

UNIVERSITY OF EDUCATION, WINNEBA

**SUPERVISORY CHALLENGES CONFRONTING HEADTEACHERS OF
PUBLIC JUNIOR HIGH SCHOOLS IN THE WEST AND SOUTH CIRCUITS OF
THE TECHIMAN MUNICIPALITY**



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UNIVERSITY OF EDUCATION, WINNEBA
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PUBLIC JUNIOR HIGH SCHOOLS IN THE WEST AND SOUTH CIRCUITS OF
THE TECHIMAN MUNICIPALITY**

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**A Project in the Department of Educational Leadership, Faculty of Education and
Communication Sciences, submitted to School of Graduate Studies, University Of
Education, Winneba in partial fulfillment of the requirements for award of Master of
Arts (Educational Leadership) Degree.**

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE.....

DATE

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. LYDIA OSEI-AMANKWAH

SIGNATURE.....

DATE:.....

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DEDICATION

To my lovely husband, Mr. Peprah Martin, my children; Obed NtowPeprah, Nathaniel Worae Peprah, Emma Konadu Peprah and Lois Dwamena Peprah, my late sister Mrs. Elizabeth Manu and all my siblings.



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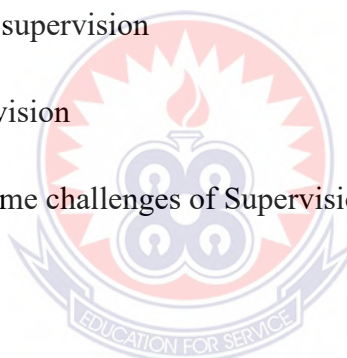


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ABSTRACT

The purpose of the study was to find out the challenges of supervision in public junior high schools in the Techiman West and South Circuit of the Techiman Municipality. The objectives of the study were to find out the challenges supervisors face in the discharge of supervisory duties. Descriptive survey design was used for the study. The study involved head teachers of the public junior high schools in the Techiman West and South Circuit. Purposive sampling was employed to select 82 respondents for the study. Questionnaire was the main data collection instrument. Alpha coefficient obtained from the study was 0.83. Data were analyzed using percentages and frequencies. The study found that both internal and external supervision were mostly carried out in the schools. The findings revealed among others were perception of teachers on supervision and lack of training of supervisors were found to pose challenges in supervision. It was recommended that the Ghana Education Service through the help of the municipality should organize regular training for supervisors to be well-informed of the supervisory process to improve supervision. District Directors should organized workshop on supervision every academic year to educate teachers on the need for school supervision.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the bedrock of any nation in terms of its development. Education equips citizenry with the necessary knowledge, skills, attitudes and competencies that enable them to render useful services to themselves and to the nation as a whole. The success or failure of any educational programme depends on the kind of supervision provided by the head of the school.

Supervision is explained by different authors in different ways. Surya, Govinda and Tapan (1999) viewed supervision as all the services that control, evaluate and support activities of teachers and head teachers. Supervision is an intervention carried out by a senior member to a junior member or members in the same profession. Bernard and Goodyear (1998) asserted that supervision helps junior members of a profession to function professionally. They further indicated that supervision ensures the monitoring of professional qualities of teachers in the service as well as those yet to join the profession.

The purpose of supervision is to promote effective teaching to enhance students learning. This purpose is achieved through supervisory functions (Milne, 2009).

The efforts of the stakeholders of education in developing educational institutions will be meaningless without developing supervisors to take charge of supervision in schools. This development is concerned with improving head teachers' skills for instructional supervision and teachers' ability to adapt to instructional changes to meet students' needs (Milne, 2009).

Despite the numerous benefits derive from supervision, there are some challenges associated with supervisory roles of heads in basic schools. The challenges militate against the success of effective supervision and the realization of the goals of the schools. It is

against this background that the study was designed to investigate challenges that confront heads in supervision in public junior high schools in the basic schools in Techiman Municipality.

1.2 Statement of the problem

Supervisor is of the management strategies that promotes effectiveness and efficiency on the part of teachers. Unfortunately this important strategy seems not to be used effectively by head teachers of basic schools. It appears some heads focus more on office issues to the detriment supervising classroom teaching and learning.

There seem to be cooperation of teachers in an attempt by heads to supervise classroom teaching and learning. Heads probably carry dual roles of office work and teaching as well. This prevents head from providing the needed supervisory support to teachers. Frequent emergency meetings organized by the district seem to pose a challenge.

It is based on these issues that the study was design to investigate supervisory challenges heads face in performing their daily activities. Anamuah-Mensah (2006) stated that various educationists as well as research findings had established that supervision is a critical element in quality education delivery and serves as relevant tool for ensuring an effective and reliable system in a country. In this regard head teachers supervisory roles improve the quality of educational outcomes. Anamuah-Mesah (2006) postulated that, ineffective supervision in our schools over the years has resulted in the situation where most candidates attain aggregate 30 and above in the Basic Education Certificate Examination.

1.3 Purpose of the Study

The purpose of the study was to find out the challenges heads face in supervising teaching and learning activities in public junior high schools in the West and South Circuit of the Techiman Municipality.

1.4 Objectives of the Study

The objectives of the study were to:

1. find out the type of supervision supervisors carried out in public junior high schools in the West and South Circuit of the Techiman Municipality.
2. assess the benefits of supervision in public junior high schools in the West and South Circuit of the Techiman Municipality.
3. investigate the challenges confronting head teachers in the discharge of supervisory duties in public junior high schools in the West and South Circuit of the Techiman Municipality.
4. find out measures to overcome supervisory challenges in public junior high schools in the West and South Circuit of the Techiman Municipality.

1.5 Research Questions

The study sought to find answers to the following questions:

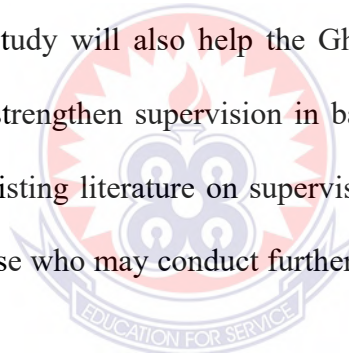
1. What is the type of supervision supervisors carried out in public junior high schools in the West and South Circuit of the Techiman Municipality?
2. What are the benefits of supervision in public junior high schools in the West and South Circuit of the Techiman Municipality?
3. What are the challenges facing supervisors in their supervisory duties in public junior high schools in the West and South circuit of the Techiman Municipality?

4. What measures could be adopted to overcome the challenges of supervision in public junior high schools in the West and South circuit of the Techiman Municipality?

1.6 Significance of the Study

Supervision is crucial for effective school management. The outcome of the study will contribute to knowledge on supervision to enable head teachers to sharpen their skills to provide effective supervision to improve school management. The study will also help to update the knowledge of teachers through effective supervision to improve instructional delivery as teachers will be on their toes to know exactly what they are supposed to do in the teaching and learning process.

The findings of the study will also help the Ghana Education Service (GES) to formulate policies that will strengthen supervision in basic schools. The outcome of the study will also add to the existing literature on supervision. The study will also serve as the reference material for those who may conduct further research on effective supervision in future.



1.7 Delimitation of the Study

The study was delimited to the challenges of supervision of teaching and learning. Only public junior high schools in the West and South circuit of the Techiman Municipality were used in the study. The study involved head teachers in the area studied. Areas covered in the literature included concept of supervision, types of supervision, clinical supervision, techniques of supervision, functions of supervision, head teachers role in supervision, qualities of a supervisor, areas of supervision, challenges of supervision and measures to overcome challenges of supervision

1.8 Limitations of the Study

Some of the respondents were reluctant to answer the questionnaire for fear that they may be exposed. This might have affected the results of the study. The used of only closed-ended items limited the flow of the responses from respondents. This might have affected outcome the study. Despite these limitations, all the necessary data were obtained for the study.

1.9 Definition of Terms

Supervision: supervisions an activity which stimulates guides, improves, and encourages teachers with the hope of seeking their cooperation in the task of supervision.

Circuit supervisor: An officer assigned to supervise a specific geographical area with a number of schools.

Circuit: Specific geographical location with a number of schools

Effectiveness: The extent to which the set goals of a school are accomplished

Stakeholders: A group of people who form part a school and contribute their quota to development of the school.

1.9 Organization of the Study

The study is organized into six chapters. Chapter one deals with background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, limitations of the study and definition of terms.

Chapter two considers current literature on theoretical issues related to the study. Chapter three covers the research methodology. It comprises research design, population,

sample and sampling techniques, instrument, data collection, pilot-testing and data analysis plan. The results of the study are presented in chapter four.

In chapter five, the findings are discussed with reference to the literature. Chapter six comprises the overview of the study, summary of findings, conclusions, recommendations and suggestions for further research.



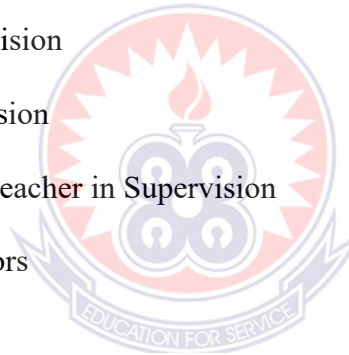
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter reviewed related literature on the state of supervision. It contains the works that have been done by other researchers which were considered relevant to the study and theoretical review. The literature was reviewed under the following headings:

- a) Concept of supervision.
- b) History of supervision
- c) Types of supervision
- d) Clinical supervision
- e) Techniques of supervision
- f) Functions of supervision
- g) The role of the head teacher in Supervision
- h) Qualities of supervisors
- i) Arras of supervision
- j) Skills of Supervisors
- k) Challenges of school -based supervision
- l) Measures to overcome the challenges of supervision
- m) Summary of literature review



2.1 Concept of Supervision

From the educational perspective, supervision is a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial and

collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach & Reinhartz, 2000). Glickman, Gordon, and Ross-Gordon (2004) also supported the idea that supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community. Beach and Reinhartz (2000), indicated that supervision involves getting things done through people.

According to Blakely, Underwood and Rehfuss (2006), supervision is defined as evaluating the state of teaching with an objective to improve standard of education. De Grauwe (2001) argued that supervision is general overseeing and control, management, administration, evaluation, accountability and so on. They maintained that authors of professional literature use supervision interchangeably with the administration, management and evaluation. Nolan and Hoover (2004) indicated that teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. Sullivan and Glanz (2000) also stated that supervision is a school-based or school-college based activity, practice, or process that engages teachers in meaningful, non-judgmental and on-going instructional dialogue and reflection for the purpose of improving teaching and learning.

Nowadays, supervision takes many different forms and emphasizes different factors in the educational field. Several different definitions of supervision are in use in the field. The common definition of supervision is the evaluation of teaching (Harris, 1998). Supervision requires a learning alliance which empowers the person to acquire relevant skills and knowledge for his profession. This alliance aims at developing interpersonal

skills in supervision relationship (Holloway, 1994). The practice of teaching and learning, regarding the type of education offered to beneficiaries, is influenced directly by their relationship with the supervisor. The benefits of supervisor–supervised relationship can be found in the quality of services provided by the stakeholders. Supervision is defined as an educational (Robinson, 1949) and administrative (Barker, 1995) support process for professionals, as an assurance of service quality and a decision-making mechanism for the organization to develop a mentoring process (Cojocaru, 2010). From Kadushin and Harkness’s (2002) perspective, supervisors were first considered as being trainers, consultants, therapists, managers and even directors.

Supervision is an essential part of a profession and one of the elements that make the difference between an occupation and a profession (Bernard & Goodyear, 2004; Plugaru & Ponea, 2010). According to the clinical supervision integrated model developed by Rich (1993), supervision is about facilitation, professional development, staff socialization and services delivery.

