

**UNIVERSITY FOR DEVELOPMENT STUDIES**

**FACULTY OF INTEGRATED DEVELOPMENT STUDIES**

**PROMOTING QUALITY EDUCATION THROUGH EFFECTIVE TEACHER  
SUPERVISION IN PUBLIC JUNIOR HIGH SCHOOLS IN THE TAMALE  
METROPOLIS**

**BEATA AWENTEMI ANAB**



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METROPOLIS**

**BY**

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**(UDS/ MDS/0178/11)**

**THIS THESIS SUBMITTED TO THE DEPARTMENT OF AFRICAN AND GENERAL  
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PHILOSOPHY DEGREE IN DEVELOPMENT STUDIES**

**MARCH, 2018**



**DECLARATION**

**Candidate's Declaration**

I hereby declare that this thesis is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere

**Candidate's Name:** BEATA AWENTEMI ANAB

Signature..... Date.....

**Supervisor's Declaration**

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

**Principal Supervisor's Name:** PROFESSOR AGNES ATIA APUSIGAH

Signature..... Date.....



## ABSTRACT

This study sought to examine the role of teacher supervision in the promotion of quality education. It focused specifically on how teacher supervision is conducted and how effective it is in the improvement of the quality of education in Public Junior High Schools in the Tamale Metropolis. In achieving the objectives of the study, the researcher used a case study research design to generate data for the analysis. Cluster and simple random sampling techniques were used to select 24 schools from which a sample size of 244 was drawn for the study. Questionnaires, interviews and focus group discussions were used for data collection. The Statistical Product and Service Solution (SPSS Version 17) were used for the data analysis. The major findings showed the existence of internal and external supervision mechanisms in JHS within the Tamale Metropolis and this satisfies GES supervision criteria. The internal supervision is carried out by the head teachers and external supervision by Circuit Supervisors and Education Officers as well as other stakeholders such as the PTA. Also, it was revealed that the roles of the supervisors were not effective in promoting quality education. This is because it failed to translate into quality education in the Metropolis as revealed in the basic education certificate examination result (2010-2014). The study also showed that effective supervision was short of commitment to achieve quality education due to inadequate logistic and in-service training for circuit supervisors to work effectively. In conclusion the researcher came to the point that internal and external supervisors played a minimal role in advancing the course of quality education in the Metropolis. Thus, the study recommended prompt application of sanctions to recalcitrant teachers by District, Municipal or Metropolitan education officers. Adequate materials and logistics should be supplied to District, Municipal or Metropolitan education offices to resource their inspectorate divisions to function effectively and efficiently. Adequate in-service training should also be organized for Teachers and Supervisors by GES and other stakeholders to enhance their work.



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## LIST OF ACRONYMS

BECE	Basic Education Certificate Examination
CBD	Central Business District
CS	Circuit Supervisors
DHL	Deutsche Post
EFA	Education for All
EMS	Emergency Mail Services
ESPR	Education strategic plan review
FCUBE	Free Compulsory Universal Basic Education
FEDEX	Federal Express
FGD	Focus Group Discussion
GES	Ghana Education Service
GES	Ghana Education Service
GET fund	Ghana Education Trust Fund
GNAT	Ghana National Association of Teachers
GoG	Government of Ghana
ICT	Information Communication Technology
IEQ	Improving Educational Quality
IIEP	International Institute for Educational Planning
INSET	In-Service Training
JHS	Junior High School
KGs	Kindergartens
L.I	Legislative Instrument



MDGs	Millennium Development Goals
MEO	Metropolitan Education Office
MMDAs	Ministries Metropolitans Departments and Agencies
MoE	Ministry of Education
MTN	Mobile telecommunication network
NAGRET	National Association of Graduate Teachers
NCLB	No Child Left Behind
NGOs	Non-Governmental Organizations
PTA	Parent Teacher Association
PTAs	Parent/Teacher Associations
RESAR	Northern Regional Education Sector Annual Review
SBM	School-Based Management
SMC	School Management Committee
SPSS	Statistical Package for Social Scientist
TMA	Tamale Metropolitan Assembly
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund





## CHAPTER ONE

### INTRODUCTION

#### 1.0 BACKGROUND/ RATIONALE

Educating a nation remains the most vital strategy for the development of ‘society’ the world over (Aikaman and Unterhalter, 2005). This is because one widely held aim of education is to equip students with the knowledge, skills, attitudes and competencies that enable them to render useful services to themselves and to the society at large. It is for this reason that the United Nations (UN) Millennium Development Goals (MDGs), adopted in 2000, placed premium on basic education and emphasized that education at the basic level should be free in order to get all children of school going age in school by 2015. After implementing the MDGs, the world has duly reviewed the extent of achievement of these goals prior to and at the United Nations General Assembly (UNGA) Summit in September 2015 and adopted unto itself a new set of goals - the Sustainable Development goals (SDGs). The education related one is SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Burchi and Rippin, 2015). Under SDGs 4, target 4.1 requires by 2030 to “ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.” The adoption of the SDGs is an admission that in spite of the progress made on the MDGs, much remains to be done. That education remains a part of it is demonstrative of its continually important role in human and community development.



Also, the import of education is given expression in the six Education for All (EFA) goals under the Dakar Framework for Action, which aims at improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (United Nations Educational, Scientific and Cultural Organisation (UNESCO), (2005). However, the EFA Global Monitoring Report issued by UNESCO indicated that in the various countries that were striving to guarantee the right to education; the focus on access is often overshadowed by attention to quality (UNESCO, 2005).

The priority of all countries, especially the developing ones, had been to improve the quality of schools and the achievement of students (De Grauwe, 2001) since learning outcomes depend largely on the quality of education being offered (Barro, 2006). Quality education partly depends on how well teachers are trained and supervised since they are, in part, key inputs to education delivery (Lockheed and Verspoor, 1991). According to De Grauwe (2001), national authorities rely strongly on the supervision system to monitor both the quality of schools and key measures of its success, such as student achievement.

In furtherance of the achievement of the EFAs, nations, organizations and individuals spend huge sums of their resources on the provision education for their citizenry (UNESCO, 2005). In many developing countries, especially in Africa, formal education is the largest industry and greatest consumer of public revenues (Todaro, 1992). The Government of Ghana (GoG), over the years, from the independence era to date have always adopted policies to fine-tune education to ensure a rapid national development and for the citizenry to also participate in the global world. Education has therefore been



identified as an agent of national development (Broni-Afful and Ziggah, 2007). In Ghana, for example, a great deal of human and financial resources is expended to support the public school system. Pupils enrolment rates have seen steady increases as a result of efforts (such as the School Feeding Program, Capitation Grant and GET fund supported development) by government as parliament approved GH¢4.4bn budget allocation for Ministry of Education (MoE) in the year 2012 (See Chronicle Newspaper, Friday 8<sup>th</sup> November, 2012: page no. 17). But all these notwithstanding, teachers are at the center of the quality education goal that the government is striving to achieve.

Adu (2008) is of the view that teacher deployment and supervision however may be faulty due to poorly written policies by Boards of Education to achieve quality education. Adu asserts that critical among these challenges is supervision. The exercise of oversight over curriculum, staff and resources are key to achieving educational quality according to him. Indeed, without such oversight, the resources being pumped into education might not be effectively applied for the achievement of intended results. It is that situation and many others that the Government of Ghana, through the Ministry of Education, must strive to address through the provision of inputs that will help supervisors to monitor their schools effectively.

Several other studies (Blasé and Blasé, 1999; Sullivan and Glanz, 2000; Sergiovanni and Starratt, 2002) show that the supervision of instruction has the potential to improve classroom practices and contributes to student success through the professional growth and improvement of teachers. Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success (Sergiovanni



and Starratt, 2002). To achieve the objectives of supervision, supervisors of instruction generally advise, assist and support and evaluate teachers (UNESCO (2005).

It is thus no accident that improving the quality of education, partly through the improvement of supervision, has been a priority of governments and the Ministry of Education (MoE) as well as their collaborators of education delivery in Ghana. The first and third components of the Free Compulsory Universal Basic Education (FCUBE) programme launched in 1992 relates to the practice of supervision. The three components include improving the quality of teaching and learning; improving access and participation; and improving management efficiency (Mankoe, 2006). The anchor of the three thematic areas is quality education but what still remains a challenge is the level of efficiency and effectiveness of supervision that will achieve quality education outputs and outcomes.

The MoE has the overall responsibility for education sector policy formulation, planning, monitoring and evaluation while the Ghana Education Service (GES) is responsible for quality education service delivery which includes deployment of teachers, allocation of textbooks, and supervision of schools and teachers. To achieve the positive indicators of quality education, supervision should be the anchor on which all indicators are hinged. This far, the Inspectorate Division of the GES at headquarters and its units at regional and district levels are responsible for educational supervision. Their work however is complemented by school heads that are charged with the day to day supervision of all curricula and co-curricular activities in their schools.

The challenge is how these institutions are strengthened to carry out this mandate of providing effective supervision in schools. While improving infrastructure, teacher



professionalism and curriculum effectiveness, more and more management and administration have been identified as key to driving change. As part of that process, emphasis has been placed on supervision at all levels. At the basic school level, for example, supervision has been prioritized and structures and practices to improve supervision have been put in place with the support of civil society organizations (CSOs). The short-term goal of this initiative has been to equip personnel involved in supervision in schools with the necessary competencies and skills to ensure effective delivery of education (GES, 2012).

With the view of equipping supervisors with these competencies and skills, in-service training courses and workshops have been provided at the national, regional and district levels to strengthen the management capacity of personnel in supervisory positions, and thereby enhancing their supervisory practices in the schools. Head teachers, in particular, are expected to provide effective supervision of instructional services, given the necessary resources and in-service training. Glickman, Gordon & Gordon (2004) suggest that heads of institutions and any persons entrusted with the responsibility to supervise instruction should possess certain knowledge and skills to plan, observe, assess and evaluate teaching and learning processes. With these interventions in place, it would seem reasonable and indeed necessary, to ask why questions remain about the effectiveness of supervision in public basic schools in Ghana (Oduro, 2008; Opare, 1999).

In his study on student achievement in public and private basic schools in Ghana, Opare (1999) found that pupils in the private schools out-performed their counterparts in the public schools in terms of achievement outcomes. Opare (1999) suggested that despite



extensive internal and external investments in supervision, public schools are not adequately supervised. But since Opare did not directly investigate the supervision of instruction, it is impossible to judge the validity of his claim. This study therefore, seeks to investigate Opare's claim by finding out the state of teacher supervision and how it affects the quality of education. It will concentrate on teacher supervision in public Junior High Schools (JHSs) in the Tamale Metropolis of the Northern Region of Ghana.

### **1.1 Problem Statement**

The supervision of teacher performance in a school is an essential element for the continued effective performance of teachers in a school (Knezevich, 1984). Monitoring enables teachers to improve instruction for pupils to benefit. Without supervision, teachers are most unlikely to deliver the desired quality of teaching (Owolabi, 2000), which affects quality education delivery.

Also, the desire for accomplishing quality education is in the hands of educational leaders who are duty bound to ensure that all members of the group live up to expectation in performing their professional duties. Adeel (2010) is of the view that supervision is the general leadership role and a coordinating role among all school activities concerned with learning.

Research findings suggest that poor pupil performance in public schools, in part, is the result of ineffective supervision of teachers (Adu, 2008; Oduro, 2008). Adu (2008) suggests that heads of institutions and any person entrusted with the responsibility to supervise instruction should possess certain knowledge and skills to plan, observe, assess and evaluate teaching and learning processes. Given these interventions, it is worrying to



note that there are still challenges confronting effective supervision in public Junior High Schools (JHSs).

Ineffective supervision has also been identified as one of the key factors contributing the poor performance of pupils of the public JHSs in the Tamale Metropolis. Iddi, (2016) indicated in his comparative assessment of the academic performance among public and private Junior High Schools (JHSs) in the Tamale Metropolis that one of the factors that contributed to the low performance of the public Junior High schools as compared to the private Junior High Schools is ineffective supervision. He pointed out that teacher absenteeism and lateness in the public Junior High Schools were more prevalent as compared to their private counterparts. This was reflected in the performance of pupils in the BECE results analysis over a period of 2011 – 2014 (Tamale Education Review Committee Annual Reports, 2011- 2014). As a result, there has been a public outcry in the Tamale Metropolis of abysmal performance of the students at the JHS level.

The question that needs to be asked is why, in spite of the fact that these schools are close to the Regional Education Directorate, supervision is not effective? Thus, this leaves a gap to be filled.

It is in line with this that, the researcher decided to investigate into the challenges confronting effective supervision in public Junior High Schools in the Tamale Metropolis.

## **1.2 Research questions**

### **1.2.1 Main research question**

How does teacher supervision contribute to the promotion of quality education delivery in public Junior High Schools in the Tamale Metropolis?



