The study revealed the need for training on supervision for supervisors.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings of the study, conclusions drawn and recommendations made and suggestions for further research.

5.1 Summary of the Study

The study investigated into supervisory practices of heads of senior high schools in the Savelugu Municipality in the northern region of Ghana. The purpose of the study was to find out supervisory practices of heads. The study focused on areas such as personal support, workshops, in-service training and engagement in school practices, provision of assistance in teaching, problems associated with supervision and factors to improve supervision.

Descriptive survey was used in the study. The accessible population was heads of senior high schools in the Savelugu Municipality. A sample of 56 respondents comprising 53 teachers and five heads were used in the study. The census technique was used to select all the heads. The teachers were selected through the use of simple random technique. The main instruments used for the collection of data were one set of questionnaire and interview guide. The questionnaire was pre-tested at Pong-Tamale senior high school using 30 teachers. The reliability co- efficient obtained from the pre-test as .82. The Cronbach Alpha was used for the Likert Scale items. Three research questions were formulated to guide and direct the study. Frequencies and percentages were used to analyze the data obtained.

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5.2 Summary of Key Findings

A number of findings emerged from the study. They included;

(1) On supervisory practices, it was reviewed that supervisees were informed on issues in the schools. It was revealed that supervisors involved teachers in taking decisions in the schools. Teachers were also consulted on work problems.

(2) On workshops and in-service training, it was found out that teachers are not given opportunity to solve problems. In-service training was sometimes organized for supervisees. The study again indicated that organization of activities that present skills was sometimes done. It was also revealed from the study that supervisors do not conduct observation to check if information presented at in- services were being used. It was indicated that supervisors did not organize conference to discusses and analyze work. Opportunities to solve problems were found to be provided.

(3) On engagement in school practices, the study revealed that supervisors did not frequently ensure adequate supply and maintenance of teachers and furniture. Other areas which were found to be often practiced were adequate provision of equipment, encouraging parents to visit students, maintaining strong relationship with students and checking conditions and tidiness of the schools.

(4) On provision of assistance in teaching, the study revealed that heads clarified school rules for teachers, managed teachers' behaviors, stimulated teachers' interest during work, checked attendance and punctuality and assessed

performance of staff. It was again revealed that supervisees were provided assistance in obtaining resources for work and activities of supervisees were found to be often supervised.

(5) On problems in supervision, it was found out from the study that funds to conduct supervision in the school were woefully inadequate. Inadequate number of qualified teachers was found to be posing problem to heads. Supervisors were sometimes given training on supervision and they were sometimes motivated to work.

(6) On factors to ensure effective supervision, respondents suggested that staff should co-operate with supervisors. They also said that training on supervision should be provided and supervisors should be motivated to work.

5.3 Conclusions

Based on the findings of the study, a number of conclusions were made. One obvious conclusion is that the provision of personal support will equip teachers with the necessary materials and information to work

Supervisors failure to organize regular workshops, in-service training and conference will prevent teachers from acquiring the needed skills for work. Opportunities to solve problems were not frequently provided and this will result to low quality of work.

It could be concluded that the schools do not have enough staff and furniture since supervisors were not able to supply these regularly. Staff initiatives are killed since their interests are not stimulated during work.

Supervisors managed teachers behaviors by making them aware of school rules and also checking attendance and punctuality of staff. It could be concluded that teachers will be disciplined and make judicious use of the instructional hours to achieve the realization of the goals of the schools.

It could be seen that relationship between supervisors and supervisees is very cordial. There are inadequate funds, inadequate staff, lack of training on supervision and motivation. These are serving as hindrance to effective supervision. Supervisors need the co-operation of teachers in order to supervise activities of the schools more effectively.

5.4 Recommendations for Practice

Based on the findings of the study, the following recommendations are made

1. The organization of workshops and in-service training were not frequently done. It is therefore recommended that the Regional Director of Education should organize regular workshops and in-service training for heads of senior high schools to equip them with the necessary skills for school supervision and also become abreast with current issues on supervision. Heads also need to organize conference every academic year to analyze and discuss work problems with teachers.

2. It is again, recommended that the Conference of Heads of Assisted Secondary Schools (CHASS) should appeal to the Ministry of Education to increase the number of heads by promoting teachers who are due to the rank of Director to help in the supervision exercise in the schools.

3. Supervisors need to stimulate staff interest by encouraging them to initiate ways to solve minor issues and also reward them when they perform. Ghana Education Service should make available funds for supervision of schools to enable heads conduct supervisory activities effectively.

4. Adequate training on supervision should be provided for new heads and those already in position to equip them with supervisory skills. Training of supervision should form part of the academic programmes of teachers' in the tertiary institutions. Supervisors should be given a kind of motivation to develop their interest and also attract more teachers to join those already in the service.