Traditionally, inspection and supervision were considered important tools for ensuring the efficiency of an institution and the accountability of functionaries in the system. Inspection generally refers to assessment and evaluation of all activities in schools, whereas supervision is a process of providing guidance and professional support to teachers. However, currently, the emphasis has been on the mechanics of supervision yet the number of supervisory staff has declined relative to schools and students. Annual visits to schools, designed to safeguard standards, have declined (Clarke & Jha, 2006).

To the researcher, supervision is the act of inspecting the work of teachers to make sure that they are in conformity with laid down principles and procedures of teaching to bring improvement in students’ performance. Even though it is good to promote effective teaching and learning, some supervisors, at times, act as if they know best and the teacher

is perceived as someone who knows nothing. This creates enmity which does not augur well in the supervisory process. Supervision, if undertaken in a collaborative manner could improve teaching and learning in schools.

2.1.0 History of Supervision

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

Since the introduction of public high schools in the late 1800s and larger comprehension schools systems, changes in supervision was from inspection towards professional study of instructional problem in schools (Kinhart, 2000). Supervision was seen as a means of improving instruction and primarily, responsibilities were assigned to principals and special subject supervisors. Special supervisory personnel were often provided at the districts level, bringing the abrupt end of the country superintendent as supervisor.

Many personnel with specialised areas such as curriculum development were assigned to immediate or large school districts for supervisory function. The field of supervision grew with the increasing complexity of education in a complex society. There has been a gradual evolution of the concept of supervision through the years. The original

authoritarian and sometimes punitive type of supervision gave way for the process to be nicknamed ‘snooper-vision’ by teachers who felt the supervisors were present only to criticize and admonish them and died away. From that stage evolved the concept of improving the teacher through supervisors with a narrow focus on the teacher to the exclusion of other elements in the teaching and learning process. The modern concept of dynamic, democratic and cooperative supervision finally emerged (Sutherland–Addy, 2008).

Supervisory behaviour and practice that existed in earlier days of Ghana can be found even today among highly divergent practices and behaviour. History is forever with us. The British colonial Government introduced supervision in Ghana into the school system in the mid-19th century only after the establishment of organized schools (Ministry of Education reports 1968-1971). The appointment of Governor Stephen Hill as a sole Governor for the then Gold Coast in 1850 led to the passing of the 1852 ordinance. This ordinance among the things was to provide access to education for the people. Schools were established in the Eastern and Western Volta and Akyem areas and superintendents and inspectors of schools to supervise the schools established by the government. However, lack of funds led to the failure of the Ordinance.

As much as the Colonial Government wanted rapid development of the country, the legislature council in 1882 passed another Ordinance for the appointment and Assistance of Education in the country. This was to create more access to education for the people. The Ordinance made provision for the appointment of an inspector who was to report to the Board of schools established to oversee all the schools in the British Colonies in the West African region, but it failed.

In 1877, another Education Ordinance was passed and an inspector of schools, solely for the Gold Coast was appointed. The government encouraged the missions to appoint the local managers at the centres to act as supervisors for the schools. This paved

way for more regular and effective supervision of schools. The history of supervision began in the 1940s in Ghana with the appointment of visiting teachers by the mission authorities to assist the large number of untrained teachers especially in schools in rural areas (Ministry of Education Reports, 1968-1971). This trend continues with the coming into force of the Educational Act of the reform in 1967, 1968, 1987 and 2007.

The Monitoring and Evaluation Division of the Ministry of Education in Ghana is responsible for assessment, evaluation and supervision of the educational system. All has been well with supervision in schools where most of the young and inexperienced teachers need guidance. Sutherland - Addy (2008), while referring to the low standard of education in the 1980s stated that maintenance of the facilities had been neglected, libraries decayed, and students shared laboratory equipment and ineffective supervision had all contributed in a small way to this situation. Osei, Owusu, Asem, & Kotey, (2001) observed that one of the areas of FCUBE Programme sought to address was the ineffective use of pupils' instructional contact hours. Some Ghanaian school teachers meet and chat or even engage in commercial activities during the instructional contact hours.

The Ministry of Education and the Ghana Education Service recognize the critical leadership role that the circuit supervisor must play to ensure that learning takes place in schools. This leadership role involves providing support to the head teacher and teachers as curriculum advisor and in helping to improve the quality of teaching and learning in the classroom. The Circuit Supervisor must also provide guidance and leadership in helping the head teachers become more effective in managing school resources. Lastly, the Circuit Supervisor must provide support to the head teacher and teachers in developing strong and positive relationships with community leaders and other stakeholders who will support the school.

2.1.1 Types of Supervision

The American Board of Examination (2004) indicated that teacher supervision may take the form of self-supervision, peer supervision and administrative supervision. Quality teacher supervision enhances the performance and instructional effectiveness of teachers, thereby increasing the probability of desired student learning opportunities and results (Field, Chavez-Korell & Rodriguez, 2010).

Self-supervision is the process where teachers assume personal responsibility for improving their own performance. Self-assessment is an important element of professional work. Teachers are encouraged regularly to reflect on, and self-analyse their own teaching performance, and to incorporate self-supervision strategies. Such strategies include the analysis of the teacher's instructional method, analysis of student learning, peer observation, peer teaching, self-selected reading, and participation in various other self-selected professional development and self-assessment activities (Field et al., 2010).

Peer supervision is the processes by which peer teacher assumes a shared responsibility for improving teacher's performance. Teachers are encouraged to participate in available peer supervision strategies, including peer coaching and monitoring. Monitoring is the process by which a trusted and experience person takes direct professional and person responsibility for facilitating the growth and development of a less experienced individual (Field et al., 2010).

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

Neagley and Evans (2001) identified five types of supervision. They include inspection, laissez-faire coercive, training and guidance, and democratic professional leadership.

Supervision meant inspecting the work of teachers to ensure that they are in conformity with laid down principles and methods of teaching (Neagley and Evans (2001). Neagley and Evans maintained that this type of supervision assumed that things should be static as they were in originally, even against the start reality of changing trends. One person called inspector who alone inspected the school compound and all school record including the accounts usually conducted inspected in addition to classroom work an whose style of supervision was use of threats of discipline, firing and closure of schools to install fear or stamp his authority among teachers and pupils (Neagley& Evans, 2001). This sort of supervision often resulted in animosity between the school inspector and the community. Neagley and Evans (2001) concluded that inspection was not meant to help teachers to improve upon instructional delivery, rather it was meant to retain teachers who did what they were supposed to do and fire those who could not perform.

Neagley and Evans (2001) stated that laissez-faire type of inspection is whereby each teacher is allowed to teach in the manner he chooses. They claim that little effort is made to assist teacher to improve the instructional programme, with this type of supervisory practice if the supervisor leaves the working place he also leaves, on his return he will find work place deserted and the task incomplete. Neagley and Evans were of the opinion that this practice is not constructive as it is an evasion of the supervisor's responsibility as a professional leader to improve his school's instructional programme.

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

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

Supervision as Training and Guidance is the type of supervision whereby continuing education is given to the teacher to improve his teaching (Kinhart, 2000). Kinhart insisted that though his approach was a departure from the coercive type of supervision whereby the teacher was forced to follow prescribed methods, it was still assumed that there was a best method known of teaching and it was the supervisor who knew how to teach and that the teacher was to improve his teaching in line with the prescription of the supervisor. The supervision was focused on the teacher.

According to Circuit Supervisors' Handbook (2002), there are two types of supervision. These are traditional and clinical supervision. In traditional supervision, the supervisor provides suggestions to the teacher after lesson delivery which the latter often does not find helpful. The basic problem is that supervisors usually provide information and suggestions on problems they themselves are concerned with but not on the problems experienced by the teachers in their classroom. Besides, the supervisory conference turns towards a pattern in which the supervisor talks while the teacher listens. This type of supervision emphasizes problems or defects of teachers and casts the supervision in the role of a superior telling the teacher (subordinate) what needs to be changed and how to change it.

Supervision is a support oriented service close to the teacher and the school. In order to understand the role of supervision in school management one needs to know exactly what supervision entails. To that effect, two main types of supervision have been

identified in the education system; these are: Internal or school based supervision and External supervision. Glickman, et al. (2001) asserted that internal supervision is where internal measures are taken in the school by teachers and head teachers to ensure the attainment of school objectives.

Glickman, et al. (2001) again talked about coercive supervision as where teachers are visited by the principal head for an observation period. This is an aspect of internal supervision. Following the observation of the lesson, there is a conference between the teacher and the principal head in which the teacher is commended for those aspects in which his lesson coincides with what the principal “knows” is good teaching. Then errors are pointed out to him as his errors of omission and commission. Elsbree and Harold (1959) again talked about laissez-faire supervision as where teachers are allowed to do as they like with little direction and coercive supervision. This involves a situation where a teacher is observed teaching and after teaching, his errors are shown to him.

Badu and Antwi (2007) on the other hand was of the view that internal supervision deals with all the activities performed by teachers and principals in the schools to enhance teaching and learning. Educational researchers and educationists are interested in the types of supervision that exist and how they help in achieving educational targets. Hence, Neagley and Evans (2001) posit that internal supervision refers to supervision within the various institutions by the heads of the institutions.

It can be concluded that Internal or school-based supervision is the type which takes place within the school itself. Head teachers, teachers and pupils/student’s leaders are involved in this supervision. The teacher’s role as the base contact supervisor is to ensure that pupils pay attention while teaching is going on, evaluate the learning process by giving and marking exercises and other forms of assignments and ensuring that correction are done. This measure, to a large extent, enhances academic work. It also

behooves on the teacher to identify the bottlenecks that impede the teaching and learning process and discuss them with the head teacher and the external supervisor in order to find solutions that will improve upon teaching and learning. The head teacher is also to ensure that adequate teaching and learning takes place in the school. He/ she is expected as the first line school supervisor to give professional guidance and advice to the teachers and also organize in-service training courses as well as on the job training for them.

According to Adentwi (2000), when supervision is carried out by a member of the team responsible for planning and implementing the programme being supervised or evaluated, it is referred to as internal supervision. External supervision, according to the Ghana Circuit Supervisors' Handbook (2002), is the one carried out by persons/officers who are not part of the particular institution and whose work is to compliment the role and duties of the internal supervisor(s) by providing professional advice and guidance to teachers. External supervisors play a very significant role in school administration.

Prominent among them are the circuit supervisors and district inspectorate teams from the district education office. External supervision is therefore the supervision which comes from outside, notably from the district office, regional or national office. The types of external supervision include brief visit, familiarization visit, assessment for promotion visit, special visit, follow up visit and intensive or comprehensive visit (Neagley & Evans, 2001).

According to Neagley & Evans, (2001), visit is where the officer focuses on one or two aspects of the school. For example, a visit to check on levies collected or punctuality of teachers. Familiarization visit is where a newly appointed circuit officer visits schools within the circuit to get acquainted with the staff, pupils and the various communities. A supervisor may also visit a newly established school for the same purpose. Follow-up visit

is also carried out to find out how far the recommendations made in a previous report have been implemented (Neagley & Evans, 2001).

Assessment for promotion visit is a situation whereby a team of supervisors may be asked to visit a school to inspect the work of a teacher who is due for promotion. Special visit refers to a situation by which a supervisor may be asked to visit a school to investigate a malpractice in the school or allegation against a headmaster, teacher or pupils. This type of visit is special and sometimes called an investigative visit (Neagley & Evans, 2001).

Intensive or comprehensive visit is also carried out by a team of officers especially circuit supervisors from the district education office to assess the entire school programme to ensure that effective teaching and learning goes on well in the school. Such visits are characterized by clinical support and may take three days depending upon the number of officers, concerned (Neagley & Evans, 2001).