### **1.2.2 Specific questions**

- i. What forms of teacher supervisory mechanisms exist in GES?
- ii. What are the roles of supervisors in the promotion of quality education in the Tamale Metropolis?
- iii. How effective is teacher supervision in the promotion of quality education?
- iv. What training programmes do supervisors receive and how do they apply such trainings in their work?
- v. What challenges confront supervisors in the discharge of their supervisory duties in the Tamale Metropolis and how can they be mitigated?

### **1.3 Research objectives**

#### **1.3.1 Main objective**

Generally, the study sought to examine how teacher supervision contributes to the promotion of quality education delivery in public Junior High Schools in the Tamale Metropolis.

#### **1.3.2 Specific objectives**

- i. To assess the forms of teacher supervisory mechanisms that exists in GES.
- ii. To find out the roles of supervisors in the promotion of quality education delivery in the Tamale Metropolis.
- iii. To assess the effectiveness of teacher supervision in the promotion of quality education.





- iv. To find out the training programmes supervisors receive and how they apply such training in their work.
- v. To examine the challenges confronting supervisors in the Tamale Metropolis and how to mitigate them.

#### **1.4 Significances of the Study**

The findings of this study would help to expand the amount of literature on teacher supervision in public basic schools in Ghana.

The findings and recommendations made would be useful to supervisors in the performance of their duties.

The findings of the research would also help the Metropolitan Directorate of Education to come out with or strengthen policies and programmes that will promote effective supervision of schools in the Metropolis.

Furthermore, the research brings to the fore, the difficulties government and developmental agencies go through in their attempt to ensure quality education through effective instructional supervision in the Tamale Metropolis in particular and the entire country for that matter. It would contribute to unearthing options available for government to acquire more capital for the purpose of injecting it into the Inspectorate Division of the GES in order to improve the supervision of public schools thus contributing towards quality education.

Lastly, researchers could also use the findings of this study as reference point in further research in the area of school supervision.



### **1.5 Scope of the study**

The research was undertaken in the Tamale Metropolis of the Northern Region and focused primarily on examining how supervisory practices affect the delivery of quality education in public JHS in the Tamale Metropolis. The research concentrated on the views of pupils, teachers, headteachers, circuit supervisors, Officials of the Inspectorate unit at the regional office and PTA members.

### **1.6 Definition Key Terms**

**Basic school:** In Ghana the basic school is a combination of six years of primary school and three years junior high school, usually under one headship. There is a direct transition (within a particular school) from primary school to junior high school.

**Education circuit:** A number of basic schools (between ten and twenty) within a geographical district allocated to an officer for the purpose of supervision.

**Circuit supervisor:** An officer assigned to supervise teaching and learning in an educational circuit.

**External supervisors:** Circuit supervisors located at the district level and inspectors located at the regional and central levels that pay visits to schools to promote effective teaching and learning.

**Pupils:** Students in basic education in Ghana

**Public schools:** they are schools owned and controlled by the government only.

**Quality Education:** a high score on the national examinations.



### **1.7 Organization of Chapters**

Chapter One introduces the topic. Chapter Two reviews relevant literature directly or indirectly relating to the topic. Chapter three is the Research Methodology. Chapter Four is Results and Discussions of the study. Chapter Five presents the Summaries and Conclusions of the findings as well as recommendations.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

According to Kreuger and Neuman (2006), literature review entails the examination of existing works closely related to the study. It focuses on what other scholars, researchers and theorists have said and done around the study topic. It must be guided by the main concepts of the topic and not just a descriptive list of literature. Kreuger and Neuman (2006) states that the purpose of literature review is to help the researcher understand the context of the topic under study and what other researchers and scholars have written around the topic, deepening one's knowledge of the study topic. It also exposes the researcher to the best methodologies and research techniques for the topic as well as helps the researcher to know how to relate the thesis findings under discussion to the findings of other researchers.

For this study, relevant literature has been reviewed on the following sub-themes: quality education and indicators or measures of quality education, the key research concepts of supervision and Supervision model. The review has also touched on the types of supervision, purpose of supervision, qualities of supervisors, duties of supervisors, challenges confronting school supervision and the impact or role of supervision on education quality as well as the theoretical and conceptual frameworks of the key concepts.



## **2.1 Quality Education**

### **2.1.1 Meaning**

The World Declaration on Education for All (EfA) of 1990 identified quality as a prerequisite for achieving the fundamental goal of equity. However, the concept of quality is very evasive. It is perplexing to define and often difficult to come by an agreed formal definition of the term. As Sallis (1996: 14) puts it: “We all know quality when we experience it, but describing and explaining it is a more difficult task”. Perhaps, a more simplified solution to the definitional problem lies in Harvey’s (1995) linkage of quality to transformation. In this sense, quality education is configured as qualitative change. Yet, this does not resolve the problem. Viewed this way, the notion of quality becomes more perplexing when applied to education (Elton, 1992). This is because education is an ongoing process of transformation of the participants: the student, learner or researcher. In this light, the achievement of universal participation in education will be fundamentally dependent upon the quality of education available.

The Improving Educational Quality (IEQ) project (1991) defines quality education simply as the acquisition level of output of student knowledge and skills as measured by achievement in examinations. This definition appears to be the most often perceived view of quality of education as noted in chapter one earlier regarding the concerns on the performance of students in the Basic Education Certificate Examination. Low or poor performance is often interpreted as poor educational quality. However, it must be observed that achievement in examinations are limited to only the cognitive domain and that the other domains, the affective and psychomotor, are not sometimes measured even though they are important in the development of the complete individual.



A World Bank Policy Study Report of 1988, as cited in Amenumey (2007), also indicates that educational quality pertains to how well the school or system prepares students to become responsible citizens and instills attitudes and values relevant to modern society in them. The same document notes that educational quality encompasses how well the educational system does the job of accommodating modern market-oriented skills to traditional, home-based values and needs. From this perspective, it can be observed that when we talk of educational quality we are concerned with how well students acquire knowledge, skills, competencies and relevant attitudes to enable them cope with societal needs. Once these are achieved, then we can talk of achieving quality education, to a large extent.

Educational quality has been generally defined as a way of relating inputs, processes and outcomes. Adams (1993) furthers this by pointing out that some authors' definition of quality education in terms of inputs and outputs while others see quality as being just the process or change in condition. Thus, the means and the ends and the processes that mediates them, are equally. One cannot invest heavily in educational inputs such as infrastructure, textbooks, stationary and teachers and ignore how these inputs investments have been applied in the education of students and expect to have good output. One has to maintain an effective educational value chain: good input, effective process and great outcomes.

#### **2.1.1.1 Quality Education as Inputs and Outputs**

Among those identified by Adams (1993), who define quality of education as inputs and outputs, are Glickman *et al.* (2010). According to Glickman *et al.* (2010), the term can be



defined in two ways in terms of either inputs or outputs. That is, quality education is said to be high when inputs such as teacher qualification, class size, teaching methods, pedagogical materials and curriculum are found to be very good. Also, quality is said to be high if students achieve many of the curriculum objectives. Bergquist and Armstrong (1986) go beyond looking at educational quality in terms of either inputs or outputs but rather define it as a relationship between input, outputs and value-added measures, which are assessed in desired outcomes.

#### **2.1.1.1.1 Inputs**

According to the EfA Global Monitoring Report of 2005, the main input variables are material and human resources, with the governance of these resources as an important additional dimension. Material resources, provided both by governments and households, include textbooks and other learning materials and the availability of classrooms, libraries, school facilities and infrastructure. Human resource inputs include managers, administrators, other support staff, supervisors, and, most importantly, teachers. Teachers are vital to the education process. They are both affected by the macro context in which it takes place and central to its successful outcomes. Useful proxies here are pupil/teacher ratio, average teacher salaries and the proportion of education spending allocated to various items.

Ankomah *et al.* (2005) identifies input variables as educational personnel, instructional content and materials, educational facilities and educational finance. Educational personnel include teachers and non-teaching staff. They identified input variables as educational personnel, instructional content and materials, educational facilities and educational finance. Educational personnel include teachers and non-teaching staff.



Teachers are the principal factors in educational provision and they affect the quality of education in a significant way. The attributes of concern include the number of teachers available and pupil-teacher ratios as well as the personal characteristics of the individual teachers. These personal characteristics include academic qualification, pedagogical training, content knowledge, ability or aptitude and years of service and experience. Instructional content and materials refer to the content of education and the curriculum which are crucial in determining learning outcomes. They also refer to the quality and quantity of teaching and learning materials which have impacts on the quality of education (Ankomah *et al.*, 2005).

Educational facilities are the space and equipment including classrooms and buildings, pupil and teacher furniture, laboratories, libraries and workshops, and water and sanitation. Important areas to consider are the standards of construction, the conditions of the facilities and the specialized rooms' available (Ankomah *et al.*, 2005).

Educational finance is an important input which is crucial to quality education. Finance is categorized as capital and recurrent expenditure. Constructions of classroom buildings constitute the major capital expenditure of education while salaries, particularly of teachers represent the most important aspect of recurrent educational expenditure (Ankomah *et al.*, 2005)

#### **2.1.1.1.2 Outputs/outcomes**

UNICEF (2000 cited in Esia - Donkoh and Ofori - Dwamena, 2014)) identifies what children know and can do, the attitudes and expectations they have for themselves and their societies, as the variables that constitute outcomes. Bilale, (2007) claims that educational outcomes could be measured by the number of pupils that complete school,





what every pupil learned in that period, pupils who pass their examinations in the year and improvements in the social aspects of the pupils.

Ankomah *et al.* (2005) also observe that the output of educational service is the achievement of students in examinations. For many, including parents, the performance of students in national level or standardized examinations is not enough indication of whether quality education has been provided. Outputs can also be assessed on non-measurable things such as improved health habits and effective participation in social and political activities.

According to Sifuna and Sawamura (2010: page no. 1), for many people, casual and expert observers, political authorities, parents and communities and even teachers and education administrators, “education quality” is defined by national examinations. In their role of measuring quality, they actually specify what it is that they want. The logic of such an orientation is quite straightforward. Education systems set objectives and those objectives are then operationalised in the curriculum and teacher guides. The mastery of the curriculum is measured by national examinations. Hence, for them, the best indicator of high quality education is a high score on the national examinations. When students perform well in national examinations, then it is reasonable to conclude that they have had a high quality education (Samoff, 2007). In this regard when families see that the poor quality of schooling will not provide their children with the skills or diplomas they are sent to acquire, they stop sending their children to school.

#### **2.1.1.1.3 Quality Education as Process**

UNICEF (2000 cited in Esia - Donkoh and Ofori - Dwamena, 2014) recognizes the need for quality to move beyond input and outcome and tackle how teachers and



administrators use inputs to frame meaningful learning experiences for students. According to Ankomah *et al.* (2005) the process component of the quality continuum relates to many aspects such as teacher-pupil interaction in class management, control and duty time–on-task with the pupil. It also concerns the regularity and punctuality of the teacher in the school for instructional activities. It also includes the reason of operation, which has to do with the length of school day and term as well as how many days are effectively available for school work in a term.

UNICEF (2000 cited in Esia - Donkoh and Ofosu - Dwamena (2014) cautions that the issue of how students learn should be taken seriously if the issue of quality must be addressed. Before a learning process can begin, the presence of a teacher is needed. The teacher must be well trained, competent and efficient. Teachers must be able to adopt and develop teaching methods and skills that take new understanding of how children learn into account. Thus, according to Darling-Hammond (1997 cited in UNICEF, 2000) teachers with the highest quality, who are capable of helping their students learn and have deep mastery of both their subject matter and pedagogy should be employed. Also, irrespective of the method of instruction, be it traditional or modern, the teacher should be efficient in the use of school time since it has a significant impact on student learning.

In addition, for effective teaching and learning to take place, teachers must move away from the traditional learning process of teacher-centred teaching-learning processes to child-centred learning processes. That is to say, teachers should be able to develop learning processes that will engage the students and help them to build on previous knowledge and develop attitudes, beliefs and cognitive skills as well as expand their knowledge. Teaching methods should not promote passivity and/or rote memorization.



Teachers should not adopt the lecture approach of teaching where there is no room for student participation. If learner outcomes are to be improved, then teachers must use methods that facilitate active student learning. Also, in interacting with the students the teacher must be able to evaluate students to be able to identify those with special needs so as to adopt learning activities that will meet those needs.

For the purpose of this research, the following terms are defined as:

**Inputs:** The incorporation of educational personnel, instructional content, educational facilities educational finance and materials.

