

UNIVERSITY FOR DEVELOPMENT STUDIES

**THE ROLE OF EDUCATIONAL SUPERVISION IN ENSURING QUALITY
BASIC EDUCATION DELIVERY IN THE ZABZUGU DISTRICT**

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DECLARATION

Student's Declaration

I, Mohammed Awolu Sulemana, hereby declare, that except for references cited, which have been dully acknowledged, this thesis is the result of my independent research. I further declare to the best of my knowledge, that this work has not been presented for another degree in any University.

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Supervisor's Declaration

I hereby declare that, this research work was supervised in accordance with the guidelines and supervision of research laid down by University for Development Studies, Tamale.

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DEDICATION

I dedicate this thesis to Allahu Ta'la. You created me when no one knew me. You sustain me and make me thrive. You will kill me when you want me back, and You will resurrect me before Your scales of Justice on the day of Judgement. And I am hopeful of Your profound grace in here and hereafter.



ABSTRACT

This study was conducted to examine the role of educational supervision in ensuring quality basic education delivery in the Zabzugu district in the Northern Region of Ghana. The study was based on the premise that the poor nature of educational supervision often leads to poor quality basic education delivery, and thus falling standards of education in the public schools in the district. In all, five circuit supervisors, five DOEC members, 20 SMC/PTA executives, 10 head teachers, and 97 teachers were selected using simple random and purposive sampling techniques. Data collection methods such as focus group discussion, key informant interviews, observation as well as questionnaire were used to facilitate the data collection process. The study revealed mixed findings; as 96% respondents admitted that supervision was the main reason for their regular school attendance, and 95% also affirmed that educational supervision impacted positively on their lesson preparation and delivery experiences, field observation carried out to inspect teachers' lesson notes books, school attendance registers, and to observe lesson delivery revealed a contrary situation. In addition, the study revealed that educational supervision increased teachers' awareness of their professional responsibilities and their alertness to their leadership and professional task performance in lesson preparation and delivery as well as in the giving and marking of exercises. But all these findings are challenged by the practical situation at play resulting from weak supervision. In spite the efforts of stakeholders of education in the district to enhance educational supervision by putting some strategies in place, they still grappled with challenges of a weak DEOC, untrained circuit supervisors, weak SMCs/PTAs, financial constraints, and teacher attrition, among others. It is therefore recommended that the Managers of education in the Zabzugu district should revamp the DEOC and strengthen their SMCs/PTAs as well as link up with Colleges of education to provide on-the-job-capacity building training for circuit supervisors to enhance their effectiveness.



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LIST OF ABBREVIATIONS

AD	–	Assistant Director
BECE	–	Basic Education Certificate Examination
DCE	–	District Chief Executive
DDE	–	District Director of Education
DED	–	District Education Directorate
DEO	–	District Education Office
DEOC	–	District Education Oversight Committee
DEPT	–	District Education Planning Team
DTST	–	District Teacher Support Team
FCUBE	–	Free Compulsory Universal Basic Education
GES	–	Ghana Education Service
GNA	–	Ghana News Agency
GNAT	–	Ghana National Association of Teachers
ISODEC	–	Integrated Social Development Centre
MCE	–	Municipal Chief Executive
MOE	–	Ministry of Education
PNDC	–	Provisional National Defence Council
PTA	–	Parent-Teacher Association
RAINS	–	Regional Advisory Information and Network Systems
RED	–	Regional Education Directorate
SHS	–	Senior High School
SSSCE	–	Senior Secondary School Certificate Examination
SMC	–	School Management Committee
SPAM	–	School Performance Appraisal Meeting
WASSCE	–	West African Secondary School Certificate Examination



CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of The Study

Education has been the pivot around which development in all its various forms revolves. As Oluremi and Oyewole (2013) put it, education constitutes the major engine for sustainable human development as well as the fulcrum around which every activity revolves. Todaro (1992), as cited in Baffour-Awuah (2011), underscores the point that the formal education system of a nation is the principal institutional mechanism used for developing human skills and knowledge. Baffour-Awuah (2011) then concludes that education is an indispensable catalyst that strongly influences the development and economic fortunes of a nation and the quality of life of its people. Due to the profound benefits of education, the government of Ghana in collaboration with all other stakeholders in education rolled out various education policies over the past years to make education more accessible, participatory, inclusive, and qualitative. Some of these policies included the Free Compulsory Universal Basic Education (FCUBE), the Capitation Grant, the School Feeding Programme, the free uniform, free exercise books, and the free sandals programmes. All these policy measures are aimed at increasing enrollment in public basic schools in the country. Since the implementation of these programmes in the 1990s through to the year 2010, and the free school sandals launched in June 2015, basic school enrollment has increased tremendously with its implications on the quality of basic education.

In Ghana, after the 2007 educational reforms, basic education starts from Kindergarten and ends at the Junior High School. Therefore, the quality of the basic education outcomes,



which has an overall human resource development impact on the country's development agenda, must be comprehensively handled.

For Ghana to achieve quality basic education, government set up the Ministry of Education with the Ghana Education service being its main agency in administering pre-tertiary education delivery in the country since its establishment in 1961 (Mettle-Nunoo & Louise Hilditch, 2000).

Government at all times also heavily invests in the provision of school infrastructure such as classrooms, school furniture, teachers' accommodation, as well as provide teaching and learning materials. The training and recruitment of teachers for the basic schools is another heavy investment that government makes to ensure that quality basic education is achieved for the development of the needed human resource to aid countrywide development. There is therefore the need to ensure proper and adequate supervision of how teaching and learning as well as school administration goes on to ensure that the various investments in basic education achieve their goals.

It is crucial that the role of educational supervision in the Zabzugu district is critically examined by all stakeholders in education and researchers to offer more insight into its contribution with regard to quality basic education delivery.

1.2 Educational Supervision in Ghana

The educational system in Ghana dates back to the pre-colonial times when western style of education was introduced into the country by Christian missionaries to enable their congregants to understand the message of the Bible in the quest to propagate the Christian faith Kadingdi (2005). Then emerged the castle school system in which teaching and





learning took place at the castles to facilitate communication between the foreigners and the locals for faster business transactions as well as building of relationships with the coastal communities. Since the establishment of the formal school system, the Ghana education system itself has witnessed a number of reforms aimed at improving teaching and learning as well as quality standards and educational outcomes. The most recent educational reform was the 2007 educational reforms that brought about the Education Act of 2008. This reform changed basic education system by attaching two years of Kindergarten (KG) education to the six years' primary school education. By this reform, a child is supposed to start basic education at the age of four years at Kindergarten One (KG 1). This means that primary school education begins at the age of six years. Junior Secondary Schools and Senior Secondary Schools under the reforms were renamed Junior High School and Senior High School respectively. This very reform, in alignment with the decentralization process, brought pre-tertiary education under the auspices of the District Assemblies as a supervising body that must oversee the delivery of education. By this move, all District Education Directorates are now departments of the District Assemblies that have managerial as well as supervisory authority over them (GNAT, 2014).

Supervision of education in Ghana has over the years been a top-down approach starting from the Ministry of Education that has the responsibility over education administration in the country (Mohammed, 2014). The Ghana Education Service which is an agency of the Ministry of Education has an Inspectorate Division that makes monitoring visits or inspections to the various regions, districts, and sometimes schools in Ghana to assess the situation of projects and logistics, infrastructure, school administration, lesson preparation, teachers' school attendance, among a host of issues. The Ghana Education Act (Act 778)

of 2008 established the National Inspectorate Board (NIB) as a separate agency under the Ministry of Education (MoE). The NIB is mandated by the Act 778 to undertake supervisory activities similar to what the GES Inspectorate Division does in order to reinforce and complement the supervision and monitoring efforts of the GES Inspectorate Division (GNAT, 2014). At the regional level educational supervision continues to be the priority of the Regional Education Directorates (REDs), who also frequent the District Education Offices to monitor and to inspect logistics. The REDs also manage crises and mediate conflicts among officers and teachers and between these and the District Directors of Education, as well as Unit Managers of education. The REDs as part of their supervisory and administrative responsibilities give directives to staff as well as exert authority and mete out sanctions to those culpable.

At the District level it is the District Assembly through the District Education Oversight Committee that has an overarching responsibility to supervise education delivery in the district by providing assistance to the DEO, and sometimes moving out by itself to assess education delivery on the ground. The DEO as an agency of the GES at the district has its own Inspectorate Unit being manned by either an Assistant Director of Education in-charge of supervision or Deputy Director of Education in-charge of supervision with education inspectors called Circuit Supervisors as field officers (GES, 2002). Also there are the District Teacher Support Team (DTST) members who supervise instructional best practices including lesson planning, lesson notes preparation, teaching methodology and lesson delivery (GES, 2012). The Parent Teacher Association/School Management Committee members on the other hand conduct monitoring visits mainly to ensure that teachers who are supposed to be in school are in school.



Educational supervision in the GES can therefore be basically classified into two:

Administrative: This is done by either the National Inspectorate Board of the Ministry of Education, or the GES headquarters staff visits, or RED staff visits to schools and to the DEOs to assess how the system is being managed in terms of education service delivery. The DEOs also conduct administrative supervision of schools by either using the Circuit Supervisors or other office staff such as the District Education Planning Team (DEPT), or the District Monitoring Team (DMT) members to pay monitoring visits to schools in order to assess administrative functions by gathering information on specific parameters including school health, teachers and pupils' attendance, logistics, and finance (GES, 2002). PTAs/SMCs also involve in the administrative supervision of schools since the schools belong to the communities (GES, 2001).

Educational: Educational supervision is meant to assess teachers' implementation of new educational policies and keeping standards of existing instructional policies to the letter. Quality assurance and quality control issues are firmly looked at and dealt with in terms of educational supervision (Oluremi and Oyewole 2013). This is the category in which best practices in lesson planning, lesson notes preparation, lesson delivery, classroom management, the use of Teaching and Learning Materials in teaching sessions, pupils' evaluation (giving and marking of class tests, class exercises, homework and end of term examinations) are critically monitored and supervised to examine their appropriateness in line with laid down procedures, processes, and requirements. The educational supervision which includes instructional supervision is mainly done by head teachers, and circuit supervisors detailed to a circuit constituting a number of schools (GES 2002). DTST members are also occasionally involved in supervising instructional practices of teachers



either in Cluster-Based In-service Training or School-Based In-service Training sessions in certain subject areas for improved performance (GES, 2012).

1.3 Problem Statement

There has been public outcry about the falling standards of education that has created an unending blame-game within the ranks of stakeholders in the education sector. Although every year government invests heavily in paying salaries of teachers, building the capacity of education managers at all levels and providing school infrastructure and facilities as well as running social policy intervention programmes such as the Capitation Grant, the free school exercise books and uniforms among others, the annual Basic Education Certificate Examination (BECE) results are still yet to meet the expectations of stakeholders.

Even though factors that contribute to the realization of quality learning outcomes, (including quality examination performances) are many, stakeholders in education including teachers and researchers believe that educational supervision is one key factor without which quality education delivery cannot be achieved at the basic level (Oluremi and Oyewole, 2013). According to Glickman (1992) cited in Sharma et al (2011:214) “without a strong, effective, and adequately staffed program of supervision, an effective school is unlikely to result”.

Whereas student populations increase every year requiring commensurate investments by government, quality output is plummeting due to poor quality delivery as a result of weak educational supervision. The Ghana News Agency (GNA) reporting at the Government of Ghana website on a 2013/14 academic year’s graduation at the Bimbila College of Education in the Northern Region, quoted the then Northern Regional Minister as saying





that “Our strongest desire is to strengthen [educational] supervision...” and ensure quality. In another GNA news reported by VIBE GHANA of a 2012 Annual Regional Education Review meeting at Kumasi in the Ashanti region, the then Director General of the GES, Miss Benedicta Naana Biney, expressed the fact that there was the need to do more to strengthen supervision in schools to ensure quality education. According to the Integrated Social Development Center (ISODEC) as reported by the GNA at the GhanaWebsite, “Weak supervision of teachers in public schools has been identified as one of the major causes of fallen standards of education in northern Ghana.”

The nation has for some time now been grappling with the fact that comparatively, public basic schools for instance have more trained teachers than the private schools, but while performance in terms of examination results is improving in the private schools, that of the public schools is getting worse, largely due to poor and/or weak supervision in the public school system. Many researchers argue that even one of the main challenges that defeated the Free Compulsory Universal Basic Education (FCUBE) programme from achieving its set goal of free universal basic education by 2005 in Ghana was largely due to “...poor supervision both at system and school levels” (Fobih et al, 1999 cited in Ampiah et al, 2013: 74).

The Regional Advisory Information and Network Systems (RAINS) in the Northern Region in 2010 also made a point that:

“The lack of capacity by the regional education authorities to provide adequate monitoring and supervision of teachers has led to teachers’ absenteeism, especially in deprived rural communities. This has culminated in dwindling education performance especially in the northern region.” <http://www.rainsgha.org/iega.htm>



Esiah-Donko and Ofori-Dwamena (2014) note that for educational institutions to achieve their goals, a mechanism for continuous evaluation of the activities of the institutions must be put in place. According to Esiah-Donko and Ofori-Dwamena (2014), the need for effective supervision at the basic level of our education system in recent times is more crucial than ever before. Esiah-Donko and Ofori-Dwamena (2014) advance the view that though there could be some results being realized in the school system with regards to teaching and learning outcomes, such results will fall below expectations without effective supervision. It is very important that teaching and learning procedures are constantly monitored and reviewed to ensure the total achievement of the desired objectives. Esiah-Donko and Ofori-Dwamena (2014).

The above points to the fact that there is the need in the education sector in Ghana for effective supervision to meet the goal of quality basic education delivery if there is going to be improvement in the learning outcomes and examination performance of students at the basic level. Also, enumerating the causes of low standards of education or poor Basic Education Certificate Examination (BECE) results in the Zabzugu district from 2012 to 2014, parents and other stakeholders at a district School Performance Appraisal Meeting (SPAM) organized by the District Education Office (DEO) in May 2015 listed weak supervision as one of the main causes. Parents and other stakeholders asserted that ineffective supervision of teachers in schools in the district creates a serious challenge in ensuring quality basic education delivery in the district. On the subject of supervision, the District Education Office indicated the measures that it was going to put in place to improve the situation. According to the Zabzugu DEO, the June 2015 BECE results improved from 33.7% pass in 2014 to 54.6% in 2015, 57.1% in 2016, and 71.24% in 2017 (Zabzugu DEO

2015; 2017). The improvements in the pass percent were attributed to increased efforts in supervision over the past years. The results seem to suggest that educational supervision has a critical role in ensuring the delivery of quality basic education in the Zabzugu district. It has therefore become a subject of interest to stakeholders in education including me as a student researcher to critically examine educational supervision in the Zabzugu district and the role it plays in ensuring quality basic education delivery in the district.

1.4 Research Questions

The following research questions guided the study in examining educational supervision in quality basic education delivery in the Zabzugu district.

1.4.1 Main research question

What role does educational supervision play in the delivery of quality basic education in the Zabzugu district?

1.4.2 Sub-research questions

1. What educational supervisory activities are carried out to ensure the delivery of quality basic education in the Zabzugu district?
2. What strategies are devised to improve educational supervision in the Zabzugu district to enhance the delivery of quality basic education?
3. What are the challenges of educational supervision in the Zabzugu district in the delivery of quality basic education?
4. How effective is the practice of educational supervision in ensuring the delivery of quality basic education in the Zabzugu district?



1.5 Research Objectives

The study seeks to fulfil the following objectives as stated below.

1.5.1 Main objective

The main research objective of this study is to examine the role of educational supervision in quality basic education delivery in the Zabzugu district.

1.5.2 Sub-objectives

1. To identify the various educational supervisory activities that are carried out to ensure the delivery of quality basic education in the Zabzugu district;
2. To examine the strategies that have been devised by stakeholders to improve educational supervision in the Zabzugu district in the delivery of quality basic education;
3. To examine the challenges of educational supervision in the Zabzugu district in the delivery of quality basic education; and
4. To find out how effective is educational supervision in the Zabzugu district towards the delivery of quality basic education.

1.6 Significance of the Study

According to the Zabzugu District Assistant Director of Supervision no systematic empirical research has been carried in educational supervision in the district, and a search of the literature confirms this. This underscores the significance of this study and further points out that more research in educational supervision is needed in the district.



Also of significance is the highlighting of the challenges that confronted the effectiveness of educational supervisors in the Zabzugu district and their future training and logistical needs. The study further contributes to stakeholders' appreciation of the depth of the difficulties facing educational supervision in the delivery of quality basic education in the Zabzugu district and the possible suggested solutions that could be adopted to enhance effective basic education supervision for quality education delivery.

The study identified and examined the various strategies that stakeholders in education in the Zabzugu district put in place to improve educational supervision so that other education districts could benefit. The study further contributes to the knowledge or the literature of educational supervision in ensuring quality education delivery at the basic level.

1.7 Scope of The Study

Geographically, the study was conducted in Zabzugu District of Northern Region. This area was chosen due to the poor quality basic education as a result of weak supervision. Contextually, the study focused on the various educational supervisory activities that are carried out to ensure the delivery of quality basic education, the strategies that have been devised by stakeholders to improve educational supervision in the district, challenges of educational supervision in the district in the delivery of quality basic education; and how effective is the practice of supervision in quality basic education delivery.

1.8 Organization of chapters

The thesis composes of five chapters. Chapter one discusses the background of the study, educational supervision in Ghana, the summary profile of the Zabzugu district, the research problem statement, the research questions and objectives as well as the significance of the



study. Chapter two comprises the literature review of relevant subject matters such as, the concept and practice of educational supervision, models of educational supervision, principles of educational supervision, roles of educational supervision in quality education delivery, characteristics of educational supervisors, and quality education.

Chapter three is dedicated to discussing the methodology of the study by explaining the data collection process, the research design and instruments for data collection, coding and analysis of the data. Chapter four is also devoted to discussing data analysis, presentation and explanations geared towards making meaningful interpretations. Chapter five contains the summary, conclusions and recommendations arising out of the findings drawn from chapter four under the various subheadings from which the data were analysed and presented.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In researching the role of educational supervision in quality basic education delivery, it is important that a review of the appropriate literature is done to get a clearer understanding of the perspectives of previous works to enable a deeper understanding of the topic and to assist in developing a theoretical perspective that will be useful for the topic.

According to Adegboyega (2012) educational supervision occupies a unique place in the entire education system. Oluremi and Oyewole (2013) see supervision as of utmost importance for high quality education, and therefore a panacea for quality education. Educational supervision considers both the administrative and the instructional aspects of supervision critical, since they aim at quality assurance and quality control as their goals. The assurance of quality control in basic education delivery cannot come about by relying solely on the government, and other development partners/stakeholders to the neglect of supervision. There must be the stimulating (Adegboyega, 2012), quality evaluating, and quality controlling (Opoku-Asare, 2006) elements of effective educational supervision to ensure that the relationships that exist within the various structures of command of educational supervision at the basic level work towards ensuring quality basic education delivery. This underscores the fact that if all the necessary provisions needed for quality basic education delivery are given without the element of educational supervision to show the direction, manage standards, maintain focus, share information on new policy reforms, and to propagate the adoption and practice of new knowledge in terms of capacity building,



and professional conduct, the achievement of quality basic education delivery cannot be realized.

2.1 Models of Educational Supervision

According to Scott (1998) educational supervision models can be classified into three basic categories such as the traditional or clinical approach, the peer-driven approach, and the self-assessment approach.

2.1.1 The Clinical Supervision Model

Scott (1998:10) maintains that the clinical supervision model which was developed by Goldhammer and Cogan in the early 1970's puts emphasis on "a cycle by which teachers and supervisors work collaboratively to continually and constructively improve instruction." Scott (1998), states that the clinical supervision model which originally had eight phases was refined by Acheson and Gall (1987) to include the planning or pre-conference, the observation, and the feedback conference. The clinical supervision model seeks to see the classroom as the clinic, where the supervisor becomes part and parcel of the instructional processes that go on in the classroom just as the medical doctor does, and as a result the supervisor carries away a more accurate and complete understanding of what occurred. The clinical supervision model is a form of inquiry that is designed to seek encouragement in the reflection and analysis of supervisory methods and to develop and test hypotheses about what is effective and why (Cook, 1996; Fritz and Miller, 2003). Fritz and Miller (2003) noted that Goldhammer, et al (1993) and Cogan (1973) identified five major steps in the clinical supervision to assist in the effectiveness of the supervisory process in delivering quality education: (1) planning conference, (2) classroom



observation/data collection, (3) analysis/strategy, (4) post-observation conference, and (5) post-conference analysis. Fritz and Miller (2003) posit that all the first four major steps are to be a collective decision making process between the supervisor and the teacher, but the last major step is for the supervisor alone. The supervisor, with the post-conference analysis, would have to be able to determine whether the teacher did use the best supervisory practices in the process so as to make adjustments for better results.

The GES adopted the clinical supervision model for the use by its circuit supervisors in educational supervision because of its advantages over that of the traditional supervisory practices. According to the Circuit Supervisors' Handbook of the GES, the clinical supervision model is preferred to the traditional model of supervision because while clinical supervision sees teachers as those who "possess the drive and personal resources to solve their problems; traditional supervision all too often casts the supervisor in the role of a superior telling the teacher what needs to be changed and how to change it GES (2002:1)."

The Circuit Supervisors' Handbook defined clinical supervision as a five-step process with the aim of assisting teachers to identify and clarify problems, receive data from the supervisors, and develop solutions with the aid of the supervisor. This definition of the clinical supervision model found in the Circuit Supervisors' Handbook still tilts towards the traditional supervision model, though the steps involved help to create more understanding and clarification as to what the model implies and what it is supposed to help teachers and supervisors achieve in the supervisory process. All the five major steps listed in the clinical supervision model above are discussed in detail in the Circuit



Supervisors' Handbook to ensure that they are properly used in the instructional supervisory practices by both teachers and supervisors.

Scott (1998) also describes the peer-driven model as a type of clinical supervision but being led by a colleague teacher instead of an administrator or professional supervisor. Scott (1998) further asserts that the underlying theory of the peer-driven supervision is to ensure that the teacher under supervision feels less threatened with being observed by a peer and the process will, therefore, be more productive in terms of changing and improving classroom behaviour. The self-assessment model, according to Scott (1998), requires the teacher involved to examine his or her own teaching practices and reflect over them for improvement. This model of supervision requires that teachers build or develop their portfolios, and also by running professional courses and undergoing in-service training to stay focused and more equipped for better classroom experiences.

Gebhard (1984) on the other hand discusses five models of educational supervision to guide supervisors in the work of teacher supervision in ensuring quality education delivery. These models are: (1) directive, (2) alternative, (3) collaborative, (4) non-directive, and (5) creative.

On their own part, Fritz and Miller (2003) considered seven (7) educational supervision models such as Situational Leadership by Hersey et al.'s (2001), Clinical Supervision by Cogan (1973) and Goldhammer et al (1993), Conceptual Supervision by Beach & Reinhartz (1989), Developmental Supervision by Glickman et al (2001), Contextual Supervision by Ralph (1998), Differentiated Supervision by Glatthorn (1997), and the Supervisory Options for Instructional Leaders (SOIL) Model by Fritz and Miller (2003);



which uniquely represents supervisory models available to instructional leaders in education.

It has been observed that all the above models have critically dealt with instructional supervision as a crucial component to successful teacher-classroom experience and professional development as well as improved student learning outcomes. But the conceptual supervision model by Beach & Reinhartz (1989) as explained by Fritz and Miller (2003) goes beyond the instructional prescriptions to underscoring the important aspect of also considering the administrative issues that could negatively affect the efficiency and effectiveness of the teacher in the teaching service. This is where the support or counselor role of the educational supervisor as mentioned by Garfat (1992) and Kadushin (1992) is critical.