School Supervision could take other forms such as Standards-based walk-through, mentoring, peer coaching, portfolio assessment, peer assessment and action research as postulated by Sullivan and Glanz (2005).

Mentoring is a process that facilitates instructional improvement wherein an experienced educator works with a novice or less experienced teacher collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved. Mentors are not judges or critics but facilitators of instructional improvement. Glickman et al (1998) opined that many schools developed mentoring programmes in which an experienced teacher is assigned or volunteers to work with a novice teacher for the purpose of providing individualized, ongoing professional support. This model can incorporate a variety of possible applications. In all cases, an educator would agree to provide assistance, support and recommendations to another staff member or staff

members. Although some people equate mentoring with supervision, it is asserted that mentoring is an alternative form of supervision.

Peer coaching approach is an umbrella term for the many different configurations of teachers helping teachers. It is sometimes used interchangeably with peer assistance, collegial coaching, technical coaching, cognitive coaching, challenge coaching and peer supervision. Most of these models pertain to variations of peer-to-peer assistance of equal and do not involve evaluation (Joyce & Showers, 1980). Joyce and Showers (1980) specified the process as two or more teachers who meet regularly for problem solving using planning, observation, feedback and creative thinking for the development of a special skill.

Portfolio assessment model can be a container for a particular area of inquiry. Portfolio not only documents the development of innovative and effective practices, it is a central vehicle for the growth of the teacher through self-reflection, analysis, and sharing with colleagues through discussion and writing. Portfolio can also be used to support and enrich mentoring and coaching relationships (Joyce & Showers, 1980). Danielson (1996) asserts that when a teacher is applying for another position, an annotated collection of materials on a teacher's best classroom practices and work with colleagues, supplement and strengthen the interview process.

2.2 Supervision as Democratic Professional Development

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

teaching-learning situation. Mankoe believes that modern supervision is co-operative, in that the contribution of all members of the staff is required to solve the educational problems of the school. It is a peer relationship in the sense that the supervisor is considered an equal who offers that specialized skills to teachers as he learns from them. It is also believed to be experimental, because the supervisor needs not enforce a predetermined pattern of educational practice, but has to develop his staff in the content search for effective way of performing their duties, bearing in mind that there is no one.

Mankoe continued that the scope of modern supervision is not limited to classroom visits, recommending instructional materials and evaluation of staff and pupils, but it involves the total teaching-learning situation. The total teaching and learning situation includes the curriculum, instructional materials, the school community and the administrative factors involved. The scope of supervision is concerned with all the factors affecting the learning and growth of pupils. Glickman et al. (2001) in discussing modern supervision maintains that teachers rather be encouraged and stimulated to improve teaching and learning by sharing ideas, brainstorming, trading experiences and discussing alternatives and that the principal or supervisor should avoid passing judgment or criticizing his subordinates.

Glickman et al. (2001) posited that an atmosphere must be created to enable the teacher to feel free to share concern with head or supervisor without each feeling being hurt, or the teacher disagreeing without fear of being intimidated. The head or supervisor should realize that his position does not make him an expert. The head and the teacher should solve professional problems as colleagues and not in a master-servant relation. The teacher should feel that the principal values his or her growth as personal and professional.

The head should provide feedback to promote teacher's professional competence. Teaching involves creativity which is risk taking. Failure in some experiment or a new

method is therefore not a sign of incompetence. The teacher feels professional freedom that he or she may experiment using appropriate procedure and seeking help in many directions without being made to feel inadequate. One should understand that teaching is both rational and emotional and that discussion of feelings and interpersonal relations is as important as the teaching process itself. The development aspect of supervision should be seen as part of normal growth process and not as correcting deficiencies.

According to Glickman et al. (2001), even though the head is administratively responsible for instructional supervision, it will be a serious mistake to assume that he is an expert in any subject or all the subjects in the school, or best universally accepted teaching method. The head's function in instructional supervision is the provision of motivation and support for staff and the development of instructional teamwork to improve teaching and learning. To be able to do effectively, the supervisor or head should exhibit broader technical, human and conceptual skills. Modern supervision of instruction includes supervisory visits that are periodic survey visits and visitation conference Glickman, et al. (2001). They suggested that a supervisor could enter a teacher's classroom uninvited if a teacher has lost his class to take over and protect the children if the staff, pupils and parents are aware that the head of the school knows what is happening in the schools, then he is effectively performing his function as supervisor. Supervision nowadays should emphasize non-directive, collaborative, self-reflective and non-threatening method of instructional improvement; but whenever necessary a directive or a prescriptive approach should be used (Glickman, et al.2001).

2.2.0 Clinical Supervision

Clinical supervision is designed to improve student's learning by improving teacher's classroom performance. It is concerned with data from the classroom activities,

the analysis of the data and the relationship between the teacher and the supervisor. Clinical supervision produces a self-directed teacher who analyses and seeks solution to his or own teaching problems with the help of another professional (Glickman, et al.2001). Clinical supervision emphasizes teacher growth in that the supervisor talks with the teachers as a colleague to identify and clarify problems and observes the teacher in the classroom situation to solve the problems identified.

The Circuit Supervisors Handbook (2002) identifies a five-step that aim at helping the teachers identify and clarify problems, receive data from the supervisor, and develop solutions with the aid of supervisor. The five steps in Clinical supervision are: pre-observation Conference, observation, analysis and strategy, post-observation conference and post-conference analysis. Pre- observation conference is a meeting of a teacher and a supervisor who intends to sit in a teacher's class and observe him/her teach. The objectives are to establish rapport; get a briefing on the group of pupils to be observed, receive information on the lesson to be taught and suggest minor changes that might improve the lesson; set targets or develop a contract Circuit Supervisor (Handbook, 2002).

For observation, the observer enters the room as unobtrusively as possible to avoid eye contact with children and teacher. The primary purpose is to record in writing all that goes on in the lesson.

In analysis and strategy, the supervisor reviews his notes for significant teacher patterns and critical incidents. Teacher patterns refer to recurring verbal and nonverbal behaviour such as repeating a word, calling on the same pupils, or frowning often during the lesson and critical incidents are those teacher activities that profoundly affect the lesson in either a positive or negative direction. A strategy to conduct the supervisory or post-observation conference is considered once the analysis is completed (Handbook, 2002).

During supervisory or post-observation conference which is to review the contract items, make specific reference from notes; give chance to the teachers to comment on their own performance and what they think you have observed; discuss your monitoring instrument and plan cooperatively with teachers a lesson that incorporates your suggestions. The teacher also gets feedback on those aspects of teaching that are of concern to him/her. The supervisor may help the teacher plan the next lesson incorporating the improvements both the supervisor and the teacher have identified (Handbook, 2002). Post-conference analysis, the final step in clinical supervision, represents self-evaluation for the supervisor. The supervisor evaluates the strengths and weaknesses of the conference.

Glickman et al (2010) also identifies the following four models of supervision: directive supervision, non-directive supervision, collaborative supervision and directive Informational supervision

Historically, directive supervision has been used by supervisors as a first rather than last resort. The tradition has been to rely on controlling behaviours with all teachers in all situations (Gordon, 1992; Harpaz, 2005). At times, this is done by tying supervision to summative evaluation systems requiring certain teaching behaviours. At other times, social pressure has been applied to force teachers to conform to generic research-based teaching methods. Even worse, some supervisors wishing to reduce teacher resistance have combined control and manipulation, hoping to convince teachers that they have participated in a decision when in fact the supervisor knew along what the decision would be. Directive supervision consists of behaviours of presenting, clarifying, listening, problem solving, directing, standardizing and reinforcing with line authority.

Directive supervision is applied when teachers are functioning at very low developmental levels and do not have awareness, knowledge, or inclination to act on an

issue that a supervisor, who has organizational authority, thinks to be of critical importance to the students, teachers, or the community. It is used when the teacher will have no involvement and the supervisor will be involved in carrying out the decision. Non-directional supervision is based on the assumption that an individual teacher knows best what instructional changes need to be made and has the capacity and ability to think and act on his or her own. The decision belongs to the teachers and the role of the supervisor is to assist the teacher in the process of thinking through his or her actions. Some educators have criticized nondirective model of supervision by arguing that supervisors who use this model do so to abdicate their responsibility to assist teachers to improve their instructional performance (Harpaz, 2005).

Non-directive supervision is used when the teacher or group is functioning at high developmental levels, when the teachers or group possess most of the knowledge and expertise about the issue and the supervisor's knowledge and expertise are minimal. It is again used when the teacher has full responsibility for carrying out the decision and is committed to solving the problem but the problem does not matter to the supervisor (Harpaz, 2005).

Collaborative supervision is premised on participation by equals in making instructional decisions. Its outcome is a mutual plan of action. Collaborative supervision consists of clarifying, listening, reflecting, presenting, problem solving, negotiating, and standardizing. It is appropriate when teachers and supervisors have similar levels of expertise and involvement (Harpaz, 2005).

Collaborative supervision model is used when teachers are functioning at moderate or mixed developmental levels and the teacher and the supervisor have approximately the same degree of expertise on the issue. It is again used when the teacher and the supervisor

are all involved in carrying out the decision or accountable for showing results to someone else. Here, the teacher and the supervisor are both committed to solving the problem.

Under Directive Informational Supervision model, the supervisor directs the teacher to choose from clearly delineated alternative actions. The supervisor is the major source of information, goal articulation and suggested practices. However, the supervisor is careful to solicit teacher input as he or she revises and refines the choices; ultimately, the teacher is asked to make a judgment as to which practices or combinations are feasible and realistic. Such a model is preferred in the situation where the expertise, confidence and credibility of the supervisor clearly outweigh the teacher's own information, experience and capabilities (Harpaz, 2005).

Directive Informational Supervision model is used when the teacher is functioning at fairly low development levels and the teacher does not possess the knowledge about an issue that the supervisor clearly possesses. It is used when the teacher feels confused, inexperienced, or is at a loss for what to do and the supervisor knows of successful practices, the supervisor is willing to take responsibility for what the teacher chooses to try and when the teacher believes that the supervisor is credible (Harpaz, 2005).

Sergiovanni and Starratt (2002) mentioned that there are at least five supervisory options: Clinical, Collegial, Self-directed, Informal and Inquiry-based supervision.

2.2.1 Techniques of instructional supervision

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

Teachers, like professional differ from the ability. The best way to help a teacher is to help him as an individual. While a directive peer approach to supervision is appropriate for some teachers, a self-directive or individual approach is deal for other ((Neagley& Evans, 2001). Some teachers prefer to work on their own, or may have some difficulties working with others. This approach to supervision would be suitable for competent teachers. Neagley and Evans (2001) suggested that self-directed supervision should be realistic and time bound target must be set based on previous experience. The supervisor and the teacher should review the target in a conference. The supervisor should provide the teacher with a written summary of the conference. The appraisal process which includes formal and informal classroom observation, begins after the conference. The teacher is responsible for collecting appraisal information to be shared with the supervisor. The supervisor and the teacher review the appraisal and together plan for the next cycle of self –directed supervision.

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

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

In general, collegiality is viewed as attending to the work of others, engaging in intellectual reciprocity, providing timely feedback to colleagues, being open to peer review of teaching and sharing new ideas and teaching materials with colleagues (Bess, 1992). Collegiality refers to a group of people who take an active reflective, collaborative, learning-oriented and growth-promoting approach towards the mysteries, problems and perplexities of teaching and learning (Edwards, 2012, citing Mitchell & Sackney, 2000). An understanding of collegiality among educators is vital in an era of continuous change and improvement. School administrators and teachers must be aware of the obstacles that prevent collegiality to occur among teachers if teacher professional enhancement and organizational wellbeing are desired. School principals and administrators must discover methods for promoting collegiality among their staff as interventions to prevent isolation. (Kruse, 1996) Teachers must have a belief in the relationship between individual success and collegial success and must share common interest.