**Process:** Involve teacher-pupil intervention, teacher regularity and punctuality and intensity of school.

**Output/outcomes:** Relate to achievement in examinations.

### 2.1.2 Educational Quality in Ghana

Basic education, considered as the minimum period of schooling needed for every child to acquire basic literacy, numeracy and problem solving skills is very critical to every nation. It provides opportunity for children to build the foundation for lifelong learning and knowledge-based economic and social development. It is therefore, not surprising that many countries spend large percentage of their resources in providing quality basic education. Ghana like many other developing countries, guided by international protocols such as the Education for All (EFA) goals, and the MDGs have initiated several interventions to reform their education system. The FCUBE, EQUAL Project, 'National Literacy Accelerated Programmes'; 'No Child Left Behind' (NCLB); 'No Can't Wait'; 'Whole School Development'; and 'School-Based Management' (SBM), School



Feeding and Capitation Grants programmes are among the many initiatives that governments have introduced to address the many challenges confronting the quality of education in Ghana. These initiatives and interventions, which are further enhanced under the still evolving SDGs, had sought, in many instances, to improve the education systems and to ensure that all school-going children have access to quality basic education. Perhaps, as a result, Ghana has experienced major improvements, including increased enrolment, high growth rate, high retention and completion rates and improved teacher competence. However, as indicated in many education reports, there had been concerns about the outcome of quality education delivered (GES, 2012).

### **2.1.3 Conceptualization of Quality in Education**

Several definitions have been put forward on the concept of quality in education, testifying to the difficulty and multidimensional nature of the concept (Buckland, 2000). In Ghana, like elsewhere, it is often hard to define quality in education. It becomes even more difficult when it is conceptualized in terms of a particular aspect of education because all the features connected with educational quality are interrelated (Ankomah et al. 2005:2). While some define quality in education in terms of resource input, others perceive it as positive outcomes such as the attainment of good grades after schooling. However, there are certain factors that are often considered as key to positive educational outcomes as identified by UNESCO education quality framework, popularly known as GEQAF. These include the quality of the teachers, ease of access to educational resources, a supportive learning environment, background of learners and the assessment system to gauge the progress of the learners against the stated educational objective.



### **2.1.3.1 Effective Teaching Workforce.**

All educational policies rest on the shoulders of well trained teachers. Teachers are the immediate implementers of national education curriculum as they interact with pupils/students to ensure teaching and learning in the classrooms. What happens in classrooms between teachers and pupils is the most important factor in determining quality in education (UNICEF, 2005). An important underlying dimension of classroom processes identified to influence quality education delivery includes the quality of pedagogy, duration of learning, child's confidence and engagement as well as involvement of children in literacy and numeracy teaching and learning (Sammons et al. 2008). Pedagogical knowledge deals with the teaching process which includes ways of representing and formulating the curriculum content which makes it comprehensible to the learners.

### **2.1.3.2 Effective Use of Instructional Time**

Regular attendance of teachers and pupils to school ensure continuous learning that leads to the academic excellence of the students. Teachers are expected to teach and evaluate their lessons through regular class exercises and homework. These exercises are expected to be marked, offer corrections and recorded to maintain the child academic progress through the School Based Assessment (SBA). The SBA proportion mark of 30% is used by WAEC as Continuous Assessment (CA) for determining examination results at the BECE (MoESS, 2008).

To improve learning outcomes in classrooms, adequate educational facilities (water, electricity, teaching aids and so on) must be made available to support the process. Inadequate educational facilities negatively affect learning outcomes. Besides, teachers



need to apply their skills in terms of utilizing the formative and summative assessments to monitor children's advancement and ensure they are acquiring good understanding and knowledge that will enhance their academic achievements (OECD, 2012).

In Botswana, (Dunne and Leach 2005, quoted in Akaguri, 2011) reported that an important factor to be used in identifying poor performing schools is low professionalism among teachers in such schools. Problems identified among such school teachers include: leaving school before closing time, drunkenness, absenteeism, lack of preparation of lesson notes, poor conduct of class exercises, lateness to school and above all refusal to teach even when in school.

### **2.1.3.3 Effective Teaching and Class Sizes.**

The issue of class size and effective teaching are often debated in relation to quality in education. It is often stated that small class sizes are helpful as it allows teachers to pay closer attention to the needs of individual learners and allow for a wider range of teaching methodologies to be applied in classrooms. Most certainly, smaller classes are beneficial for slow learners, especially in the early years of schooling and some evidence have shown that smaller class sizes allows more positive teacher-student relationships (OECD, 2012). Thus, a smaller class sizes allow the teacher to offer class exercises, mark and offer corrections and this could be a vice versa for larger class sizes

It is largely noted that larger class sizes result in lesser academic achievements, especially in the early years of education. Larger classes are difficult for teachers to manage and may often result in the adoption of ineffective methods of teaching, and less guidance receive by students from teachers (UIS, 2011).



#### **2.1.3.4 Supportive Learning Environment.**

Learning environment can either be structured or unstructured. Schools are recognized buildings or structures that are put up for teaching and learning. Supportive learning environments have high level of impact on learners and use learning as the main transformative force to change their behaviors. Providing a friendly reception to the child, in an environment where he/she can feel safe and ready for teaching is essential for the development of each individual pupil and the general students as a whole (UNESCO, 2012). All learning environment must take into consideration the location safety, period of learning and availability of essential facilities to support learning process in the schools. Without adequate facilities within the learning environment, teaching and learning will be adversely affected

#### **2.1.3.5 Availability of Teaching and Learning Materials in Schools.**

The school improvement programme can include the provision of basic infrastructure such as (blackboards, furniture, basic teaching and learning materials, electricity as well as water and toilet facilities). The most important factor in improving quality education delivery is the distribution of basic textbooks to all public and private schools as well as basic equipment, furniture and computers for JHS workshops.

Access to core textbooks is an essential indicator of the quality of education in Ghana. According to the Ministry of Education policy, each student in Junior High School is expected to have four government – designated core textbooks: namely; Mathematics, English Language, Integrated Science and Social Studies. A core textbook ratio of 1:1 means a complete pupils access to these books, but the available data from Ghana



Education Management Information System in 2013 indicated that most basic schools in Ghana lacks adequate textbooks for teaching and learning (MoE, 2013).

#### **2.1.3.6 The Individual Learners Circumstances**

The process of acquiring knowledge among children is strongly influence by their home parental care and the kind of attention they are offered in the school environment (UNICEF, 2005). Appraisal of the quality of education at any level must take into consideration the initial individual differences among the learners. These differences may include issues such as: the amount and nature of prior learning, socio-economic background of the learners, amount of daily calories intake as well as their health backgrounds. The quality of children's survival before beginning formal education critically impacts on the kind of learners they can be. Many things go into making a quality learner, including health, early childhood experiences and home support. Attending a good pre-school can build a strong foundation for learning and also assist children to be promoted from one level of education to the other without difficulty (UNESCO, 2012:48).

#### **2.1.4 Factors affecting quality Education in Ghana**

Despite funding by international donors and different interventions by the government of Ghana to improve the quality of basic public education, studies conducted in Ghana show that the quality of basic education is low. Etsey, (2005) and others reported that a range of school factors correlate with higher achievement. Some factors that affect teaching and learning in Ghana are:

- i. Large class and school sizes.





ii. How involved head teachers are in decision-making, teacher supervision, monitoring of the class schedule and curricula, and ensuring that textbooks, syllabuses, and handbooks are available to teachers.

iii. School-wide policies on discipline, attendance, tardiness, and absenteeism and their enforcement by heads of schools.

iv. Inadequate teacher training in pedagogy. Instructional practices in Ghana are overwhelmingly teacher-centered, and dominated by rote learning and copying off the board. While some Ghanaian teachers use a questioning/recitation strategy, most children are not actively involved in lessons. It has been globally demonstrated that this does not promote quality education and achievement in school (Kraft 1994).

v. Minimal teacher commitment because, teachers are underpaid; they are often absent or arrive late and leave early, especially in rural settings.

vi. Teachers contact hours: In Ghanaian schools there are endless interruptions of instruction by such activities as sporting and cultural festivals and teacher absenteeism and tardiness.

vii. Irregular and late distribution of textbooks and school resources: Scarcity is exacerbated by poor central record-keeping, leading to over- and under-supply of educational materials in schools.

viii. Shortage of teachers' handbooks, which are in any case repetitive and restrict the teacher to a limited variety of teaching strategies.



ix. Shortage of libraries: Most Ghanaian schools especially the rural schools lack library facilities, and the few found in some schools are not fully utilized by either pupils or teachers.

## **2.2 Educational Supervision**

The concept of supervision has been assigned several definitions and interpretations, but almost all of them center on a common aim or objective. However, in education, the main objective of supervision has been to improve teachers' instructional practices, which may in turn improve student learning (Musaaazi, 1985)

### **2.2.1 Meaning**

Generally, supervision is the vital personal link between the service provider, paid or voluntary, and the organization. It is the interactive process in which organisational goals and values are communicated and interpreted to workers and they, in turn are guided and supported to help reach those goals. By helping service providers understand their responsibilities, improve their performance and organizing resources to assist them, supportive supervision helps staff to become more effective. In the process, satisfaction and commitment to organisational mission are built (see Reproductive Health Integration Issues, 1999).

Beach and Reinhartz (1989) explain that the focus on instructional supervision is to provide teachers with information about their teaching so as to develop instructional skills to improve performance. In this regard, supervisors inspect and observe teacher preparations and actual instructions and this helps them to be able offer information in



terms of the appropriate methodology and teaching learning materials that can help enrich their work and ensure better understanding of what is taught by the teacher.

McQuarrie and Wood (1999: 93) also state that “the primary purpose of supervision is to help and support teachers as they adapt and adopt, and refine the instructional practices they are trying to implement in their classrooms.” Thus, the supervision of teachers’ instructional work helps supervisors to offer suggestions on how teachers can maintain, improve or change their way of teaching. For example, using multiple approaches, which are more pupil-centered such as discussion, role play and group work, instead of lecturing which is mainly teacher centered.

Wile (2000) also views supervision as an activity. He describes supervision as “consisting of all the activities leading to the improvement of instructions, activities related to morale, improving human relations, in-service education and curriculum development” (p.4). This means supervision helps to ensure that teachers and pupils go through all the necessary processes designed by the GES to promote effective teaching and learning such as attending school regularly and punctually, preparing lesson notes and teaching according to the syllabus.

Musaazi (1985) posits that supervision focuses upon the improvement of instruction, and is concerned with the continuous redefinition of goals, the wider realisation of human dynamic for learning and for co-operative efforts and the nurturing of a creative approach to problems to teaching and learning. Musaazi emphasises that school supervision does not simply refer to that specific occasion when the whole school is examined and evaluated as a place of learning, but it also means that constant and continuous process of guidance based on frequent visits which focus attention on one or more aspects of the



school and its organization. He also notes that achieving the purpose of supervision depends on the skills and efficiency of the supervisor in working with teachers.

Adeel (2010: 33) also holds the same claim that supervision varies from “a custodial orientation to a humanistic orientation.” The custodial orientations are not targeted to help teachers but to find their weaknesses, eliminate and isolate them and replace them with those who could do better. This is a situation whereby the supervisor emphasises teacher defects. It often casts the supervisor in the role of a superior telling the teacher what needs to be changed and how to change it. It also tends to produce a teacher who cannot operate unless directed by someone. Humanistic orientation is the clinical supervision which emphasises teacher growth. This orientation assumes that teachers possess the drive and personal resources to solve their problems. This orientation tends to produce a self-directed teacher (Adeel, 2010).

The contemporary concepts of supervision suggest that supervision is moving gradually from the negative notion of “watching over,” “directing,” and checking teachers to an arena of supportive, democratic and flexible activity. Such definitions encompass curriculum planning and development, staff development, group discussion on instructional programme and action research. As Adeel suggests, those who (i.e., teachers) are being assisted should be also directly involved in the supervision process.

### **2.2.2 Evolution of Models of Supervision**

Bays (2001) trace the evolution of models of supervision from the 19th century to the present day. Sullivan and Glanz (2000) observed that supervisory practice has evolved since its origin in colonial time, and that its effectiveness as a means of improving



instruction depends on the ability of educational leaders to remain responsive to the needs of teachers and students. It is because of this assertion that in most cases advocates and practitioners build upon and/or modify existing strategies with the intention of improving practices. Although there are several models proffered such as those by Sullivan and Glanz (2000); Bays (2001); Daresh (2006), for the purpose of this study, I focus on the seven step model which is all encompassing.

### **2.2.2.1 Supervision as Inspection**

Supervision as inspection, also termed the traditional form of supervision, was the dominant method for administering schools in the 19th century (Sullivan and Glanz, 2000). According to Sullivan and Glanz in that era, teachers were viewed as deficient and inspectors inspected their practices for errors. Supervisors employed the tools of directing, controlling and overseeing the activities of teachers to ensure that teachers performed their duties as expected. In this form of supervision, supervisors are seen to devote most of their time and attention to finding out what is wrong with what teachers are doing in their classrooms (Daresh, 2006). The behaviour of supervisors using inspectional practices reflects the view that most teachers are incompetent. Teachers were seen by 19th century supervisors as inept (Sullivan and Glanz, 2000). Daresh (2006) also explains that it is doubtful if those employed (teachers) knew much more than the students. According to Daresh (2006), this resulted in employing more experienced teachers (inspectors) who provided basic oversight to ensure that teachers provided quality instruction.