2.2 The Concept and Practice of Educational Supervision

Educational supervision as a concept and a practice is one of the essential markers for ensuring quality basic education delivery through the processes of applying appropriate supervisory norms and communication practices by supervisors that prepare and improve the knowledge and skills of the supervisees so as to facilitate the delivery of quality education. Ogunu (1998) conceptualizes educational supervision to be:

“The art of overseeing the activities of teachers and other educational workers in a school system to ensure that they conform with generally accepted principles and practice of education and the stipulated policies and guidelines of education authority which controls the system of education and providing professional guidance to them (school personnel) to improve the conditions which affect the learning and growth of student and teachers.” Ogunu (1998:128)





According to Enns (1968), educational supervision is concerned with those particular activities and aspects which maintain and promote the effectiveness of teaching and learning in schools. In taking a cursory glance at the above concepts of educational supervision, Enns's conception was theoretically wide and undefined because it did not list the activities and aspects that educational supervision concerns. Also this limitation of Enns could give rise to role conflict in educational administration especially at the school level between the head teacher and others and the supervisor. Nwaogu (1980) views supervision as a process of activity, in which the individual, by means of advising and stimulating interest in teachers and students, helps to improve teaching and learning through effective teaching. Nwaogu's concept depicts supervision as an activity-based performance whose goal is solely directed at teaching and learning. This definition has the tendency of making the teacher whose professional development (as well as the development and the internalization of essential skills and knowledge) is crucial for improved teaching and guidance of students or pupils become demotivated. For Gang (1990) supervision is an attempt to improve the quality of instruction. Gang's definition in simple terms understates the colossal efforts of planning, and other procedural processes invested in educational supervision. This definition could therefore depict educational supervision as lacking in relationships, principles, methods, and processes. Wiles and Lovell (19875) defines supervision as the interaction between the organizational behaviour system and the teaching behaviour system aimed at improving the learning outcomes of students. Wiles and Lovell (19875) definition also directs the benefits of educational supervision to only the children or students or pupils. Meanwhile it is clear that educational supervision involves attitudinal evolution and change of the teacher, and the precise professional

tailoring of the supervisor's inputs into the supervisory process in order for the pupils to benefit. Though the sole aim of supervision is improved teaching and learning outcomes, the teacher's professional development enveloped in the supervisory process is critical.

Meanwhile Al-Taani (2005) maintains that educational supervision plays a significant role in developing the performance and teaching competencies of teachers, as well as their cognitive and vocational development as individuals, and thus prepares the best opportunities for their success performance improvement in the discharge of their duties.

Kadushin (1992) posits that supervision comprises of three basic tracks of administrative, educational and supportive which are the responsibilities of the supervisor to deliver all three components to the supervisee in a supervisory relationship context. This definition by Kadushin seems to put the burden of supervisory responsibility on the supervisor. But educational supervision equally requires the cooperation of the teacher in the supervisory process to be fully part in the idea sharing, advice-giving, problem-solving, peer teaching sessions and planning meetings among others to facilitate the delivery of these three components.

In his view, Garfat (1992) used a three letter acronym of "S.E.T" – Support, Education, and Training – to conceptualise supervision. Garfat defines supervision as a learning process within the overall framework of enhancing the quality of services delivered to children and their families. Though this definition came from the perspective of counselling and/or child care services, it is critical to note that it targets quality service delivery to children and their families without considering one of the principal actors of supervision – the teacher. This concept of supervision also overlooks the administrative aspect of supervision that goes to strengthen the "S.E.T."





Delano and Shah (2009) came out with what they call the concept of a “Professionally packaged supervision”. According to them such conceptual definition of supervision depicts a cohesive concept that logically articulates a commonly accepted professional standard that depersonalizes an issue and stimulates a professional process. Based on this concept, Delano and Shah (2009) define supervision as a professional relationship that provides support, education, monitoring of quality, and creates a safe forum to reflect professional practice. They elaborate on this definition by making the point that supervision in the context of their definition should engender constructive confrontation and critical thinking that informs and improves the practice of both parties. In their definition, Delano and Shah (2009) see supervision as a professional relationship building process that needs interpersonal communication skills, technical skills as well as enlightenment, and they also understand quality resulting from supervision as a desirable end or means suited to both parties – the supervisor and the supervisee. They also acknowledge the fact that the hierarchical relationship existing between the supervisor and the supervisee or the teacher could afford the supervisor responsibility to use power in a thoughtful manner. This thoughtful use of power is only meant to enforce professionally known standards of behaviour that will contribute towards quality assurance and control.

According to Govinda and Tapan (1999), supervision theoretically has two functions; maintaining system-level norms, and promoting change and development at the school level. Govinda and Tapan (1999) opine that once these two theoretical definitions are accepted in its traditional sense, supervision then becomes a matter of controlling and monitoring usually without support for change and improvement in the delivery capacity of the supervisee or the teacher. In stressing this traditional view of educational

supervision, Al Nazer and Mohammad (2013: 224) note; “The duty of educational supervisor in the past was performed on control and inspection, searching for defects of performance and practice of retribution.”

However, the concept of educational supervision has evolved, and developed at the present times as Al Nazer and Mohammad observe. The concept of educational supervision in present times seeks to ensure that the teacher is no longer a victim of a fault-finding supervisor and a target of retribution, but a partner and an in-house member whose level of interaction with the supervisor is that of colleagues; thinking and brainstorming, working out ideas and adopting strategies, as well as focusing on shaping skills for the professional development of the teacher, as well as the improvement in the learning outcomes and development of the pupils. Govinda and Tapan (1999) reiterate that educational supervision must not concentrate on only the teacher but must show a holistic character by ensuring that the quality of learning and development of every pupil is supervised.

Educational supervision also shares a learning process that is objective and practical so as to ensure that judgments by supervisors do not create a perception that is detrimental to the capacity building process of the teacher. In providing such services therefore the supervisor needs to thread the fine line between judgmental comments and professional remarks. Delano and Shah (2009) maintain that educational supervision should depersonalize issues, and rather resonate in a professional manner that focuses on maintaining and/or improving professional standards by supporting, educating, training, monitoring and evaluating quality to offer a behavioural evolution in the teacher. This can be achieved by harmonizing organizational behaviour system and teaching behaviour system as explained by Wiles and Lovell (1975) to ensure that both the supervisor and the teacher internalize the ever



evolving principles of educational supervision in order to contribute towards quality education delivery.

Jahanian and Ebrahimi (2013) defines educational supervision as cooperation with individuals and it is interactive instead of being directive; and instead of authoritative, it is a sign of people-orientation and instead of supervisors-orientation, it is teacher-oriented. For Jahanian and Ebrahimi (2013) the goal of educational supervision is to modify educational plan, to modify teaching methodology, on-the-job training, to encourage using educational aids during teaching, to conduct effective evaluation, to promote participation of society in development of school plans and to modify learning conditions for students. Kutsyuruba (2003) from a perspective of a whole-school approach to supervision indicates that supervision in schools draws together all the different elements of instructional effectiveness into whole-school action. Kutsyuruba (2003) explains that educational supervision as captured by the Dictionary of Education underscores the efforts educational supervisors make in providing leadership to teachers and other educational workers in the improvement of instruction. Such supervisory leadership efforts propel the stimulation of professional growth and development of teachers, the appropriate selection and revision of education objectives, instructional materials, methods of teaching, and evaluation.

2.3 Inspection as A Component of Educational Supervision

Supervision and inspection have been concurrently used to mean the same thing in every day common use but according to Onasanya (2005), inspection focuses on compliance of schools to education policy directives, and maintenance of quality standards in the provision of quality education. Ololube (2014) explains that inspection is a formally organized exercise which seeks to measure, test, and evaluate certain characteristics of





activities being carried out in the school system. For Ololube (2014), inspection denotes a critical examination and subsequent evaluation of schools as designated places of learning. Wanzare (2002) on the other hand considers inspection to be a management approach that involves directing, controlling, reporting, commanding, and other such activities that emphasize the task at hand and assess the extent to which particular objectives have been accomplished within the confines of the school system. Mostly inspection, unlike supervision is done by external supervisors such as the circuit supervisors and other inspectorate teams from the National Inspectorate Board, The Regional Education Directorates, and the District Education Offices (DEOs) of the Ghana Education Service (GES) Dickson (2011). The main goal for conducting inspection of schools and the school system is to ensure that activities being carried out in the schools are in line with laid down policy procedures, processes, rules and regulations aiming at ensuring that teaching and learning as well as school management practices are being done right. It is however critical that no matter the differences that may be culled out from literature for inspection and supervision, both seek the single goal of improving teaching and learning. Onasanya (2005) observes that it is normal to refer to inspection and supervision interchangeably since a supervisory visit ends up meeting an inspection requirement, and vice versa.

Onasanya (2005), Obiweluzor et al (2013), and Ololube (2014) outlined the following as some of the types of inspection visits that are carried out in schools to ensure effective compliance in teaching and learning as well as in school administration.

Clinical Visit: During and after this visit, the inspector analyses the data/information and discusses the findings with the teachers for the improvement of instruction.

Creative Visit: In this type of visit, both the teacher and the inspector feel open-minded. This system promotes freedom, flexibility and encourages open mindedness. In this situation, teachers and the inspectors, work together, collaborate, evaluate and describe each other's work. This encourages teachers in all respects. This can be called the best type of inspection.

Follow-Up Visits: In follow up of previous visits, the inspector investigates whether the suggestions, corrections and recommendation made during the previous visit have been carried out by affected schools. The visit is to ascertain to what extent the corrections and suggestions provided helped in achieving the educational objectives.

Full Inspection: Full inspection consists of a team of inspectors visiting a school for several days for a fact-finding mission. They enquire into every aspect of the school program. Such visits are usually followed by a comprehensive report, copies of which are made available to the school and Ministry of Education or Schools Board. The interval between inspections is usually 2 to 4 years or more.

Investigative Visit: This is to investigate an aspect of administration in the school e.g. special problem of indiscipline, and/or investigation of an allegation of fraud.

Preventive Visit: In this type visit, the inspectors beforehand anticipate problems, as such, try to assist teachers avoid those problems/shortfalls/deficiencies. This type of inspection helps teachers to meet situation with confidence as they predict the problems beforehand and act as friend and guide. Therefore, this type of inspection is more useful and helpful in every respect as compared to the traditional type.

Routine/brief visits: Routine visits are short visits made to schools in which no formal reports are written but brief comments are made. The aim depends on why an inspection is made. It may be to check on the punctuality level of teachers. One of the aims of such supervisory visits is to look into what is happening, the work being done, the human relationships and the appropriate use of the school building and equipment. Other supervisory or inspection visits include teacher confirmation, and assessment for promotion visits.

Sampling and Survey Visits: This type of visit samples people opinions on the approval for the opening of a new school. Such visits are made to new schools to find out whether they satisfy the condition necessary to obtain approval for opening.

Special Visit: This type of visit is for the inspection of one or a limited number of aspects of the school. For example, if there is a problem in the teaching and learning of a special subject such as the teaching of English or Mathematics.

2.4 Purpose of Educational Supervision

Onasanya (2005) explains that the main purpose of educational supervision is to improve the teaching and learning situation in the school by assessing teaching and learning, forging school-community relationship, determining teachers promotion, transfers, confirmation and dismissal issues, assisting teachers in school management, assisting teachers in developing the needed teaching competences, develop sound education philosophy, and continuously examining the instructional goals of a school, and assessing teachers' performance in meeting those goals.



According to Esia-Donkoh and Ofofu-Dwamena (2014), Bessong and Ojong (2009) the purpose of educational supervision is to see to it that each teacher performs the duties assigned to him or her and improve the effectiveness of teachers to enable them contribute their maximum quota to attain the goals of a school. Esia-Donkoh and Ofofu-Dwamena (2014) further explain that the purpose of educational supervision includes improving incompetent teachers, providing guides for staff development, helping teachers to see the problems and needs of pupils and helping them solve them. It further includes enlisting the co-operation of all staff members in serving their own needs and those of others to prevent teaching difficulties, and encouraging teachers to know effective classroom management and to improve methods of teaching and learning. For Treslan (2008), one of the reasons of educational supervision is to assist teachers maximise their leadership role empowerment to enable them transform the school and the classroom into a laboratory as action researchers characterised by effective pedagogical practices. It is therefore critical from the above discussions that as much as educational supervision focuses on the improvement of teaching and learning as the envisaged end, issues of teacher development, school and the school system improvement, providing for the learning needs of pupils, and school community engagement must be considered crucial for the goal to be realised.

2.5 Principles of Educational Supervision

According to Adu et al (2014), educational supervision has a number of principles as indicated below.

The first principle is the principle of purposiveness. Adu et al (2014) explain that the setting up of a clear purpose in conducting supervision will lead to an objective determination of what is to be considered “poor” or “excellent”. This implies that purposiveness will give



the supervisory process a clear direction and a goal to be measured. It will also enhance objectivity in the supervisory process and lead to improved productivity as the main target. Also supervision needs to be well planned to enable the supervisor as well as the supervisee or the teacher to know their timelines, where to meet, what to discuss, which targets or goals to pursue so that both are well prepared to work at the same level of awareness (Adu et al 2014). This principle advocates a collegial relationship that is cordial, professional and devoid of victimizing tendencies in the supervisory relationship between the supervisor and the supervisee. Adu et al (2014) opine that the supervisor should work with the principle of diversity and flexibility when dealing with supervisory approaches or styles. There should be space for intelligent creativity and less control or coercion to avoid turning the supervisory process into mere formality and resentment which could sap the interest of the supervisee in the process (Adu et al 2014).

There also is the principle of dialectical relation which advocates that educational supervision should be a continuous and evolving process to provide feedback to the supervisee and to the supervisor as well for both to recognize the important aspects that need improvement as well as commendations (Adu et al 2014).

The supervisor must act within the precincts of professionalism and avoid bossy behaviour. She or he must act within the code of conduct in her or his approach by respectfully introducing themselves and making known to the supervisees the specific areas of inspection or monitoring that she or he needs to do. The supervisor should appear decent, responsible and respectable before the supervisee (Adu et al 2014, and Onasanya, 2005). The principle of safe and healthy school environment presses for conducive and effective teaching and learning atmosphere which the supervisor can create for both teachers and

students. This healthy environment requires the harmonization of good human relations and a creation of conscious environmental and safety measures that protect both teachers and students and help them to aspire to the achievement of their goals (Adu et al 2014).

The third principle is that of adequate information that will equip the newly recruited staff (teacher) with the history, objectives, roles, operation and career policies, among other things, of the organization. Also the principle of guidance indicates that it is the duty of the supervisor to guide the supervisee on the methodologies, the frameworks, the strategies, and the basic best practices of daily schedule delivery so that the supervisee is clear on her or his target.

The principle of prompt effort recognition and reward according to Adu et al (2014), and Onasanya (2005) resonates positively with quality service delivery and increase in output as well as boosts the morale of other staff members since they will appreciate the fact that their efforts and performance are being watched and could equally be rewarded. According to Opinmi (2011) some of the motivating and good ways by which a supervisor could acknowledge the good work of his staff include; prompt acknowledgement and recognition of job in the presence of others; follow up with a formal letter of commendation and making sure that the letter gets into his/her personal file; giving a certificate of merit to such a staff; giving a bonus of cash reward or incremental credits in the salary; and recommendation for promotion to the next grade level.

The principle of constructive criticism, as Adu et al (2014) and Onasanya (2005) explain, requires the supervisor to motivate staff to deliver their best whiles developing themselves professionally. Criticism should therefore be constructively and privately offered to



encourage the teachers involved to appreciate their own role in doing their best for quality education service delivery. The principle of liberality advocates that opportunities should be created for subordinates to aspire to leadership positions. In fact, subordinates should see themselves as supervisors-in-training. At times, responsibilities should be delegated to ensure sense of responsibilities and belonging on the parts of the subordinates (Adu et al 2014).

In supervision in general, and in educational supervision in particular, the principle of encouragement/motivation requires that the supervisor encourages the staff to search for new knowledge and new ways of doing their work so as to enhance efficiency and effectiveness. In educational supervision this principle is operated through reading, discussion with senior colleagues, seminars, workshops, trainings, re-training programmes, among others (Adu et al 2014).

The supervisor by the principle of networking must develop “team spirit and networks with other supervisors or senior officers within or outside the organization to tap from their wealth of experience” (Adu et al 2014:272) to enhance her or his output. This principle must not only be left with the supervisor alone, but needs to be encouraged among teachers and officers as well so that they can learn from one another even beyond their departments and organizations to improve their performances. To avoid resistance to be supervised by teachers or officers, internal and external supervisors must be professional in their comments or remarks.

The objectivity principle seeks to create a professional playing field where officers and teachers can easily be amenable to insights being offered by supervisors. Subjective



judgments are highly likely to close the open-mindedness of individuals and hence defeat the goals of supervision (Adu et al 2014). According to Treslan (2008) for supervisors' comments to be judged as objective, the supervisor needs to accept the teachers' professional judgments concerning what is best for student learning. Supervisors' objective comments meant to improve officers' and teachers' performances will endear the supervisors to their subordinates. According to Rowe (1973:308), cited in Gebhard (1984) if we feel that we are being judged, we lose the "right to be wrong." This implies that when supervisors turn to be judgmental, teachers or officers mount self-defense which is counterproductive to the supervisory processes. Furthermore, while diplomacy is advocated to avoid open confrontations that could lead to acts of insubordination and resentment in educational supervision in applying the principle of tact (Adu et al 2014), Delano and Shah (2009) advocate the thoughtful use of power to get supervisees whipped into line to assist them do the right things right. This means that this principle of tact must be executed with tact so that a balance is reached where supervision goals are achieved in an atmosphere of professional collegiality.



2.6 Role of Educational Supervision in Quality Education Delivery

Educational supervision plays the role of ensuring that instructional supervision of the teacher is carried out to ensure direct impact on the teaching and learning process. This has a direct benefit to teachers in terms of the selection and preparation of instructional materials, and improved lesson delivery for an enhanced classroom instruction (Kutsyuruba, 2003). This consequently facilitates students' learning and understanding. Educational supervision leads to the improvement in teachers' learning abilities and research for the enhancement in their classroom experience. This enables the teacher to

follow best practices in delivering tuition to students in ways that improve their understanding of the subject matter or concepts. Confirming this assertion, Behlol et al, (2011) posit that the basic function of educational supervision is to help the teachers to improve the teaching and learning process in the classroom.

Educational supervision creates the sense of responsibility in teachers since it is also about leadership and attitudinal development of teachers and officers. Consequently, inspection and monitoring visits check absenteeism and lateness of teachers to work thus creating and building in the individual the sense of awareness and responsibility that require him or her to honour their duties regularly and at the right times (Onasanya 2005). This leads to both increased output and improved quality in the delivery of quality basic education. Another crucial role that educational supervision performs in the delivery of quality education at the basic level is the constant effort by education managers to ensure the involvement of all known actors in the supervisory structure. Such involvement creates awareness across the education and school systems, and consistently forces school heads to be on top of their jobs. This goes a long way to improve school accountability and hence lead to quality education delivery.

Educational supervision in its evaluative sense imbues teachers and officers with the sense of forcefulness in meeting their set goals in doing all the best practices and acting within the professional ethics. For instance, teacher appraisal meant for teacher confirmation, promotion, awards, or scholarships get staff to be more active and enthusiastic in their work. Teacher-trainees often work harder and conform in order to prove their worth to pass for confirmation. The quality output resulting from the use of educational supervision to



reach the above ends, translates into quality teaching and learning which increase the quality of the school system and students that pass through it.

Teachers' professional development is another important role that educational supervision could bring to improve in the delivery of quality education. This is because educational supervision advocates continuous self-development of the teacher or the officer to acquire more or new knowledge so as to impact on their work. According to Kutsyuruba (2003), as explained by Acheson & Gall, (1997); Beach & Reinhartz, (2000); Glatthorn, (1984); Waite, (1997); Wiles and Bondi, (1996), educational supervision leads to effective professional development of teachers. It requires that both the supervisor and the supervisee must build their professional portfolios to assume leadership roles based on competence and experience for quality standards to continue to evolve, grow, and to be attained for the continuous development of the education system and quality human resource needed for societal development. Such professional development clarifies pedagogy and enriches content of concepts as well as enlarges the academic scope for increased discourse with regard to educational supervision and quality education delivery.

Educational supervision further contributes to quality education by assisting teachers to ensure that efforts are directed towards helping students to understand themselves, get in touch with their own feelings and monitor their own behaviour in adopting positive attitude towards learning (Adewole and Olaniyi 1992). Educational supervision further underscores the fact that teachers' commitment to work is a sure way to developing the quality imperative and to instilling in the students the sense of hard work and commitment. Where supervision is weak and/or lacks quality, teachers' school attendance becomes poor and



they end up losing a huge number of contact hours with the students. This potentially drives down the delivery of quality education.

2.7 Characteristics of Good Educational Supervisors

Since educational supervision also requires leadership, John (2010) argues that effective leaders (educational supervisors) must have self-knowledge in their daily leadership roles. Borders (1994), adds that good supervisors have a clear sense of their own strengths and limitations and as well identify how their personal traits and interpersonal style may affect the conduct of supervision. Self-knowledge goes a long way to affect the supervisor's relationship with their colleagues, supervisees, and their superior officers (Borders 1994). Whichever way and level such relationships occur may positively or negatively affect the supervisory relationship and ultimately in the same vein affect the quality and form of supervision.

Another important characteristic of a supervisor is, according to Adu et al (2014), sound conceptual understanding of the education structure and the supervisory process. This will enable the supervisor to follow laid down structure of solving certain difficulties arising out of discharge of his or her duties. This particular characteristic is advocated by Fritz and Miller (2003) and Beach & Reinhartz, (1989) who maintain that supervisory success to an extent depends on the supervisor's conceptual grounding and understanding of the system structure itself such as the school environment, colleagues, and administrators, among others that can influence the teacher's performance. Borders (1994), also maintains that the supervisor must have high level of conceptual functioning.



The educational supervisor according to Adu et al (2014) must have interpersonal skills to aid them to understand relationships between people, their individual needs, perceptions, attitudes and behaviours. Buttressing this point, the Nigeria Teachers Institute (NTI) (archive) stresses that:

“The effective inspector should arm himself with the theory and practice of human relations, maintaining a low profile in respect of his status and authority. He must realize that his relationships with the schools are essentially human relationships with individuals not with inanimate buildings and materials. His success, therefore, depends as much on his ability to develop good rapport with educational forces in his area as it does on his professional knowledge and experience.”

www.nti-nigeria.org/nti-pgde/PGDE-25.pdf

Lending credence to the above assertion, John (2010) states that though it is a daunting task understanding human nature, it is still of a fundamental feature of effective leaders to understand human nature. According to John (2010), educational leaders and for that matter educational supervisors must understand the needs, and emotional flow of their followers in order to be well guided in providing the needed leadership that is required. The educational supervisor must also have strong communication skills due to the diverse nature of the people she or he deals with. Adu et al (2014), maintain that the supervisor’s communication of ideas to subordinates, peers, and superior officers is critical with regard to effectiveness in the discharge of her or his duties. Effective communication will lead to clarity of instructions and discussions and generate efficiency and effectiveness in the supervisory process to impact the overall goal of quality education delivery. John (2010) believes that leaders that are true visionaries and communicate authentically will have followers take action toward that vision, own that vision, and personify success.





The supervisor must be professionally resolute in reaching conclusions to ensure that supervisees do not compromise duty requirements in terms of everyday professional best practices as well as practicing new knowledge and skills. Adu et al (2014), propose that the supervisor must also have the professional guts to take critical decisions arising out of controversial issues cognizant of both facts and current circumstances at their disposal. But it is also advised here by Adu et al (2014), and John (2010) that the decisiveness of the supervisor must be devoid of judgmental remarks, and let professional open-minded comments play an accommodating role.