Glatthorn (1984, 1987) took a more important view of the roles colleagues can adopt, including formal or informal observer, consultant, clinical supervisor, in-service

advisor and team teacher. Schon (1987) described a coach as one who conducts a professional dialogue with the practitioner, focusing on “reflection on-action”. Connelly (1988) adopted this notion to the practice of teaching with his call for “Supervised reflective practice”. Fullan and Hargreaves (1991) referred to several strategies to achieve what they call “interactive professionalism” in schools. According to Richard Dufour (2004), “to create a professional learning community, focus on learning rather than teaching, work collaboratively and hold yourself accountable for results”. Schmoker (2005), “powerful proven structures for improved results already exist. They commence where a group of teachers meet regularly as a team to identify essential and valued students learning to develop common formative assessment.

The literature on professional culture indicates that in an environment where teachers work together as a team to plan school development and training, teachers are more committed to their schools (Graham, 1996; Mutchler, 2005). Hargreaves (1997) supported the idea that collegiality among teaching personnel helps to develop higher commitment levels.

Informal supervision takes place when one practitioner approaches another without any predetermined format, to discuss aspects of their work (Ben, Sally & Penny, 1997). Sergiovanni and Starratt (2002) suggested that, informal supervision comprises the causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teachers’ classrooms, conversations with teachers about their work, and other informal activities. According to Zepeda (2003), informal observations can assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school.

Inquiry based supervision in the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers work together to

solve problems. Sergiovanni and Starratt (2002) describe action research as a process aimed at discovering new ideas or practices as well as testing old ones, exploring or establishing relationships between cause and effects, or of systematically gaining evidence about the nature of a particular problem.

2.3.2 Functions of Supervision

Supervision, as postulated by (Beach & Reinhartz 1989; Glickman, Gordon, & Gordon, 1997; Goldsberry 1997; Nolan, 1997; Sergiovanni & Starratt, 1993 and Waite, 1997), improves instruction. It also promotes effective teacher staff development (Acheson & Gall, 1997; Beach & Reinhartz, 1989; Glatthorn, 1984; Waite, 1997; Wiles & Bondi, 1996).

Mankoe, (2007) stated that school supervision has many functions. These include ensuring that minimum standards are met and that teachers are being faithful to the school's overall purposes and educational platform as well as helping teachers grow as persons and professionals. The functions also includes monitoring teaching and learning, touring the school block, talking to students and knowing them. Heads and other supervisors help teachers to grow and develop their understanding of teaching and classroom life, in improving basic teaching skills, and in expanding their knowledge and use of teaching repertoires.

Mankoe (2007) further stated that supervision builds and nurtures teachers' motivation and commitment to teaching, to the school's overall purposes, and to the school's defining educational platform. The achievement of these purposes, however, depends on the quality of supervisory practice and effective supervisory system. Mankoe in addition, said that the purposes of supervision in schools seek to improve methods of teaching and learning, create a physical, social and psychological climate or an

environment that is favourable to learning, co-ordinate and integrate all educational efforts and materials in order to ensure continuity and to ensure teaching and learning quality, professional development and teacher motivation.

Adewole & Olaniyi (1992) shared similar views as they said that the purpose of supervision is to improve teaching and learning, help students understand themselves and get in touch with their own feelings and monitor their own behavior, help the teacher in school management, approval of schools for recognised examination bodies, for example, West Africa Examination Council (WAEC), assess teaching and learning, link teachers with the ministry of education, assistance in development of needed teaching competencies, interpret school programme to the community, develop sound educational philosophy in teachers, create confidence in incompetent teachers, identify good qualities possessed by teachers, determine whether a teacher should be transferred, promoted, retained or dismissed, identify urgent needs in classroom and schools and examine continuously school instructional goals and assess teacher's performance in meeting such goals.

2.2.3 The role of head teachers in supervision

Abebe (2014) indicated that the head teacher in his/her capacity as instructional leader, is responsible for creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources, giving the professional assistance and guidance to teachers to enable them realize instructional objectives and supervise classes when deemed necessary, coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large, coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities, giving over all instructional leadership to staff members, evaluating lesson plans of teachers and

conducting the classroom supervision to ensure the application of lesson plans, ensuring that the curriculum of the school addresses the needs of the local community and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

2.2.4 Qualities of a supervisor

Supervision requires personnel of high educational leadership. The supervisor should be equipped with supervisory skills and competencies to be able to carry out his/her duties with most efficiency. Callaghan (2007) postulated that supervisors are to relay instructions very clearly so that every part is well understood in order to avoid mistakes. Supervisors also need to listen carefully to what the teachers have to say. Human beings react badly to what they perceive as unfair, therefore, supervisors should treat teachers fairly. It is the supervisors' duty to coordinate the work in the schools and the office to the director and teachers. Part of the supervisors' job is to train others. For schools to do well the supervisors should always have the next task ready to be allocated to teachers.

Supervisors should be ready to manage change efficiently as and when it happens even if you do not agree with it. The supervisors should be courteous at all times. They should not humiliate teachers since they will become resentful and unhappy. The supervisors will get more done with a smile than with rudeness. Praise teachers for a task well done. Supervisors should inspire respect because discretion in their private lives is essential.

According to Supervisors' Handbook (2002) a supervisor should be knowledgeable in educational matters, have in-depth knowledge of curriculum objectives, be up-to-date in appropriate methodologies for organizing in-service training, be objective,

be conversant with current educational policies, be committed to supporting quality teaching and learning in schools, be an adviser to teachers, head teachers and all groups and individuals connected with education in the community, be conversant with the contents of the head teachers' handbook and its Addendum, be friendly and tolerant, be friendly and tolerant, show humility in dealing with teachers and head teachers, comport him/herself appropriately, be innovative and be aware that he/she is a role model.

Mankoe (2007) also shared the view that characteristics of a good supervisor include good health, leadership potential, job know-how and technical competence, initiative, self-control under pressure, dedication and dependability, integrity and transparency and positive attitude towards super ordinates and subordinates.

The characteristics of a good supervisor as pointed out by Mankoe (2007) if well adhered to and implemented will help improve the standard of education in the district and make the supervisory duties of a supervisor successful. Callaghan (2007) posited that these qualities will help supervisors to supervise well and this will help improve teaching and learning in the schools and as a result, the standard of education will also improve. In addition, Callaghan maintains that the modern supervisor must have the personal attributes of a good teacher and a leader too. He or She needs to be intelligent, demonstrate a broad grasp of the educational process in society, must have a good personality and great skills in human relations. The supervisor needs to show a working understanding of the team concept in democratic supervision. In addition to these, the supervisor must be willing to subordinate his own personal ideas to the judgment of the team at times. The supervisor must possess the ability and fortitude to hold fast to his convictions. A good supervisor should always be guided by the findings of educational research and should have enough time for good opinion in group discussion and individual conference (Callaghan, 2007).

The supervisor cannot possibly be an expert in all the fields which he or she coordinates. The supervisor may be a specialist in certain disciplines but has to be generalist in the approach to total school programme. In short, Callaghan (2007) maintained that the modern supervisor must be capable to supervise, well trained in education and psychology, and an expert in the democratic group process. Supervisor should recognize his role as a leader and co-operatively involve the fellow administrators and teachers in all major decisions affecting them in the teaching and learning situations.

2.2.5 Areas of school supervision

Kochhar (2002) stated that school supervision should focus on the effectiveness of the methods of teaching in a particular institution, the audio-visual aids used to make teaching interesting and effective, the timetable enforced to carry out the instructional work, distribution of work among the members of staff, distribution of the prescribed curriculum, terminal written work done by the students. A supervisor checks up the teacher's scheme of work also to find out the planning of daily programme.

The Supervisor also checks cleanliness of the school surroundings, beautification of the school and hygienic conditions of the canteen, proper drinking water arrangement and cleanliness of lavatories. He evaluates the steps taken by the school authorities for the welfare and the safety of the students. The co-curricular programme is an important aspect of education today. Therefore, the supervisor has to check how effectively the various activities are being carried out. He has to assign teachers to all these areas to ensure discipline. The Supervisor examines all sorts of school records and registers. He scrutinizes accounts and funds. He checks the usage of school funds, for instance, the capitation grants to schools.

The Supervisor examines the various steps taken by the school to serve the locality in which it is situated. He also finds out the progress achieved in establishing vital rapport

between the school and the community and how much the school has developed in various aspects. The main aim of educational activities is pupils' growth. The Supervisor has to check what particular field the pupils have distinguished themselves, what positions have been secured by pupils in the academic, cultural and psychical fields, what the school is doing to help the gifted, the backward and the retarded children and so on.

2.2.6 Skills of a Supervisor

Education leadership is seen as a process of enlisting and guiding the talents and energies of academic staff, students and other stakeholders towards achieving common educational aims (Chance & Chance, 2002). Circuit supervisors who are also seen as leaders in education need to possess excellent skills to be able to accomplish their assigned tasks.

Ricketts (2003) and Pajebo (2009) categorized skills needed by supervisors under the following: Technical skills (know-how), Human skills (people) and Conceptual skills (Thinking). According to Pajebo, technical skills involve an understanding of and the proficiency in the methodology, process, procedures and techniques. He also says that non-instructional skills include knowledge in finance, accounting, purchasing and maintenance. Ricketts also views technical skills as involving "doing". Improving public speaking, time management, communication skills, prepared speaking skills, group organization, group dynamics, goal setting and programme of activities, financial management, conducting successful meetings and organizational skills are some of the technical skills needed by a circuit supervisor.

Pajebo (2009) opined that human relations skill is the ability and or capacity to link effectively with others on one-to-one basis and in group settings. Human relation skill requires considerable self-understanding, acceptance, appreciation, empathy and consideration for others. Adult motivation, attitudinal development, group dynamics,

human needs, conflict management, and human resource development constitute human relation skill a circuit supervisor should possess. Ricketts (2003) cited the following as examples of human relation skills of a supervisor: honesty, capacity for hard work, attentive listening, cooperativeness, strong self-concept, enjoys working with people, sensitivity and positive attitude, interpersonal communication, how to get along with others, the variety of attitudes and values people have, motives that others may have, good self-concept and self-esteem. Conceptual (thinking) skills, according to Ricketts (2003), are the supervisors' ability to view the institution and all its programmes as a whole. This means the effective mapping of the component parts. He identifies some conceptual skills as good imagination, education, combining concepts and ideas into a workable solution, good problem solving skills, creativity, logical thinking, good decision making skills, anticipating problems, ability to think independently, foreseeing change, open mindedness, and welcoming new opportunities.

The implication is that the Ghanaian circuit supervisor as a leader should have technical, conceptual and human relation skills to enable him withstand the challenges that confront him in his work in order to be successful.

2.3 Challenges of school-based supervision

Supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained (Glatthorn, 1990). However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

School-based supervision aims at improving the quality of children's education by improving the teacher's effectiveness. As Lilian (2007) noted, the improvement of the

teacher learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007). Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007) pointed out that, bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As it is summarized in Rashid (2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga (2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills as an obstacle to the practice of supervision.

The school level supervisors (principals, vice-principal's department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu(2005) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Rashid (2001) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision.

There can be no effective supervision of instruction without adequate instructional materials (Enaigbe, 2009). Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and to the schools. Supervisors can turn the inspection visit into a more objective exercise by informing schools and teachers of the issues on which supervisors place much emphasis. This leads to a more transparent process.

On the other hand, the absence of specific budget for supervision and support is another problem that negatively affects the quality of supervision. Inadequate budget to run supervisory activities effectively is also a problem (Merga, 2007).