The consequence of this model is that the supervisor has the responsibility of intervening directly in the work of teachers to correct faulty performance. Sullivan and Glanz



(2000:8) refer to the first textbook on supervision in which it is stated emphatically that “teachers must be held responsible for the work performed in the classroom and that the supervisor, as expert inspector, would oversee and ensure harmony and efficiency.” Because of this, educational supervisors as inspectors were very popular in the earliest period of formal schooling in the US (Daresh, 2006).

### **2.2.2.3 Supervision as Social Efficiency**

Supervision as social efficiency was espoused at the beginning of the twentieth century. This model of supervision was greatly influenced by technological advancement over time. Sullivan and Glanz (2000) have noted that supervision at that time was influenced by the scientific principles of business management and industry, and was aimed at making teaching more efficient. Sullivan and Glanz tried to apply the ideas espoused by Taylor to the problems of educational management and supervision. According to them, what Bobbitt *et al.* (1994) called scientific and professional supervisory methods were, in fact, scientific and bureaucratic methods of supervision which were aimed at finding a legitimate and secure niche for control-oriented supervision within the school bureaucracy, but not to provide professional assistance and guidance to teachers. Bobbitt *et al.* (1994) also maintain that supervision is an essential function to coordinate school affairs. They are said to maintain that “supervisory members must co-ordinate the labours of all to find the best methods of work, and enforce the use of these methods on the part of the workers” (Sullivan and Glanz, 2000). That assertion, suggests that this model of supervision is similar to supervision by inspection. The only difference between the social efficiency model and inspection is the attempt to introduce impersonal methods in the process of supervision.



Sullivan and Glanz (2000) also note that supervisors believe, as did Bobbitt *et al.* (1994) himself, that “the way to eliminate the personal element from administration and supervision is to introduce impersonal methods of scientific administration and supervision” (p. 11 and 13). This brought about the development of rating schemes, and supervision became synonymous with teacher rating. Supervisors who use this model of supervision rely heavily on teacher rating and evaluation. These supervisors, as well as the proponents, hold the view that rating schemes are objective and purposeful.

#### **2.2.2.4 Scientific supervision**

Scientific supervisory practices, the dominant model between the 1920s and 1950s, were advocated by Burton, Barr and Stevens (Sullivan and Glanz, 2000). These advocates thought the use of rating cards as a scientific tool for supervising teachers was inadequate. According to Sullivan and Glanz (2000), Burton (1930) recognised the usefulness of rating scales in some instances and believed it was desirable to devise more objectively pre-determined items to evaluate teaching procedures. They also cited Barr (1931), as having stated emphatically that the application of scientific principles “is a part of a general movement to place supervision on a professional basis” (p.16). Like other models discussed, proponents of the scientific model of supervision suggest that supervisors should have some level of expertise and skill to direct teachers the way they should teach.

#### **2.2.2.5 Supervision as leadership**

The fifth phase of supervision, which emerged in the 1960s, is supervision as leadership. Sullivan and Glanz (2000) compiled articles about this model from several advocates and authors and published them in the journal, *Educational Leadership*. Sullivan and Glanz



argued that supervision as inspection which found justification in the production-oriented, social efficiency era and bureaucratic supervision was no longer viable. The basis of supervision as leadership model was to remove itself from the ill-conceived supervisory practices of the past. The model of supervision they proposed then focused on democracy and human relations. According to them, Leeper (1969) and other authors of this model maintain that supervisors should provide leadership training in five ways: developing mutually acceptable goals, extending co-operative and democratic methods of supervision, improving classroom instruction, promoting research into educational problems, and promoting professional leadership.

#### **2.2.2.6 Clinical supervision**

The Clinical supervision model emerged in the 1970s and originated from the pioneering work of Robert Goldhammer and Morris Cogan in a collaborative study of teaching through Harvard University (Miller and Miller, 1987). Through a research base, Goldhammer and Cogan wrote their books with the same title “Clinical Supervision” in 1969 and 1973 respectively (Miller and Miller, 1987). This was the period when the field of supervision was plagued by uncertainty and ambiguities (Sullivan and Glanz, 2000). According to Sullivan and Glanz (2000), Goldhammer and Cogan developed this model at the time when practitioners and researchers were making concerted efforts to reform supervision, and their work was reflected in a broader attempt to seek alternatives to traditional education practice. Clinical supervision, therefore, emerged as a result of contemporary views of weakness and dissatisfaction with traditional education practice and supervisory methods.





The early developers of clinical supervision contend that the focus of supervision should be on the teacher as an active member in the instructional process (Cogan, 1973; Goldhammer, 1980). Cogan (1973) asserts that the central objective of the entire clinical process is the development of a professionally responsible teacher who could analyse his/her own performance, open up for others to help him/her, and be self-directing. He advises, however, against the misconception that the teacher can dispense with the services of a supervisor entirely. To him such situations rarely occur, and that almost all teachers need some sort of contributions from supervisors and other personnel occasionally, and at appropriate intervals. Clinical supervision is based on the premise that teaching would be improved by prescribed, formal process of collaboration between the teacher and supervisor. The principal advocates (Goldhammer and Cogan) believe the focus of clinical supervision is a face- to-face interaction between the teacher and supervisor with the intention to improve instruction and increase professional growth.

### **2.2.3 Contemporary models**

The literature also identifies other contemporary models as developmental (Glickman *et al.*, 1998), collegial (Glatthorn, 1998; Sullivan and Glanz, 2000; Sergiovanni and Starratt, 2002), differentiated supervision (Glatthorn, 1998), and self-directed (Sergiovanni and Starratt, 1993), which have their roots in clinical supervision.

#### **2.2.3.1 Developmental supervision**

This model of supervision was proposed by Glickman *et al.* (1998). In this model, the supervisor chooses an approach which will suit the individual teacher characteristics and developmental level. The notion underlying this model is that each person is continuously growing “in fits and starts” and in growth spurts and patterns (Leddick, 1994). The



supervisor might choose to use directive, collaborative or non-directive approaches when working with each teacher. In reviewing developmental supervision, Worthington (1987, cited in Leddick, 1994) notes some patterns of behaviour change in the supervisory activity. He observes that supervisors' behaviour change as supervisees gain experience and supervisory relationships also change. Stoltenberg and Delworth (1987, cited in Leddick, 1994) indicate that supervisees' progress in experience from a beginning stage, through intermediate to advanced levels of development. They observe that at each level of development, the trend begins in a rigid, shallow, imitative way and moves towards more competence, self-assurance and self-reliance.

Researchers have also observed the changing level of autonomy of supervisees as they progressively gain experience. Ledick (1994) believe that beginning supervisees may depend on the supervisor to diagnose clients (students) behaviour and establish plans for remediation, whereas intermediate supervisees would depend on supervisors for an understanding of difficult clients, but would sometimes chafe at suggestions. To them advanced supervisees function independently, seek consultation when necessary and feel responsible for their correct and incorrect decisions.

### **2.2, 3.2 Differentiated model of supervision**

Another contemporary model which evolved from clinical supervision is differentiated supervision. Sergiovanni (2009) states categorically that no one-best-way strategy, model, or set of procedures for supervision makes sense apart from differentiated supervision. He notes that "a differentiated system of supervision which is more in tune with growth levels, personality characteristics, needs and interests, and professional commitments of teachers is needed" (p. 281). In support of this assertion, Glatthorn



(1998) observes that clinical supervision is often offered from a “one-up” vantage point: the supervisor is assumed to know all the answers, and is ready to help the teacher who needs to be improved. He proposes that each school or system should develop its own model which will be responsive to its needs and resources.

The rationale for differentiated supervision is that teachers are different (Sergiovanni, 2009). Sergiovanni (2009) points out that formal clinical supervision may be suitable for some teachers, but not all. According to him teacher needs and dispositions as well as work and learning styles vary. Individual teachers respond to different approaches to supervision taking into consideration their needs and competencies, rather than a one-best-way approach. Glatthorn (1998) also believes differentiated supervision allows teachers to choose from a menu of supervisory and evaluative processes, instead of using the same strategy to supervise all teachers. In view of this, Sergiovanni (2009) suggests that teachers should take an active part in deciding which options for supervision will work well for them and accept responsibility for making options work. Differentiated supervision also involves the use of informal classroom visitations to assess and assist individual teachers. Sergiovanni suggests further that principals should view themselves as coaches and principal teachers by working side by side with teachers in planning lessons together, teaching together, and trying to understand what is going on in the class together. He posits that principals who supervise by practicing coaching by “walking around” can make significant impact in helping, in building trust, and in learning with their teachers.



#### **2.2.3.4 Collegial supervision**

Sergiovanni and Starratt (2009) believe that promoting collegiality among teachers is an important way to help schools change for the better. Collegial supervision, according to Sergiovanni and Starratt refer to “the existence of high levels of collaboration among teachers and between teachers and principals and is characterized by mutual respect, shared work values, cooperation, and specific conversations about teaching and learning” (p. 103). Glatthorn (1998: 188) also describes collegial supervision as a “cooperative professional development process which fosters teacher growth through systematic collaboration with peers.” He asserts that this process includes a variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research. Again, Sergiovanni and Starratt (2009), citing Little’s (1982) work, note that in collegial supervision, teachers engage in frequent, continuous, and increasingly concrete talk about teaching practice, frequently observe one another and provide useful critiques of their teaching practice. Collegial supervision affords teachers the opportunity to plan, design, research, evaluate and prepare teaching materials together.

In collegial supervision, teachers take turns assuming the role of clinical supervisor as they help each other (Sergiovanni, 2009). But for teachers to assume the position of supervisors (peer), Sergiovanni (2009) suggests that they (peers) need training and experience. According to Sergiovanni (2009), participation requires much more training in conferencing, information collecting, and other supervisory techniques than typically necessary for other forms of supervision. He asserts that for teachers to be clinical



supervisors, they will need to receive the proper training; and training takes time and experience.

#### **2.2.4 History of Supervision in Ghana**

In Ghana, supervision of the instructional process started in the Gold Coast schools around the early 1900s with visits by overseers who were generally referred to as inspectors. Their visits were for inspection purposes whereby they observed teachers carefully in order to discover information about the quality of teaching and learning going on in the schools. Their inspection reports were used to enforce what was then known as payment by results.

A school was said to be efficient according to the results of inspector's examination conducted in the following subjects: reading, writing and arithmetic and such optional subjects as history and geography, and needle work for girls. Government grants to schools depended on the number of pupils in each class who passed in the various subjects in the examination conducted by the inspector. Teacher promotion and pay increase were also determined by results. Even after the abolition of the 'payment by results' system, rote learning and fear, as incentives for learning did not cease (McWilliams and Kwamena - Poh, 1975). However, teachers gained more professional freedom though grants paid to schools were based on general efficiency of teaching. Bame (1991) also asserts that inspection was characterized by fear among teachers and pupils as well as hatred by teachers for the inspectors since the latter tried to find faults with the former. Bame (1991) further states that inspectors gave unfair criticism of teachers' work, and more often than not failed to give teachers the ideas and practical demonstration, which could help them improve upon their teaching.



Antwi (1992) notes that in the colonial period schools were fewer in number so inspectors of schools could visit schools regularly to report on the performance of pupils and teachers. According to Antwi (1992) the fear of a visit of an inspector kept teachers on their toes. According to a 1960/62 MoE Report, the system of school and teacher supervision was re-organised after independence in 1957 into what has since 1961 become the Inspectorate Division of the MoE, and currently, a division of the GES. The responsibility of the Inspectorate Division of GES remains the same: supervision and monitoring of standards in pre- university education Institutions. In line with the government's decentralization policy on governance and decision making, management of pre-university education has been decentralized and the system of school supervision devolved to the District level. Circuit supervisors are the officers in charge of supervision of schools. A supervisor is normally assigned to 20 schools in urban areas, 15 in semi-urban area and 10 in rural areas Antwi (1992).

As the MoE Report indicates, the role of school supervisors over the years has developed substantially to that of evaluator, professional guide and helper. As an "evaluator," the supervisor is expected to assess the performance of teachers and pupils to determine the extent to which facilities of the school measure up to the prescribed standards they are expected to take administrative actions to rectify any deficiencies in schools through suggestions, demonstration lessons and refresher courses to assist teachers to improve their professional performance and thus raise the standards of achievement of both pupils and teachers hence promoting quality education.



## **2.2.5 Forms of Supervision**

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

### **2.2.5.1 Internal supervision**

Adentwi (2001) has opined that when supervision is carried out by a member of the team responsible for planning and implementing the programme being supervised or evaluated, it is referred to as internal supervision. From the point of view of Neagley and Evans (1970) head teachers, headmasters and principals in present day public school organisations are the administrators in their schools and therefore, have the mandate to see to the day to day administration as well as supervise the work of their staff.

GES Handbook for Head teachers (2002) emphasises on internal supervision as the sole responsibility of the administrator (head teacher). With the head teacher's position as the administrator and supervisor, he or she has the duty to improve upon teacher's professional competencies, techniques and skills in specific area of teaching and learning, addresses common needs of teachers with regard to teaching and learning and providing a new form of pedagogy to improve teaching and learning.