In their submission, Adu et al (2014), advice that the supervisor should be flexible in making space for the supervisee to have the needed authority over her or his work. This flexibility to allow for authority of the supervisee must be considered in the context of organizational, technical, safety, legal and human factors so as not to impede production standards (Adu et al 2014). In effect, flexibility does not allude to the supervisor's inability or negligence in guiding the supervisee but a conscious strategy adopted by the supervisor to ensuring that the supervisee learns to take control and responsibility over their work by being committed, self-confident, and mastering competence in the process. The flexibility character of the educational supervisor would only strengthen what John (2010) describes as believing in the ability of the subordinate. John (2010) stresses that if administrators believe in the ability of their staff to deliver in their various assignments, and as well demonstrate that belief in their own conduct; production and success are the result.

Borders (1994), maintains that a good supervisor should be a good teacher, a consultant and counselor in delivering supervision to the staff.

2.8 Challenges of Educational Supervision

According to Treslan (2008), the supervisory challenge lies in adopting an appropriate supervisory approach that can be embraced by teachers, viewed as collaborative, and considered to contribute to professional development. This theoretical or conceptual dilemma leaves supervisors and teachers constantly experimenting with multiple approaches to get to achieve their set goals. To this end, Treslan (2008, p. 2) advises that:

“Those in supervisory positions should remember that collaboration is both an attitude and a repertoire of behaviors, where the outcome becomes a mutual plan of action. Since teachers are professionals, it would be prudent for any supervisory assistance to emphasize collaboration and be as non-directive as possible. In so doing, teachers can acquire increased classroom control over decisions essential to them and their students.”

Pertinent to the conceptual challenge of educational supervision is the supervisor’s level of understanding of and competence in the particular concepts that she or he administers in their work. This is because a weaker conceptual understanding could lead to a poorer supervisory work which will in turn impact negatively on the teacher’s teaching ability and makes quality education delivery to suffer. This is why Beach & Reinhartz, (1989) discussing the conceptual model of supervision advocate a stronger supervisor’s conceptual knowledge of the system’s structure to enable her or him deliver on their responsibilities.

Another challenge of educational supervision is the structural challenge. In educational supervision as in the Ghana Education Service (GES), the supervision structure is clear but the structural challenge here rests with the dormant nature of this structure especially at the district and school levels. Logistical challenge facing the District Education offices,



inactive District Education Oversight Committees, and ineffectiveness on the part of head teachers render the supervisory structure dormant. According to Jahanian and Ebrahimi (2013) educational supervision must be constant and multilateral, including inputs, process and outputs for the education system and it should not be limited only to a certain part. This indicates that the level of activeness in the supervisory structure must be high and coordinated across the entire structure.

There is also the personnel challenge that impedes the effectiveness of educational supervision. The constant shortage of qualified personnel in educational supervision cycles in a developing country like Ghana poses a serious challenge to the success of educational supervision. Adu et al (2014) and Onasanya (2005) indicate staff shortage as a challenge that smacks the progress of educational supervision in developing countries.

Also crucial is logistical constraints including means of transportation, maintenance, computers, projectors, training manuals, and stationery. As Adu et al (2014) point out when these material resources are not made available to the supervisors, it hinders their assignment. Onasanya (2005) identified means of transport as a challenge that thwarts the efforts of educational supervisors from discharging their duties and contributing to quality education delivery.

There is the behavioural challenge which negatively affects the effectiveness of educational supervision. Some teachers according to Jahanian and Ebrahimi (2013) have a mistaken belief that they do not need supervision in order to do their work properly. This behaviour could be due to what Adu et al (2014) describes as teachers resisting supervision. Teachers' resistance to supervision could also be due to inappropriate supervisors' professional



conduct as well as the use of certain supervisory approaches or styles that serve as a repulsive force to some teachers, which ends up leading to teachers resenting the idea or practice of supervision.

Another educational supervision challenge attributable to system failure in Ghana, for instance, fits into what Adu et al (2014) mention as the lack of transparency in staff promotions, slowness in the redress of staff salaries and allowances issues, and low remuneration, which go to effectively create low staff morale in the discharge of their assigned duties. A practical spectacle of systemic failure that challenges educational supervision is failure to train educational supervisors either at the point of recruitment or after recruitment in terms of refresher training. Head teachers themselves who are involved in internal supervision are rarely given orientation or effectively trained to ease the difficulty in superintending their schools (Obiweluozor et al 2013, and Nyangeri et al 2011)). Also of a systemic challenge to educational supervision is the failure of authorities to exact punishment on absentee and non-performing teachers to deter others from taking unethical attitudes as given. According to Mohammed (2014) cited in Akyeampong & Asante (2006), certain Penalties and punishment for lateness and absenteeism have been prescribed by the Ghana Education Service but head teachers become powerless to enforcing them because the prevailing professional culture does not promote the necessary authority for enforcement of such deterrent measures.

Challenging to the effectiveness of educational supervision is pedagogical and administrative duty tension (Carron and De Grauwe, 1997). It has been realized over the years that there is a persistent simultaneous demand of the educational supervisor's service by the pedagogical and administrative aspects of supervision at both the office and at the



school. This tension has been described by Carron and De Grauwe (1997), as classical in the sense that no matter what the educational supervisor does such demands and the tension arising out of that is definitive. This duty tension has been seen to be prominent in situations where the school system starts to deteriorate and thus requiring more pedagogical attention from the educational supervisor, who at the same time must cater for the administrative aspect of supervision to strike a balance (Carron and De Grauwe, 1997). Such tension ultimately, as has been observed, pushes the educational supervisor's attention to the administrative supervision to the disadvantage of instructional or pedagogical supervision.

The development question is about available, safe, and regular services, especially in the rural areas where teachers are posted to teach, and supervisors are required to be there to do their work as well. Consequently, bad roads, and lack of decent accommodation, safe and regular means of transport, potable water, good food, health facilities, and many other services, pose a serious challenge for educational supervisors in the discharge of their assigned duties to improve upon the lot of both teachers and pupils.

Adu et al (2014) list funding as a challenge that makes it difficult for educational supervision to be effective and beneficial to both teachers and pupils. According to Obiweluzor et al (2013), lack or inadequate funding deprives schools from organizing orientations for new teachers, in-service training as well as travel out to other schools to participate or observe learning activities. Educational supervisors as well as teachers at the end become incapacitated in their efforts towards fulfilling their supervisory roles to promote quality education delivery.

2.9 Quality Education

One of the most controversial concepts in educational parlance is the concept of quality education; and the controversy lies not in the context of definition alone but also within the context of what constitutes quality education. According to Adams (1993), defining quality in the precincts of education is contextual and evolving, and such a definition must therefore depict quality education as work in progress. Adams (1993), further notes that educational quality across countries, regions and continents is bound to have different definitions as varying as that of those of their origins. Even within the same country across different sectors and populations, quality education becomes multi-dimensional with different interpretations and understandings. By Adams (1993) observation, the issue of quality is even wrapped in values, cultures and traditions and may be specific to a given nation, province, community, school, parent, or individual student.

However, quality education upon all the various complex conceptual intricacies and unsettled definition contentions, which may be associated with it especially at the basic level, the main aim of the education system is to produce students who can read and write and do basic arithmetic in an excellent manner in order to make life meaningful to them and their societies. The basic need for quality control in the school system is therefore to ensure that the overall output produced from the school system is maintained within set standards.

In Stephens's (2003) view, the concept of the quality of basic education for instance depends upon the individual's perspective in looking at it and trying to understand it based on their own appreciation of it. According to Stephens (2003), for many parents, quality basic education is about good examination results. For the school manager/head teacher or



inspector quality may be considered in the context of improved general standards of reading, or handwriting, or mathematics. The classroom teacher may perceive quality education to be closely linked to improved condition of service. Stephens (2003) however maintains the argument that two environments directly influence whatever may be accepted as quality education; the classroom, and the school system and social context in the wider sense in which the classroom is embedded.

Obanya (2002), cited in Oluremi and Oyewole (2013), explains that the concept of quality education is being influenced by an input-process based relationship and therefore requires a thorough understanding of what a particular society needs or perceives to be their need in terms of quality education over time.

But Oluremi and Oyewole (2013) continuously argue that quality outcomes originating from the interaction between the input-process relationships can be derived by effectively supervising such relational interactions. This underscores the fact that quality education will be difficult to realize if educational supervision is weak and poor. In the view of Opoku-Asare (2006), educational supervision is an essential quality control mechanism for realizing the maintenance of quality standards in schools. This observation goes to strengthen the popular belief that the realization of quality education will not be possible without effective educational supervision.

2.10 Measurement of Quality Education

Quality of education according to Ampiah et al (2013) has over the years been measured by considering indicators such as quality of teachers, pupil-teacher ratios, pupil-textbook ratios, and pupils' cognitive achievement in the form of examination results. However, it



has been keenly observed that global appreciation of quality education is ultimately the excellent or higher achievement in cognitive development, and excellent or higher examination scores by students at the various levels of the educational progression. Since, especially, examination is the single most important measure of quality education in the Ghanaian context for instance, the public school system particularly at the basic level has received much criticism due to poor examination results at the BECE. In driving the quality argument further, Heneveld (1994) cited in Stephens (2003), indicated that some of the characteristics of quality education originating from the classroom setting include the relationship between the teacher and the student, time on task, the quality of the classroom milieu, and effective school management. Stephens (2003:3) also makes it clear with regard to the above quality characteristics that “As we strive to improve the delivery of education these characteristics of a quality learning environment will change over time, and as such will pose challenges in the development of indicators of quality and the monitoring of school improvement.”

2.11 Theoretical Framework

The Community of Practice (CoP) theory propounded by Jean Lave and Etienne Wenger in 1991 is adopted to provide theoretical underpinnings for this study. The CoP, according to Lave and Wenger (1991) as cited in Agrifoglio (2015:26), refers to:

1. A group of people who come together to share common interests and goals, with the aim of sharing information, developing knowledge and developing themselves both personally and professionally. It also refers to “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (Wenger et al. 2002: 4)

This explication strengthens the conceptual framework of this study because educational supervision remains a continuous, and a knowledge-based concept and practice as well as a forum which reflects professional information sharing and communication for the development of both teachers and supervisors. The challenges of educational supervision also force educational actors to engage in a continuous interaction aimed at shaping their expertise and deepening their knowledge in overcoming them for effective quality education delivery.

2. CoP members explore ideas, discuss situations and needs, and help each other solve problems, although they do not meet every day (Agrifoglio 2015).

The above theoretical concept of the CoP sees educational supervision as participatory, collaborative, collegial, and cooperative professional environment that fosters ideas and communicates solutions to solving its pertinent issues. This contributes to the facilitation of teaching and learning in quality education delivery.

According to Gourlay (1999:3) Lave and Wenger (1991: 50), with regard to the ‘practice’ aspect of the CoP theory, explain that:

3. “Practice emphasizes the relational interdependency of the agent and world, activity, meaning, cognition, learning, and knowing.” Cited in Gourlay (1999:3)

This explication of the practice of the CoP theory depicts educational supervision as web of interdependent relationships which seeks meaningful activities and directed engagements to shaping the learning process aimed at improving the delivery of quality education.

The CoP rests on three dimensions according to Wenger (1998) as cited in Agrifoglio (2015).



1. Joint enterprise (what it is about): A process in which people are engaged and working together toward a common goal Li et al (2009) in Agrifoglio (2015).
2. Mutual engagement (how it functions): Refers to norms and social interactions built by community members and leads to the creation of shared meaning on issues or problems.
3. Shared repertoire (what capability it has produced): Concerns the common resources (routines, sensibilities, artifacts, stories, vocabulary, styles, etc.) that members use to negotiate meaning and facilitate learning within the community.
4. Although the CoP theory captures self-organizing systems whose methods of interaction, rules, issues and lifespan are determined by members, based on the intrinsic value that membership brings (Sharratt and Usoro 2003; Metallo 2007) in Agrifoglio (2015), it is still suitable in explaining the relationships and goals of educational supervision.

2.12 Review of Empirical Studies

Educational supervision is about the provision of leadership to teachers and head teachers by the DEO through its supervision unit at the district level. At the school level educational supervision continues to provide leadership to teachers, creates conducive learning environment for students, and builds school-community ties for the enhancement of quality education delivery environment. However as to whether educational supervision directly or indirectly achieves the above, still remains a matter of continuous research.

In a study to find out the “Perceived influence of supervision of instruction on teachers’ classroom performance in Ijebu-North Education Zone of Ogun State” Oye (2009), used a stratified random sampling technique to select 225 respondents consisting of male and

female teachers from seven secondary schools. In this study Standard Deviation was used to analyse the research questions and the T-test was used for the testing of formulated hypothesis at, 0.05, level of significance. Oye (2009) concluded that teachers' interaction with supervisors, their use of recommended instructional materials, and teachers' conferences and seminars attendances all together influenced their classroom performance. Although the study indicated an improvement in teacher performance, it did not make a conclusive comment on the direct impact of teachers improved classroom performance on students' learning outcomes.

According to Mulford (2003), the Leadership for Organizational Learning and Student Outcomes (LOLSO) studies of the supervisory responsibilities of educational leaders concludes that the leadership that makes the difference in the school setting is the head teacher, the administrative team and teachers. But the study further concludes that both did not directly affect the learning outcomes of students. Mulford further stated that leadership in schools, collective teacher efficacy (the belief that concerted efforts of teachers at teaching and learning can positively influence student learning outcomes), and student performance were not directly linked. However, supervision contributed towards inspired collective teacher efficacy to create an inspiring learning environment for students to strive to achieve their educational goals Mulford (2003).

In the USA Goddard et al., (2000) cited in Mulford (2003) found close links between school environments and improved student learning. Goddard et al., (2000) found that collective teacher efficacy is however the significant predictor of student achievement because a one-unit increase in collective teacher efficacy is associated with an increase of more than 40% of a standard deviation in student achievement. Heck (2000) on the other hand found that



schools where the head teacher leadership was rated as more supportive and directed towards instructional excellence and school improvement, and the school climate was seen as positive, led to unexpected improvements in student learning over time. In a study of 86 middle schools, teacher empowerment due to higher levels of teacher self-report and student proficiency tests in reading and mathematics indicated that a school climate that is open, collegial, professional, and focused on student achievement provides the atmosphere for productive teacher empowerment in teaching and learning decisions. On the other hand, the study found that the link to student achievement is through a collective efficacy among teachers rather than the above mentioned variables.

But research works concentrating on instructional supervision alone have comfortably linked leadership or supervisory practices to improved quality education delivery. According to Robinson et al., (2008) cited in Robinson (2010), the effect of instructional leadership on student outcomes was three to four times as great as that of transformational leadership. That is supervisory activities that involve the planning, evaluation, coordination, and improvement of teaching and learning in the school had direct impact in learning outcomes of students Robinson (2010).

Also Esia-Donkoh and Ofori Dwamena (2014) in finding out the “Effects of Educational Supervision on Professional Development: Perception of public basic school teachers at Winneba, Ghana” used a random sample of 106 basic school teachers in the Efutu Municipality in the central region of Ghana. The findings of the study seem to depict that the responses of teachers at the public basic schools at Winneba led to the conclusion that educational supervision had a positive effect on teachers’ professional development in



terms of developing experiences, curriculum, teaching methods and teaching materials, classroom management and assessment techniques.

The empirical evidence reviewed above variously show that quality education delivery can be positively influenced by educational supervision in various ways. As Govinda and Tapan (1999) observe, several people contribute to the successful function of the school, it is therefore difficult to isolate and attribute any observation in the field exclusively to the work of a supervisor. Though student learning outcomes in the final analysis are dependent on many other factors, educational supervision is one of the main factors that ensure that quality education delivery in general is improved.

2.13 Conceptual Framework of Educational Supervision

Educational supervision is constant, compulsory and continuous in the provision and delivery of quality basic education. Educational supervision allows for feedback in the form of examination results, instructional information from monitoring visits, reports from SMCs/PTAs in the school communities (HEE 2017). This feedback is processed by education authorities such as the GES and its regional, metropolitan, municipal, and the district directorates of education to evaluate their administrative responsibilities, and instructional strategies in terms of pedagogy, and curriculum development and revision, as well as staff professional development to enable them make decisions with regard to quality improvement and control.

The conceptual framework model below indicates that educational supervision, apart from its ability to have positive effect on quality education delivery, underscores the fact that quality education delivery feeds back into educational supervision the needed information

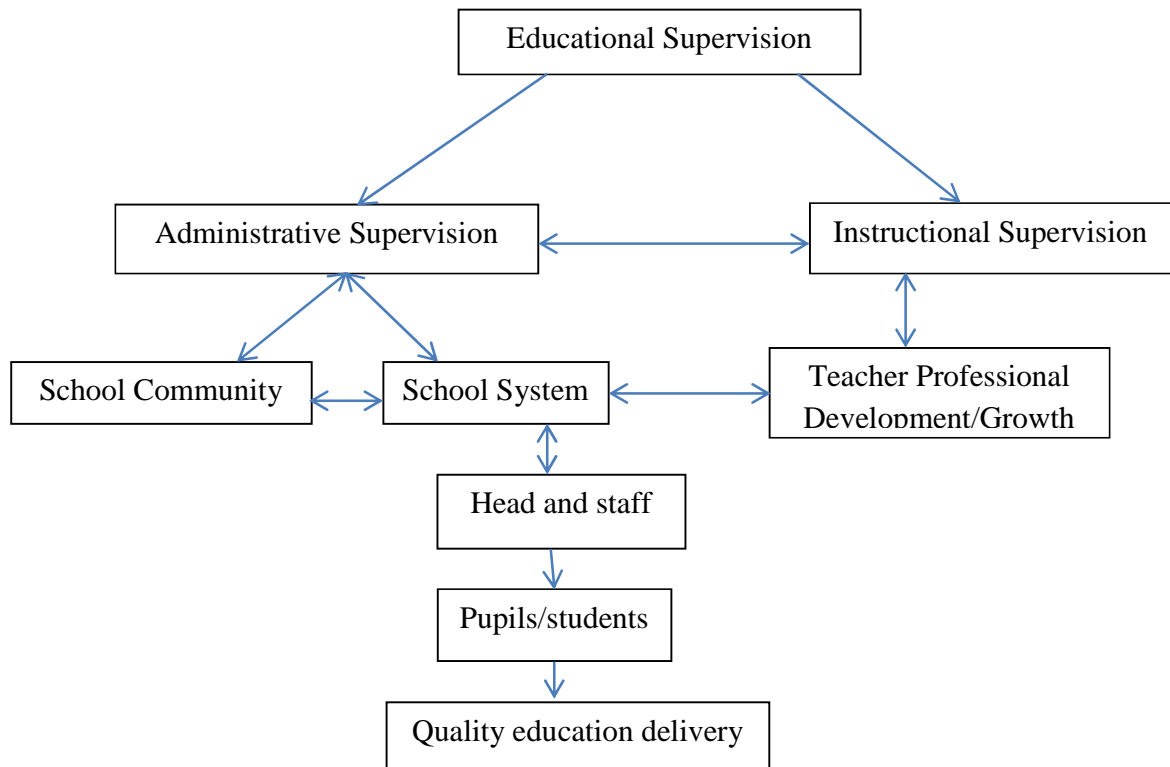


to make a case for a continuous quality check and standards improvement. The conceptual framework model posits that educational supervision has two components of administrative and instructional supervision. The administrative component of educational supervision indicated in the framework delineates all administrative responsibilities at the district level in terms of teacher recruitment, posting, transfer, discipline, appraisal, confirmation and promotion; drawing of supervision plans, and providing logistics and allowances to supervisors; transferring school capitation grants to schools accounts, provision of TLMs, and school infrastructure; and building the capacities of SMCs/PTAs to strengthen school-community relationships. The framework also captures administrative supervision as having a direct influence on instructional supervision and how instructional supervision outcomes feed back into shaping administrative decisions and attitude on supervision.

Instructional supervision directly influences teachers' capacity building and professional development which in turn creates a feedback into how actions and decisions on instructional supervision are shaped to contribute to quality basic education delivery. In essence the conceptual framework seeks to portray how educational supervision contributes to quality basic education delivery in a web of interdependent relationships and feedback.



Figure1. Conceptual Framework



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2.14 Conclusion

In totality the literature review reveals that educational supervision is a continuous effort on the part of education managers, supervisors, head teachers and their staff as they strive towards their professional leadership development and in improving the learning outcomes of students. Even though there is a myriad of educational supervisory types, models, and best practices, it is highly theoretical and concentrates more on instructional supervision than having a holistic view on educational supervision as an encompassing subject.

The literature also reveals that educational supervision is about leadership and accountability for education managers, supervisors and teachers. Unfortunately, there is

little empirical studies conclusively linking educational supervision to improved student learning outcomes. However, the available literature indicate that educational supervision positively affects either directly or indirectly the delivery of quality education in schools and in the improvement of the school system. The CoP theory adopted for the study strengthens the conceptual framework of the indicating that the two frameworks together guide this study to its logical conclusion.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter considers the research methodology used in the collection, analysis, and presentation of the research data. The chapter includes the research design – the study population, sources of data, and the sample size, sampling procedures, and data collection instruments, procedure of data collection as well as methods of data analysis.

3.1 Summary Profile of the Zabzugu District

The Zabzugu District, which is located in the eastern part of the Northern Region and formerly called Zabzugu-Tatale District, is one of the 26 Districts in the region. The district was carved out of the former East Dagomba District (Yendi) in 1988 by PNDC Law 207, (Act 462), and in 2012 another district, the Sanguli-Tatale District was carved out of it by Legislative Instrument (LI) 2053. It is one of the eastern corridor districts in the Northern Region of Ghana, with Zabzugu as the district capital. The district has a land mass of about 1,100.1sqKm². It is bordered to the north by the Saboba district, bordered by the Nanumba North district to the south, the Tatale-Sanguli district to the east, and the Yendi Municipality to the west. The district has a population of 63,815 out which 32, 509 are females and 31, 306 are males (GSS, 2014).

The district has a multi-ethnic population comprising the Dagombas, the Konkombas, the Basare and other minority settler ethnic and nomadic tribes like the Fulani, and the Ewe who settle along the River Oti that flows through the district (GSS, 2014).



Economically the district had a labour force of 34,168 in 2010 out of which 27,267 were gainfully employed (GSS, 2014). The main economic activities in the district are farming and trading with 86.3 percent employed in agriculture, forestry and fishery related occupation while 4.0 percent are engaged in crafts and related trade. It has an annual average wet season rainfall of about 1, 150 mm which, couples with its sandy loam soil composition and a mainly Guinea Savannah vegetation, provides a relatively good climate for the cultivation of yam, cassava, millet, sorghum, maize, rice, groundnuts and other crops.

In terms of education, the district according to the Zabzugu District Directorate of Education 2015 Annual Report has 69 public schools and 6 private primary schools with 5 circuits to enable easy school monitoring and supervision. Each circuit had an average of 14 schools being supervised by an educational supervisor called Circuit Supervisor. Out of the 63 public schools, 14 are Junior High Schools, 1 Senior High School, and 54 primary schools. The district has an overall basic school enrolment of about 18,659 as at the second quarter of 2015, with staff strength of about 331 teachers. Only fifteen (15) of the public primary and Junior High Schools are found in the district capital, the rest of the schools are located in the villages around the district. This presents a challenge in terms of educational supervision and monitoring. Educational supervision in Ghana is therefore broad and involves many actors in the education sector.

3.2 Research Design

The research employed descriptive survey research methods to arrive at its objectives. Survey according to Kasunic (2005) is a process of data-gathering and analysis that involves targeted respondents to answer questions or respond to statements that have



already been structured. This method, according to Kasunic (2005), helps provide the researcher with an insight into people or problems under study. According to Creswell (2003), descriptive survey method is used to collect and process data about existing conditions. This definition by Creswell (2003) tends to indicate that descriptive surveys define the conditions as they are found under the study at the time that the research is being conducted.