De Grauwe (2001) identified one serious problem that confronts supervisors as tension between teachers and supervisors. Increased emphasis on student achievement, accountability of teachers, and teacher competence has brought about increased pressure for evaluation of teacher's performance. Consequently, evaluation of teaching has loomed large in recent years and that has brought a lot of tension between teachers and supervisors. Teachers, especially through their organizations, have not wholeheartedly embraced current processes of evaluation (Beach & Reinhartz, 2000). They have raised valid questions concerning the competencies on which they will be judged, who will do

the evaluating, how the evaluation will be conducted, and what use will be made of the results. These threaten the supervisory duties.

Grauwe (2001) also reiterated that poor incentive is also a very serious problem, as it demoralizes supervision. For an effective realization of the duties and the impacts of the supervisor, remuneration given to supervisors has to be adjusted to the convenience of them. In Ghana, head teachers and circuit supervisors' meagre allowances are not even paid in time. It is therefore not surprising that all the respondents were in agreement that poor incentive was a challenge.

Thornton (2000) also supports the result with the statement that supervisors are dissatisfied with their jobs because motivating factors are minimal. It has been well-documented that teachers and their resource persons are poorly remunerated. To add to the above, it is established that, the existence of unqualified teachers, the quantitative expansion in the number of students, the great number of schools existing at the second cycle level, the low supervisors-teachers ratio, the master-servant relationship existing between supervisors and teachers and lack of resources and facilities to teach at the level are really worrying problem that confront the supervisors (USAID, 2006).

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

In addition, Studer (2005) also noted that supervisors are often not given regular training and retraining exercises. Most teachers after employment have not attended any training either in the form of seminars or workshops for supervisors, yet they are regularly

used for internal supervision and thus end up using fault finding methods in their supervision process. The result is that several weaknesses in the educational system may be identified without accompanying internal strengths that may be capitalised to resolve such problems (Eya&Chukwu, 2012). This is also a problem with external supervisors in Ghana where they are transferred from the classroom to the Inspectorate Division, without any professional training in supervision. Thus, their inputs do not make maximum impact in education. It was therefore no wonder that over 86% of the respondents saw irregular training of supervisors as a challenge.

The irregularity in supervision in some cases also creates a problem for proper supervision, as the elapsed time makes monitoring less effective (Studer, 2006). Thus, poor implementation processes which are often underscored by inadequate resources, in both funds and other forms of support and incentives for supervisors lead to a gap in the system, whereby any progress made in correcting detected asymmetries in the educational system may retrogress (Bennett, 2007). Nonetheless, the supervisor owes it to the teachers to help them produce high student test scores.

2.3 Measures to overcome challenges of supervision

Research has it that several measures could be adopted to overcome challenges of supervision. Training is noted as the key measure in overcoming these challenges. Evansivich (1998) reiterates that training accords teachers and supervisors the necessary skills to function successfully. Training in the form of workshops, in-service training and conferences is very crucial because it helps teachers to understand issues concerning supervision. Supervisors on the other hand are equipped with skills that enable them work in harmony with teachers.

Baffour (2011) explained that the workload of head teachers should be reduced in order to allow them function as supervisors. He indicated further that administrators should possess high professional qualities in order to serve as role models to their subordinates as well as the pupils. Barfour's assertion supports Anamuah-Mensah's (2006) report that basic school head teachers should be detached from the classroom to make their supervisory activities effective. Detached head teachers have ample time to run their administrative and supervisory duties without interference with classroom teaching. Heads of schools who are not detached find it extremely difficult to function effectively, having to combine teaching with other responsibilities.

Oduro (2008) agrees with them in indicating that head teachers in basic schools in Ghana, especially those in remote areas, have a lot to do in the schools and communities which include teaching, supervisory activities and visiting pupils at home.

Also, a measure to mitigate the challenges of supervision is the provision of infrastructure and instructional resources. Mr. Joseph Onyinah, a former Ashanti Regional Director of Education, on May 02, 2017, stated that the wheels of quality education revolve round the provision of infrastructural facilities and materials. These could be attained if government collaborates with all educational stake holders. Infrastructure such as libraries, classrooms, laboratories and workshops, furniture and other teaching and learning materials will be of great help to teachers, pupils and head teachers.

2.4 Summary of literature

The study was conducted to investigate the challenges of supervision. The literature reviewed indicated that there are so many types of supervision. Notable among them were internal, external, self-supervision, peer supervision and administrative supervision. It was unearthed that clinical, self-directed, individual, collegial, inquiry

based and informal supervision are all techniques of instructional supervision. The literature indicated supervisory roles of heads, challenges are associated with supervision as well as measures to manage the challenges. The perception of teachers towards supervision, if teachers realize that supervisors are there to help them manage teaching and learning issues, they will collaborate effectively.



CHAPTER THREE

METHODOLOGY

Methodology is essentially steps that are taken in order to derive reliable and valid answers to the research questions (Leedy & Ormrod, 2005). This chapter presents the methodology used to conduct the research work. The chapter entails the research design, population, sampling techniques, sample size, data collection instrument, validity and reliability of the instrument, data collection procedure, data analysis procedure and ethical consideration.

3.0 Research Design

A research design indicates the basic structure of the study, the nature of the research questions and the variables involved in the study. Research design specifies how the data relating to the study should be collected and analyzed (Gay, 1992). The researcher used descriptive survey design the researcher wanted to find out current characteristics, opinions and ideas on challenges of supervision in public basic schools at Techiman West and South Circuit.

Descriptive design provides information from large group of people. Follow-up questions can be asked and items that are not clear to respondents can be explained (Fraenkel & Wallen, 1993). It is however, difficult to ensure that the items on the questionnaire are not misleading because survey results can differ depending on the wording of the items (Seifert & Hoffnung, 1991). The design was considered the most appropriate for conducting the study on supervisory challenges because it provides a clear picture of the situation.

3.1 Population of the Study

According to Kusi (2012), population is a group of individuals or people with the same characteristics and in whom the researcher is interested. According to statistics from Techiman Municipal Director of Education for 2017/2018 academic year. There are 1,242 head teachers and circuit supervisors' in the Municipality.

The target population was 82 head teachers in the eighty two public junior high schools in the West and South Circuit of the Techiman Municipality of the Brong Ahafo Region. The accessible population comprised 82 head teachers in the Techiman West and South Circuits.

3.2 Sample and Sampling Techniques

Borg and Gall (2007) explained sampling as a technique used for selecting a given number of subjects from a target population as a representative of the population in research. Purposive sampling technique was employed to select 82 headteachers. Creswell (2005) indicated that in purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. Amin (2005) also stated that purposive sampling is appropriate in situations where respondents are targeted due to their position, expertise, situation, experience and so on. Purposive sampling was used to select all public Junior High Schools in the Techiman West South Circuit. The entire population was used for the study.

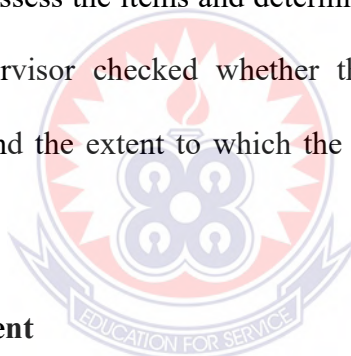
3.3 Data Collection Instrument

One set of questionnaire was the main instrument used to collect data. According to White (2005), questionnaire is an instrument that is designed to collect data for decision making in research. The liker type scale was used. The likert type scale enables res

pondents to provide uniformity of response and gather more information. It enhances easy processing of responses and provides accurate analysis of the data (Bell, 2005). A questionnaire is cost effective and less time consuming as compared to other instruments. Questionnaire prevents interference on the part of the researcher (Sarantakos, 1998). It is however, difficult to retrieve the entire questionnaire distributed.

3.4 Validity

Validity is the degree to which a test measures what it is supposed to measure (Bell, 2008). The researcher tested face, content and construct validity of the questionnaire. Face validity was achieved through expert opinion of my supervisor. The supervisor was contacted to assess the items and determine whether the items measure the intended purpose. The supervisor checked whether the items cover all the research questions (content validity) and the extent to which the items measure specific construct (construct validity).



3.5 Pilot Testing of instrument

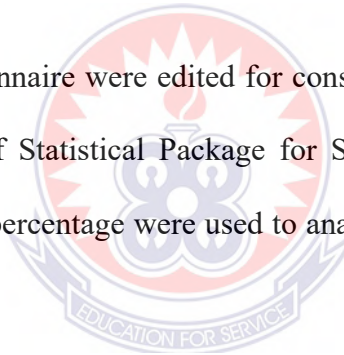
The questionnaire was piloted at the Techiman East circuit which has similar characteristics as the Techiman West and South circuit to determine validity and reliability of the items. The purpose of the pilot test was to enable the researcher to make necessary changes to items which may be inappropriate, determine ambiguity of the items and those items which were not clear to respondents. Cronbach Alpha was used to test for reliability of the items. The overall reliability estimates obtained was 0.83.

3.6 Data Collection Procedure

The researcher sought permission from the Techiman Municipal Director of Education to carry out the study after the University approved the research topic. The researcher was given the authority to carry out the study after which the researcher paid a courtesy call on all the sampled population. In each school the researcher contacted the head teacher and explained the objectives of the study to them. Cordial relationship was established between the researcher and the respondents to make respondents feel at home in responding to the questionnaires. The researcher availed herself to explain items which were not clear. The questionnaires were thereafter administered to all the respondents. The respondents were given a grace period of two weeks to respond to the questionnaire.

3.7 Data Analysis Plan

Data from the questionnaire were edited for consistency. The data were computed for analysis with the help of Statistical Package for Service Solution (SPSS) software version 20. Frequencies and percentage were used to analyze the data and the results were presented in tables.



3.8 Ethical Considerations

The respondents participated in the study on their own will and they were not forced. The purpose of the study was personally explained to respondents. The respondents were assured of confidentiality of the information provided. Respondents were further assured of their personal protection and that they could redraw from the study at any time.

CHAPTER FOUR

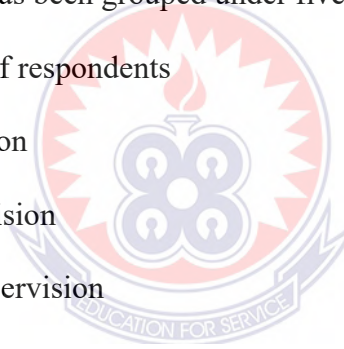
RESULTS OF THE STUDY

This chapter deals with presentation and analysis of the data collected with the use of frequencies, tables and percentages on the state of supervision. The data were gathered from 82 head teachers in the Techiman West and South Circuit of the Municipality through questionnaire administration. The interpretation of the data was done with the use of percentages and frequencies tables.

The first section of the results was the presentation of biographic of respondents. The second section was the presentation of main data guided by the four research questions.

This part of the research has been grouped under five main sections. These are:

- 1) Biographic data of respondents
- 2) Type of supervision
- 3) Benefit of supervision
- 4) Challenges of supervision
- 5) Measures to overcome the challenges



4.1 Biographic Data of Respondents

The biographic data of respondents such as gender, age, highest qualification and years of teaching experience were analyzed. The respondents biographic data were required to enable the researcher know the kind of respondents used in the study. The first part of the results was based on the gender of respondents for the study. Findings are presented in Table 1.

Table 1: Gender of Respondents

Gender	Frequency	Percentage
Female	36	44
Male	46	56
Total	82	100

Source: Field Data, 2018

Table 1 showed that 56% of the respondents were males while 44% of the respondents were females. The result means that more males participated in the study than females.

4.2 Age of Respondents

The age of respondents was analyzed to find out the age range. Table 2 provides the information.