### **2.2.5.2 External supervision**

As captured in the Ghana Circuit Supervisors' Handbook of the GES of 2002, external supervision is the one carried out by persons/officers who are not part of the particular



institution and whose work is to compliment the role and duties of the internal supervisor(s) by providing professional advice and guidance to teachers. External supervisors play a very significant role in school administration. Prominent among them are the circuit supervisors and district inspectorate teams from the district education office. External supervision is therefore, the supervision which comes from outside, notably from the district office, regional or national office. The types of external supervision include brief visit, familiarization visit, assessment for promotion visit, special visit, follow up visit and intensive or comprehensive visit (Ghana Circuit Supervisors' Handbook of the Ghana Education Service of 2002).

**Brief visit** is where the officer focuses on one or two aspects of the school. For example, a visit to check on levies collected or punctuality of teachers (Ghana Circuit Supervisors' Handbook of the Ghana Education Service of 2002).

**Familiarization visit** is where a newly appointed circuit officer visits schools within the circuit to get acquainted with the staff, pupils and the various communities. A supervisor may also visit a newly established school for the same purpose. Follow-up visit is also carried out to find out how far the recommendations made in a previous report have been implemented (Ghana Circuit Supervisors' Handbook of the Ghana Education Service of 2002).

**Assessment for promotion visit** is a situation whereby a team of supervisors may be asked to visit a school to inspect the work of a teacher who is due for promotion (Ghana Circuit Supervisors' Handbook of the Ghana Education Service of 2002).





**Special visit** refers to a situation by which a supervisor may be asked to visit a school to investigate a malpractice in the school or allegation against a headmaster, teacher or pupils (Ghana Circuit Supervisors' Handbook of the Ghana Education Service of 2002).

The duties of the external supervisor include making the work of teachers more effective through such things as promoting improved working conditions, providing better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instruction through direct interaction with the classroom teacher (Ghana Circuit Supervisors' Handbook of the Ghana Education Service of 2002).

### **2.2.6 Categories of supervision**

According to Musaazi (1985), supervision falls into a number of categories. These are: Intensive Supervision, Routine Supervision and Casual or checkup visits.

#### **2.2.6.1 Intensive Supervision**

Intensive or comprehensive visit is carried out by a team of officers especially circuit supervisors from the District Education Office to assess the entire school programme with the view to ensure effective teaching and learning in the school. Thus, supervision which is usually carried out when a group of supervisors look into all aspects of a school is termed Intensive Supervision (Musaazi, 1985). For instance, subjects taught can be the object of supervision. In the course of the supervision notes are taken of such things as timetables, schemes of work, lesson preparation, textbook use, class management and teaching methods. The supervisor examines these so that they can discuss their contents, effectiveness, availability, difficulties and weaknesses with the teachers who use them or not.



Carefully studying how effective the children are learning and a thorough examination of the teaching process, according to Cubberly (1990), should be a supervisor's initial concern. The standard of education in each class should also be examined. The supervisors should discuss ways of improving pupils learning process with the teachers concerned, should there be any problem. They may suggest improvements and modifications in teaching techniques. This approach, according to Swearingen (2001), is most applicable where it is obvious that an attempt to introduce radical changes would result in even less effective teaching and learning, or where in trying to follow other methods the teachers find themselves in even greater confusion. Corey (1990) is of the view that apart from the school curriculum, the supervisors must examine the whole organization of the school. For example, the staffing situation in the school, enrolment figures, pupil attendance records, the daily routine, staff duties, school discipline, school records and ledgers, the cleanliness of the school and the health of the pupils, school meals if any, and school funds.

#### **2.2.6.2 Routine checking**

This is a short visit made to school on which no formal reports are written but brief comments are made. The aim depends on the said inspector and the reason for such inspection. It may be to check on punctuality of teachers or how the school is settling down. One of the aims of such supervisory visits is to look into what is happening, the work being done, the human relationships or the appropriate use of the building and school equipment (Essiam, 2011). Becker (1999) is of the view that, other essential areas that might also be inspected are the general administration and organization of the school. Such a report is not usually published but is used for evaluative purposes. For instance,



the report can be used to collect information about the quality of work in the school. It can be used as a basis for recommending schools for more grants. Normally, this type of supervision lasts for a short time, say, one or two days.

### **2.2.6.3 Casual or Check-up Visit**

Essiam (2011) in commenting on this type of supervision stated that this kind of supervision is usually carried out informally. It is either ordered by the Assistant Director in charge of the Inspectorate Division or an individual officer at the district level depending on the prevailing situation in the school. In this type of supervision, no written report is sent to the head teacher or the owner of the school. The supervisor makes a confidential report to the appropriate authorities for necessary follow-up action. During such visits, the supervisor is expected to form a judgment on what he sees and to discuss it with the teachers and the school head. Generally, the supervisor assesses the work of the teacher and his pupils (Essiam, 2011).

Essiam (2011) is of the view that a supervisor should not behave as a faultfinder or as a bully or a mere critic, but as an advisor, inspirer, modernizer, authority and helper in every way possible in order to attain the desirable standard in schools and to maintain good relationship. The job of writing a report is a secondary task. The role of the supervisor should never hamper the teacher's own personality, resourcefulness, progress or initiative.

### **2.2.7 Approaches to supervision**

Researchers have identified different approaches that supervisors who use clinical, and other supervision models which evolved from clinical supervision, apply to supervision.



Glickman (1990) note that during the post-observation conference, supervisors may employ directive (control or informational), collaborative and non-directive approaches to address issues which crop up to plan actions for instructional improvement. They contend that even though a supervisor may employ a combination of these approaches, he/she may be more inclined to one of them. A supervisor's inclination to any one of a combination of these approaches stems from his/her philosophical orientation or previous experience with other supervisors.

Supervisors' use of a particular approach may differ from one teacher to another. Glickman (1990) argue that supervisors consider the teacher's level of experience in instructional practices and developmental level when selecting a supervision approach. It is also likely that the contexts within which a supervisor works influences his/her approach. State and national policies may also spell out procedures and approaches to be used by supervisors in their schools.

#### **2.2.7.1 Directive approach**

Supervisors who use a directive approach believe that teaching consists of technical skills with known standards and competencies for all teachers to be effective in their instructional practices (Glickman *et al.*, 2005). According to this approach, the roles of the supervisor are to direct, model, and assess competencies. These researchers observe that supervisors using this approach present their own ideas on what information is to be collected and how it will be collected, direct the teacher on the action plan to be taken, and demonstrate the appropriate teaching methods. The directive supervisor sets standards for improvement based on the preliminary baseline information from classroom



observation, shows teachers how to attain standards, and judges the most effective way to improve instruction.

The directive supervisory approach takes two forms: directive control and directive informational. In both situations, the supervisor and teacher go through the clinical supervisory stages up to the post-conference phase where action plans for improvement are to be taken (Glickman, 1990). Glickman *et al.* (2005) indicated that in the directive control supervisory approach, the supervisor details what the teacher is to do, and spells out the criteria for improvement. But in the directive informational approach, the supervisor provides alternative suggestions from which the teacher can choose, instead of telling the teacher what actions to take. The supervisor does not directly determine what action a teacher should embark upon. However, the ideas come from the supervisor.

The directive approach in clinical supervision is reminiscent of the traditional form of supervision. It presumes that the supervisor is more knowledgeable about instructional procedures and strategies than the teacher, and that his/her decisions are more effective than those of teachers in terms of instructional improvement. However, in the directive approach to supervision the supervisor employs the clinical techniques discussed above, especially a vast array of data collecting instruments. In the traditional model of supervision, all teachers are thought to be at the same level at the same time, and are expected to use the same approach to teaching similar contents. The directive approach to clinical supervision does not emphasize fault-finding as practiced by inspectors in traditional supervision.

Researchers suggest that the directive approach to supervision should be employed when dealing with new and inexperienced teachers (Glickman, 1990). They believe that this



approach should be used in an emergency situation in which the teacher is totally inexperienced or incompetent in the current classroom situation. Similarly, Glickman (1990) believes this approach is useful when the teacher does not have awareness, knowledge or inclination to act on issues that the supervisor thinks are of crucial importance to the students. According to Glickman (1990), this approach is employed “to save the students by keeping the teacher from drowning in the sea of ineffective practice” (Page no. 83). Pajak (2001) also suggests that the directive approach should be used on new and inexperienced teachers. He argues that a new teacher may have difficulty grappling with a problem presented in a straightforward manner. He, however, cautions that being overly directive can easily encourage dependency in the new teacher toward the supervisor. I believe that if even the teacher has little knowledge or expertise about an issue the supervisor should try as much as possible to avoid the directive control approach. Teachers will feel more secure and respected when their views are sought on issues that concern them.

#### **2.2.7.2 Collaborative approach**

Supervisors who employ this approach believe that teaching is primarily problem-solving, in which two or more people pose a problem, experiment and implement those teaching strategies that are deemed relevant. According to Glickman (1990), the supervisor’s role in this approach is to guide the problem-solving process, be an active member of the interaction and help keep teachers focused on their common problems. The leader and teacher mutually agree on the structures, processes, and criteria for subsequent instructional improvement.



In the collaborative approach to supervision both the supervisor and teacher mutually negotiate the plan of action (Glickman, 1990). Views of both parties are included in the final plan of action for instructional improvement. According to Glickman, both the supervisor and teacher review, revise, reject, propose and counter propose until they both come to a mutual agreement. He posits that each party must accept modifications of ideas, rather than taking a hard stand. He contends that the final product of the collaboration is a contract agreed upon by both and carried out as a joint responsibility in the following manner:

**Presenting:** The leader confronts the teacher with his/her perceptions of the instructional area needing improvement; for example, appropriate methods of teaching that can be adopted to improve students' understanding of the subject taught;

**Clarifying:** The leader asks for the teacher's perceptions of the instructional area in question;

Listening: the supervisor listens to teachers' perceptions;

**Problem-solving:** Both the supervisor and the teacher propose alternate actions for improvement (supervisor does not impose action plans on teacher);

**Negotiating:** The supervisor and teacher discuss the options and proposed actions until a joint plan is agreed upon. The assumption underlying this approach is that both supervisors and teachers perceive each other as valuable partners in the supervisory process. There is therefore, a sense of trust and respect between the two parties. The supervisee in this approach is likely not to feel threatened in pursuit of his/her



instructional practices, and will probably welcome the observation processes (Glickman, 1990).

Collaborative supervision is premised on participation. Glickman (1990) suggest that this approach is employed when both the supervisor and teacher intensely care about the problem at hand and will be involved in carrying out a decision to solve the problem. Glickman (1990) also suggest that this approach should be employed when both the supervisor and teacher have approximately the same degree of expertise on an issue to decide on. The more supervisors involve teachers in decisions affecting their instructional practices, the more the latter make an effort to contribute and are willing to implement a plan they have been part of.

### **2.2.7.3 Non-directive approach**

This approach is based on the premise that teachers are capable of analysing and solving their own instructional problems. Glickman (1990) argues that when an individual teacher sees the need for change and takes responsibility for it, instructional improvement is likely to be meaningful. The leader in this approach is only a facilitator who provides direction or little formal structures to the plan. This behavior of the leader (supervisor), according to Glickman (1990), should not be misconstrued as passive or allowing complete teacher autonomy. Instead, the supervisor actually uses the behaviour of listening, clarifying, encouraging and presenting to guide the teacher towards self-recovery.

The leader who adopts the non-directive approach may not use the five steps of the standard format of clinical supervision. Glickman (1990) indicates that the supervisor





may simply observe the teacher without analysing and interpreting, listen without making suggestions, or provide requested materials and resources rather than arrange in-service training. A non-directive approach to supervision is often employed when dealing with experienced teachers (Baffour-Awuah, 2004).

Glickman (1990) suggests that the non-directive approach to supervision should be employed when a teacher or group of teachers possesses most of the knowledge and expertise about a particular subject matter and the supervisor's knowledge and expertise is minimal in that area. Glickman and Tamashiro (1990) also suggest that a non-directive approach should be employed when a teacher or a group of teachers have full responsibility for carrying out a decision, or care about solving a problem and the supervisor has little involvement. When a supervisor has little knowledge and expertise about an issue, he/she can still employ the collaborative approach. On such occasions, the supervisor should not lead the discussion, but rather solicit opinions, ask for clarification, reflect on issues being discussed, and present his/her opinions and suggestions.

### **2.2.8 Who is responsible for Supervision?**

According to Brickel (1961) as cited in Kpatakpa (2008:10), "anyone with direct responsibility for improving classroom and school instruction is referred to as a supervisor". This means that heads of schools that see to it that everything goes on well in the school to help the child learn are responsible for supervision. Teachers who prepare to teach children in the classroom are responsible for supervision. Officers who visit the school to make sure that teachers do their work are responsible for supervision. So also parents and other stakeholders like the SMCs who see to it that children's needs are



provided and teachers are well accommodated to do their work are also responsible for supervision. Kpatakpa (2008: 9 and 10) also says that “typical supervisors are school principals, assistant principals, instructional lead teachers, department heads, master teachers, programme, directors, central office consultants, and coordinators and associate or assistant superintendents.” This means that educators throughout the school system, from director to classroom teacher, can engage in the process of supervision.