Considering the research topic under study, the descriptive survey method is appropriate because it enabled me to first of all describe the conditions or situations associated with the study topic as accurately as possible. It also offers the opportunity for generalizations of findings by using a sample out of the entire study population (Kasunic, 2005). With regard to the topic under investigation, mixed methods were used to collect the required data. Mixed methods refer to the combination of quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study (Harwell, 2011). Specifically, concurrent mixed methods design was used to collect the needed data. The advantage of using the concurrent mixed method is to enable the administration of multiple research instruments within the same time frame (Creswell, 2003). This indicates that focus group discussion guides, key informant interview guides, observation, and questionnaires that were used in this study were all administered within the same time frame in order to forestall time lag in the analysis of data. The mixed methods further strengthened the credibility and dependability of data since multiple data instruments with varied questions seeking responses of the same phenomenon assisted in corroborating the responses (Johnson & Onwuegbuzie, 2004).



3.3 Target Population

The target population of a study refers to units of individuals or participants with specific attributes of interest and relevance to enable the researcher draw general conclusion about by way of inference (Asiamah et al 2017). The target population for this study comprised of 291 teachers, 68 head teachers of basic schools, 136 SMC/PTA members, 5 Circuit Supervisors, 1 Assistant Director of Supervision, and 13 DEOC members, all in the Zabzugu district. It is from these populations that sampling was done to get the required sample sizes to conduct the study.

3.4 Determination of The Sample Size

Purposive sampling was used to draw out the sample size of 20 SMC/PTA members, 15 Head teachers, 5 DEOC members, and 5 Circuit Supervisors including the Assistant Director of supervision. This sampling technique was used due to the fact that it enables the selection of respondents with in-depth knowledge and insight about the subject being discussed. It also facilitated and made the research process less expensive since one knows who to contact for any interactions.

On the other hand, simple random sampling technique was used to select teachers. To ensure that a non-biased sample size is selected, the following statistical formula given by

Miller and Brewer (2003), was used.

Thus:

$$n = \frac{N}{1+N(\alpha)^2}$$

Where n = required sample size, 1= constant, N = sample frame, α = level of significance or margin of error. The sampling frame made up of the teachers is 291. In order to have a



fair representative sample size, the sample size is determined at a 90% confidence level (at a 0.1 significance level). Therefore:

$$n = \frac{291}{1+291(0.1)^2}$$

$$n = 1+291(0.1)^2$$

$$n = 292 (0.01)$$

$$n = 2.92 \approx 3$$

Therefore $291/3 = 97$

3.5. Sampling and Sampling Procedures

Two sampling methods were used in identifying samples for the conduct of this study as discussed below.

3.5.1. Purposive Sampling

Purposive sampling was used to directly target subjects who were deemed to have the relevant characteristics. Respondents were selected from SMCs/PTAs, Circuit supervisors, Assistant Director of Supervision, Head teachers, and DEOC members to respond to pertinent enquiries about the subject under study because these populations have practical knowledge with regard to educational supervision in the Zabzugu district. This sampling technique is deemed to be time-saving and hence facilitates the researchers work (ACAPS, 2012), without jeopardizing the process and impacting negatively on the results.

3.5.2 Simple Random Sampling

According to Latham (2007), simple random sampling affords the sample population equal and independent chance of being selected, and helps discard the biases of the researcher in



the selection process. The lottery method of simple random sampling was used to select teachers to respond to the questionnaire that was administered to them. The staff identification numbers of the target population were collected and written on pieces of paper against the names of their schools. These pieces of paper were put into a container with the lid closed. The container was shaken several times to ensure that they were properly mixed. A piece of paper containing the staff identification number and the school name of a respondent was picked without looking into the container until the needed sample size was reached.

Table 3.5.1 Sample size distribution

Category	Population	Sample Size
SMC/PTA members	136	20
Head teachers	68	15
DEOC members	13	5
Assistant Director of Supervision	1	1
Circuit supervisors	5	5
Teachers	291	97
Total	514	143

Source Field Study, 2017



3.6 Data Collection Methods

This study used key informant interview with District Education Oversight Committee (DEOC) and School Management Committee (SMC)/Parent Teacher Association (PTA) members and the Assistant Director of Supervision, focus group discussion with circuit supervisors, and head teachers, and questionnaire administration with teachers to collect the relevant data.

3.6.1 Key Informant Interview

This method was used to collect data from DEOC, SMC/PTA members and the Assistant Director of Supervision by designing Key Informant Interview Guides or instruments of questions seeking critical information on educational supervision.

This method according to USAID (2011) provides information from knowledgeable people and is inexpensive, but flexible to use in exploring new ideas and issues not anticipated during planning. This method was used to elicit an in-depth response of stakeholders about their responsibilities in educational supervision and the challenges they face in discharging them.

3.6.2 Focus Group Discussion

Focus group discussion in this study was used to interact with respondents who have the experiences, knowledge and skills (Gibbs, 1997; Eliot & Associates, 2005) in educational supervision in order that their opinions, shared experiences and perspectives on educational supervision as linked to quality education delivery at the basic school level will be explored. It will also allow for a broader deliberation on the topic to offer a wider perspective and different expressions about how educational supervision is being done and why it is important in quality education delivery at the basic level.

This method was used because it was less expensive as compared to individual interviews which required more movements and the inherent cost attached (Nagle & Williams, 2014). It also ignited group dynamics in people as each individual tried to express their deepest knowledge about the topic under study to ensure that they gave the right and the best answers as their contribution to the discussion. Focus Group Discussion Guides were



developed to guide the conduct of the discussions so as to collect the needed data from Head teachers and Circuit supervisors. A Research Assistant in this case was used to assist in taking some notes which were helpful in elaborating on the contributions of respondents about the various themes that were discussed.

3.6.3 Questionnaire

Questionnaire was used to collect data from classroom teachers who are constantly under the supervision of all other educational supervisors at the basic level. The type of questionnaire used bore the characteristics of both structured questionnaire (with closed-ended questions) and semi-structured questionnaire (with open-ended questions). The use of a mixture of questions provided a balance to the process and consequently enabled the respondents to provide some critical responses that were not limited to multiple choices answers. The use of the questionnaire also provided concrete evidence of the field research work reflecting responses of subjects on the topic being researched.

3.6.4 Observation

Observation is a way of gathering data by watching behavior, events or noting physical characteristics in their natural setting (Evaluation Technical Assistance, 2008). Fox (1998) opines that observation allows the researcher to see for himself what happens, rather than depending on his respondents. According to Slack and Rowley (2001) observation can be overt or covert depending upon the questions to be answered. Overt observation is where the researcher informs the subjects that they are being watched. On the other hand, the subjects do not know that they are being watched in covert observation. Overt observation was used to assess teachers' lesson notes, exercises given and marked, staff attendance



registers, as well as lessons presented. However, covert observation was used to assess the way head teachers went about their supervisory work in some of the schools that were visited. This method afforded the researcher the opportunity to be simultaneously in direct contact with respondents, and the activities that the respondents were being observed about. In addition, observation enabled the researcher to corroborate, confirm or refute some of the information obtained from respondents through other data collection methods such as the Questionnaire, Key informant interviews and Focused Group Discussions.

3.7 Data Sources

The study made use of data from both primary and secondary sources. The primary data was collected from the field where designed data collection instruments were used to collect data from respondents, while the secondary data was sought from both published and unpublished sources relevant to the topic under study through literature review.

3.8 Data Analysis

The data collected from the field was sorted, organized and coded for analysis. Data from completed questionnaires were inspected for consistency and further clarifications sought concerning certain responses that seemed confusing. All questionnaires were numbered, and responses coded by assigning numbers to responses obtained from respondents to aid the data analysis on the Statistical Package for Social Sciences (SPSS) software application. The Microsoft Excel software was used to build charts whiles SPSS was used to generate simple frequency and percent tables for data analysis. All data analysis was done cognizant of the research objectives. The analysis critically considered the research objectives as its various sub-headings or sub-topics.



3.9 Ethical Issues

For the show of respect to the dignity, privacy and confidentiality of respondents, the objectives and significance of this study were thoroughly explained to them in a clear manner that made them feel safe and protected as they chose to exercise their right to voluntary participation in the exercise. Questions that were asked were not meant to elicit responses that will reveal the personal identity, residential addresses, as well as places of work (schools where they teach) of respondents. However, for the purpose of follow-ups, most of the respondents' mobile phone numbers were taken for communications only.



CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

This chapter presents the analysis and findings of the study on the role of educational supervision in ensuring quality basic education delivery in the Zabzugu district.

The presentation is divided into six sections. The first section considers the professional characteristics of respondents, and the educational supervisory structure of the Zabzugu DEO and its roles in educational supervision. Section two looks at educational supervisory activities and its implication in quality basic education delivery. Section three considers the impact of educational supervision in quality basic education delivery. Section four discusses the strategies put in place to ensure the delivery of quality basic education in the Zabzugu district. Section five underscores the challenges of educational supervision, and section six examines the effectiveness of educational supervision in the Zabzugu district.

4.1 The Professional Characteristics of Respondents

The professional characteristics of head teachers, circuit supervisors, and teachers were examined to enable the study ascertain the professional statuses or otherwise of respondents and the implications of these characteristics to educational supervision in the delivery of quality basic education in the Zabzugu District. The professional characteristics of respondents examined include level of education, year of first appointment/experience, and qualification of respondents.



4.1.1 Level of Education of Respondents

The level of education of teachers, head teachers, and circuit supervisors was examined to give a picture of their educational status as the level of their education could influence their perception of, and response to the professional supervisory guidance being shared through educational supervision.

Table 4.1.1 Head teachers' level of education

Level of education	Number	Percent (%)
Tertiary (College of education)	2	13.3
Tertiary (University)	13	86.7
Total	15	100

Source Field Study, 2017

It is found from the table above that 86.7% of head teachers interviewed have tertiary education at the university level in the pursuit of their professional teaching careers, and two of them had their tertiary education at the college level. This implies that all the head teachers have the leadership capacity in terms of educational supervision due to the expanded professional knowledge of their career responsibilities resulting from the experience of tertiary education.

Table 4.1.2 Circuit supervisors' level of education

Level of education	Number	Percent (%)
Tertiary (University)	5	100
Total	5	100

Source Field Study, 2017



All the five circuit supervisors had tertiary education at the university. This also strengthens the fact that the circuit supervisors have the capacity in terms of professional knowledge to deliver their designated duties as educational supervisors to facilitate the effective delivery of quality basic education.

Table 4.1.3 Teachers' level of education

Level of education	Number	Percent (%)
SHS	7	7.2
College of education	70	72.2
University	13	13.4
Polytechnic	7	7.2
Total	97	100

Source Field Study, 2017

The study shows that 72.2% of the teachers graduated from the Colleges of Education with professional teaching certificates. Also 13.4% of them had University education; while 7.2% of them had Polytechnic education. Also the table indicates that 7.2% of the respondents did not experience tertiary education, and only stopped at the SHS level. According to the head teachers in a focus group discussion, many of the non-professionals from the tertiary institutions as well as those who were SHS graduates posed a serious challenge to educational supervision because they also happened to fall among truant teachers who misbehaved and were not even interested in being supervised. The head teachers asserted that mostly these categories of teachers get their teaching appointments through political and community leadership protocols, and that it becomes difficult to supervise them or correct them when they misconduct themselves. It was revealed during key informant interviews with some members of the DEOC that even though not all the teachers from the universities and the polytechnics were professional teachers, their level



of understanding with regard to best practices in lesson preparation and presentation as being guided by supervisors was better than those with SHS certificates.

4.1.2 Year of First Appointment

The year of first appointment of respondents was examined to find out their level of experience with regard to educational supervision in quality basic educational delivery.

Table 4.1.2.1 Years of Experience of Head Teachers

Years of experience	Number	Percent (%)
1-5	11	73.3
6-10	3	20
11-15	1	6.7
Total	15	100.0

Source: Field study, 2017

The above table explains that majority (73.3%) of head teachers interviewed was within the range of 1-5 years in terms of their experience in school leadership. Only one person was a head teacher for 11 years. One of the main concerns of head teachers at a focus group discussion was the fact that educational supervision in the district had become weak due to many factors including lack of induction training or orientation, and refresher training for both newly appointed head teachers, and the old ones. The head teachers indicated that induction and refresher trainings for head teachers and their assistant head teachers strengthen their capabilities and give them much confidence in providing educational leadership to their staff through supervision. The head teachers indicated that educational supervision had become weak in the district claiming that their experience as head teachers did not matter, because as long as they were lacking in leadership direction and support of



authority from the DEO, their educational supervisory duties were not effectively performed.

Table 4.1.2.2 Years of Experience of Circuit Supervisors

Years of experience	Number	Percent (%)
1-5	4	80
6-10	0	0
11-15	1	20
Total	5	100.0

Source: Field study, 2017

Eighty percent (80%) of the circuit supervisors in the Zabzugu district education directorate had experience as supervisors ranging between 1-5 Only one person had over ten years of educational supervision experience. However, their main concern at a focus group discussion was the fact that they were not supported to properly discharge their professional responsibilities due to some limiting factors such as resource constraints, and lackadaisical administrative response to their training needs as well as their reports about truant, and non-performing teachers' issues. According to one circuit supervisor;

“The field is our teacher because it provides us with the information we need and by that we are able to find solutions to problems. However, when we are not aided to visit the field, or when we are not visiting it at the right time that schools are in session, we become blunt by the term no matter how long we stay being circuit supervisors.”



Table 4.1.2.3 Years of Experience of Teachers

Years of experience	Number	Percent (%)
1-5	44	45.4
6-10	31	31.9
11-15	13	13.4
16-20	6	6.2
21-25	0	0
26-30	0	0
31-35	3	3.1
Total	97	100.0

Source: Field study, 2017

The table above presents the year groupings indicating the level of experience of teachers in the teaching profession. It is found from the table that teachers who have been in the service from 1 to 5 years were 44 out of the total of 97. It is noticeable from the table that majority of the teachers in the Zabzugu district under this study clustered around the year group of 1-10 years numbering 75 out of 97. The analysis further indicates that teachers with 31-35 years' experience are only 3. What the preceding analysis implies is that majority of the teachers in the Zabzugu district may not be that much experienced on the job. This could result in low level pedagogical competence, and hinder the effective delivery of quality basic education in the district, as many of the teachers did not have their work inspected by their circuit supervisors for more than a year as it was revealed in a focus group discussion with head teachers. Consequently, the teachers need more leadership in terms of supervision in order to build their capacities and to develop their competences to engender effective delivery of quality basic education in a more effective and efficient manner.



4.1.3 Qualification of Teachers

The current certificates that teachers use in teaching were of interest to this study as it helped the researcher to understand the variety of qualifications that teachers held in the education service and their importance in quality basic education delivery under the guidance of supervision. Also circuit supervisors and head teachers' qualifications were analysed to provide in-depth understanding of their capacities in response to the job responsibilities with regards to educational supervision.

Table 4.1.3.1 Qualification of Head teachers

Current Qualifications	Number	Percent (%)
Diploma (professional)	2	13.3
Degree (professional)	13	86.7
Total	15	100

Source: Field study, 2017

Head teachers who had professional diploma teaching certificates constitutes 13.3% and those with professional degree teaching certificates make 86.7%. These data indicate that all the 15 head teachers interviewed were professional teachers who are qualified as per the standards of the Ghana Education Service to head schools. This implies that all the 15 head teachers had the needed leadership requirement to initiate and take action on teacher supervision in their various schools. Therefore, any challenges that resulted in poor supervision of teachers by the head teachers were of different category other than that of professional qualification issues.



Table 4.1.3.2 Qualification of Circuit Supervisors

Current Qualifications	Number	Percent (%)
Degree (professional)	5	100
Total	5	100

Source: Field study, 2017

All 5 circuit supervisors had professional degree teaching certificates as their qualifications. This indicates that the circuit supervisors also per the standards of the Ghana Education Service in terms of professional qualification were qualified to effectively discharge their assigned duties and responsibilities. Therefore, the inability of circuit supervisors to do effective supervision of both teachers and head teachers during the study period was of a different challenge and not that of an issue of qualification.

Table 4.1.3.3 Qualification of teachers

Current Qualifications	Number	Percent (%)
SSSC/WASSC	7	7.2
Teacher Certificate “A”	8	8.3
Diploma (professional)	62	63.9
Diploma (non-professional)	7	7.2
Degree (professional)	13	13.4
Total	97	100

Source: Field study, 2017

Table 4.1.3.3 above reveals that 7.2% of respondents were holders of SSSC/WASSCE. Also 63.9% of the teachers were holders of professional teaching diplomas. Another 7.2% of them were holders of non-professional diplomas, and 13.4% of the respondents were holders of professional teaching degrees. The above data indicate that there were teachers with various certificates teaching at the basic level in the Zabzugu district.





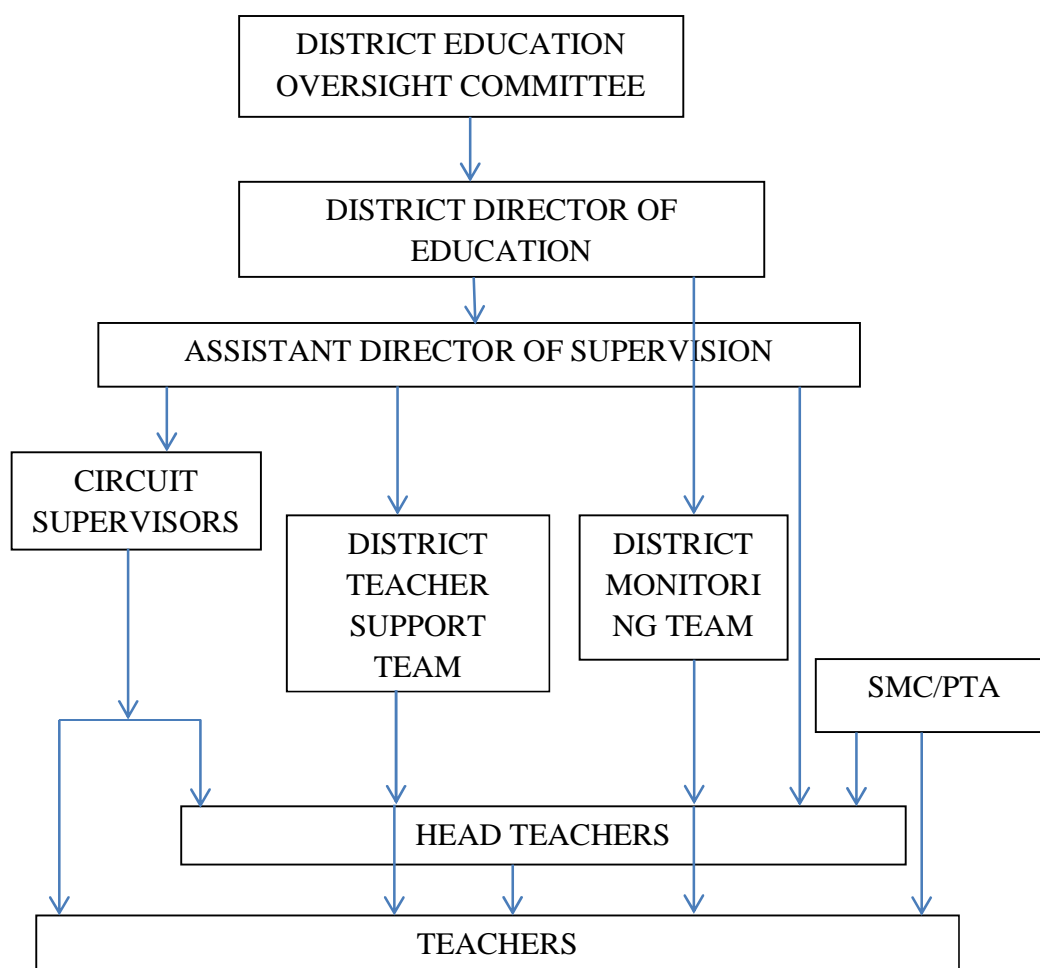
Head teachers in a focus group discussion claimed that the non-professional teachers in general did not appreciate supervision. This is because some of them were of the view that they were either equal or above their head teachers in terms of academic qualifications, and therefore did not want to be supervised by them. The head teachers also explained that graduate professional teachers on the other hand were neither arrogant nor unresponsive to supervisory instructions because they knew the professional ethics and conditions of service associated with the teaching profession. However, it was discovered through observation that almost all professional teachers and non-professional teachers did not have up-to-date lesson notes to guide them in lesson delivery. Both categories of teachers too did not attend school as regularly as required of them by the Ghana Education Service, and absented themselves mostly without permission. The highest absenteeism recorded out of 40 sampled schools' staff attendance registers was by a professional teacher absenting himself for 36 days out of 70 days in a term without permission.

On the other hand, head teachers and circuit supervisors in focus groups discussions raised concerns about the lack of interest in practicing the supervisory guidance that educational supervisors gave to the non-professional teachers in lesson preparation and delivery. As one head teacher said: "Teaching is not their profession but the need for employment drove them into it, so they don't care." Further enquiry through observation however revealed that the non-professional teachers were equally making use of supervisory guidance as the professional teachers, and that the conclusions drawn by both head teachers and circuit supervisors could not be entirely correct.

4.1.4 Educational Supervisory Structure at the Zabzugu DEO

The educational supervisory structure of the Zabzugu DEO was examined to enable the study establish the various chains of command responsible for educational supervision as well as their roles in ensuring that quality basic education delivery is achieved through the contribution of educational supervision. The structure was constructed during a key informant interview with the Assistant Director of Supervision.

Figure 4.1.1 Educational Supervisory Structure at the Zabzugu DEO.



Source: Author's Construct, 2017



The District Education Oversight Committee (DEOC), as shown in the figure, is the highest basic education management body in the Zabzugu district according to the Education Act of 2008, ACT 778. The membership of the DEOC composes of the following persons:

1. The District Chief Executive as the Chairperson;
2. The District Director of Education as the Secretary;
3. The Education Sub-Committee Chairperson at the District Assembly;
4. The District Director of Health;
5. The District Social Welfare Officer;
6. A Female representative from the District Assembly;
7. Traditional Rulers' representative;
8. Religious bodies' representative;
9. Teachers' Associations Representative (on rotational basis);
10. The Parent-Teacher Association's representative;
11. School Management Committee's representative;
12. A Female Social Development Officer; and
13. Private Schools' Representative.



The main supervisory responsibility of the DEOC in the Zabzugu district according to the A/D Supervision is to oversee the safety of school buildings and the general school infrastructure available in the district. The DEOC also supervises the regularity and punctuality of teachers' school attendance, and ensures that teachers perform their required functions properly at the schools.

The District Director of Education at the Zabzugu District Education Directorate leads the monitoring and supervision efforts of the A/D Supervision and the Circuit supervisors on the field. According to the A/D Supervision all monitoring and supervision reports of schools in the various circuits are compiled into one tentative report and submitted to the District Director of Education for study and further action. The A/D Supervision indicated that he and his field staff periodically meet with the District Director of Education to discuss some of the issues arising from field monitoring and supervision.

The A/D Supervision on the other hand leads the team effort of all his circuit supervisors at the schools to ensure that regular school monitoring and teacher supervision is carried out. The A/D supervision indicated that school monitoring is carried out more often than instructional supervision because basic data collection or staff data verification such as teacher attendance and performance need less preparation than a supervisor leading or providing the pedagogical needs of the teacher. He however indicated that teacher confirmation and promotion supervision exercises that are carried out every academic year in a mass form compensate for the less pedagogical engagements of teachers by their supervisors.