Table 2: Age of Respondents

Age	Frequency	Percentage
31-40 years	22	27
41-50 years	38	46
51-60 years	22	27
Total	82	100

Source: Field Data, 2018

Table 2 showed that 27% of the respondents were between the ages of 31-40, 46% of the respondents were between the ages of 41-50 while 27% of the respondents were between the ages of 51-60 years. The result means that majority of the respondents fall within the age range of 41-50 years.

4.3 Highest Qualification of Respondents

The highest qualification of respondents was further analyzed. This was to find out the level of education attained by respondents. Table 3 presents the result.

Table 3: Highest Qualification of Respondents

Highest Qualification	Frequency	Percentage
Diploma in Education	15	18
Bachelor's Degree	35	43
Master's Degree	32	39
Total	82	100

Source: Field Data, 2018

Table 3 indicated that 18% of the respondents were holders of the Diploma in Education, 43% of the respondents were holders of the Bachelor's Degree while 39% of the respondents were holders of the Master's Degree. The results mean that majority of the respondent used in the study have bachelor's degree. This is in line with Ghana Education Service's (GES) policy that every head teacher should have a minimum qualification of bachelor's degree.

4.4 Years of Teaching Experience

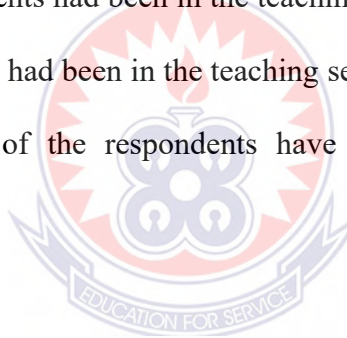
Another important aspect of demographics of respondents that was analyzed was the number of years of teaching experience respondents have gained. Table 4 displays the result.

Table 4: Teaching Experience of Respondents

Teaching Experience	Frequency	Percentage
1-5 years	12	15
6-10 years	33	40
11-15 years	21	26
16 years and above	16	19
Total	82	100

Source: Field Data, 2018

Table 4 revealed that, 15% of the respondents had been in the teaching service for between 1-5 years, 40% of the respondents had been in the teaching service for between 6-10 years, 26% of the respondents had been in the teaching service for between 11-15 years while 19% of the respondents had been in the teaching service for 16 years and above. The result means that majority of the respondents have not less than 5 years teaching experience.



4.5 Analysis of Main Data

Research Question 1: What type of supervision supervisors carried out in public Junior High schools in the West and South circuit of Techiman Municipality?

This section deals with the analysis of the responses on the type of supervision that supervisors in the junior high schools provide. Each respondent selected from alternatives provided in the questionnaire to indicate the type. The results are presented in addition to follow up questions identified from the literature as follows:

1. Type of supervision
2. Forms of supervision
3. How often supervision is carried out

Table 5: Types of supervision

Variable	Frequency	Percentage
External Supervision	47	57
Internal Supervision	35	43
Total	82	100

Source: Field Data, 2018

Table 5 showed that 57% of the respondents indicated that external supervision was conducted in their schools while 43% of the respondents indicated that internal supervision was also carried out in the schools. The results mean that both internal and external supervision were given more in the basic schools to ensure attainment of school objectives.

The respondents were further requested to indicate the forms supervision takes in the schools. The results are shown in Table 6.

Table 6: Forms of supervision

Form	Frequency	Percentage (%)
Intensive Inspection	12	15
Regular Visits	15	18
Occasional Visits	24	29
Intensive and Regular Visits	13	16
Intensive and occasional Visits	18	22
Total	82	100

Source: Field Data, 2018

Information in Table 6 indicated that 15% of the respondents indicated that supervision took the form of intensive inspection, 18% of the respondents also said that supervision took the form of regular visits, 29% of the respondents reported that

supervision took the form of occasional visits, 16% of the respondents indicated that supervision took the form of intensive regular visits.

The respondents were again asked to indicate how often circuit supervisors carry out supervisory duties in the school. The result is shown in Table 7. The result means that both occasional and intensive visits were given more emphasis in the basic schools to ensure the achievement of school objectives.

How often do supervisors visit the schools?

The respondents were asked to indicate how often supervisors visit the schools. The results are shown in Table 7.

Table 7: Supervisors Visits to the Schools

Item	Head teachers	
	N	%
Weekly	24	29
Fortnightly	21	26
Monthly	18	22
Quarterly	19	23
Once a while	0	0
Total	82	100

Source: Field Data, 2018

As shown in Table 7, 29% of the respondents said that head teachers carried out supervisory duties weekly in schools, 26% of the respondents indicated that the head teachers carried out supervisory duties fortnightly in schools, 22% of the respondents indicated that the head teachers carry out supervisory duties monthly in schools while 23% of the respondents said that the head teachers carried out supervisory duties quarterly in their schools. The results mean that head teachers carried out supervisory duties weekly.

Research Question 2: What are the benefits of supervision in public junior high schools in the West and South circuit of the Techiman Municipality?

The respondents were asked to indicate their agreement or disagreement with the responses on benefits of supervision in public junior high schools. The results are shown in Table 8.

Table 8: Benefits of effective supervision

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%
School supervision contributes to continuous professional development of teachers	32	39	42	51	8	10			82	100
Classroom observation enables teachers to use variety of teaching techniques.	28	34	46	56	8	10	0		82	100
Supervision improves students' learning.	22	27	44	54	10	12	6	7	82	100
Teachers give required number of exercises	24	29	38	46	12	15	8	10	82	100
Teachers' punctuality and regularity at school increased	36	44	32	39	14	17	0		82	100
Supervision increases teachers confidence	32	39	42	51	8	10	0		82	100
Supervision provides support and guidance for teachers.	22	27	44	54	16	19	0		82	100
Supervision builds and improves pedagogical skills of teachers.	24	29	36	44	22	27	0		82	100
Supervision encourages teachers to develop teaching strategies	18	22	50	61	8	10	6	7	82	100
Supervision clarifies the policies and ambitions of a school	40	49	36	44	6	7	0		82	100
The Highest Percentage	61	0	0	0	0	0	0		0	0

Source: Field Data, 2018

Table 8 showed that 39% of the respondents strongly agreed that school supervision contributed to continuous professional development of teachers. As high as 51% of the respondents agreed while 10% of the respondents disagreed. The result means that majority of the respondents are aware that school supervision contributes to continuous professional development of teachers.

Again, 34% of the respondents strongly agreed that classroom observation enabled teacher to use variety of teaching techniques. Again, 56% of the respondents agreed while 10% of the respondents disagreed. The result means that classroom observation enables teacher to use variety of teaching techniques.

Also, 27% of the respondents strongly agreed that school-based supervision improved students' learning, 54% of the respondents agreed, 12% of the respondents disagreed while 7% of the respondents disagreed. The result means that school-based supervision improves students' learning.

Further, 29% of the respondents strongly agreed that teachers gave the required number of exercises, 46% of the respondents agreed, 15% of the respondents disagreed while 10% of the respondents strongly disagreed. Majority of the respondents said that teachers gave the required number of exercises. On punctuality of teachers, 44% of the respondents strongly agreed that school supervision enabled teachers to be punctual at school, 39% of the respondents agreed while 17% of the respondents disagreed. The result means that school supervision enables teachers to be punctual at school.

On confidence of teachers, 39% of the respondents strongly agreed that school supervision increased teacher's confidence, 51% of the respondents agreed while 10% of the respondents disagreed. The result means that school supervision increases teachers' confidence level.

Again, 27% of the respondents strongly agreed that school supervision provided support and guidance for teachers, 54% of the respondents agreed while 19% of the respondents disagreed. The result means that school supervision provides support and guidance for teachers.

Also, 29 of the respondents strongly agreed that school supervision built and improved pedagogical skills of teachers, 44% of the respondents agreed while 27% of the respondents disagreed. The result means that school supervision builds and improves pedagogical skills of teachers.

Again, 22% of the respondents strongly agreed that supervision encouraged teachers to develop a repertoire of teaching strategies, 61% of the respondents agreed, 10% of the respondents disagreed while 7% of the respondents strongly disagreed. The result means that school supervision encourages teachers to develop a repertoire of teaching strategies.

Finally, 49% of the respondents strongly agreed that school supervision clarified the policies and ambitions of a school, 44% of the respondents agreed while 7% of the respondents disagreed. The result means that majority of the head teachers clarifies the policies and ambitions of a school during supervision.

Research Question 3: What are the challenges facing head teachers in their supervisory activities in public junior high schools in the West and South circuit of the Techiman Municipality?

This research question presents responses on the challenges associated with supervision in Techiman West and South Circuit Junior High Schools. Each respondent chose from a four-point likert scale type on the questionnaire to indicate whether they agree or disagree with the statements. The results are presented in Table 8.

Table 9: Challenges of Supervision

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%
Perception of teachers on supervision	36	44	40	49	6	7	0		82	100
Perception of teachers	30	37	41	50	6	7	5	6	82	100
Poor remuneration	42	51	30	37	10	12	0		82	100
Excessive workload	26	32	41	50	8	10	7	8	82	100
Tension between teachers and supervisors	18	22	50	61	14	17	0		82	100
Inadequate resources	40	49	36	44	6	7	0		82	100
Master-servant relations	32	39	44	54	6	7	0		82	100
Inadequate financial support	30	36	44	54	8	10	0		82	100
Poor incentives	24	29	44	54	8	10	6	7	82	100
Inadequate infrastructure	24	29	40	49	10	12	8	10	82	100
Irregular training supervisors	40	49	32	39	10	12	0		82	100
Irregular supervision	36	44	40	49	6	7	0		82	100
Evaluation of teachers' performance	28	34	42	51	12	15			82	100

Source: Field Data, 2018

From Table 8, 50% of the respondents agreed that perception of teachers on supervision was a challenge. About 37% majority of the respondents strongly agreed to the statement while 5% of the respondents disagreed. The result means that perception of teachers on supervision is a challenge to heads supervisory activities in the Techiman West and South Circuit basic schools.

Also, 51% of the respondents strongly agreed that poor remuneration was a challenge, 37% of the respondents agreed while 12% of the respondents disagreed. The result means that majority of the supervisors receive poor remuneration.

Further, 32% of the respondents strongly agreed that excessive workload posed a challenge to supervision. About 50% majority of the respondents agreed, 10% of the respondents disagreed while 8% of the respondents strongly disagreed. The result means that excessive workload pose a challenge to supervision.

Furthermore, 22% of the respondents strongly agreed that tension between teachers and supervisors posed a challenge, as much as 61% of the respondents agreed while 17% of the respondents disagreed. The result implies that majority of the supervisor's experience tension during supervision.

Also, 44% of the respondents strongly agreed that inadequate educational resources were a challenge. Over 49% of the respondents agreed while 7% of the respondents disagreed. The result means that supervisors experience inadequate educational resources.

Again, 39% of the respondents strongly agreed that supervision as master-servant relations was a challenge, 54% majority of the respondents agreed while 7% of the respondents disagreed. The result means that there exists supervision as master-servant relations in the study area.

Besides, 36% of the respondents strongly agreed that inadequate financial support was a challenge, 54% majority of the respondents agreed while 10% of the respondents disagreed. The result means that there is inadequate financial support for supervisors.

Also, 29% of the respondents strongly agreed that poor incentives was a challenge, 54% majority of the respondents agreed, 10% of the respondents disagreed

while 7% of the respondents strongly disagreed. The result means that supervisors receive poor incentives.

Again, 29% of the respondents strongly agreed that inadequate infrastructure was a challenge, 49% majority of the respondents agreed, 12% of the respondents disagreed while 10% of the respondents strongly disagreed. The result means that supervisors experience inadequate infrastructure.