So also it has been observed that in the case of Ghana the presence of a SMC in a school is a great asset as it will protect the interest of the school. Other stakeholders like the District Education Oversight Committees (DEOCS) are also responsible. The DEOCs are appointed by the GES Council to oversee Education at the district level and to work closely and harmoniously with the SMCs to promote effective teaching and learning in school (Kpatakpa, 2008).

These stakeholders help to ensure that there is a supportive environment for both teachers and pupils to work. They motivate teachers to perform to the best of their capabilities and in the best interests of the schools. Some of these stakeholders take it upon themselves to secure accommodation for teachers or visit the schools to interact with teachers to find out what their challenges are and help the teachers solve the problems.

### **2.2.9 Qualities of a supervisor**

The supervisor should be equipped with supervisory skills and competencies to be able to carry out her or his duties. Callaghan (2007 cited in Arthur, 2011) has identified the following qualities of supervisors:



**Excellent communication skills:** Supervisors are to relay instructions very clearly so every part is well understood in order to avoid mistakes. Supervisors also need to listen carefully to what the teachers have to say;

**Fairness:** Human beings react badly to what they perceive as unfair. So deal with the teachers fairly;

**Good Organisational Skills:** It is the supervisors' duty to coordinate the work in the schools and the office to the director and the teachers;

**Knowledge:** Part of the supervisors' job is to train others so it goes without saying that the supervisor should be at least one step ahead of them;

**Accountability:** If a mistake is made the teacher should acknowledge responsibility every time unless they have deliberately disobeyed the supervisors' instructions;

**Efficiency:** For schools to do well the supervisors should always have the next task ready to be allocated to them;

**Adaptability:** Be ready to manage change efficiently as and when it happens even if you do not agree with it;

**Social skills:** The supervisors should be courteous at all times. When supervisors have to tell a teacher off, it should be done assertively but politely and never in front of other teachers. Everyone makes mistakes and nobody needs to be humiliated. Shouting at teachers is not a good idea as they will become resentful and unhappy. The supervisors will get more done with a smile than with rudeness. Do not be afraid to praise your teachers for a task well done;



**Diplomacy:** The supervisors have loyalty to the GES who pays their salary but also loyalty to the teachers who are responsible for your results. A difficult balance which requires a great deal of tact; and

**Self-discipline:** Supervisors should inspire respect so discretion in their private life is essential. They cannot tell teachers off for lateness if the supervisors are always late themselves in (Arthur, 2011). They further state that the above qualities will help supervisors to supervise well and this will help improve teaching and learning in the schools and as a result, the standard of education will also improve. Callaghan maintains that the modern supervisor must have the personal attributes of a good teacher. He or she needs to be intelligent, demonstrate a broad grasp of the educational process in society, and have a good personality and great skills in human relations. The supervisor needs to show a working understanding of the team concept in democratic supervision. In addition to these, the supervisor must be willing to subordinate his own personal ideas to the judgment of the team at times. The supervisor must possess the ability and fortitude to hold fast to his convictions. A good supervisor should always be guided by the findings of educational research and should have enough time for good opinion in group discussion and individual conference.

Moreover, the supervisor cannot possibly be an expert in all the fields which the supervisor co-ordinates. The supervisor may be a specialist in certain disciplines but has to be generalist in the approach to total school programme. In short, Arthur (2011) maintains that the modern supervisor must be capable to supervise, well trained in education and psychology, and an expert in the democratic group process. A supervisor should recognise her or his role as a leader and cooperatively involve fellow



administrators and teachers in all major decisions affecting them in the teaching – learning situation.

For Sullivan and Glanz (2000), the supervisor’s continued attendance at in-service training helps him/her to be able to provide useful assistance, advice, and support to teachers; and thereby develop the trust that teachers have in him/her. Having knowledge alone is not important, but using it judiciously to help teachers grow professionally is the ultimate objective.

### **2.2.10 Roles of Supervisors in Promoting Quality Education**

Supervision in education is multifaceted especially external supervision; this is a major component that has an oversight responsibility over internal supervision in basic school. This type of supervision is mainly performed by circuit supervisors. The role of circuit supervisors therefore cannot be over emphasized. These include the following:

#### **2.2.10.1 Informal visits.**

Some researchers (Blasé and Blasé, 2004; Rous, 2004) have theorized that supervisors’ should frequently visit classrooms (conduct walk-throughs) and make their presence felt in the school. Such visits are usually not planned, but intended to put teachers on the alert to ensure that they (teachers) make good use of instructional time, and chip in support to teachers when necessary. Rous (2004) reported that the lack of contact between teachers and instructional supervisors in her study negatively affected instructional practices.

In her study of selected public primary school teachers in the US, Rous (2004) found that most teachers believed that their supervisors’ frequent visits and calls were important activities, whereas others reported that their supervisors were not seen in the classrooms



enough. She observed that teachers were energized when supervisors “dropped by” the classrooms and interacted with the students.

This was seen as a demonstration of supervisors’ concern for teachers, students and programme. Similar studies conducted in Ghana have shown that frequent visits to classrooms are necessary to improve teachers’ time-on-task. Oduro (2008) and the World Bank (2011) found that some teachers in public primary schools in Ghana are in the habit of absenting themselves from school. The World Bank report revealed that only 109 out of 197 school days were fully operational as teachers spent other days engaging in activities such as collecting salaries, attending funerals and travelling long distances to their schools.

#### **2.2.10.2 Observing lessons**

Lesson observation is one major function of supervisors. In almost all models discussed earlier, lesson observation has been seen as a major tool supervisors use to assess the content knowledge of teachers and their competency in instructional strategies and practices, so as to provide the necessary assistance to improve instruction. In such visits, it is imperative for the supervisor to focus on what was agreed upon to be observed during the pre-observation conference (Arthur, 2011). This is supposed to guide supervisors to stay on track and be objective in their practices.

Some participants in Pansiri (2008) study indicated that their supervisors visited classrooms with the intention of supervising instruction but were unable to provide professional support to the teachers. However, other participants reported that their supervisors observed classes and wrote notes based solely on what was occurring in the classroom. Pansiri (2008) did not show the proportion in each case. The group of



participants who received feedback reported that their supervisors carried out classroom supervision positively. Pansiri did not, however, indicate whether those supervisors who could not offer professional support to the teachers were not knowledgeable in the subjects being taught or limited in expertise. Rous (2004) also reported that supervisors in her US study did not have enough time to observe lessons. Some participants in her study reported that their supervisors were not seen in their classrooms enough.

### **2.2.10.3 Questioning**

Proponents of clinical supervision such as Arthur (2011) suggest that supervisors use questioning to guide and assist teachers improve their instructional strategies. Supervisors are expected to use probing questions during pre-observation conferences, classroom observations, and post-observation conferences to guide and assist teachers plan their lessons, use appropriate teaching techniques, and take decisions to improve instruction (Blasé and Blasé, 1999). Arthur (2011) posit that questioning could be used at any stage of the supervisory process- planning a lesson, selecting instructional materials, during teaching, and assessing students.

A study of public school teachers' perceptions about instructional leadership in the US revealed that supervisors who participated in the study often used the questioning approach to solicit teachers' actions about instructional matters (Blasé and Blasé, 1999). Participants in that study remarked that such questions served as guide to make them reflect on their actions, know what to do next, and evaluate what they did. In a similar study, all five participants in a three-year longitudinal study agreed that using thought-



provoking questions to guide teachers improved their instructional practice (Holland, 2004).

#### **2.2.10.4 Offering suggestions**

Another supervisory function is the provision of suggestions to guide instruction (Blasé and Blasé, 1999). Suggestions serve as guides to help teachers choose among alternative plans, varied teaching strategies, and classroom management practices. They observed that supervisors make suggestions in such a way as to broaden, or enrich teachers' thinking and strengths. They note that suggestions encourage creativity and innovation, as well as support work environment. Rous's (2004) findings were consistent with the one mentioned above. Public primary school teachers in her US study reported that their principals commonly offered suggestions. The teachers acknowledged that when their supervisors offered helpful suggestions on instructional practices, it increased their ability to solve classroom problems. Rous observed that teachers in her study were willing to try suggestions which were offered sincerely and positively.

#### **2.2.10.5. Feedback**

Visiting classrooms and providing feedback to teachers is considered one of the major roles of supervisors. Feedback provides teachers help them reflect on what actually took place in the teaching-learning process. Blasé and Blasé (1999) believe that feedback should not be a formality, but should serve as a guide for instructional improvement when it is given genuinely. Similarly, feedback (whether formally or informal, written or oral) should focus on observations rather than perspectives. Blasé and Blasé theorized that feedback reflectively informs teacher behaviour; and this result in teachers





implementing new ideas, trying out a variety of instructional practices, responding to student diversity, and planning more carefully and achieving better focus.

Teachers in Blasé and Blasé's (1999) study reported that effective supervisors provided them with positive feedback about observed lessons. They indicated that such feedback was specific; expressed caring, interest and support in a non-judgmental way; and encouraged them to think and re-evaluate their strategies. Similarly, Rous (2004) also reported that in the US public schools, feedback offered by supervisors was a formal behaviour, and was objective and based solely on class observation. Teachers in this study saw feedback to be constructive, and very helpful to them in their instructional practices.

#### **2.2.10.6 Modeling lessons**

Researchers (Blasé and Blasé, 1999; Glanz, Shulman and Sullivan, 2006) have theorized that lesson demonstration can improve teachers; instructional practices. Supervisors use demonstration lessons to assist teachers individually and in groups. This practice is not only used to guide new and inexperienced teachers, but veterans as well. Supervisors may learn strategies from teachers during their classroom observations, and transfer such learned activity to other teachers to try them out in their classrooms.

#### **2.2.10.7 Professional development**

In-service Training (INSET) in the form of workshops, conferences, and symposia, as well as distributing literature about instruction, equip teachers with expertise as a form of professional development (Blasé and Blasé, 1999; Glickman, 1990). It is the responsibility of supervisors to provide teachers with in-service training sessions, as well



as encourage them to attend workshops and conferences to bring them abreast with time in their instructional practices. In their study, Blasé and Blasé (1999) found in their study that successful principals provided teachers with information about and encouraged teachers to attend workshops, seminars, and conferences about instruction. These supervisors were also reported to have provided their teachers with funds, informed teachers of innovative seminars and workshops. Teachers in this study (Blasé and Blasé, 1999) admitted they had learned a lot of new techniques and challenges to stay abreast with recent development. Another form of support supervisors is expected to provide to teachers is professional literature and current issues about instruction. Blasé and Blasé (1999) indicated supervisors in their study regularly distributed professional literature about current and useful instructional practices to their teachers.

#### **2.25.10.8 Promoting collaboration**

Researchers (Dufour, 2004; Glickman *et al.* 2004) suggest that supervisors provide time and opportunities for teachers to collaborate with one another to improve their instructional strategies and skills. Dufour (2004) describes collaboration as a systematic process in which teachers work together to analyse and implement their classroom practices improve to instruction. Promoting collegiality (collaboration) among teachers has been theorized by researchers as an important way to help schools change for the better (Sergiovanni, 2009) because interaction with one another influences what one does (Fullan and Stiegelbauer, 1991; cited in Sergiovanni, 2009). Blasé and Blasé (1999) argue that collaboration results in teacher motivation, self-esteem, efficacy, and reflective behaviour, such as risk taking, instructional variety, and innovation/creativity.



### 2.2.11 Purpose of supervision

Mankoe (2007) states that school supervision has many purposes these include ensuring that minimum standards are met and that teachers are being faithful to the school's overall purposes and educational platform as well as helping teachers grow as persons and professionals. According to Mankoe, the purposes of supervision are for:

**Quality control** - Heads of school and other supervisors are responsible for monitoring teaching and learning in their schools and do so by visiting classes, touring the school, talking to people and getting to know students.

**Professional development**-Heads and other supervisors help teachers to grow and develop their understanding of teaching and classroom life, in improving basic teaching skills, and in expanding their knowledge and use of teaching repertoires.

**Teacher motivation** - Mankoe (2007) further says that supervision builds and nurtures teachers' motivation and commitment to teaching, to the school's overall purposes, and to the school's defining educational platform. The achievement of these purposes, however, depends on the quality of supervisory practice and effective supervisory system.

Mankoe (2007), in addition, categorises the following as purposes of supervision in schools.

- Seeks to improve methods of teaching and learning.
- Seeks to create a physical, social and psychological climate or an environment that is favourable to learning.



- Seeks to co-ordinate and integrate all educational efforts and materials in order to ensure continuity.
- Ensuring teaching and learning quality, professional development and teacher motivation.