As Figure 4.4.1 indicates, the circuit supervisors form the core team of educational supervisors at the district level in the Zabzugu District. They carry out the daily supervisory duties about teachers, pupils and schools as they indicated in a focus group discussion. The A/D supervision ensures that the circuit supervisors carry out their assigned tasks through the collation of monthly supervision reports, by providing them fuel and lubricants and other logistics, as well as maintenance allowances. The circuit supervisors indicated that



they discharge their duties by holding the head teachers and their staffs to their professionally assigned responsibilities.

Also the District Teacher Support Team at the Zabzugu District Education Directorate is under the A/D supervision that ensures that their assigned duties of teacher supervision and monitoring school functionality are discharged. The District Teacher Support Team is composed of subject teachers who specialised in their fields and are competent. They included some teachers at the Zabzugu SHS, and others at the basic schools in the district. Their main duty is to provide pedagogical support to teachers. On the other hand, the District Monitoring Team is led by the District Director of Education. The A/D supervision indicated that the composition of the District Monitoring Team with regard to its membership and number of members is the prerogative of the District Director of Education, and consequently their monitoring tools are often prepared in collaboration with the Planning and Statistics unit. The main duty of the District Monitoring Team is to collect data on teaching and learning materials, teachers' attendance, conditions of school buildings, furniture and general infrastructure and other needs and performance of head teachers and their staff, the District Director of Education can choose another officer to lead the team on his behalf.

The SMC/PTA monitor head teachers' and their teachers' school attendances and support them to ensure the smooth running of the schools. They also as the A/D supervision asserted work towards cordial school-community relationship to improve upon education services delivery in the communities.





The head teachers at the school level engage both external supervisors and their staff to ensure effective supervision. According to the A/D supervision, head teachers supervise their teachers work at the school before the arrival of any other external supervisors. They ensure that teachers attend schools regularly and punctually. They also ensure that teachers have up-to-date lesson notes. They vet teachers' lesson notes and ensure that teachers deliver their lessons using the lesson notes they prepare. Head teachers according to the A/D supervision once a while make informal visits to classes during contact hours to observe learning and teaching. This, by his explanation, helps the head teachers in determining the training needs of some teachers.

According to the Zabzugu DEO supervisory structure the teachers are at the bottom. This means that they are the ultimate recipients of supervisory advice given by both head teachers and external supervisors to ensure that quality basic education delivery in the district is effective. The teachers in the Zabzugu district receive supervision in a more traditional way from both head teachers and external supervisors according to the A/D supervision. In explaining the hierarchical supervisory structure, the A/D supervision indicated that the traditional approach to educational supervision in the district attracts some teachers' attention to supervision than the use of other less authoritative supervisory approaches due to their reckless professional attitude to work. "However, teachers and head teachers who are effortful in their work are supervised as colleagues and respected for their efforts."

4.1.5 Section Summary

The above professional characteristics of respondents examined indicate that supervision of teachers in the Zabzugu district could be influenced by those variables such as level of

education, years of experience, as well as qualification of respondents. But as to the extent at which the above examined variables would affect supervision positively or negatively is still a matter of further research. Also the examination of the educational supervisory structure of the Zabzugu DEO indicated that the supervisory function of the directorate is hierarchical – top-down in nature, where the classroom teacher is at the bottom and DEOC at the top.

4.2 Supervisory Activities

This section of the study examines the supervisory activities being carried out in the Zabzugu district by educational supervisors to ensure that quality basic education delivery in the district was effective. The study revealed that all the respondents experienced some type or another of educational supervision. But the type of supervisory activities teachers and head teachers went through will assist in finding out the specific types of supervisory activities being carried out, and the ones that engage the attention of both supervisors and teachers, and their implications for quality basic education delivery.

Table 4.2.1 Supervisory activities

Activities teachers were supervised on	Number	Percent (%)
In-service training	8	8.2
Lesson delivery & teaching aids preparation	14	14.4
In-service training, lesson delivery & lesson preparation	2	2.0
Lesson delivery, teaching aids & lesson preparation	1	1.0
Lesson notes preparation	22	22.7
Lesson delivery	22	22.7
Teaching aids preparation	2	2.0
Lesson notes preparation, lesson delivery, in-service training, & teaching aids preparation	20	20.6
In-service training, & lesson notes preparation	2	2.0
In-service training & lesson delivery	1	1.0
Lesson notes preparation & lesson delivery	3	3.1
Total	97	100

Source: Field Study, 2017





The table above presents the activities that teachers were supervised to do. The study indicates that 8.2% of respondents were supervised to conduct in-service training activities. According to circuit supervisors in a focus group discussion, the in-service training is of two types; the School-based In-service Training, and the Cluster-Based In-service Training. Their main focus in school-based in-service training was to solve teachers' challenges in some areas including school-community relationships, school management and records generation and keeping, as well as lesson preparation and presentation. These tasks according to the supervisors were sometimes effectively done at the school level because the smaller numbers of teachers ensured concentration. The circuit supervisors also explained that the cluster-based in-service training on the other hand was organised to solve challenging but common topical issues across a number of schools at the various circuit levels. It was explained that between three and five schools could form a cluster depending upon their proximity and ease of movement of teachers as well as the commonness of the topical issues that are to be addressed. The in-service training activities according to the circuit supervisors afforded the teachers the opportunity to have practical sessions created and handled by themselves but under the guidance of the circuit supervisors. They also explained that the in-service training sessions could be held to discuss any topic and lesson deemed relevant.

Also 14.4% of the respondents were supervised to carry out lesson delivery and teaching aids preparation. 2% had the experience of being supervised to do in-service training (to prepare and present lessons in peer-teaching sessions as a supervisor), lesson delivery and lesson preparation. Furthermore, one per cent had the experience of being supervised to carry out lesson delivery, teaching aids and lesson preparation activities. In-service

training, and lesson notes preparation, and in-service training and lesson delivery had 2% and 1% of the respondents who were supervised to carry them out. In addition, 3.1% of the respondents were supervised to carry out lesson notes preparation and lesson delivery activities. The study further reveals that 20.6% of the respondents were supervised to carry out lesson notes preparation, lesson delivery, the conduct of in-service training, and teaching aids preparation.

The study further found that 22.7% of the respondents were supervised carrying out lesson preparation activities and another 22.7% of them were supervised in lesson delivery activities. However, only 2% of them were specifically supervised to carry out teaching aids preparation activities.

From the forgone analysis it is observed that when it came to the experience of respondents undergoing a combination of supervisory activities, the statistics were thinly spread. This could not be verified by on-field observation at the schools because the circuit supervisors at the time due to lack of fuel were not at the schools to organize and/or monitor and supervise these activities for the researcher to observe and make a conclusive comment.

Although the researcher did observe teachers' lesson delivery and lesson notes, the researcher did not get the opportunity to observe teaching aids preparation and in-service sessions by teachers or circuit supervisors. It is further observed that special attention was however paid to the individual supervisory activities such as in-service training, lesson preparation, and lesson delivery; but teaching aids preparation received the least attention among the four main supervisory activities examined. What this analysis indicates is that much attention of educational supervisors in the Zabzugu district was centered on lesson preparation and delivery in carrying out their supervisory activities with teachers.



Apart from the above supervisory activities undertaken by educational supervisors and teachers in the Zabzugu district to improve the delivery of quality basic education, teachers and head teachers were being supervised and monitored on classroom and school records generation and management as well as the management of the physical school infrastructure, materials and school environments. One circuit supervisor in reference to the above said in a focus group discussion:

“When it comes to supervision and monitoring, the school becomes a big community of varied tasks. That’s why we complain every day that we must move to the schools otherwise many things will go wrong.”

Key informant interviews conducted with SMC/PTA executives revealed that some functional SMCs and PTAs found in some schools in the district also undertook monitoring of teachers and pupils’ attendance to school. They reported to the circuit supervisors first about any problems they found with any teacher for solutions to be administered. According to almost all the 20 SMC/PTA members interviewed, it was only at the recommendation of the circuit supervisor that they would report issues of teacher absenteeism and other misconduct to the District Director of Education (DDE). A SMC member of a primary school in a key informant interview indicated that:

“Some of the teachers think that we come to the school in order to report them to the senior officers at the office so as to give them problems. We only want our children to be taught well; and the teachers are paid to teach. One teacher in particular was not regular in his school attendance to an extent that the students themselves nicknamed him Mr. Thursdays. He would only be in school on a Thursday and on Friday by twelve o’clock noon he leaves. He nearly collapsed our school because he influenced his colleagues, and it became difficult for the head teacher to control them. We monitored his attendance for some time and finally reported him to the Education Director to transfer him out of the school. So the teachers know that we watch their school attendance even though it does not prevent them from missing some days but they have improved.”



Another SMC/PTA executive member indicated:

“We visit our school almost every day to make sure that the teachers are in and teaching. Only the lazy teachers who don’t want us to visit the school every day. They know that if we come and they are not in school today and tomorrow without alerting us, we will report them to their senior officers.

So the lazy teachers don’t want us to always visit them so that they can miss school at will. At our training in Zabzugu we were told that we the community members, especially those of us who are executive members own the school. So we were told that if we don’t visit the school regularly it will collapse because the teachers will not be coming. We are also planning to build three rooms for the teachers so that they can stay here and teach. Sometimes we can’t blame them because they ride motorbikes every day. Sometimes they tell you that they don’t have money to buy petrol, and what can I say?

The DEOC, which is the highest basic education administering body in the district, however was virtually dysfunctional. According to the Education act of 2008, ACT 778, the DEOC under the leadership of the DCE/MCE is responsible for a number of educational issues including monitoring of schools, and the welfare of teachers. However, the members interviewed could not even remember the last time they convened to discuss basic education delivery in the district. Therefore, educational supervision and supervisory activities in the Zabzugu district were solely left on the shoulders of the District Education Directorate which was also incapacitated in terms of funds, manpower, and logistics.

A DEOC member in an interview said:

“DEOC is the decision maker in basic education in this district, but there is currently no DEOC because it is not officially constituted and for that matter it doesn’t meet. We should at least be in the field once a school term for the teachers and school communities to know that we care so much about the education of our people. But who can you blame when there is no political will from the District Chief Executive to collaborate with the District Education Director to revive it?”



4.2.1 Section Summary

It is realised from the above analysis that teachers in the Zabzugu district went through four main supervisory activities to ensure that quality basic education delivery in their schools was effective. Lesson preparation and lesson delivery are the two main activities that 22.7% of the respondents were supervised to do, thus engaging the attention of educational supervisors and teachers as well. Only 2% of the teachers were specifically supervised to prepare teaching aids. Further enquiry indicated that the low percentage score in teaching aids preparation was as a result of most teachers not using relevant teaching aids during lesson delivery even though they captured them in their lesson notes. The response of some of the teachers revealed that some of their head teachers were not interested in using the School Capitation Grant to buy materials to assist them prepare certain teaching aids. Consequently, the teachers abandoned the use of teaching aids at the blind side of both head teachers and circuit supervisors. The circuit supervisors blamed it on the fact that most teachers of today were more interested in their pay than in the work because the teachers could ask the pupils to collect many different materials from home to be used as teaching aids or be used to prepare teaching aids.

The study also found that other stakeholders such as the DEOC, SMC/PTA, and District Monitoring Team (DMT) in the DEO, also undertake monitoring activities in the schools and school communities to ensure that the supervisory effort towards quality basic education delivery in the district was holistic and effective. It is therefore critical that although educational supervision activities that were being undertaken in the Zabzugu district to improve the effective delivery of quality basic education were comprehensive,



there remained the challenge of how well these activities were being carried out by all the stakeholders, given their level of capacity, and resource availability and access.

4.3. Challenges of Educational Supervision in the Zabzugu District

Educational supervision in the Zabzugu district is not being done without challenges. In focus groups discussion with head teachers and circuit supervisors as well as in key informant interviews with DEOC members, the following were identified as key challenges that affronted the smooth implementation of educational supervision in the district.

4.3.1 Dysfunctional DEOC

The DEOC according to some of its members in key informant interviews was not functioning as it is supposed to. Meetings were not held and for that matter no discussions were taking place among members with regard to basic education management in the district. At best the district planning office would collect education office plans and incorporate them into the assembly's medium term development plans according to some of the DEOC members. Some of the members interviewed claimed that the interaction between the district assembly and the education office was not strong with regard to basic education management in the district, especially in terms of educational supervision. So effectively, field visits by DEOC members were not done and for that matter their assessment of challenges facing teachers on the field such as accommodation, safe learning environments, teaching and learning materials availability among others were not assessed. Expressing the above concerns, two DEOC members mentioned that the main reason for the failure of the DEOC was due to the lack of commitment from the District Chief Executives (DCEs). According to these members of the DEOC, the DCEs, who, by the stipulations of the Education Act of 2008 (ACT 778), are the chairpersons of the



committee, always made the excuse that they were too busy to chair meetings when a proposal was made by the District Director of Education (who is the secretary to the committee) for meetings to be convened. A DEOC member in an interview indicated:

“I cannot tell you the last time DEOC met to discuss anything about education in the district, let alone supervision. What has happened is that we don’t have a DEOC. The education Director is tired calling on the DCE to revamp it. In fact, we are all tired, and it means that basic education delivery in this district will continue to suffer”

The Dysfunctionality of the DEOC therefore occurred in both its organisational structure and functions which negatively affected educational supervision in its role in the delivery of quality basic education in the Zabzugu district.

4.3.2 Head Teachers Are Not Detached

At a focus group discussion with the head teachers, it was found that all of them were officially required to teach in addition to their administrative and supervisory work, which made it difficult for them to concentrate on regular supervisory activities such as timely vetting of teachers’ lesson notes, observation of teachers’ lesson delivery sessions, among others. The circuit supervisors indicated that if all head teachers were detached from classroom teaching activities it would be easy for them to undertake certain supervisory activities that would impact the classroom teaching behaviours of their teachers. But the fact that the head teachers were also still considered class and subject teachers made it difficult for such supervisory plans to be implemented.



According to a JHS Head teacher,

“In a three stream school like mine, how can you expect me to supervise close to 30 teachers while still teaching at the same time as a subject teacher? So it means that educational supervision is suffering because it is easy to teach than to supervise teachers.”

A circuit supervisor indicated that:

“It is unfair on the part of management to think that head teachers who are supervising six teachers and above should continue to teach as subject or classroom teachers. Currently our head teachers do not teach as required of them and they do not do the administrative work like supervision effectively due to this dual role. Many head teachers as a result do not even have time to vet teachers’ lesson notes, supervise the classroom work effectively and even study the teachers’ relationship with the students effectively.”

4.3.3 Inadequate Logistics and Monetary Resources

This is one of main hurdles that faced educational supervision in the Zabzugu district. All the stakeholders interviewed and responses from the focus group discussions held pointed to the fact that logistics in terms of stationery for both schools and circuit supervisors were woefully inadequate and sometimes completely lacking. The head teachers asserted that the capitation grants they were receiving from central government to help cater for stationery was not enough for the recurrent expenditures of the schools, and it was not even released to them regularly. The circuit supervisors on the other hand, apart from inadequate stationery, stated that means of transport was still a major hurdle since there was still a circuit supervisor out of the five of them who did not have a motorbike to do proper monitoring and supervision. They further stated that even those of them having motorbikes rarely get fuel from the district directorate to do their work, and that even though they were sacrificing by using their salaries to work, when their motor bikes breakdown due to the



nature of the terrain, no maintenance allowances were paid them to assist them in maintaining their motor bikes.

A circuit supervisor expressed the following view:

“All of us are here because of our wellbeing and the wellbeing of our families. It is therefore unjust for another to expect that we should continue using our salaries to perform official duties. The teachers may go the schools if they like, but how many of them are willing to be in school if they know that nobody is coming to monitor them? Some will even go and be conversing instead of teaching, and what can we do?”

4.3.4 Reluctance of the DEO to Apply Sanctions

According to head teachers, the DEO was reluctant to apply sanctions to recalcitrant teachers who would not come to school regularly and punctually, and who would not even prepare their lesson notes or who often left school before the official closing times of pupils. Head teachers indicated that such reluctance from the DEO emboldened those teachers and made the head teachers powerless and hence unable to supervise such teachers. The head teachers revealed that such teachers even gave them negative labels such as “hypocrites” and sometimes threaten them. This attitude of the DEO, the head teaches indicated, created insecurity in them and further worsened their supervisory ability as heads. The circuit supervisors also affirmed this view of the head teachers, and said they also suffer such fate as the heads from such teachers. But the circuit supervisors mentioned that opinion leaders and political leaders’ interference was solely responsible for the recurrence of such negative attitude of such teachers. One circuit supervisor said:

“If a teacher’s salary is paid back to government chest for the number of days he does not attend school, or if the teacher is sacked for vacation of post or is denied promotion for refusing to write lesson notes, the teachers will change. But the impunity with which they misconduct themselves motivates them to carry on. If the DEO management would take bold



decisions to apply the prescribed sanctions employable, then almost all these problems of teacher absenteeism and other misconducts will fade”

4.3.5 The DEO Was Not Responsive to Circuit Supervisors’ Reports

Circuit supervisors expressed the worry that the DEO management was not responding to their reports. The circuit supervisors asserted that apart from the fact that the DMT and the DEOC were not visiting schools, management was also not ready to discuss with them management’s views about those reports they generated from their field visits and submitted to the DEO. They indicated that such lack of feedback was making them feel irrelevant and demoralised. According to a circuit supervisor:

“How can I go to the field and do my work and submit the report to my superior officer for study and action to be taken on some critical issues, and it ends up being neglected with and reference to me. This attitude being exhibited by the DEO management continues to demoralise us and makes us feel useless and powerless in front of our head teachers, and especially the stubborn teachers. And it has emboldened the recalcitrant teachers to disrespect us the circuit supervisors and sometimes insult and threaten their head teachers. This has seriously affected the effectiveness of supervision negatively in the district because everyone adopts a careless attitude, and no actions are taken to resolve issues as quickly as possible. Sometimes the head teacher will be asking to know what is happening with a particular report, and one can’t answer.”

4.3.6 Lack of Training in Educational Supervision

Critical to the circuit supervisors during the focus group discussion about the challenges they faced was lack of training on their job. They indicated that though they had training on guiding their teachers to set up targets and to fill in evaluation forms for their professional development, no training was given to them on supervising teachers on the various aspects of the work. They lamented that not even a proper orientation exercise is organized to provide firsthand information about the job upon one’s recruitment as a circuit



supervisor. The new circuit supervisor would have to ask the old ones for guidance. One circuit supervisor said:

“We don’t even know whether what we are doing is right. We are just repeating what the old ones have passed to us”.

In discussing the challenges of educational supervision, head teachers explained that even though they believed that the leadership that was being offered them and their staff by the circuit supervisors in educational supervision was right, there was more effort needed with regard to training the circuit supervisors and providing them with the needed resources to assist in discharging their duties effectively.

4.3.7 Clinical Supervision Model Not Used

Another challenge of supervision is the neglect in employing the use of the clinical supervision model in the supervision process as enshrined in the circuit supervisors’ operational manual by educational supervisors in the Zabzugu district. The study found that both head teachers and circuit supervisors did not use the systematic processes of the clinical supervision model required of them in the circuit supervisors’ operational manual to conduct supervision. The document expresses in detail a five-step system of pre-observation, observation, analysis and strategy, post-observation conference, and post-conference analysis in conducting instructional supervision. This led to supervisors not giving feedback to teachers after a particular supervision is conducted which in turn negatively affected supervision. In a discussion with the circuit supervisors, it was found that they did not have the operational manual and consequently did not even know about the clinical supervision model in the book. The A/D Supervision explained in an interview:



“We have only a copy of the book in the office. I gave the book out to be photocopied for the circuit officers, but I was later told that the 156-page document is too bulky as there was no enough paper and photocopier toner. This is the main reason why the circuit supervisors don’t have it. I also fear that if I give the single copy out for them to use on rotational basis, it may be easily destroyed or it may be lost; that is why it is kept in the office.”

4.3.8 Teacher Attrition

According to head teachers, circuit supervisors, and DEOC members, teacher attrition in the district is a critical issue that affected educational supervision and for that matter its role in quality basic education delivery at the basic school level. The annual release of teachers to other districts was affecting the continuity of both administrative and instructional supervisory skills developed by those teachers over time. The circuit supervisors indicated that every academic year they have to deal with many new head teachers because the old ones leave for other districts resulting in an interruption in the supervisory process built up with those teachers leaving the district. The circuit supervisors also explained that the district education directorate was not receiving as many experienced teachers as it was releasing every academic year, coupled with an already insufficient teacher numbers in some of the schools. This drew back helpful supervisory activities with teachers in those schools because they tended to more student numbers than usual in multi-grade classrooms, thus increasing their level of fatigue and making them unable to engage in other activities after schools are out.

4.3.9 Weak SMCs/PTAs

It was realised during the interviews with some of the members of the SMCs and PTAs that these bodies were weak. Of the 20 members interviewed, only 5 of them were able to clearly speak about their roles in as in the schools as well as in the school communities.



Although the members said they had training on their roles and responsibilities, they were still found wanting when they were asked about the effective performance of their roles. All members interviewed did not have any form of formal education. This limited their ability to fairly discharge their duties resulting in some of them leaving the responsibility of school monitoring and administration to head teachers alone.

4.3.10 Section Summary

The key challenges discussed above were views expressed by some of the stakeholders of basic education in the Zabzugu district during key informant interviews and focus group discussions about educational supervision. However, it was now critical that stakeholders of education such as mentioned above take a different view and approach towards educational supervision of basic education in the district. This is because if supervision of education is left to rest with the above listed challenges, then quality basic education delivery would face lowering standards in the district, and which would in turn have negative impact on the educational experience of the pupils in future.

4.4. Strategies to Ensure Effective Educational Supervision

This section sought to find out the strategies being put in place by stakeholders in education in the Zabzugu district to ensure effective supervision for quality basic education delivery. According to all the stakeholders in education in the Zabzugu district, the following strategies were put in place to assist in ensuring effective educational supervision.

4.4.1 The revamping of DEOC and Its Monitoring Duties

According to all of the five DEOC members interviewed, it was the hope of all members that the next DCE, who would double as the chairperson of the committee would be made



to lead the way of making the DEOC active. For them if DEOC worked well, then all other strategies would be efficient. According to them the next step after having their first meeting would be to get members into the field so that they could get first-hand information on basic education delivery in the district, and the challenges that were being faced in the schools. A DEOC member said:

“As for supervision, DEOC is responsible for supervision, because we take decisions concerning supervision of teachers and schools. But the fact that we are not together and working also means that supervision is suffering. We should be in the field ourselves to assess the situation correctly, but we are not there, and we cannot also empower others to be there. Is this not a shame?”

4.4.2 Termly Supervision Action Plan

At the DEO the supervision unit constituted by the A/D in-charge of supervision and monitoring as well as the circuit supervisors themselves indicated, in a focus group discussion, that they prepare termly monitoring and supervision action plans at the beginning of every school term to ensure that all schools are covered. They further indicated that the action plan afforded them the opportunity of even movement and accurate execution of their supervisory activities in case the needed resources were duly provided.

According to the A/D Supervision:

“The termly supervision action plans are a guide that details supervisory activities from the first week to the last week in a school term. This helps us to carry out our duties as well as help us to track our progress. However, the inherent challenges of logistics and funds hinder the implementation of these plans. And it negatively affects supervision of teaching and learning in our schools.”





4.4.3 Cluster-Based Supervision

Cluster-based educational supervision is another of the strategies put in place to make educational supervision effective in the Zabzugu district. Circuit supervisors revealed that the cluster-based supervision of teachers was strictly meant to engage teachers in in-service training activities that pivoted on how best teachers and head teachers could plan and deliver their lessons to effect positive learning outcomes among their pupils. They explained that teachers with similar teaching challenges across a number of schools (for instance between 3 and 5) are gathered at a nearby school and guided through group or peer learning and teaching activities. According to the circuit supervisors, supervision at the cluster level is always effective because every teacher works towards resolving their common challenges, and as a result they pay attention, participate fully, and strive to understand issues. The cluster-based supervision of in-service training activities, according to the circuit supervisors, reduces their workload and saves other material resources. But the difficulty with this strategy also was funding, since teachers would have to be fed since it sometimes takes more than a day depending upon the topics being handled. Also decision on venue usually is dragged due to the distances between schools that have to be clustered.