Also, 49% of the respondents strongly agreed that irregular training of supervisors was a challenge, 39% majority of the respondents agreed while 12% of the respondents disagreed. The result means that there is irregular training for supervisors.

Further, 44% of the respondents strongly agreed that irregular supervision was a challenge, 49% majority of the respondents agreed while 7% of the respondents disagreed. The result means that there is irregular supervision in the schools.

On evaluation of teacher's performance, findings showed that 51% majority of the respondents agreed to the statement and 34% of the respondents strongly agreed only 15% of the respondents disagreed that evaluation of teachers performance was a challenge. The result means that evaluation of teachers performance was a challenge.

Research Question 4: What measures could be adopted to overcome the challenges of supervision?

Respondents were asked to indicate their agreement or disagreement with statements regarding measures that could be employed to overcome the challenges of supervision. The respondents selected from a four-point Likert scale type on the questionnaire. Table9 displays the results.

Table 10: Measures to overcome challenges of Supervision

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%
Creation of awareness to change teachers' perception on supervision	3442		4555		37		0	0	82	100
Provision of adequate training for supervisors	4251		3644		64		0	0	82	100
Good remuneration for supervisors	4049		3543		79		0	0	82	100
Cooperation from teachers and Supervisors	2027		5466		810		0	0	82	100
Provision of adequate resources	3843		3948		56		0	0	82	100
adequate financial support	3543		4150		67		0	0	82	100
Incentives for supervisors	3644		4251		45		0	0	82	100
Regular training of supervisors	3745		4352		22		0	0	82	100
Proper evaluation of teachers' performance	2530		4757		1012		0	0	82	100

Source: Field Data, 2018

Table 9 indicated that Majority of the respondents (55%) agreed that awareness should be created to change teachers' perception about supervision. About 42% of the respondents strongly agreed to the statement. Only 3% of them disagreed to the statement.

From Table 9, 51% majority of the respondents strongly agreed that adequate training and support for supervisors should be provided. Over 44% agreed while 4% disagreed to the statement.

On good remunerated for supervisors, 49% of the respondents strongly agreed to the statement and 43% agreed. The least percentage, 9% indicated disagreement to the statement.

On corporation from teachers and supervisors, majority of the respondents (66%) agreed to the statement while 10% of them disagreed. As high as 48% of the respondents agreed that adequate resource should be provided and 43% strongly agreed. Only 6% disagreed to the statement. Also, 50% of the respondents agreed that adequate financial support should be provided to supervisors while 7% disagreed.

The highest percentage of respondents (51%) agreed that incentives should be provided to supervisors while 5% of them disagreed to the statement.

Over 52% of the respondents strongly agreed that regular training should be organized

On evaluation of teachers' performance majority of the respondents (57%) agreed to the statement while 12% of the respondents disagreed.

4.6 Summary of Results

In summary, the study has provided answers to four research questions. The findings of the study revealed that both internal and external supervision are provided by supervisors but supervision took the form of occasional visits and therefore is inadequate.

Supervision was viewed as beneficial because it clarifies the policies and ambitions of the school. The study indicated that inadequate resource was found to pose challenges to supervision. The study further suggested that regular training of supervisors and provision of adequate resources were measures to overcome supervisory challenges.

CHAPTER FIVE

DISCUSSIONS OF THE FINDINGS

This chapter presents the discussions of findings on the data collected in relation to the specific objectives of the study. The discussions are made in line with the literature review and earlier studies conducted in the field of supervision in educational institutions.

On research question one, findings revealed that both external and internal supervision are being experienced in the schools. The finding supports Baduand Antwi's (2007) assertion that external supervision makes the work of teachers more effective. The finding is consistent with Glickman, Gordon & Ross-Gordon's (2001) view point that external supervision plays a complementary role in supervision process and that these two types of supervision are not isolated. The finding implies that both intensive and occasional visits were the forms of supervision experienced in the schools. This means that teachers will also be up and doing because both internal and external supervisors will there to monitor their performance which will in turn enhance the performance of the pupils.

On how often supervisors carry out supervisory activities in basic schools, the findings revealed that supervisors carried out supervisory duties every month. The findings show that regular school-based supervision contributes to continuous professional development of teachers. The result is in line with Mankoe's (2007) assertion that heads and other supervisors help teachers to grow and develop their understanding of teaching and classroom life, in improving basic teaching skills, and in expanding their knowledge and use of teaching repertoires. It was also evident from the findings that's school supervision compelled teachers to give the required number of exercises and also enhanced punctuality. This implies that if supervision is done regularly, teachers will be well versed in their professional skills, thereby resulting in better performance. The study

also revealed that school-based supervision improves students' learning. The result corroborates Mankoe's (2007) statement that school-based supervision seeks to create a physical, social and psychological climate or an environment that is favorable to learning and therefore ensuring teaching and learning quality, professional development and teacher motivation.

Teachers' confidence levels were seen to be increased due to effective school based-supervision. The result agrees with Adewole and Olaniyi (1992) that school based supervision assists in development of the needed teaching competencies to increase teachers' confidence.

The result further agrees with Sygenta's (2002) observation that supervision provides avenues for guidance, support, constructive feedbacks which makes the difference in instructional effectiveness. School-based supervision builds and improves pedagogical skills of teachers. The result is in line with Shantz and Ward (2000) that teachers improve instructional delivery when they receive feedback and constructive criticisms from their supervisors. This enables them to develop their pedagogical skills. School-based supervision encourages teachers to develop a range of teaching strategies and also clarifies the policies and ambitions of a school.

On research question three, the findings revealed that perception of teachers towards supervision was a challenge. The findings mean that school-based supervision aims at improving the quality of children's education by improving the teacher's effectiveness. The result is in line with Lilian's (2007) statement that the improvement of the teacher-learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

The findings revealed that lack of adequate training and support was a challenge. The finding implies that inadequate training and supports a challenge in school based supervision. Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. The result is in consonance with Rashid's (2001) observation that lack of training for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga (2007) pointed out that, lack of continuous training system for supervisors to up-date their educational knowledge and skills is an obstacle to the practice of supervision.

Poor remuneration was also found to pose a challenge. The result is in conformity with De Grauwe's (2001) observation that poor remuneration is a very serious problem, as it demoralizes supervision. For an effective realization of the activities and the impacts of the supervisor, remuneration given to supervisors has to be adjusted to their convenience. Thornton's (2000) statement agree that supervisors are dissatisfied with their jobs because motivating factors are minimal. It has been well-documented that teachers and their resource persons are poorly remunerated.

Workload of supervisors was also seen as a challenge. The school level supervisors (head teachers, vice-principals, heads of department and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. The findings agree with Ogunu (2005) that school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Rashid (2001) in his study showed that, the supervisor's high workload and lack of cooperation from principals negatively affects the practice of supervision.

Tension between teachers and supervisors was another challenge. The finding confirms the assertion of DeGrauwe (2001) that one serious problem that confronts supervisors is tension between teachers and supervisors. Increased emphasis on student achievement, accountability of teachers, and teacher competence has brought about increased pressure on evaluation of teachers' performance. Consequently, evaluation of teaching has loomed large in recent years and that has brought a lot of tension between teachers and supervisors.

Another challenge worth noting from the finding was inadequate educational resources. The result is in consonance with Enaigbe's (2009) view that there can be no effective supervision of instruction without adequate instructional materials like supervision guides and manuals have their own impact on supervisory work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the schools and the supervisors themselves. They can turn the inspection visit into a more objective exercise, and by informing schools and teachers of the issues on which supervisors focus, they lead to a more transparent process.

Supervision as master-servant relations was a challenge revealed by the findings. The master-servant relationship existing between supervisors and teachers and lack of resources and facilities to teach in schools are really worrying problems that confront the supervisors (USAID, 2006).

The findings did not leave out inadequate financial support as a challenge. The absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget for supervision results in incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007). Poor implementation processes which are often underscored by inadequate resources, in both

funds and other forms of support and incentives for supervisors lead to a gap in the system, whereby any progress made in correcting detected asymmetries in the educational system may retrogress (Bennett, 2007). The findings also revealed that poor incentives were a challenge. DeGrauwe (2001) reiterated that poor incentive demoralizes supervisors. The findings also revealed that inadequate infrastructure was a challenge. The findings support Briggs' (2012) finding that the problem with ineffective supervision was more related to inadequate provision of infrastructure, such as building, learning and teaching materials.

It cannot go without mention that irregular training of supervisors was a challenge. Studer (2005) noted that supervisors are often not given regular training and retraining. Most head teachers, after employment, have not attended any training either in the form of seminars or workshops for supervisors, yet they are regularly used for internal supervision and thus end up using fault finding methods in their supervision process. Irregular supervision was another challenge. The findings agree with Studer's (2006) statement that irregularity in supervision creates a problem for effective supervision, as the elapsed time makes monitoring less effective.

The findings also revealed that the conduct of evaluation of teachers' performance was a challenge. The results confirm De Grauwe's (2001) assertion that increased emphasis on student achievement, accountability of teachers, and teacher competence has brought about increased pressure for evaluation of teachers' performance.

CHAPTER SIX

OVERVIEW, SUMMARY OF FINDINGS, CONCLUSIONS

RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

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

6.1 Overview of the study

The purpose of the study was to find out the challenges of supervision of teaching and learning in public junior high schools in the West and South circuit of the Techiman Municipality of the Brong Ahafo Region of Ghana. The study focused on the type of supervision emphasized in public Junior High Schools in the West and South circuit of the Techiman Municipality, the challenges faced by supervisors and the benefits of supervision.

Descriptive survey design with quantitative method was used for the study. The target population was all circuit supervisors, all head teachers and teachers in the eight public junior high schools in the West and South Circuit of the Techiman Municipality of the Brong Ahafo Region. The accessible population was head teachers, teachers and circuit supervisors of the Techiman West and South Circuit.

Purposive sampling method was employed to select the respondents. Questionnaire was the main instrument used to collect the data.

The questionnaire was pilot tested at the Techiman East circuit which has similar characteristics as the Techiman West and South circuit. The overall reliability estimates obtained was 0.83. Frequencies and percentages were used to present the results.

6.2 Summary of Key Findings

A number of findings came out of the study. The major findings of the study revealed that both internal and external supervisions were carried out in the West and South Circuit of the Techiman Municipality. It was also realised from the study that school supervision was beneficial, in that, it contributes to continuous professional development of teachers by helping them build and improve upon their pedagogical skills.

It was also shown that there was lack of adequate training for both teachers and supervisors on the importance of supervision, the tenets of the profession and their roles and responsibilities as far supervision was concerned. This was a major challenge because it resulted in tension between them, which did not contribute to the success of supervision.

It was again found that overload of work on head teachers was a hindrance to supervision. Head teachers performed both administrative and supervisory duties alongside teaching, which was a challenge to their supervisory activities. Inadequate educational resources and infrastructure were also found as challenges faced by teachers and supervisors.

The study further revealed measures to be taken to overcome the challenges faced by teachers and supervisors. These included the provision of adequate infrastructure and resources and the training of teachers and supervisors.

6.3 Conclusions

Based on the findings of the study the researcher concluded that negative perception of teachers towards supervision will change if they are given induction courses and training to understand the value of supervision and what is expected of them. Supervisors will also be in a better position to carry out their supervisory activities without any tension and clashes with subordinates.

It was also concluded that reducing the workload of head teachers by detaching them from classroom teaching will enable them perform their administrative and supervisory roles better. Again, the provision of adequate infrastructure and educational resources will enhance better performance by both teachers and supervisors.