In connection with the above, Adewole and Olaniyi (1992) also categorised the importance or purpose of supervision as follows:

- Improvement of teaching and learning
- For approval of new school.
- Assessment of teaching and learning.
- Linking teachers with the ministry of education.
- To obey the education law that makes supervision mandatory.
- Creates confidence in incompetent teachers.
- Determines whether a teacher should be transferred, promoted, retained or dismissed.
- Examines continuously school instructional goals and assesses teacher's performance in meeting such goals.

#### **2.2.12 Factors for Effective Supervision**

From the review done so far, it is glaring that supervision has the greatest potential in enhancing or developing teachers' performance. However, this must start with the



involvement and behavior re-orientation of all stakeholders who are much concerned with effective teaching and learning in schools. Various writers have written about conditions that can make supervision effective and also about how effective supervision can promote teaching and learning.

Neagley and Evans (1980: 51) contend that “for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervision staff are able to function effectively as a team.” Halpin (1977) is of the view that supervision can be effectively carried out when materials and logistics are provided to support it. There are other writers who are of the view that effective supervision depends on the caliber of personnel involved. Baldrige (1971: 5) wrote that “for supervision to achieve its objectives the quality of the supervisor should be considered paramount”.

Merton (1949) is also of the view that supervision can be effective if supervisors are constantly oriented with fresh ideas. Neagley and Evans (1980) argue that effective supervision of instruction can improve the quality of teaching and learning in the classroom.

Burton (1995: 1045) holds the view that supervision is effective in ensuring the achievement of school objectives because “it directs attention towards the fundamentals of education and orients learning and its improvement within the general aim of education”. Burton again emphasized that supervision is effective in ensuring the aims of educational objectives because it aims at the improvement of the total setting for learning rather than the narrow and limited aim of improving teachers in the service. They



conclude that effective supervision ensures a proper appraisal of the teaching and learning processes in order to bring about the achievement of objectives.

Burton (1995) contends that supervision helps teachers to secure an effective working knowledge of the tools of teaching. They are also of the view that supervision is effective in the promotion of educational aims because while it helps teachers to understand theory, supervision again helps them to practice it. Supervision constantly seeks to refine methods and procedures for making theory effective.

Musaazi (1985: 26) is of the view that in order for supervision to achieve its goals, “the supervisor must provide accurate, honest and positive reports on the schools he supervises, on the teachers he observes and on the educational value obtained from the expenditure of public money.” These reports, according to Musaazi, will be useful to people such as: heads of schools and their staff who refer to such reports for guidance of their work, managers of schools who would like to know how their schools compare with others and what improvements are necessary, those responsible for equipping the schools that is providing schools with textbooks, exercise books, equipment and tools, and to the inspector/supervisor as a record of what was seen to be lacking and what was recommended.

### **2.3 Education Quality and Supervision**

Every school exists essentially to provide effective teaching and learning which will help achieve its ultimate goal of providing quality education. There is however no way this goal can be achieved without putting in place certain mechanisms towards ensuring its



success. One of the mechanisms to be put in place towards achieving quality education in schools is supervision. (Ekundayo *et al.*, 2013).

### **2.3.1 Place of Supervision in Educational Quality**

Olaniyan (1996) described supervision as a means to help, guide, stimulate and lead teachers through criticism, appraisal and practices in their education and procedures. This definition focuses much on teachers' attitudes over other vital elements that present themselves during the teaching and learning process. Hence, effective supervision ensures that all teachers respect appropriate rules, routines, procedures, and regulations to achieve set objectives.

In addition, effective supervision ensures that teachers utilize information from a variety of valid and appropriate sources before they begin the planning of lessons or teaching. This is done by the Head-teachers as they mark teachers' lesson notes before they teach.

An effective Supervision also ensures that teachers are preparing and maintaining adequate and accurate records of student's progress. This will include the regular and systematic recording of meaningful data regarding students' progress on specific concepts and skills related to the standards for each subject for the level they are teaching (Ekundayo *et al.*, 2013).

Etsey (2005) is of the view that supervision and regular visits of external supervisors to schools would motivate teachers to be more regular and punctual at school. Also, when students realize that supervisors are regular in visiting the schools and teachers are always present, they would be challenged to change their attitudes towards school. This would in turn reflect positively on their academic performance.



As stated in Arong and Ogbadu (2010), adhering strictly to efficient supervision will result in an effective school characterized by:

- Excellent achievement by many pupils in examinations,
- Excellent performance in games, sports, drama, debates, music, festivals etc.,
- Well 'behaved' pupils; and
- The success of past students.

### **2.3.2 Training Programs for Supervisors**

Training programs are important for supervision because they ensure that supervisors adopt cross-cutting thematic approaches of access, quality and management of education in Ghana (See Education Sector Performance Report, 2015)

The training needs of supervisors and teachers helps in sharpening their skills and broadening their knowledge for quality education delivery Ghana. The civil society organizations and other stakeholders in education such as UNICEF, JICA and DFID in the past helped to promote quality education, supported capacity building of educational management and teachers directly involved in educational supervision to strengthen and sharpening their skills in supervision.

In line with the above, the Inspectorate Division of the Tamale Metropolitan Education Directorate has a mandate as an oversight wing of that entity to assess and monitor the activities at various level of supervision from the school to the education office. This process begins from appointment of officers in charge of supervision especially the circuit supervisors who are the interface between the schools and the office. The





appointment of circuit supervisors should be based on competence of and merit (Education Sector Performance Report, 2015). According to the Metropolitan Monitoring Committee Report of 2014, after the appointment of circuit supervisors, training is organized for them on their job schedule and subsequently training is also organized on the roles and duties of the heard teachers, and teachers to enable them assess both head teachers and teachers efficiently and effectively. Besides that, the circuit supervisors are attached to senior circuit supervisors to mentor them for a period of six months, but most Circuit supervisors learn on the job.

To assess the officers on their job, the Metropolitan Education Monitoring Team has an oversight responsibility over both head teachers and Circuit supervisors; they serve as a back check and their strength and weaknesses are reviewed periodically. The Metropolitan Director of Education has an oversight responsibility of the monitoring committee by paying periodic visits to selected schools for assessment and recommendations for training of the scheduled officers. The quarterly reports are presented by Circuit supervisors to the Tamale Metro Education Monitoring Team for onward presentation to the Metro Director of Education. What went well and what did not work as well as training needs for supervisors and teachers for effective and efficient quality education (See Education Sector Performance Report, 2015).

#### **2.4 Conceptual framework**

The conceptual framework of this study is based on supervision and quality of education. Quality education is assessed by acquisition of knowledge, individual skills, changed attitudes and behaviour among the pupils. However, quality education is dependent on a



number of inputs which when processed well through effective supervision of teachers who are one of the key inputs of education would result in quality education delivery which is a good output. Supervision in basic schools is both internal and external. The internal supervision is carried out by head teacher whilst the external supervision is undertaken mainly by Circuit Supervisors, with occasional visits of Regional Director of Education, Ministry of Education Officials, and other stakeholders.

This study is based on the Clinical supervision model which emerged in the 1970s and originated from the pioneering work of Robert Goldhammer and Morris Cogan in a collaborative study of teaching through Harvard University (Miller and Miller, 1987). Goldhammer and Cogan developed this model at the time when practitioners and researchers were making concerted efforts to reform supervision, and their work was reflected in a broader attempt to seek alternatives to traditional education practice. Clinical supervision, therefore, emerged as result of contemporary views of weakness and dissatisfaction with traditional education practice and supervisory methods.

The early developers of clinical supervision contend that the focus of supervision should be on the teacher as an active member in the instructional process (Cogan, 1973; Goldhammer, 1980). Cogan (1973) asserts that the central objective of the entire clinical process is the development of a professionally responsible teacher who could analyse his/her own performance, open up for others to help him/her, and be self-directing. He advises, however, against the misconception that the teacher can dispense with the services of a supervisor entirely. To him such situations rarely occur, and that almost all teachers need some sort of contributions from supervisors and other personnel occasionally, and at appropriate intervals. Clinical supervision is based on the premise



that teaching would be improved by prescribed, formal process of collaboration between the teacher and supervisor. The principal advocates (Goldhammer and Cogan) believe the focus of clinical supervision is a face- to-face interaction between the teacher and supervisor with the intention to improve instruction and increase professional growth.

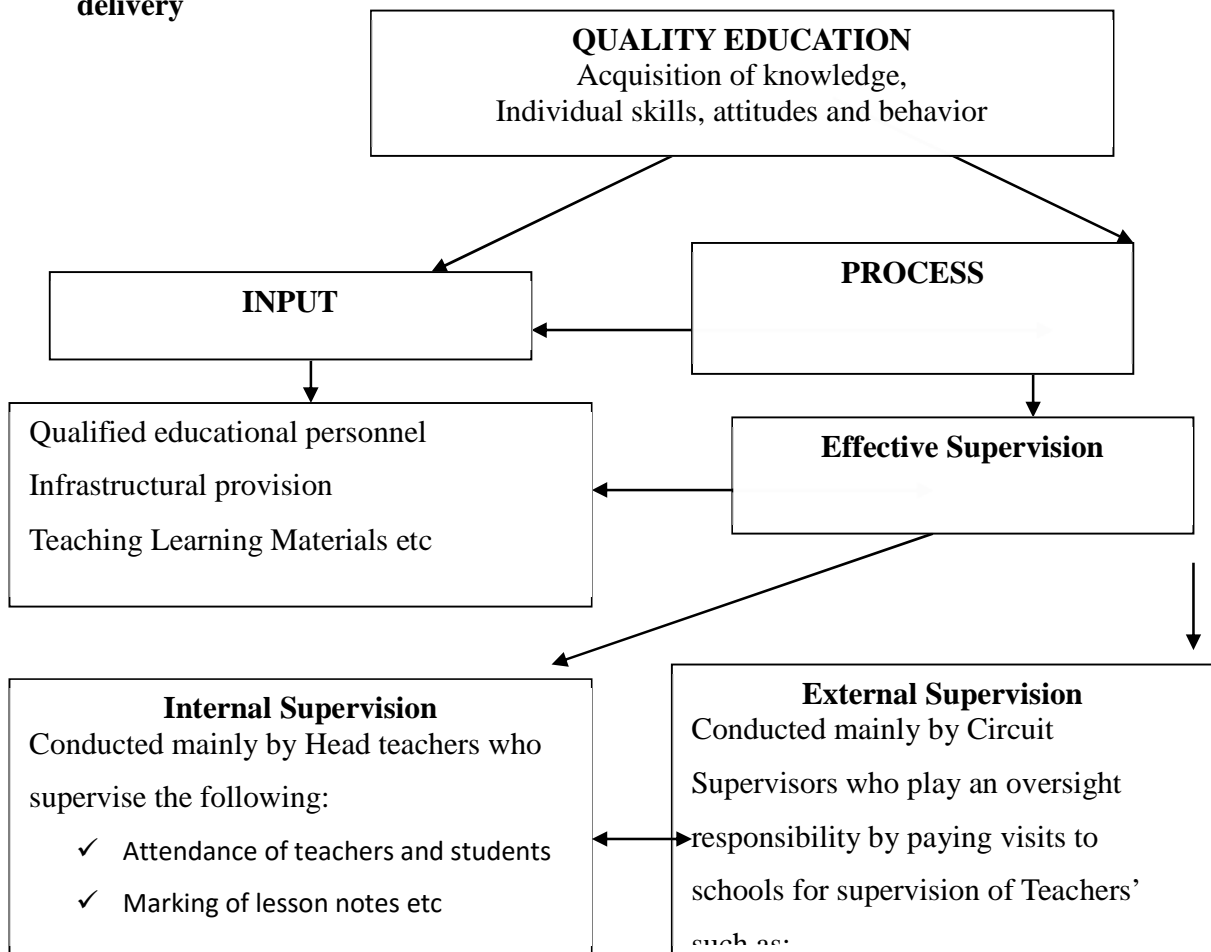
The supervisors' activities include observation of lessons and feedback, induction of new teachers and in-service courses, checking teachers attendance, lessen notes and among others. When Supervisors interact with teachers through these activities teaching and learning is improved because problems and weaknesses are identified and addressed. The Supervisors also support teachers towards their professional development. Where the Supervisors carry out their roles well, the pupils register good performance through high grades. In schools where the Supervisors fails to perform their supervisory roles well the result is poor performance reflected in poor grades and weak grades. The pupils' academic achievement is dependent on a lot of factors including the Supervisors' supervisory roles which motivates the teachers to teach well.

The academic performance is one of the schools' goals. The pupils' performance is highly dependent on the quality of teachers. When teachers use good methods, improve their instructional skills, keep professionalism, the result is pupils' good academic performance. The improvement of results comes as a result of Supervisors' effective supervision. On the contrary if there is weak supervision in the school, pupils will perform poorly. Teachers are motivated, supported and encouraged through induction, in-service workshops and provision of instructional resources. Teachers are helped directly when Supervisors observe lessons and give feedback for the improvement of instruction.