4.4.4 Monitoring by the DMT

It was also revealed that the DEO has a District Monitoring Team put in place which is led by the DDE to further undertake monitoring exercises to help check teacher absenteeism, collect data on teacher and pupil enrolment as well as teaching and learning materials, and the assessment of the general learning environment and the welfare of teachers. The monitoring activities of the DMT were also to validate the performance of both the circuit

supervisors and head teachers in their supervisory tasks. However due to resource constraints, the DMT does rarely move out into the field according to the circuit supervisors. According to the A/D Supervision:

From 2004 to 2010, the DMT was very active, and we reaped the results. If you check our expenditure on supervision you will notice that it was increasing every year and the BECE results were also improving. In 2010 this district was the second best at the BECE after Obuasi municipal. After that we started falling down because supervision and monitoring was not taken seriously. Circuit supervisors were cautious because of the DMT, and for that matter they were working. Providing circuit supervisors resources doesn't mean that they will work as expected of them. No. They need another motivation, and for us our motivation for them was always the monitoring by the DMT."

4.4.5 Creation of Social Media Platform

The circuit supervisors in collaboration with head teachers created social media platforms on WhatsApp to facilitate supervision information dissemination to all teachers in their respective circuits in order to lessen their burdens in terms of cost and fatigue. All teachers with android powered mobile devices are hooked up onto the platforms to enable timely receipt of information. For instance, each circuit WhatsApp platform had an average of 16 head teachers hooked onto it. Supervisory issues such as teacher absenteeism, data collection announcements, workshop attendance information, and school financial administration issues share and discussed on those platforms. They did not rely much on this because some information was to specific persons and other times not all head teachers were on the platform always due to either data challenges or the phones not in good conditions.



4.4.6 Induction Course/Orientation for Teachers

The DEO and Ghana National Association of Teachers (GNAT) hold an induction course for newly posted trained and graduate teachers to explain to them their rights, roles and responsibilities, as well as the rules and regulations guiding the teaching profession. The induction course is held annually. During the induction course teachers are told of the opportunities that exist for their professional development and for their academic growth. According to the head teachers those times that the orientation exercise was regularly conducted, it afforded all teachers the opportunity to know how issues of the profession were being dealt with, and the power structures and channels of communication in their work places. This according to the head teachers helped to make supervision of teachers especially at the school level easy for them. This practice according to the head teachers is no longer and they hope that the DEO would collaborate with the district assembly to solicit funding to organize the induction course for their teachers.

4.4.7 Capacity Building for SMCs/PTAs

It was noted that SMCs and PTAs executives were trained to ensure the effective performance of their monitoring roles and management of school and community relations better. This was discovered in key informant interviews with the SMCs and PTAs executives as well as that of the circuit supervisors in a focus group discussion. However, head teachers claimed that many of the SMCs/PTAs were ineffective and therefore left school administration and teachers issues solely on them to bear. Meanwhile these bodies were also calling for a refresher training in which head teachers would be present so that the head teachers could help them in doing their work better because they were not educated and therefore could not write down all that they needed to do in order to constantly make

reference to them. Meanwhile both head teachers and circuit supervisors revealed that most of the SMC/PTA executives in their school communities abandoned their duties even after training was given them. But some of the executives of these two bodies interviewed also indicated that some community members due to some incidents in some of their schools accused them of siding with the teachers to spend school funds, and thus passed disparaging comments about them. Consequently, they feel reluctant in being committed to doing their work.

4.4.8 Management Training for Head Teachers and Their Assistants

The study also found out that another strategy being used to ensure effective educational supervision in the Zabzugu district was the organisation of capacity building workshops for head teachers and their assistants in school leadership skills acquisition and development, school administration or management. The head teachers indicated that this training is annually organised by the DEO or authorised by the DEO to be handled by an external educational capacity building organisation. According to them the additional information and skills they acquire through these workshops helped them a lot in leading both staff and pupils in their schools, and in the effective management of their schools' finances and school-community relationships. But the challenge with this strategy according to the head teachers was the use of their capitation funds; since the funds already was not sufficient to meet their schools' expenditures, it put serious financial burden on them as head teachers.



4.4.9 Incentive Package Policy of the DEO

The DEO instituted an incentive package policy to motivate high performing officers and head teachers who showed commitment and produced results. The circuit supervisors explained that the incentive package policy actually pushed them to work harder because whenever the packages were being given, and a circuit supervisor was not given, it instantly exposed the fact that such a circuit supervisor was under-performing. This is because the packages are given based on merit and the winners are picked based on assessment results completed by a select committee. Items given to beneficiaries included Television sets, refrigerators, solar lamps, and packets of roofing sheets. The circuit supervisors and the head teachers in focus groups discussions reiterated the continuation of the incentive package policy by the DEO would continue to positively affect educational supervision in the district. But the challenge with this policy was that the DEO, according to the DEOC members, was not always resourced enough to afford the incentive packages for deserving head teachers and circuit supervisors and other office staff.

4.4.10 Section Summary

It is noted that stakeholders of education in the Zabzugu district appreciated the role that educational supervision was playing in the delivery of quality basic education. It is premised upon this that the above key strategies were put in place to enable them carry out effective supervision in their schools. However, it is equally important to note that many of the strategies faced implementation difficulties due to resource constraints and lack of commitment from managers of education such as the DEOC. It could therefore be concluded that the strategies put in place to ensure educational supervision in the district are not defective in themselves but financial constraints affected its effective

implementation to ensure that the needed goals of educational supervision in quality basic education delivery are achieved.

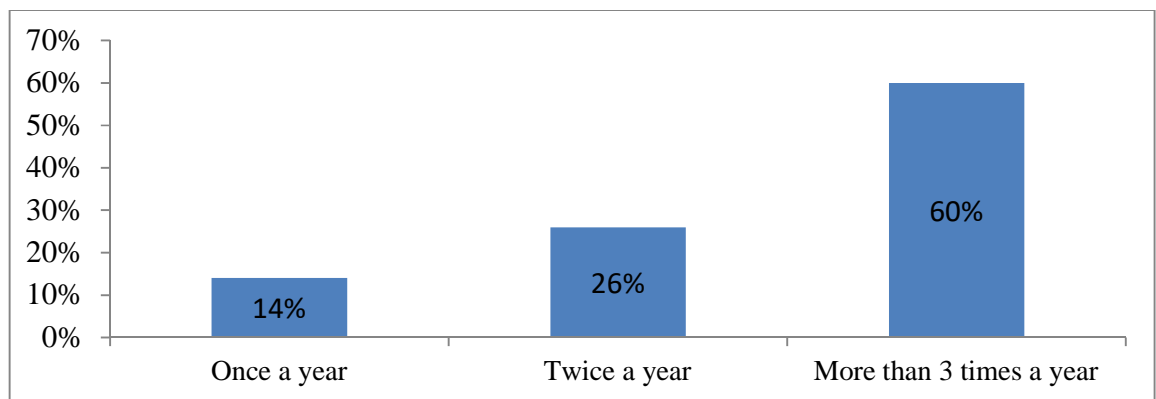
4.5 Effectiveness of Educational Supervision

The effectiveness of educational supervision was studied by measuring the frequency of visits, supervisory themes, pupils and teachers' school attendance, head teachers' classroom supervision, supervisory attitude of head teachers, and models used in educational supervision

4.5.1 Frequency of Supervision

The frequency of supervision done in an academic year was examined to find out the number of times that teachers were supervised and whether supervision met the required standards because it contributes to the effectiveness of supervision.

Figure 4.5.1 Frequency of supervision done in an academic year



Source: Field Survey, 2017.

Figure 4.5.1 above indicates that 14% of the teachers underwent supervision once in academic year, while 26% of the teachers were supervised two times per academic year. However, it was realised that 60% of the 97 respondents indicated that they were





supervised more than three times in an academic year. The implication the above statistics shows is that majority of the teachers, with regard to the effectiveness of educational supervision in terms of frequency, were supervised repeatedly in an academic year. Also it was confirmed that those teachers who were supervised once and twice per academic year were new in the teaching profession or fell in the category of teachers living far away in the hard-to-reach school communities especially during the rainy season when some of the school communities become inaccessible due to floods, according to the circuit supervisors in a focus group discussion. But it is also a highlight of the inability of circuit supervisors and other educational supervisors to regularly monitor and visit teachers in their schools due to challenges such as lack of fuel, lack of maintenance allowance, among others facing educational supervision in the Zabzugu district. This is because by the Ghana Education Service regulations, the minimum number of times the circuit supervisor must visit a school in a school term is three. Consequently, if about 41 teachers out of 97 were being supervised once and twice in an academic year indicates that school supervision in terms of number of visits in a school term was low despite some of those teaches being new in the profession and the rest living in hard-to-reach school communities.

4.5.2 Head Teachers' Visits to Classrooms During Lessons

The study was interested in finding out whether head teachers visited the classrooms during learning sessions to find out, as part of their supervisory responsibility, what and how their teachers teach.

It was found that 7.22% of the teachers interviewed indicated that their head teachers paid them brief visits only once in an academic year during lessons with their pupils.

Table 4.5.1 Head teachers’ classroom visits during lessons

Head teachers’ classroom visits during lessons in an academic year	Number	Percent (%)
Once	7	7.22
Sometimes	54	55.67
Always	33	34.02
No	3	3.09
Total	97	100

Source: Field Study, 2017.

However, 55.67% of the teachers were sometimes briefly visited by their head teachers during lessons. This indicates that even though the visits were done more than once, they were not frequent and regular within an academic year. Furthermore, 34.02% of the teachers were always briefly visited by their head teachers during their learning sessions with their pupils throughout the academic year. But 3.09% of them indicated that they were never paid any brief visits by their head teachers during their classroom interactions with their pupils throughout the academic year. It is found that 96.91% of the teachers indicated that they were monitored by their head teachers during their learning sessions with their pupils throughout the academic year. What this statistic explains is that educational supervision was considered by majority of the respondents’ school heads as playing a critical role in ensuring the delivery of quality basic education in their schools.

Head teachers indicated in a focus group discussion that the brief visits afforded them the opportunity to instantly correct certain minor mistakes on the part of their teachers with regard to class control, use of the white/blackboard and lesson presentation styles of teachers. They also claimed that the brief visits by head teachers in the two-stream and three-stream primary and Junior High Schools assisted them to ensure that teachers who

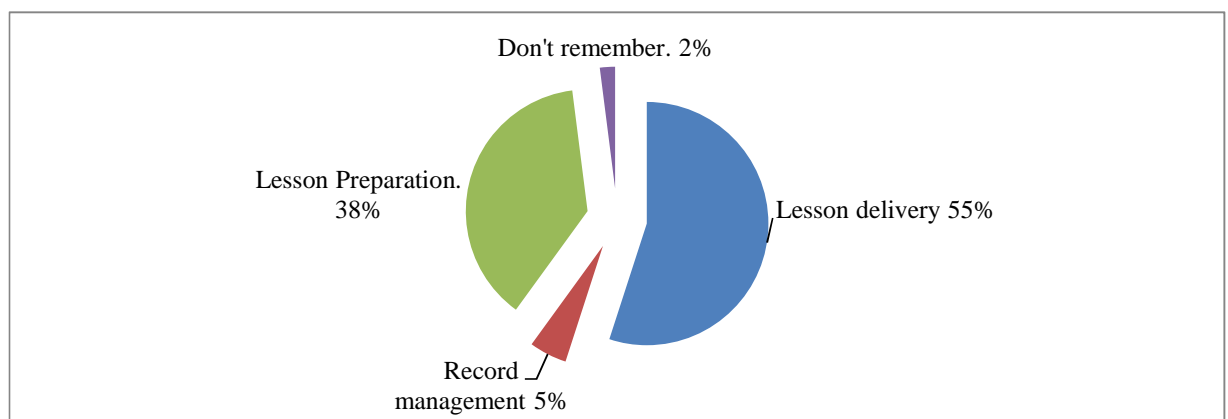


were present in school were teaching and not idling. As one of the head teachers did state “A society without supervision is not a human society”. Consequently, the analysis indicates that educational supervision by head teachers in terms of frequency of brief visits in the Zabzugu district could be described as effective.

4.5.3 Supervisory Themes

The supervisory themes that respondents were supervised on were explored to find out the specific areas that supervisors directed their supervisory guidance, and whether it could be described as being effective with regard to quality basic education delivery.

Figure 4.5.2 Supervisory themes



Source: Field Study, 2017

Three main themes engaged the attention of both teachers and supervisors of education in the Zabzugu district. Lesson delivery, which practically involves lesson presentation, the use of teaching methods, the use of class control mechanisms, the answering of pupils' questions, and evaluation of lessons among other things was the commonest area focused on by educational supervisors in the Zabzugu district. The next area of focus of educational supervisors was lesson preparation which includes the drawing of lesson plans, the writing



of lesson notes, and the use of the syllables among other things. However, 5% of the respondents were supervised in records management. But 2% of the respondents could not remember the topics they were supervised on.

Supervision focused more on lesson delivery and lesson preparation, which in itself is important in terms of instructional supervision. It can be seen in Figure 4.5.2 that record management received less attention. This could affect the records management abilities of class teachers, in properly entering, marking and closing of class registers, as well as the preparation of the terminal records of pupils. This view was expressed during a focus group discussion with head teachers when training on handling school and class records came up as a challenge especially to the newly trained and graduate teachers.

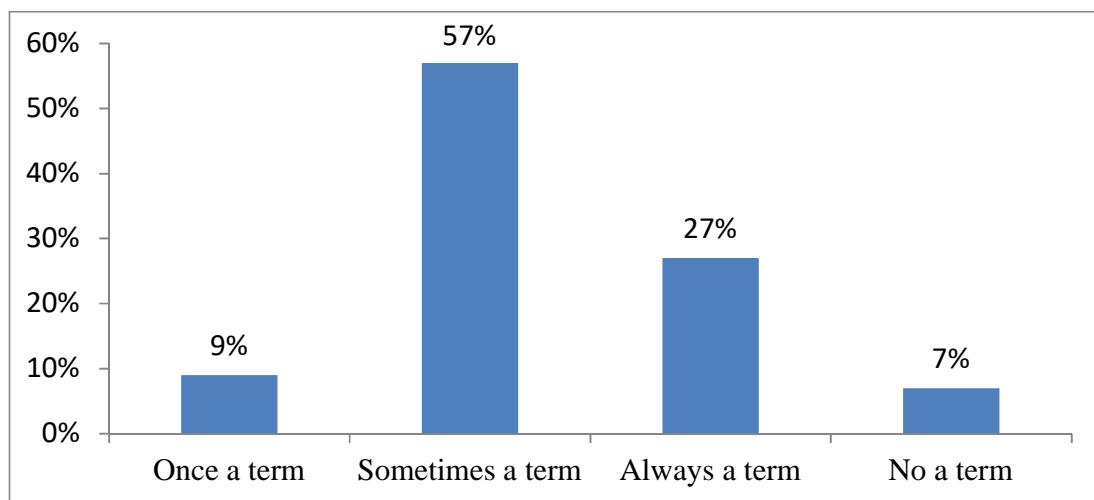
Figure 4.5.2 also shows that circuit supervisors and head teachers gave less attention to lesson preparation than to lesson presentation. This was corroborated in a focus group discussion with circuit supervisors in responding to the question: “In your opinion, how does educational supervision contribute to: (a). Teacher lesson preparation and delivery behaviour?” According to the circuit supervisors, trained teachers and graduate teachers had fewer problems with regards to lesson preparations because it was part and parcel of their training. However, lesson delivery, according to the circuit supervisors, was always evolving and demanding new teaching and learning behaviours from both pupils and teachers, and also a change of perception of the efficacy of some teaching methods, and pupils learning behaviours. Consequently, the circuit supervisors engaged the teachers and head teachers more on lesson delivery than on lesson preparation.



4.5.4. Assessment of Pupils' Attendance Records

Educational supervision is mainly done because of the pupils or students that are found in the classrooms to be taught by teachers. Therefore, it is part of the daily routine of circuit supervisors and other external supervisors to check the attendance registers of pupils to ensure that records were matching the physical presence of pupils in the classrooms. This variable is to assist in finding out whether the inspection of pupils' attendance records was conducted by educational supervisors in the Zabzugu district.

Figure 4.5.3 Circuit supervisors' assessment of pupils' attendance in a term



Source: Field Study, 2017

Figure 4.5.3 indicates that circuit supervisors at one time or the other checked the attendance records of pupils in many of their supervisory visits within a school term. It was found that 9% of the teachers affirmed that the circuit supervisors checked the attendance records of their class pupils once in a school term. Also 27% of the teachers affirmed that the supervisors always checked the attendance registers to verify the attendance of pupils upon their visit throughout the school term. While 57% of the teachers showed that the





pupils' attendance records were sometimes checked by the supervisors in the school term, 7% of the teachers did not have their pupils' attendance records checked by the supervisors upon their visit during the term. According to the circuit supervisors, they did not spend a whole day in a particular school on a single visit which made it difficult for them to check every teacher's class records per each visit. For them more demanding and more important tasks of ensuring teachers' regular and punctual school attendance, and the number of schools they needed to cover, coupled with the lean resources they were always given made it difficult for them to give much attention to certain supervisory tasks such as checking the attendance records of pupils. These were some of the views expressed by the circuit supervisors during a focus group discussion. According to the circuit supervisors, pupils' school attendance was solely the responsibilities of parents and teachers and the SMCs. But they once in a while checked to find out some pattern of attendance of some pupils, how the teachers entered names of pupils as well as marked and closed the registers. The circuit supervisors pointed out that some teachers were so neglectful that they might not detect the persistent absence of some pupils who may be facing genuine problems at home and needed assistance. So they once in a while checked the registers for such patterns in attendance and made follow ups especially at the Upper primary and the JHS levels where there are grown teens, and who in the case of girls could be forcibly withdrawn for marriage or, in the case of boys removed for farming or other purposes.

In totality about 97% of the respondents indicated that circuit supervisors did at one time or the other check pupils' attendance as well as their enrolment found in the classroom attendance registers. The data analysed here indicate that circuit supervisors did not make it a habit to always check teachers' class registers to ascertain pupils' enrolment as well as

their school attendance, though they did not leave it out, but perhaps as sparingly as the data indicated, did it as part of their supervisory duties. This implies that in terms of coverage, educational supervision in the Zabzugu district was mainly not for teachers alone but extended to include the very pupils in the classrooms for whom the need for educational supervision in ensuring the delivery of quality basic education was being questioned.

4.5.5 Effectiveness of Supervision On Teachers' School Attendance

This variable was explored to find how effective educational supervision on teachers' regular school attendance was. Here teachers were asked the question: "As a teacher, does supervision contribute to your regular school attendance?" As high as 96% of the teachers answered "Yes" and only 4% answered "NO" to this question. According to head teachers, the fact that teachers knew that the head teachers as well as external educational supervisors could be visiting them either on a known schedule or on uninformed schedule was enough to ensure that majority of teachers were regular in their school attendance. This view by the head teachers was corroborated during observation visits to some of the schools. Teacher absenteeism was noted to be rampant because the circuit supervisors during that period could not move out mainly due to lack of fuel. According to a DEOC member in a key informant interview, "Human beings will not willingly and continuously do things in the right way even if they are paid good money to do it. Therefore, there need to be another reason for them to continue to it as it should be done; and for our teachers that alternative reason in ensuring their regular school attendance is supervision."



4.5.6 The Supervisory Attitude of Head Teachers

The supervisory attitude of head teachers was examined to enable the study ascertain the effectiveness of head teachers in providing leadership through supervision in their schools, and how such effectiveness could positively affect quality basic education delivery.

Table 4.5.2 Supervisory attitude of head teachers

Description of head teachers' supervisory attitude	Number	Percent (%)
Excellent	11	11.34
Very good	57	58.76
Good	24	24.74
Poor	5	5.15
Total	97	100

Source: Field Study, 2017

Table 4.5.2 presents the supervisory attitudes of head teachers in respect of the effectiveness of their supervision of teachers. Table 4.5.2 shows that approximately 11.34% of head teachers were rated by respondents as being excellent in their supervisory attitude. Also 24.74% of respondents rated the supervisory attitude of their head teachers to be good. However, while 58.76% of respondents rated their head teachers' supervisory attitudes as very good, 5.15% of the respondents said the supervisory attitude of the head teachers was poor.

The above data indicate that 95% of all 97 respondents positively rated the supervisory attitude of their head teachers in their schools. This shows that the respondents had some appreciable level of confidence in the inputs, and the leadership attitude of their head teachers in guiding them in their teaching experience, thus indicating how effective school leadership or supervision was in contributing towards the delivery of quality basic education in the Zabzugu district. In a discussion with head teachers concerning the



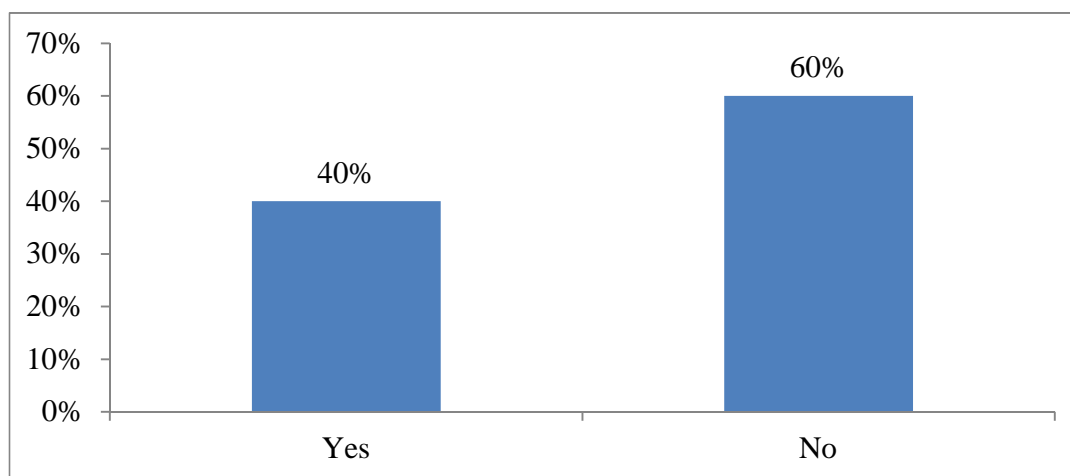
resistance of some teachers to supervision, the head teachers revealed that poor supervisory attitude such as intemperate language, lack of confidence, and negligence of duty on the part of some head teachers could even reinforce the insubordination of teachers, and make supervising them difficult. This therefore indicates that the supervisory attitude of the head teachers played a critical role in ensuring that teachers (even the recalcitrant ones) appreciated the need to be supervised.

4.5.7 Use of Supervisory Instruments -The Lesson Observation Sheet (LOS)

Formal classroom supervision by head teachers is supposed to be guided by the classroom instructional observation instrument, mainly the LOS. This supervisory tool as developed by the GES is meant to ensure that supervisors supervising the instructional sessions of teachers keep focused on certain criteria and guidelines to ensure effective evaluation and feedback of teachers' work. The research sought to find out how many head teachers used the LOS in their formal classroom supervision of their teachers, since the effectiveness of supervision also partly depends on the supervisory tool used. First respondents were asked the question: "Has your head teacher formally supervised your classroom work?" to establish the premise upon which to evaluate the use of the LOS. The responses show that out of the 97 respondents, 72% said they were formally supervised by their head teachers. But 28% of them said their classroom works were not formally supervised by their head teachers.