6.4 Recommendations

It is recommended based on the findings and conclusions that:

1. The Ghana Education Service should organize regular training for supervisors to equip them with supervisory skills to improve supervision.
2. The Ghana Education Service should provide school-based supervisors with adequate educational resources to enable them conduct effective supervision to enhance teaching and learning.
3. The study revealed that head teachers conducted supervision weekly and circuit supervisors also visited the school monthly. It is therefore recommended that the head teachers need to conduct supervision twice every week and the circuit supervisors also should visit the school twice every month.
4. Supervisors should stimulate the interest of teachers by encouraging them to come out with means to solve minor issues and also reward them for good performance.

6.5 Suggestions for Further Studies

The study was conducted to find out the challenges of supervision of teaching and learning in public Junior High Schools in the Techiman West and South circuit of the Techiman Municipality. Therefore, further study should be conducted to find out the challenges of supervision of teaching and learning in private Junior High Schools in the Techiman West and South circuit of the Techiman Municipality.

Further study should also be conducted to find out the challenges of supervision of teaching and learning public Senior High Schools in the Techiman Municipality.



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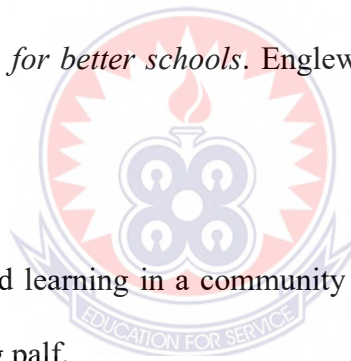
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APPENDIX A

QUESTIONNAIRE FOR HEAD TEACHERS

The purpose of the study is to gather relevant data on the state of supervision of teaching and learning in public junior high schools in the Techiman West Circuit of the Techiman Municipality of the Brong Ahafo Region. You have been selected to respond to the items on the questionnaire. The information that you will give will be used for academic purposes only and will be given the utmost confidentiality.

SECTION A

DEMOGRAPHIC DATA OF RESPONDENTS

Please tick (✓) as appropriate

DEMOGRAPHIC DATA OF RESPONDENTS

Please tick (✓) as appropriate

DEMOGRAPHIC DATA OF RESPONDENTS

Please tick (✓) as appropriate

1. Gender of respondents : Male () Female ()
2. Age of respondents : 20-30 () 31-40 () 41-50 () 51-60 ()
3. Educational Level: Diploma in Education () Degree () Master's degree ()
4. Length of years as head teacher: 1-5 years () 6-10 years () 11-16 years () Above 16 years ()

SECTION B

A number of items are listed below which deal with the type of supervision conducted in your school. Please, read each item and decide whether you agree or disagree with the questions.

5. What type of Supervision is practiced in your school?

Internal ()

External ()

6. What form does supervision take in your school?

Intensive Visits ()

Regular Visits ()

Occasional Visits ()

Intensive and Regular visits ()

Intensive and Occasional visits ()

7. How often do the following officers carry out supervisory duties in your school?

Please tick (✓) appropriately

Officer	Weekly	Fortnightly	Monthly	Quarterly	Once a while
Headteacher					
Circuit Supervisor					

8. How often do you carry out supervisory duties yourself?

Please tick (✓) appropriately

Weekly	Fortnightly	Monthly	Quarterly	Once a while

SECTION C**BENEFITS OF SUPERVISION**

The items below are statements on the benefits of supervision. Please indicate your agreement or disagreement to the statement. The ratings are; Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4).

No.	Items	SA	A	D	SD
		4	3	2	1
8	School supervision contributes to continuous professional development of teachers.				
9	Classroom observation enables teachers to use variety of teaching techniques.				
10	School-based supervision improves students' learning.				
11	Teachers give the required number of Exercises.				
12	Teachers' punctuality and regularity at school is increased through regular supervision.				
13	Supervision increases teachers' confidence				
14	School-based supervision provides support and guidance for teachers.				
15	School-based supervision builds and improves pedagogical skills of teachers.				
16	School-based supervision encourages teachers to develop a repertoire of teaching strategies				
17	School-based supervision clarifies the policies and ambitions of a school.				

SECTION D**CHALLENGES OF SUPERVISION****Introduction**

In a Likert scale of Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4) rate your opinion on the following challenges of supervision in your school.

No.	Items	SA	A	D	SD
		4	3	2	1
18	Perception of Teachers towards Supervision				
19	Supervision as master-servant relations				
20	Lack of Adequate Training and Support				
21	Poor remuneration				
22	Inadequate financial support				
23	Supervisors have excessive workload				
24	Tension between teachers and supervisors				
25	Poor incentives				
26	Inadequate Educational Resources				
27	Inadequate infrastructure				
28	Irregular training of supervisors				
29	Irregular supervision				
30	Conduct of evaluation				

SECTION E**MEASURES TO OVERCOME CHALLENGES OF SUPERVISION****Introduction**

In a Likert scale of Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4) rate your opinion on the following challenges of supervision in your school.

No.	Items	SA	A	D	SD
		4	3	2	1
18	Creation of awareness to change teachers' perception				
19	Provision of adequate training and support for supervisors				
20	Good remuneration for supervisors				
21	Delegation of powers and detaching head teachers				
22	Cooperation between teachers and supervisors				
23	Provision of adequate educational resources				
24	Minimizing superiority and inferiority complexes				
25	Adequate financial support				
26	Provision of incentives for supervisors and outstanding teachers				
27	Provision of adequate infrastructure				
28	Regular training of supervisors				
29	Regular supervision				
30	Proper conduct of evaluation of teachers' performance				

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

The purpose of the study is to gather relevant data on the state of supervision of teaching and learning in public junior high schools in the Techiman West Circuit of the Techiman Municipality of the BrongAhafo Region. You have been selected to respond to the items on the questionnaire. The information that you will give will be used for academic purposes only and will be given the utmost confidentiality.

SECTION A

DEMOGRAPHIC DATA OF RESPONDENTS

Please tick (✓) as appropriate

DEMOGRAPHIC DATA OF RESPONDENTS

Please tick (✓) as appropriate

5. Gender of respondents : Male () Female ()
6. Age of respondents : 20-30 () 31-40 () 41-50 () 51-60 ()
7. Educational Level: Diploma in Education () Degree () Master's degree ()
8. Length of years as head teacher: 1-5 years () 6-10 years () 11-16 years ()
Above 16 years ()

SECTION B

A number of items are listed below which deal with the type of supervision conducted in your school. Please, read each item and decide whether you agree or disagree with the questions.

9. What type of Supervision is practiced in your school?

Internal ()

External ()

10. What form does supervision take in your school?

Intensive Visits ()

Regular Visits ()

Occasional Visits ()

Intensive and Regular visits ()

Intensive and Occasional visits ()

11. How often do the following officers carry out supervisory duties in your school?

Please tick (✓) appropriately

Officer **Weekly** **Fortnightly** **Monthly** **Quarterly** **Once a while**

Headteacher

Circuit Supervisor

SECTION C**BENEFITS OF SUPERVISION**

The items below are statements on the benefits of supervision. Please indicate your agreement or disagreement to the statement. The ratings are; Strongly Agree (SA=4) Agree (A=3) Disagree (D=2) Strongly Disagree (SD=1).

No.	Items	SA	A	D	SD
		4	3	2	1
8	School supervision contributes to continuous professional development of teachers.				
9	Classroom observation enables teachers to use variety of teaching techniques.				
10	School-based supervision improves students' learning.				
11	Teachers give the required number at exercises				
12	Teachers' punctuality and regularity at school				
13	Supervision increases teachers' confidence				
14	School based supervision provides support and guidance for teachers.				
15	School-based supervision builds and improves pedagogical skills of teachers.				
16	School-based supervision encourages teachers to develop a repertoire of teaching strategies				
17	School-based supervision clarifies the policies and ambitions of a school				

SECTION D**CHALLENGES OF SUPERVISION****Introduction**

In a Likert scale of Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4) rate your opinion on the following challenges of supervision in your school.

No.	Items	SA	A	D	SD
		4	3	2	1
18	Perception of Teachers towards Supervision				
19	Supervision as master-servant relations				
20	Lack of Adequate Training and Support				
21	Poor remuneration				
22	Inadequate financial support for head teachers and supervisors				
23	Excessive Workload of head teachers				
24	Tension between teachers and supervisors				
25	Poor incentives				
26	Inadequate Educational Resources				
27	Inadequate infrastructure				
28	Irregular training of supervisors				
29	Irregular supervision				
30	Conduct of evaluation				

SECTION E

Measures to overcome challenges of supervision

Introduction

Scale: Strongly Agree =1, Agree =2, Disagree=3, Strongly disagree =4.rate your opinion on the measures to overcome supervision challenges in your school.

No.	Items	SA	A	D	SD
		4	3	2	1
18	Creation of awareness to change teachers' perception				
19	Provision of adequate training and support for supervisors				
20	Good remuneration for supervisors				
21	Delegation of powers and detaching head teachers				
22	Cooperation between teachers and supervisors				
23	Provision of adequate educational resources				
24	Minimizing superiority and inferiority complexes				
25	Adequate financial support				
26	Provision of incentives for supervisors and outstanding teachers				
27	Provision of adequate infrastructure				
28	Regular training of supervisors				
29	Regular supervision				
30	Proper conduct of evaluation of teachers' performance				

APPENDIX C**SECTION A: BENEFITS OF SUPERVISION**

The items below are statements on the benefits of supervision. Please indicate your agreement or disagreement to the statement. The ratings are; Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4) .

No.	Benefits	SA	A	D	SD
		4	3	2	1
8	School supervision contributes to continuous professional development of teachers.				
9	Classroom observation enables teachers to use variety of teaching techniques.				
10	School-based supervision improves students' learning.				
11	Teachers give the required number at exercises				
12	Teachers' punctuality and regularity at school				
13	Supervision increases teachers' confidence				
14	School based supervision provides support and guidance for teachers.				
15	School-based supervision builds and improves pedagogical skills of teachers.				
16	School-based supervision encourages teachers to develop a repertoire of teaching strategies				
17	School-based supervision clarifies the policies and ambitions of a school				

SECTION B**CHALLENGES OF SUPERVISION**

The items below are statements on the challenges of supervision. Please indicate your agreement or disagreement to the statement. The ratings are;

Strongly Agree =1, Agree =2, Disagree =3 and Strongly Disagree =4. Rate the following challenges of supervision in your school using the scale provided.

No.	Challenges	SA	A	D	SD
		4	3	2	1
18	Perception of Teachers towards Supervision				
19	Supervision as master-servant relations				
20	Lack of Adequate Training and Support head teachers and supervisors				
21	Poor remuneration				
22	Inadequate financial support				
23	Excessive Workload of head teachers				
24	Tension between teachers and supervisors				
25	Poor incentives				
26	Inadequate Educational Resources				
27	Inadequate infrastructure				
28	Irregular training of supervisors				
29	Irregular supervision				
30	Conduct of evaluation				

SECTION C**MEASURES TO OVERCOME CHALLENGES OF SUPERVISION**

The items below are statements on the challenges of supervision. Please indicate your agreement or disagreement to the statement. The ratings are;

Strongly Agree =1, Agree =2, Disagree =3, Strongly disagree=4. Rate your opinion on the measures

No.	Measures	SA	A	D	SD
		4	3	2	1
18	Creation of awareness to change teachers' perception				
19	Provision of adequate training and support for supervisors				
20	Good remuneration for supervisors				
21	Delegation of powers and detaching head teachers				
22	Cooperation between teachers and supervisors				
23	Provision of adequate educational resources				
24	Minimizing superiority and inferiority complexes				
25	Adequate financial support				
26	Provision of incentives for supervisors and outstanding teachers				
27	Provision of adequate infrastructure				
28	Regular training of supervisors				
29	Regular supervision				
30	Proper conduct of evaluation of teachers' performance				