5.5 Suggestions for Further Research

It was revealed during the research that other factors apart from inadequate funds, materials, staff and motivation prevent heads from conducting effective supervision. There is the need for a further study to be conducted to find out those factors.

It was revealed during the study that poor relationship existed between heads and teachers and that rendered the effectiveness of supervision in the schools. It is suggested that further study should be carried out to investigate the main causes and find means of rectifying the issues. It is again suggested that the same study should be replicated in senior high schools in other northern regions to refute or confirm the findings of this study.

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APPENDIX 'A'

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT IOF EDUCATIONAL LEADERSHIP

SUPERVISORY PRACTICE QUESTIONAIRE FOR TEACHERS

The questionnaire is design mainly to collect data that will help the researcher to carry out research on supervisory practices of heads of Savelugu Municipality Senior High Schools. The researcher will treat any information provided as strictly confidential.

SECTION A

PERSONAL DATA

Please, tick or fill in the appropriate answer.

1. Gender   Male [   ]   Female [   ]

2. Professional Qualification ………………………………………….

3. Rank ………………………………………….………………….

4. Length of service in GES ………………………………………….

SECTION B

Supervisory Practices of Heads Senior High Schools

Please, kindly rate supervisory practices in your school.

Scale: 4   very Often

        3   Often

        2   Sometimes

        1   Never

No.	Personal Support	SA	A	D	SD
		4	3	2	1
5.	Inform teachers regularly about school issues				
6.	Involve teachers indecision making				
7.	Consult teachers on work problems				
8.	Provide assistance in obtaining resources for work				
9.	Supervise the activities of teachers				
Workshop and In-service Training		4	3	2	1
10.	Organize in-service training for teachers for work improvement.				
11.	Organize activities that present skills that are found to be effective				
12.	Conduct observation to check if information presented during in-service training are being used by teachers.				

		4	3	2	1
13.	Organize conference to discuss and analyze their work after				
14.	Provided opportunities to solve problems with teacher				
Engagement in school practices		**4**	**3**	**2**	**1**
15.	Ensure adequate supply and maintenance of equipment				
16.	Ensure adequate provision of furniture				
17.	Encourage students families to visit them				
18.	Maintain strong relationship with students family				
19.	Check conditions and tidiness of the school				
Provision of Assistance		4	3	2	1
20.	Clarify school rules for teachers				
21.	Manage teachers behavior (Discipline)				
22.	Check attendance and punctuality				
23.	Assess performance of teachers				
24.	Stimulate teachers interest during work				

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SECTION C

Problem of Supervisory Practices

Scale: 4   very Often

      3   Often

      2   Sometimes

      1   Never

	Problems	4	3	2	1
25.	Inadequate funds for school management				
26.	Inadequate number of teacher inadequate number of logistics				
27.	Lack of formal training for teachers				
28.	Lack of motivation for teachers from government				
29.	Lack of motivation for teacher from government				
30.	Poor interpersonal relationship between teachers heads				

SECTION D

31. Please, suggest ways of improving supervisory practices in your school?

…………………………………………………………………………..

…………………………………………………………………………..

…………………………………………………………………………..

…………………………………………………………………………..

Thank you for your time.

APPENDIX 'B'

INTERVIEW GUIDE ON SUPERVISORY PRACTICES FOR

TEACHERS

The interview guide is design to gather data will help the researcher to conduct a study on supervisory practices of Headmasters and Mistresses of Senior High Schools. You are ensured of confidentiality of responses.

Common supervisory practices of headmasters/mistresses

Personal support

1. Keep teachers regular informed about school issues

2. Involve teachers in decision making

3. Consult teachers on work problems

4. Provide assistance in obtaining resources for work

5. Supervise the activities of teachers.

Workshop and In-service Training

6. Organize in-service training for teachers for work improvement.

7. Organize activities that present skills that are found to be effective

8. Conduct observation to check if information presented during in-service training are being used by teachers.

9. Organise conference to discuss and analyze their work after

10. Provided opportunities to solve problems with teacher

Engagement in school practices

11. Ensure adequate supply and maintenance of equipment

12. Ensure adequate provision of furniture

13. Encourage students families to visit them

14. Maintain strong relationship with students family

15. Check conditions and tidiness of the school

Provision of Assistance

16. Clarify school rules for teachers

17. Manage teachers behavior (Discipline)

18. Check attendance and punctuality

19. Assess performance of teachers

20. Stimulate teachers interest during work

Problems of Supervisory Practices

21. Which of the following problems do heads face during supervision?

22. Inadequate number of teachers

23. Inadequate provision of logistics

24. lack of formal training for heads

25. Lack of motivation for teachers from government

26. Poor inter-personal relationship between teachers and heads

Improvement of Supervisory Practices

27. Please, in what ways do you think supervisory practices of heads be improved in your school?

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