Figure 4.5.4 Head teachers use of the LOS in formal classroom supervision



Source: Field Study, 2017

The above diagram indicates that the use of the LOS in formal classroom supervision by head teachers was low as 40% of the respondents answered “Yes” and 60% of them answered “No” to the use of the LOS in their formal classroom work assessment. What this data reveals is that head teachers do formal classroom supervision of their teachers without the use of any tool or by using other tools that may prove easy or simple to use but ineffective in its evaluative ability to produce a high standard output by the GES standards.

When the head teachers were asked in a focus group discussion about their supervisory roles and the use of supervisory instruments in formal classroom supervision of their teachers, they claimed that the use of the LOS seems to be cumbersome as the tool is too clustered, seems confusing and procedural. So according to them, they use their own improvised tools to ensure that they achieved the same objectives. But some of the head teachers indicated that the LOS is helpful as it could also be used as teachers’ training needs assessment tool as it clearly leads the supervisor to understanding the flaws in the teachers’ lesson preparation and presentation.



4.5.8 Models of Supervision

Models of educational supervision are of interest to the study as far as the effectiveness of supervision is concerned in the delivery of quality basic education. This variable is to aid in finding out how effective educational supervision in the Zabzugu district has been with regard to the use of educational supervision models in general and the clinical supervision model in particular.

It was found that none of the 97 respondents had any knowledge of any model of educational supervision; neither did any of the circuit supervisors or head teachers discuss it. In a focus group discussion, circuit supervisors indicated that they did not even know what supervision models were except one of them who researched the models but could not get the proper understanding by learning them by himself, so he did not also incorporate them in his supervisory processes. When it was made known to them during the discussion that they were required to use supervision models especially the clinical supervision model as expressed or indicated in the circuit supervisor's handbook by the G.E.S published by the Ministry of Education, they expressed shock and even said that they had never seen the book itself. The AD in-charge of supervision however indicated that he had the book only in a single copy, and that frantic efforts to get the book photocopied to all circuit supervisors failed because the directorate thought the book was voluminous and would consume a lot of paper and print toner that it could not afford.

The above narrative indeed presents some of the challenges that educational supervision in the Zabzugu district faces. This is because if circuit supervisors who lead supervisory activities, and are supposed to provide leadership to head teachers and their teaching staff,



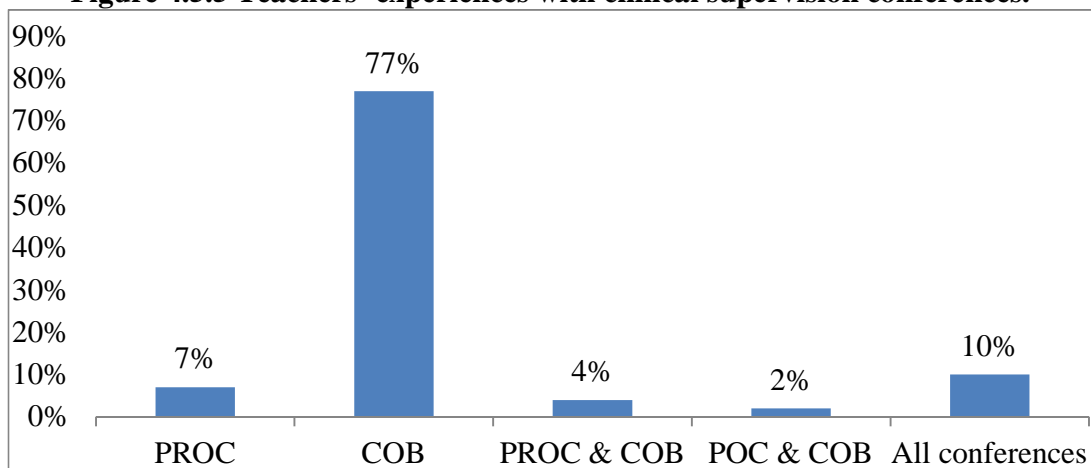
themselves do not know exactly what their own operational manual is, then it implies that at best they are doing what they think is right.

4.5.9 Supervisory Conferences

Teachers' experience with regard to supervisory conferences before, during, and after supervision was explored to find out their level of involvement in the process of supervision. The supervisory conferences explored here are the three steps clinical supervisory conferences (as indicated at 2.5.1 in page 23) out of the five that supervisors and supervisees (teachers) must go through to ensure an objective evaluation and feedback of teachers' work.

From the diagram below, it will be seen that only 7% of all 97 teachers interviewed were taken through pre-classroom observation conference (PROC) before the actual classroom observation/data collection exercise (COB).

Figure 4.5.5 Teachers' experiences with clinical supervision conferences.



Source: Field Study, 2017.





What this effectively implies is that majority of the teachers supervised were never given the opportunity to set their lesson preparation and delivery goals and even make contribution into the targets to be pursued in terms of the form and the criteria of assessment. However, 77% of respondents were taken through COB indicating that live teaching sessions were held with the teachers. Also 4% of respondents were taken through both the pre-classroom observation (PROC) and the COB together, indicating that only 4% of those who went through the COB with their supervisors were also taken through the PROC. Furthermore, only 2% of respondents experienced the COB and the Post-observation conferences (POC) together. What is critical here is the fact that out of 97 respondents interviewed; only two (2) teachers indicated that they were given feedback after a particular supervisory exercise with their superior officers. This is critical because if teachers are not given feedback after supervision is conducted on their work, it implies that there would be less chance of improvement in their work. This also implies that the teachers' professional experience in terms of competence in the best professional practices could be low and their pupils would have to receive tuition from a teacher who is less informed with the ripple negative effects on the pupils' educational experience in the future. However, feedback that is non-judgemental and is not fault-finding has the potential of positively affecting teachers' level of motivation, self-esteem, efficacy and sense of security Blasé and Blasé (1999) cited in Baffour-Awuah (2011).

In a focus group discussion, head teachers indicated that circuit supervisors either instructed them verbally to inform their teachers to be supervised or they passed the information through colleague teachers. This implies that teachers were rarely brought into the pre-observation conference with the circuit supervisors to make their inputs into the

supervision process. Meanwhile empirical evidence shows that pre-observation conferencing between supervisors and teachers leads to the improvement in teachers' instructional practices Baffour-Awuah (2011). The head teachers further claimed that external supervisors such as the National Inspectorate Board (NIB) of the GES would come to them unannounced. Again from the diagram above it is indicated that only 10% of the 97 respondents were taken through all three conferences of the clinical supervision model. This only further reveals that many teachers in the Zabzugu district were not afforded the opportunity to reap the benefits involved in going through all the three processes of the clinical supervision model, which according to the circuit supervisors' handbook are part of the processes that must be followed more especially in instructional supervisory practices.

4.5.10 Effect of Educational Supervision on Quality Education Delivery

During a focus group discussion with circuit supervisors on the effect of education educational supervision on quality education delivery, the Assistant Director of Supervision in the Zabzugu District Education Directorate stated: "If quality education delivery in this district would be improved then supervision must be seen as leading the way. This is because those days that supervision was too weak, teachers would not go to school, some would go and sit without teaching, they would not prepare lesson notes, others would teach the wrong things to the children; and it brought our district backwards in terms of BECE rating nationwide, and I think we are heading back to that state again." Even though the statement is an expression of an opinion, it does indicate that even if everything is provided to schools and teachers without supervision leading the way, the delivery of quality basic education in the Zabzugu district would still face fettering challenges.



4.5.11 Positive Effect of Educational Supervision on Lesson preparation and Delivery

The positive effect of educational supervision on lesson preparation and delivery sought to ascertain the extent to which respondents' lesson preparation and delivery skills could be positively influenced by educational supervision to aid in the delivery of quality basic education in the Zabzugu district. This variable was explored to determine whether respondents did appreciate the role of educational supervision in enhancing their core professional skills in the preparation of their lessons as well as in the presentation of those lessons.

Table 4.5.3 Positive Effect of Educational Supervision on Lesson Preparation and Delivery.

Positive Effect of supervision on lesson preparation and delivery experience	Number	Percent (%)
Yes	92	95
No	3	3
Don't know	2	2
Total	97	100

Source: Field Study, 2017

Table 4.5.3 shows that 95% of the respondents indicated that educational supervision had a positive effect on their lesson preparation and delivery experience as teachers. But 3% of the respondents indicated that educational supervision did not have effect on their lesson preparation and delivery experience. Also 2% of the respondents did not know whether educational supervision had any effect in the preparation and delivery of lessons. Sampled lesson notes books observed showed mixed results. This is because 27 out of 40 teachers'



lesson notes inspected showed that lesson notes were not prepared up-to date; though head teachers had vetted the past week's lesson notes. This means that approximately 68% of the teachers did not have their lesson notes prepared up-to-date. Five of the teachers defaulted between three and four weeks in lesson notes preparation.

In a focus group discussion with head teachers, they revealed that one of the critical reasons why they supervised their teachers was to ensure that teachers were effective in their lesson preparation and presentation. The head teachers explained that once lesson preparation and delivery by the teachers fail to meet the required standard of professional best practices in the service, then quality education delivery would become problematic. They also mentioned that the only sure way to avoid poor lesson preparations and poor lesson delivery by teachers was to ensure that teachers' lesson notes were vetted and approved, and their classroom lesson delivery sessions occasionally monitored and supervised to ensure that the right content of the curricular was delivered to pupils.

Furthermore, circuit supervisors reiterated the fact that if supervision were to be absent or too weak, teachers would have performed very abysmally in their lesson preparations and presentations due to laziness, ignorance, and sheer negligence. The circuit supervisors asserted that the fact that teachers were aware of their presence in the schools alone pushed them to prepare their lessons, and to deliver them the best way possible. Here the circuit supervisors did stress that educational supervision also assisted even experienced teachers and head teachers in their lesson preparations and delivery by ensuring that they did not give in to work fatigue. In support of the above assertions, a DEOC member in a key informant interview emphatically stated that supervision played a critical role in the delivery of quality basic education because it improved teachers' skills in lesson



preparation and lesson presentation as well as kept them focused on timely task performance.

However, the observation made by examining teachers' lesson notes books showed contrary results to the fact that most teachers were not compliant in terms of improvement in their lesson preparation as well as presentation. Therefore, supervision could not be said to have a full positive effect on teachers' professional attitude with regard to their lesson preparation and presentation. Also the inference drawn from the above analysis suggests that theoretically teachers appreciated the positive effect of educational supervision in the enhancement and development of their core skills in lesson preparation and presentation. However, the evidence replete in the lesson notes books and their lesson presentations indicated that educational supervision in the Zabzugu district was not having positive effect in the delivery of quality basic education, and the 95% score in Table 4.5.3 was as a result of an introspective response, and not that of the correct reflection of the true picture on the ground. Also the responses given by the circuit supervisors and some of the DEOC members were reflective of a situation where supervision is effective and not correct with regard to the current situation in the district.

4.5.12 Reasons for the Positive Effect of Educational Supervision on Lesson

Preparation and Delivery.

The study sought to find out what accounted for respondents stating that educational supervision had or had no effect in shaping their lesson preparation and delivery experience. This was meant to assist in confirming that respondents were conscious of the responses that they were giving with regard to the role that educational supervision was playing in shaping their lesson preparation and delivery experience.



Table 4.5.4 Reasons Advanced for the Positive Effect or no Effect of Educational Supervision in Lesson Preparation and Delivery.

Reasons for stating positive effect or no effect of educational supervision	Number	Percent (%)
Exposes weakness in lesson preparation and delivery for correction	33	34
Improves lesson preparation and delivery skills	47	48
Contributes to giving and marking of exercises	4	4
Keeps me focused in my professional task performance	5	5
Don't know	3	3
No TLMs for lesson preparation and delivery	1	1
No feedback given after supervision.	5	5
Total	97	100

Source: Field Study, 2017

Table 4.5.4 presents the reasons advanced by teachers for indicating effect or otherwise of educational supervision. The study revealed that 34% of the respondents indicated that educational supervision helped expose their weaknesses in lesson preparation and presentation for corrections aimed at enhancing their capacities. In focus groups discussions with head teachers and circuit supervisors, it was revealed that supervision was partly meant to expose the weakness of teachers in the preparation of their lesson plans, scheme of work, lesson notes, and how the lessons were presented so that the necessary amendments could be made for improvement. However, the head teachers revealed that not all supervisors give teachers the needed feedback after taking them through supervisory activities, and as a result some of the teachers feel abandoned and therefore become disinterested in being supervised the next time.

Also 48% of the respondents indicated that educational supervision helped improve their lesson delivery and preparation skills. Furthermore, only 4% of respondents indicated that educational supervision enabled them to give and mark class exercises of their pupils. Head teachers explained that though they were doing their best to push their teachers to give off





their best through educational supervision, there were critical limiting factors such as big class sizes of pupils that made it difficult for teachers to give class exercises and class tests, and homework to pupils, and to also mark them. They revealed that most teachers evaluated their class pupils only at the end of the school term, which they said was below the standard best practices of their profession. Also 5% of the respondents said that educational supervision kept them focused in delivering their professional task of teaching. Meanwhile 3% of the respondents indicated that they did not know whether educational supervision had any positive effect or not in shaping their professional life as teachers.

However, one respondent answered that educational supervision did not have positive effect on his/her lesson preparation and delivery experience because there were no teaching and learning materials for lesson preparation and delivery. Another 5% of the respondents also indicated that educational supervision did not have effect on their lesson preparation and delivery experience because no feedback was given them after supervision. It means that they could not tell after every supervisory session whether they were doing the right thing or not. A Primary head teacher buttressing the lack of feedback from external educational supervisors said:

“Supervision is a matter of communication between teachers and supervisors. But if after supervising the teachers you leave without a word in the form of a feedback, it means you have worsened the teacher’s situation. This is because the teacher will be wondering whether what he did was right or wrong. This is what some of the circuit supervisors do.”

The study revealed, as shown in table 4.5.4, that 6% of the respondents did not experience any improvement in their lesson preparation and delivery experience through educational supervision, while another 3% indicated that they did not know whether educational supervision had any effect with regard to the improvement in the preparation and

presentation of their lessons. But on the whole 91% of the respondents indicated the various reasons why they thought educational supervision had positive on their lesson preparation and delivery experience.

From the forgone analysis, it is critically indicative that educational supervision in the Zabzugu district had a weak effect on the lesson preparation and delivery experiences of teachers in contributing towards the effective delivery of quality basic education. This is because upon an examination of teachers' lesson notes books, and lesson delivery sessions of some teachers, more insight was gained to reach a conclusion that the above responses given of the positive effect of educational supervision were introspective and theoretical, and not reflective of the real situation at play on the ground.

4.5.13 Key Reasons Why Teachers Want Supervision

In delving further into exploring educational supervision and its role in quality basic education delivery, this variable was analysed to find out how important educational supervision was for teachers and its implications for quality education delivery.

Table 4.5.5 Key reasons why teachers want supervision

Key reasons	Number	Percent (%)
Makes me be regular at school	10	10.3
Ensures professional discipline	19	19.6
Improves lesson preparation and delivery efficiency	40	41.2
Leadership skills development	9	9.3
Leads to promotion	11	11.3
Leads to award winning and rewards	2	2.1
Don't know	6	6.2
Total	97	100

Source: Field Study, 2017.





Six key reasons were given by respondents as to why they would want to be supervised as teachers (Table 4.5.5). Out of the 97 respondents interviewed, 41.2% of them stated that they wanted supervision to assist them improve upon their lesson preparation and delivery efficiency. Also 19.6% of respondents wanted to be supervised in order that they could attain professional discipline at work. It was further found that 11.3% of respondents wanted to be supervised because it could lead them be promoted at work, thus contributing to teachers' professional development especially when it comes to scheme of service. Another 10.3% of the 97 respondents interviewed wanted to be supervised because it made them attend school regularly. Leadership skills development was the motivating reason why 9.3% of respondents wanted to be supervised. About 2.1% of respondents would want to be supervised because it will enable them win awards and acquire some material rewards. Head teachers also mentioned in a discussion that some of the reasons why they supervised their teachers were to make fair judgements in selecting their staff for awards. However, 6.2% of the respondents did not know why they would want to be supervised as teachers. In all 93.8% of respondents gave one reason or the other for which they would want to be supervised, indicating that educational supervision had a positive impact on the professional skills development as well as the personal gain and work output of teachers.

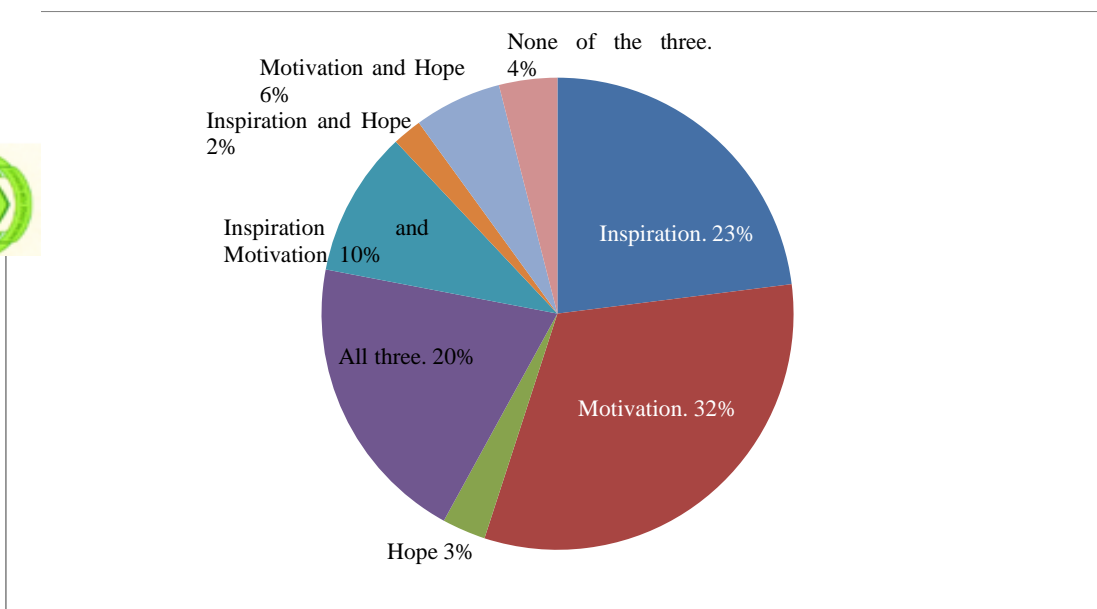
In answering the question: "Is supervision important to quality education delivery?" with multiple choice options of "Yes", "No", and "Don't know", 99% of respondents affirmed that educational supervision was important as far as quality basic education delivery was concerned. Only one respondent disagreed that supervision was not important to quality basic education delivery. But a triangulation of the responses by observational examination of professional best practices such as lesson notes preparation, lesson delivery, use of

teaching aids, pupils' evaluation, regular and punctual school attendance, indicated that the 99% score for the importance of educational supervision to quality basic education delivery was not reflective of the true professional attitude of teachers in the Zabzugu district.

4.5.14 Contribution of Educational Supervision to Boosting Teachers' Morale

From the various discussions held with head teachers and circuit supervisors as well as the key informant interviews carried out with the DEOC members, and SMC/PTAs, it was found that educational supervision could be described as life-time teaching experience that aims at building the attitude of teachers, education managers, pupils, and other stakeholders. Consequently, the study found it important to explore the views of respondents as to what educational supervision provided them with in terms of morale so that they would not slacken in their duty of quality education delivery.

Figure 4.5.6 Morale that teachers derive from supervision



Source: Field Study, 2017.



Figure 4.5.6 presents that 23% of respondents derived inspiration from educational supervision in terms of their professional development, work output, and improvement in confidence and competence.

“Supervision helped me with a lot of information on school administration and that of school-community relationship building. Being a new head teacher was a difficult task for me because my teachers were not cooperating with me until the circuit supervisor visited my school. He checked the attendance and school registers and told me that I needed support to make things work. He taught me to stop being angry at my teachers when they misbehave. He also taught me how to use inter-personal skills with my teachers and the school community members especially the PTA and SMC executives. Three of my teachers aligned themselves with some of the SMC executives and wouldn’t come to school regularly, and any time I met the SMC executives on this issue, there were two old men who wouldn’t want to listen to me. So I lost the strength to stand the teachers and I, upon several reports to my circuit supervisor which didn’t work, relaxed until the circuit supervisor visited. After the circuit supervisor visited me two times that term, our school has since turned from a hostile environment to a family compound and all of us now do our work without much difficulty. I became strengthened and confident of my roles as a head teacher.” A Primary School head teacher.

This narration was made in a focus group discussion with head teachers. Also 32% of them indicated that educational supervision motivated them to do their work with commitment and confidence. Furthermore 10% of respondents chose inspiration and motivation as the morale boosters they got from educational supervision, but only 2% affirmed that educational supervision inspired and gave them hope. In the same vein, 6% of respondents derived motivation and hope from educational supervision. However, only 3% accepted that educational supervision offered them hope of any kind in their profession. Consequently, while 20% of respondents indicated that they were inspired, motivated and offered hope by educational



supervision as teachers to grow in their profession. However, 4% of the respondents said they were neither inspired, motivated, nor were they offered hope through educational supervision as teachers due to the fact that they did not see educational supervision in its current stage as being capable of assisting them to achieve those qualities. One of the teachers explained in a focus group discussion when questioned why he thought educational supervision could not motivate and inspire him and as well give him hope.

“I am not saying that supervision doesn’t offer these things that you have mentioned, but I am saying that it is not doing so in this district, because supervision is so weak to a point of not being there.” A JHS head teacher

The inference derived from the above analysis is that 93% of the respondents out of all the 97 interviewed indicated one positive aspect or the other of what educational supervision impacted them in terms of inspiration, motivation, and hope or a combination of these. This statistic only goes further to indicate that the impact of educational supervision on quality basic education delivery goes beyond the professional supervisory routine to building the personal life experience of teachers.

4.5.15 Effectiveness of Educational Supervision

In their response to the question: “Can you say, with the current situation of supervision in your school that educational supervision is effective?” 83.5% of the respondents answered “Yes” while 16.5% of them answered “No.” Circuit supervisors, and head teachers explained in separate group discussions that supervision was becoming weak since circuit supervisors and the DMT were no longer visiting schools regularly, and were no longer



conducting comprehensive inspection of schools to evaluate their overall performance. A circuit supervisor said:

“We are not going to the field because we have no fuel to go. We collect data from the schools on phone. But as to whether the teachers are going to school or not, we cannot say. But we see some of them in town during school hours.”

The DEOC members interviewed revealed that there has been a rise in teacher absenteeism in recent times due to the laxity in supervision. The Social Services Sub-Committee Chairman as a member of the DEOC had this to say: “If today were to be a working day, and you were to go out now, you will see teachers seated unconcerned as though they have nowhere to go. Some of them are consistent absentee teachers, but the Zabzugu local politics is making things difficult for administrators.” The circuit supervisors agreed that for almost two academic years now, they were no longer able to move around and visit their schools as they would have liked to do due fuel and other logistical constraints they could not solve as employees. For example, the circuit supervisors explained that when they are asked to pre-finance some supervisory activities such as supervising teachers’ works for confirmation and promotion, reimbursement becomes difficult. All this and other challenges, according to the circuit supervisors have a cumulative weakening effect on supervision and monitoring of schools and teachers.

4.6.16 Section Summary

Despite the fact that the above analysis seeks to suggest that educational supervision in the Zabzugu district was effective in terms of frequency of supervision, assessment of teachers and pupils’ regular school attendances, the effectiveness of school supervision, the supervisory attitude of head teachers, and the topics covered, among others, it is still



clear that the level and extent of effectiveness of educational supervision in the district is low. What further makes the effectiveness of supervision even more questionable is the fact that majority of head teachers do not use the official lesson observation instruments to formally supervise classroom instructions, and circuit supervisors who lead educational supervisory activities in the district themselves are challenged to incapacity with regard to their access and use of their own operational handbook to assist them in the proper discharge of their supervisory tasks. Also observation showed that during the research circuit supervisors and all other educational supervisors in the Zabzugu District Education Directorate were rarely visiting the schools due to lack of resources.

Further, even though 95% of respondents affirmed that educational supervision has positive effect on their lesson preparation and delivery, and further advanced reasons including exposure of mistakes for correction, and keeping teachers focused on professional task execution, field observation data indicated that about 68% of teachers did not prepare their lesson notes up-to-date, and absenteeism was a rampant phenomenon among teachers. It is therefore fair to conclude that educational supervision in the Zabzugu district could not be described as being effective.



CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This chapter is the summary, conclusion and recommendations of the study. Section one presents the study summary, while section two presents the conclusions derived from the study. Section three presents the recommendations that are derived from the various findings in this study.

5.1 Summary

This study was conducted to examine the role that educational supervision plays in ensuring the delivery of quality basic education in the Zabzugu district. The study made the following findings in educational supervision in the Zabzugu district.

One of the important findings of the study is that all head teachers and circuit supervisors in the Zabzugu district were all qualified to carry out the supervisory roles assigned by virtue of their positions. This means that the ineffective nature of educational supervision in the district was not due to lack of qualified personnel to fill the head teachers' positions or the circuit supervisors' position in order to do the work; it was due to lack of logistical and financial resources on the part of the circuit supervisors, and lack of official backing for head teachers.

The supervisory activities that teachers and supervisors as well as education managers in the Zabzugu district were usually engaged in carrying out included in-service training at the school level and at cluster levels, lesson preparations, and delivery, and teaching aids preparation and development. Teachers and head teachers are taken through these activities



by circuit supervisors. But head teachers at the school level too still supervised their staff on the best practices of lesson preparation and delivery. In addition, education managers including the SMCs/PTAs, and the DMT carried out monitoring activities in schools to ensure that teachers, head teachers, and circuit supervisors are doing the right thing with regard to proper handling of pupils, dispute resolution, teaching and learning, management of school finances, teacher absenteeism and misconduct.

The study found that teachers in the Zabzugu district possessed a mix of both professional teaching certificates and non-professional teaching certificates. This according to the head teachers led to a variation in their appreciation and the importance they attached to educational supervision and which in turn posed a challenge to the head teachers, and threatened the delivery of quality basic education in the district. However an inspection of sampled teachers' lesson notes books as well as attendance registers of some schools indicated that teacher absenteeism and refusal to perform basic best practices of teaching was a matter of individual teacher's attitude. The field observation made from these two documents did not indicate that only non-professional or pupil teachers who violated professional ethics of the service – both categories of teachers were affected.

The strategies that were devised to ensure effective supervision in the Zabzugu district as the study found, included the revamping of the DEOC, the drawing of termly supervisory plans, cluster supervision of schools, resourcing the DMT to ensure effective monitoring of supervision by the circuit supervisors, induction course for teachers, management workshops for head teachers, capacity building for SMC/PTA executives, among others. Apart from the revamping of the DEOC, these strategies were already put in place but comprehensive implementation became a problem due to mainly resource constraints.



Most of the challenges of educational supervision in the Zabzugu district were found to be administrative; for instance, the failure of the DEO to apply sanctions on recalcitrant teachers, responding to the reports of circuit supervisors, and not detaching some head teachers from classroom teaching to enable them focus on administrative and supervisory activities in their schools. The next challenge was resource constraints. This led to the inability of circuit supervisors, and the DMT to supervise and monitor schools regularly. Weak SMC/PTA as well as a dysfunctional DEOC was found by the study to be thwarting the efforts of educational supervision in the Zabzugu district. Also teacher attrition was found to be affecting the continuity of educational supervision and the development of instructional leadership at the school level in the Zabzugu district. This unstable trend in educational leadership development at the school level through supervision due to the annual movement of teachers out of the district is set to continue since some authority figures influence the release of teachers who do not serve the minimum mandatory three years after they are posted as newly trained teachers according to the GES regulations on teacher transfer issues.



With regard to the effectiveness of educational supervision in the Zabzugu district, the study found that majority of the respondents (60%) was supervised more than three times per academic year and some respondents were supervised once or two times. Meanwhile the minimum number of visits a circuit supervisor must make to a school in one school term is 3 according to the GES supervision regulations. Furthermore, it was found that 97% of the respondents' head teachers visited the classrooms during learning sessions during the school term to observe the conduct of teaching and learning. Supervisory themes included lesson preparation and delivery, and school record management. In addition,



supervisors checked pupils' school attendance and effectively influenced the regular school attendance of teachers. However, the study found that 60% of head teachers did not use classroom supervisory instruments in their formal supervisory activities, and the use of the clinical supervisory conferences as indicated in the circuit supervisors' handbook was poor. Educational supervisors were found not to be giving feedback to teachers after supervision which created distaste among some teachers for supervision. Furthermore, circuit supervisors and head teachers did not employ the use of supervisory models in their supervisory processes. Even though 83.5% of the respondents claimed that educational supervision was effective in their schools, these adverse findings throw a challenge as to how effective educational supervision has been in the Zabzugu district.

Also although 95% of the teachers indicated that their lesson preparation and delivery experience was improved by educational supervision, inspection of teachers' lesson notes indicated that 68% out of 40 teachers did not have up-to-date lesson notes. The study also reveals that educational supervision led to the improvement in the professional discipline, and ethical conduct of both teachers and educational supervisors. Teachers asserted that they were inspired, motivated and made hopeful in one way or the other through educational supervision about their profession. However rampant absenteeism by teachers, and the fact that circuit supervisors as well as other educational supervisors such as the DMT and the DEOC were not at the schools to carry out supervision go contrary to the above assertions by teachers, head teachers, and the circuit supervisors.

5.2 Conclusion

The role of educational supervision in ensuring the delivery of quality basic education in the Zabzugu district was critically pursued by stakeholders of education in the district, especially the DED and head teachers. The study reveals that head teachers and their staff, circuit supervisors, SMC/PTA, the DMT being led by the DDE are all actively doing their best to ensure that educational supervision is effective due to the multiple roles it is playing in the delivery of quality basic education. This is because quality basic education delivery cannot be improved by continuously adding more resources into the system, but it also calls for the management of those resources at the school level by ensuring effective system of professional supervision Esiah-Donkwo and Ofosu-Dwamena(2014).

Consequently, the study concludes although supervisory activities in the Zabzugu district concentrated on in-service training, lesson notes preparation, lesson delivery, and teaching aids development with regard to instructional supervision. Furthermore, monitoring of teacher absenteeism by SMC/PTA executive members, as well as school records management was critical in terms of administrative supervision. However, the effectiveness of engaging in these supervisory activities was low as supervision was very minimal, hence militating against the conceptual and theoretical frameworks of this study both of which advocates an interactive and continuous relationships that is intense in working together to address issues of common practice (Agrifoglio, 2015).

In addition, the study indicates that all strategies devised by the district to strengthen educational supervision in ensuring quality basic education delivery could be very effective. However, the study found that due to lack of or in adequate financial resources, the strategies were not consistently implemented which negatively affected their efficacy



and effectiveness in achieving the needed results in supervision. This implies that the continuity in sharing information, strengthening cognition, and deepening knowledge as the community of practice theory explains was not realised.

The study further concludes that the challenges of educational supervision in the Zabzugu district are not insurmountable, but requires a revamping of the DEOC, administrative will from the DEO management, commitment from the circuit supervisors and head teachers, active participation of the SMC/PTA membership, as well as cooperation from teachers and teacher unions. This will lead a concerted effort at building a community of practice in supervision to facilitate the delivery of quality basic education in the district. This is necessary because the dysfunctional nature of the DEOC and resource constraints of the district education directorate led to almost all the above challenges and resulted in weaker supervision in quality basic education delivery.

Although they are many efforts such as the use of supervisory assessment tools, head teachers monitoring of teaching and learning, vetting of lesson notes, monitoring teachers and pupils' school attendance, among others to ensure that educational supervision is effective, the poor and inconsistent implementation of these measures and other strategies indicate that educational supervision could not be said to effective in the Zabzugu district. This means that knowledge sharing and expertise building expected of educational supervision as advocated by the community of practice theory could not be said to be adequately harnessed for effective basic education delivery.

Finally the study makes a general conclusion by acknowledging the fact that the role of educational supervision in ensuring quality basic education delivery in the Zabzugu district



is clearly multiple in nature, demanding in resources provision, requiring collective effort for comprehensive implementation, and it is seen by all stakeholders of education in the district to be necessarily critical in ensuring that quality basic education delivery in the district, which is measured by improvement in the annual BECE results, is improved.

5.3 Recommendations

In view of the findings of the study, the following recommendations are made towards enhancing educational supervision for improved delivery of quality basic education in the Zabzugu district.

5.3.1 Annual District Education Review

The holding of annual education reviews could be a very effective way of engaging all stakeholders in education. It is therefore recommended that the DEO collaborates with the Zabzugu District Assembly and the NGOs in the basic education sector to start an annual review of education in the district. The review will bring to the fore some of the challenges including logistical constraints such as fuel, means of transport, teaching and learning materials, as well as issues of teacher attrition, teacher rationalisation and redeployment.

This will enable all stakeholders to take critical decisions towards creating solutions since the Annual Education Review will present both the successes and challenges facing education in the district.

It will also present the opportunity for all stakeholders to deliberate in taking critical decisions in creating solutions to solving the challenges of educational supervision. If schools are to become learning organisations where teachers and students would continuously expand their capacity to create the results they truly desire, where new and



expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continuously learning how to learn together, then educational supervisors have a bigger role to play in overcoming deficiencies and helping teachers to become effective curricular developers who would contribute to teachers' professional development, Senge (2006), and Treslan (2008).

5.3.2 The DEOC Should be Revamped

It is recommended that the DEOC be reconstituted and made active to bring fresh ideas into its activities so that issues of basic education management including educational supervision in the district could be well handled to ensure effectiveness. Also regular meeting of the DEOC should be encouraged to create the sense of urgency in dealing with the critical issues that teachers, head teachers, circuit supervisors, and communities face in supervising and monitoring the delivery of quality basic education.

5.3.3 Head Teachers Should be Detached

This study recommends that all head teachers in one stream schools who have enough teachers to fill their schools should be detached from classroom teaching to enable them concentrate on their administrative and supervisory roles. Also all head teachers of two and three stream schools should be detached from subject or classroom teaching. This will strengthen educational supervision at the school level to ensure the effective delivery of quality basic education.

5.3.4 Logistical Constraints

The MoE and the GES should act quickly to provide means of transportation to the Zabzugu DEO and its circuit supervisors to enhance their mobility and presence in the



schools. The goods and services budgetary allocations made to the DEOs should also be increased and timely disbursed so that fuel, maintenance allowances, and stationery could be provided to circuit supervisors to support supervision. The supervision unit of the ZDED should also make available to all circuit supervisors the circuit supervisors' handbook to enable them function properly within content and form in the discharge of their supervisory duties.

5.3.5 The DEO Administrative Responsibilities

The DEO should ensure a quick response to the field reports of the circuit supervisors so that timely feedback could inform the officers some of the decisions management takes about issues raised in those reports. It is important that the DEO takes to objective internal teacher transfer with the aim of rationalising teacher redeployment so that teachers in overstaffed schools could be sent to understaffed schools to share the work burden to enable supervisors initiate supervisory activities to improve the delivery of quality basic education in the district. Furthermore the DEO management should take the bold decision to apply prescribed sanctions on recalcitrant teachers for their misconduct to correct them and to deter others from emulating their unprofessional conduct. This will authority backing to both head teachers and circuit supervisors to effectively strengthen supervision.

5.3.6 On-the-Job Capacity Building for Circuit Supervisors

One of the main and critical challenges facing effective educational supervision in the Zabzugu district is lack of on-the-job training for educational supervisors who are supposed to be providing leadership in supervision for teachers. On-the-job training for the circuit supervisors will not only widen their skills set, it will also deepen their professional or



ethical conduct necessary for the effective discharge of their job responsibilities. The circuit supervisors stated in a focus group discussion that the main competencies they would like to be enhanced through capacity building included emotional intelligence, communication and reporting skills, interpersonal relationship skills, conflict resolution skills, supervisory skills, and models of educational supervision.

Also it is recommended that the DEO should always organise one-on-one orientation session for a new circuit supervisor so that the person is not left to learn the work by experimenting with teachers and head teachers. The DEO should also collaborate with one of the colleges of education in the Northern Region to assist them in training the circuit supervisors as well as the head teachers on supervision to ensure that effective supervision of basic education delivery is enhanced.

5.3.7 Supervisors should use the Clinical Supervision Model

The study recommends that educational supervisors in the Zabzugu district should employ the use of the clinical supervision model to strengthen the supervisory process especially in instructional supervision. This will educate, support, monitor quality, and create a safe professional forum to reflect best professional practices in supervision and to improve the effectiveness of instructional supervision in the delivery of quality basic education (Delano and Shah, 2009).

5.3.8 Train and Reconstitute SMC/PTAs Executives

The capacity of SMC/PTA executive members in the various school communities should be comprehensively built to ensure that they live up to their monitoring responsibility and be available and accessible to both teachers and circuit supervisors to enhance supervision.



The study further recommends the reconstitution of these bodies to ensure that dormant members are changed to aid supervision of teaching and learning activities in the schools.

5.3.9 Organise Induction Course for Newly Posted Teachers

The DEO should also ensure that orientation of newly posted trained and graduate teachers are regularly organised to educate them to know the power structures and communication channels in their profession so as to appreciate that educational supervision is a necessity that is undertaken by both their head teachers and other supervisors. This will eliminate the disrespect and name calling that head teachers and circuit supervisors experience at the hands of some teachers who think they are being disturbed through supervision.

5.3.10 Provision of more Classroom Infrastructure

Inadequate classrooms were found by the study to be one of the serious challenges militating against educational supervision in the Zabzugu district. Teachers teaching large class sizes in schools with inadequate classrooms are unable to conduct class exercises and class tests, and give homework regularly to pupils for purposes of lesson evaluation which is one of the critical elements of educational supervision. Some head teachers explained in a focus group discussion that classroom management in such schools with large class sizes exhausts teachers and hence make them unable to control the children throughout the school day. It is therefore recommended that the Zabzugu District Assembly should increase the number of classroom infrastructure to reinforce the effectiveness of supervision and efficiency of the delivery of quality basic education delivery.

5.3.11 Suggestions for Further Studies

This study was conducted to examine the role of educational supervision in ensuring



quality basic education in the Zabzugu district. It is however realised that both the literature reviewed and the findings from the field studies call for further studies in educational supervision in the district.

This study for instance noticed that more research is needed to assist in finding out the direct effect of supervision on teacher performance and students learning outcomes. Though empirical evidence shows that the direct link between supervisory practices and performance is unclear or weak, and even described by Witzers, Bosker and Kruger as elusive and tenuous as has been referred to by Glanz, Shulman and Sullivan (2006) in Baffour-Awuah (2014), Robinson et al., (2008) in Robinson (2010), maintain it was found in a particular study that the effect of instructional leadership on student outcomes was three to four times as great as that of transformational leadership. That is supervisory activities that involve the planning, evaluation, coordination, and improvement of teaching and learning in the school had direct impact in learning outcomes of students Robinson (2010).



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APPENDICES

APPENDIX 1

The Role of Educational Supervision in ensuring Quality Basic Education Delivery in the Zabzugu district.

PREAMBLE: This research questionnaire is designed to answer academic research questions only on the above topic. This study is purely for academic purpose and any information provided will be used for that purpose alone. You are therefore assured that your answers to the questions will remain confidential and will not be used for any other purpose.

RESEARCHER: MOHAMMED A. SULEMANA

CONTACT: 0205254215/0248294262

A. Respondent's Bio data

1. Age:
2. Level of education.....
3. Mobile number.....

B. Professional details

4. Year of first appointment to service.....
5. Current certificate used in teaching.
 - a) GCE 'O' Level
 - b) SSSC/WASCE
 - c) Teacher's certificate 'A'
 - d) Diploma (professional)
 - e) Diploma (non-professional)
 - f) Degree (professional)
 - g) Degree (non-professional)
 - h) Others (please specify).....
6. How many years have you been in the teaching service?



- 7. Have you experienced a break in service before?
 - 1. YES 2. NO
- 8. If YES, for how many years did you break service?.....
- 9. What was your reason for breaking service?.....
- 10. For How many years have you been teaching in this school?

C. Experience in school supervision

- 11. Have you had some experience in school supervision by external supervisors other than your head teacher?
 - 1. YES 2. NO

If YES to Q11 above, answer Q12, Q13, Q14 & Q15

- 12. Which one of the following types of supervision have you experienced?
 - 1. Confirmation Supervision
 - 2. Promotion Supervision
 - 3. Administrative Supervision
 - 4. Support Services Supervision
 - 5. Comprehensive Supervision
 - 6. Teaching Practice Supervision
 - 7. Other (specify):
 - 8. None of the above

- 13. Have you ever been given feedback by your supervisor after a particular supervision exercise with you?
 - 1. Once 2. Sometimes 3. Always 4. No

- 14. How many times are you supervised in an academic year?
 - 1. Once 2. Twice 3. More than 3 times 4. No supervision

- 15. Can you name specific themes that you have been supervised on?
 - a)
 - b)
 - c)





16. Has your head teacher formally supervised your classroom work?
1. YES 2. NO
17. Does your head teacher briefly visit your classroom during lessons in a school term?
1. Once 2. Sometimes 3. Always 4. No
18. Has your head teacher formally observed your classroom lesson delivery using the Lesson Observation Sheet?
1. YES 2. NO
19. Which of the following best describes the supervisory attitude of your head teacher?
1. Excellent 2. Very good 3. Good 4. Poor 5. Very poor
20. Does your circuit supervisor check pupils' school attendance when s/he visits your class within a school year?
1. Once 2. Sometimes 3. Always 4. No
21. Do you have **any** knowledge/information about models of educational supervision?
1. YES 2. NO
22. If **YES** to Q21 above, name the model or models.
a)
b)
c)
23. Has your circuit supervisor discussed any model of supervision with you before or after any supervision exercise?
1. Once 2. Sometimes 3. Always 4. No
24. If **YES** to Q23, what model or models did you discuss?
a)
b)
c)

25. Tick as appropriate the following types of conferences your supervisor conducted with you during a particular supervision practice. *Multiple choices are possible.*

- 1. Pre-observation conference
- 2. Classroom observation/data collection
- 3. Post observation conference
- 4. All conferences

D. The Roles of Supervision in Quality Education Delivery

26. Does supervision impact positively on your lesson preparation and delivery experience?

- 1. YES
- 2. NO

27. What are some of the reasons for your choice above?

.....
.....
.....
.....

28. As a teacher, does supervision contribute to your regular school attendance?

- 1. YES
- 2. NO

29. Does supervision assist in improving the learning outcomes among your pupils?

- 1. YES
- 2. NO

30. Is supervision important to quality education delivery?

- 1. Yes. 2. No 3. Don't Know.

31. Which one or a combination of the following, can supervision offer teachers?

- 1. Inspiration
- 2. Motivation
- 3. Hope
- 4. None of the above





32. Which one or a combination of the following do you expect to acquire from supervision?

1. Improved lesson delivery skills
2. Improved lesson preparation skills
3. Improved school management skills
4. Professional discipline
5. Leadership skills development

33. Do you agree that educational supervision can contribute to your teaching experience as a teacher?

1. Agree. 2. Highly agree. 3. Disagree. 4. Highly disagree 5. Don't know?

34. Is educational supervision capable of improving the learning skills of your pupils/students?

1. YES NO 3. Don't know

35. Which of the following activities has your supervisor supervised you to do?

Multiple answers possible.

1. In-service training activities
2. Lesson notes preparation
3. Lesson delivery
4. Teaching aids

36. Can you say, with the current situation of supervision in your school, that educational supervision is effective?

1. YES NO 3. Don't know

37. Name any key reasons that will make you want to be supervised as a teacher?

1.
2.
3.

38. What other reasons will make you resist or become disinterested in supervision?

1.
2.
3.



APPENDIX 2

Focus Group Discussion Guide for head teachers

Details of Respondents

Level of education.....

Year of first appointment.....

Qualifications.....

Questions Discussed

Q1. What do you understand by educational supervision?

Q2. What role do you play in educational supervision as head teachers?

Q3. What competencies do you need to develop in ensuring effective supervision of your staff?

Q4. Would you say educational supervision is relevant in ensuring quality education delivery?

Q5. What type of Management/leadership training have you been given as head teachers to assist you in your management position?

Q6. What factors or issues will make a teacher resist supervision from you?

Q7. What would you like to do to improve supervision of your staff?

Q8. Do you have any knowledge in, or use educational supervision models in supervision?

Q9. Why do you need to supervise your staff?

Q10. What challenges do you face in ensuring effective supervision of your staff?

Thank you for your time



APPENDIX 3

Focus Group Discussion Guide for circuit supervisors

Details of Respondents

Level of education.....

Year of first appointment.....

Qualifications.....

Questions Discussed

Q1. As supervisors in education, what do you do?

Q2. In supervising teachers and head teachers, what competencies do you need to assist teachers deliver quality education to their pupils/students?

Q3. In the discharge of your role as a supervisor, what competencies, and skills would you like to develop if given the opportunity to assist you perform your roles effectively?

Q4. Educational supervision involves many individuals and groups as stakeholders.

(a). How can the various stakeholder assist you in improving supervision?

(b). How does these stakeholders hinder your performance in carrying out effective supervision?

Q5. Have you ever experienced some form of resistance to supervision from any of your teachers and head teachers? Give a brief description and the reasons for the resistance.

Q6. What strategies do you employ to help you in the discharge of your responsibilities?

Q7. Do you discuss educational supervision models with your teachers during supervision?

Q8. What relevance has educational supervision to quality education delivery?

Q9. In your opinion, how does educational supervision contribute to:

(a). Teacher lesson preparation and delivery behaviour?

(b). Pupils/students learning outcomes?

Q10. What challenges do you face in the discharge of your supervisory roles/responsibilities as a circuit supervisor?



APPENDIX 4

Key Informant Interview Guide for District Education Oversight Committee (DEOC) members

MAIN INTERVIEW QUESTIONS

1. What are the responsibilities of the DEOC in basic education management in the district?
2. What type of resource does DEOC make available to educational supervisors in the district?
3. How do field visits and field activities of DEOC contribute to basic education development in the district?
4. What challenges are faced by DEOC in ensuring effective supervision of schools in the district?
5. What strategies are developed or being developed by the committee to ensure effective educational supervision of basic schools in the district?



Thank you for your time!

APPENDIX 5

Key Informant Interview Guide for Assistant Director of Supervision

MAIN INTERVIEW QUESTIONS

1. Who make up the supervision substructure of the Zabzugu District Education Directorate?
2. What roles do they perform in terms of educational supervision?
3. What are the challenges facing educational supervision in the district?
4. How can supervision be improved to ensure effective quality education delivery in the district?
5. Is there another means by which you could evaluate the work of circuit supervisors on the field apart from the reports they submit to you?

Thank you for your time!



APPENDIX 6

Key Informant Interview Guide for SMC/PTA

MAIN INTERVIEW QUESTIONS

1. How does School-community relationship affect SMC/PTA school supervision?
2. Does the SMC/PTA effectively perform its supervisory roles in the schools?
3. How is the relationship between the SMC/PTA the District Education Directorate?
4. What challenges does the SMC/PTA face in supervising schools in the district?
5. What is or how is the relationship between Circuit supervisors and SMC/PTA in school supervision in the district?

Thank you for your time!