When the teaching staff is qualified and competent in the instruction, the result is good academic achievement. When there is ineffective supervision in the school academic performance of pupils become poor and cannot progress in their education to develop skills and transform their attitudes and behavior to enable them contribute meaningfully to society.

**Figure 1: Conceptual framework on the role of supervision in quality of education delivery**



Source: Researcher's synthesis of literature reviewed

In the nut shell, the literature is centered on effective supervision as the mechanism to ensure the improvement in quality education.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

A methodology chapter concerns itself with accurate and meaningful research methods employed in the study which enabled the researcher to solicit relevant data for the study (Twumasi, 2001). It discusses the research location, selecting the circuits, profile of the research area, research design, the sampling techniques, the tools for data collection and analysis (Sarantakos, 1996). It is concerned with how the entire study was conducted while indicating the flexibilities that were introduced in the course of the field work and the justification for the use of each methodological procedure (Kumar, 1999). The ensuing sections present the various aspects of the proposed methodology.

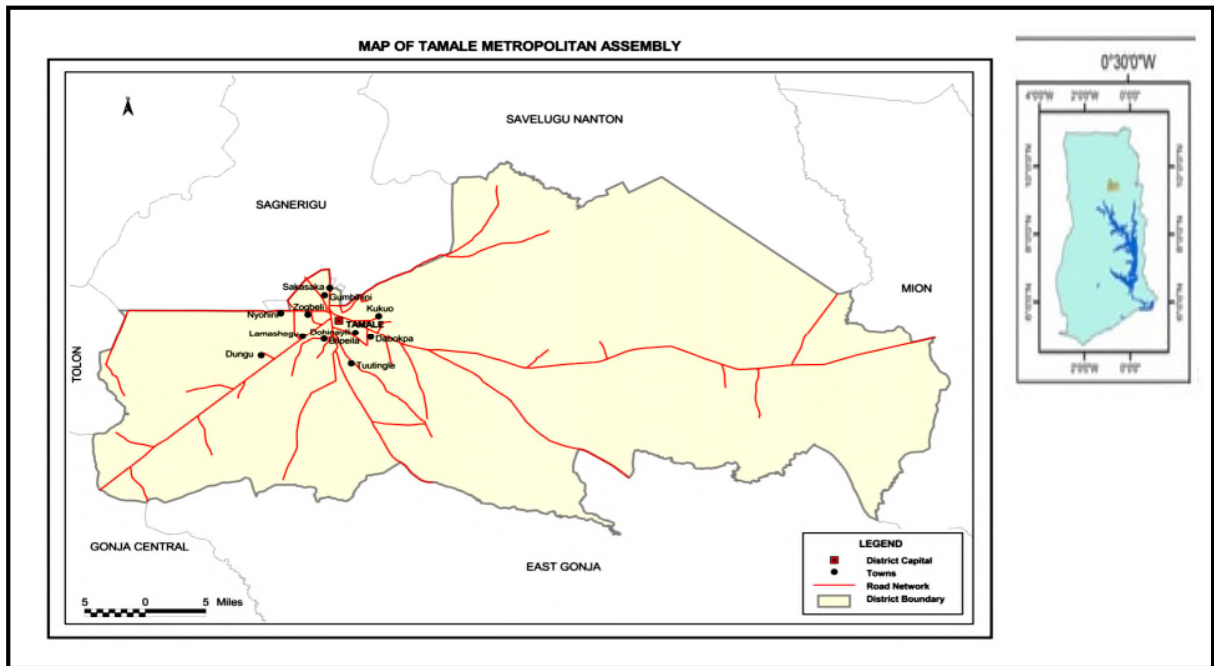
#### 3.1 The Study Area

Tamale is the capital of Northern Region of Ghana and the only Metropolis among the twenty six (26) local government areas in the region and two other regions (Upper East and Upper West) in the Northern sector of the country.

The Metropolis is located in the central part of the region and shares boundaries with the newly created Sagnarigu District to the west and north, Mion District to the east, East Gonja to the south and Central Gonja to the south-west respectively. In terms of location, Tamale lies between latitude 9°16 and 9° 34 North and longitudes 0° 36 and 0° 57 West (GSS, 2014). The location of the Tamale Metropolis is shown as follow



**Figure 2: A Map of the Tamale Metropolis**



Source: Ghana Statistical Service, 2014.

### 3.1.2 Profile of the Study Area

The estimated population of the inhabitants within Tamale Metropolis in 2010 Population and Housing Census, was 233,252, representing 9.4% of the entire Northern region's population (GSS, 2012). The male population constituted 49.7 % while that of the females represented 50.3 percent. Recent projected population of the Metropolis as at 2015 was estimated at 302,126 inhabitants, based on the annual population growth rate from 2010 Census making it the third largest settlement in Ghana and the fastest growing city in West African sub-region (Tamale profile, 2015). Besides, the proportion of the population residing in urban communities (80.8%) is higher than that living in rural localities (19.1%) of the Metropolis (GSS, 2014).



### **3.1.2.1 Culture and religion**

The Metropolis is a Cosmopolitan area with the Dagomba people as the majority. Other minority ethnic groupings are the Gonja, Mampursi, Akan and other ethnic groups of the Upper East and West regions. The area has deep rooted cultural practices such as festivals, naming ceremonies and marriage rites. The Metropolis is dominated by Muslims (84%). Other religious groupings are: Catholics, Protestants, Pentecostals and Charismatics, which together to make 13.7% and Traditional (1.6%). Others make up 0.7%.

Although the Islamic religion is dominant in the metropolis the people co-exist with one another peacefully. However due to the deep rooted nature of cultural and religious practices that prevails in the Metropolis, it sometimes have adverse effect on the education of students as some children over indulge in these practice to the neglect of their education.

### **3.1.2.2 Socio-economic activities**

The Metropolis has about 42% of the working class in agriculture related activities and majority of the other workforce made up of 58% engaged in sales, services, transport and production. This is as a result of the increase in marketing, banking, and Non-Governmental activities in the Metropolis (Tamale Metropolitan Assembly Office-The profile of Tamale, 2013). The roads in the Metropolis are fairly good especially those that link the Metropolis to other district capitals. Most of the farming and the Peri-urban communities are linked to the Metropolitan capital with feeder roads. The major transport services in the Metropolis are taxi cabs with a main taxi station at the Central Business District (CBD). There are also a number of domestic airlines, Metro Mass Transit, OA



Transport and other private bus services that link the Metropolis with other cities and towns in the country. For fast and easy transport of goods and services, the Ghana Post Company through its EMS services, FEDEX, DHL and others offer fast and reliable express services from the Metropolis to other places. Major markets are the Central Market in the Central Business District, Aboabo, Lamashegu and other satellite markets at Kalpohini and Kuku. The metropolis can boast of some number of supermarkets of which includes the following: Melcom, Somovision, Modern City, Quality First, Fosmuel, Zubes, among others (See Tamale Metropolitan Assembly Office-The profile of Tamale, 2013).

Due the available of these socio-economic activities some parents involve in petty trading for their livelihood. The parents in the Metropolis failure to secure reliable jobs as a result of their low levels of educational attainment make them less able to support the education of their children as expected, resulting in high incidence of illiteracy in the area (NOYED, 2013).

### **3.1.2.3 Educational infrastructure**

The Metropolis has many educational institutions, including the administration and two campuses of the University for Development Studies (UDS), a private technical university, one polytechnic and two teacher training colleges. There is also one nursing training college, a community health nursing college, Institute of Adult Education, Ghana Institute of Languages, and School of Hygiene.

At the pre-university level, there are eleven (11) public Senior High Schools and seven (7) private Senior High Schools. In addition, there are two hundred and twenty-eight





(228) kindergartens (KGs), two hundred and fifty seven (257) primary and one hundred and three (103) Junior High Schools (54 public and 49 private). There are also a total of 18 Senior High Schools in Tamale Metropolitan area (See Tamale Metropolitan Education Office, 2013).

### 3.2 Selection of Research Paradigm and Methodology

Having outlined the research problem and obtained a contextual understanding of the research area, the next challenge of the study was to design a research methodology capable of accomplishing the objectives of the research.

In the search for a general approach to guide this study, the study took note of the extensive debate on the various research paradigms. Research is basically about generating knowledge, which involves one's understanding of "why and how things work or should work" (Kaniki and Mphahlele 2002: 3). The generation of such knowledge usually takes place within some framework of thinking or philosophy called a research paradigm (Coetzee and Graaff, 1996). The philosophical underpinnings that inform the various research paradigms are grounded in three issues:

- **Ontology:** The nature of reality, or how things *really* are and how things *really* work;
- **Epistemology:** How the reality is known or knowledge claimed. In other words, the relationship between the inquirer, the inquired, and the known (reality);
- **Methodology:** How should the inquirer go about finding out knowledge?



There are various research paradigms that guide the choice of research methodologies. However, the constructivist paradigm resonates very much with this research agenda for some reasons. In the first place, the interest of this research is to generate knowledge that is useful to the people; hence the desire to combine research with development action that can lead to improved living conditions of the people. The entry point is to contribute towards evolving a more effective system that can improve upon quality education delivery and to impact positively on the lives of the people. Based on the constructivists' view, ontologically, the outer world is objectively given, but subjectively represented in the human mind. Consequently, it must be recognized that there are various constructions as to how the Ghana Education Service system currently works and how it ought to work. The research challenge is to illicit all these diverse perceptions and negotiate the multiple perspectives with various stakeholders so that some consensus can be reached and the desired follow-up actions can be stimulated.

Also, the constructivists believe that reality can be socially constructed, thereby highlighting the connection between knowledge and power. However, the positivist paradigm, in seeking objective truth, tends to neglect the power dynamics that shape reality. The Western conception of knowledge (or scientific knowledge), is based on the principles of objectivity, measurability, the ability to analyze components of a phenomena and inductive reasoning (Kotze 1997). However, it is believed there are other sciences or other ways of knowledge construction which have not been developed due to the hegemony of Western epistemology. Therefore, this research is motivated to contribute towards further developing these alternative ways of knowledge construction.



This has therefore been adopted to guide the research, even though the research is open to tapping into the other paradigms in a complementary manner where appropriate.

For instance, from the constructivists' perspective, social reality is viewed and interpreted by the individual based on the individual's understanding of the world or the particular ideological position of the individual. Therefore, findings or knowledge claims emerge through dialogue, in which conflicting interpretations are negotiated among members of a community (Dash, 2005; Cohen and Crabtree, 2006). To facilitate communication for illiterates and for people who are becoming less and less articulate, visual tools and techniques are employed (Beazley and Ennew, 2006).

The choice of research methods is also guided by this perspective. It is contended that there is value in both the quantitative and qualitative research methods in our search for knowledge and better understanding of the world. Consequently, the study is open to tap into some quantitative methods, where appropriate, with a view to seeking some convergence of the two methods in such a way that quantitative data is backed by qualitative understanding of what the data mean (Beazley and Ennew 2006; Holland and Cambell 2006). By so doing, the study aims to contribute towards advancing the frontiers of case study.

### **3.3 Research Design**

The next challenge of this study was to select the appropriate research methods. Giving preference to the constructivist research paradigm, coupled with the desire to ensure that the practical and theoretical outcomes of the study are grounded in the perspectives, world-views and interests of the research participants, recognition is given to the



participatory research methods as the best suitable for this study. This led to the adoption of the case study as the overall methodological approach for the study.

The case study design was chosen due to its ability to provide in-depth insight of the unit to be studied and the research question starts with “how” type of phrase. It is widely accepted that “why” and “how” questions can best be answered by the use of case study methods, as this method allows careful and complete observation of the social unit (Korthary,1990). Again, this research sought to carry out intensive analysis of the educational system regarding the improvement in quality education to facilitate human resource developments.

The research sought to describe the pattern of relationship between effective supervision and its contribution to quality education development. A case study approach was used in the study. Yin (1984) observes that a case study design is an empirical inquiry method that investigates a contemporary phenomenon within its real life context when the boundaries are not clearly evident and in which multiple sources of evidence are used. A case study is suitable since the research was carried out in the natural setting where the researcher had little control over the events and also allowed the use of random probability sampling where every member of the population under study had equal chances of being selected as a sample.

Apart from the fact that the phenomenon under investigation is a contemporary issue, the use of case study enabled generalisation of the results on populations with similar



characteristics. The results may be used for similar districts in Ghana especially districts in northern Ghana.

For this study, the mixed approach is suitable, allowing for the use of both descriptive statistics and a comparative and critical interpretation of the phenomena under study. The research examined the quantitative contribution of effective supervision to the overall educational development.

In terms of sampling, both probability and non-probability sampling techniques were used for the study. Also, as a start, secondary literature were reviewed addition to earlier works done in books, journals, magazines and other sources in relation to the subject matter.

### **3.4 Population**

Population in research refers to the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study (Seidu, 2007). Population as used in this study refers to the people with common characteristics that the researcher involved in the study. The population of the study included, circuit supervisors, head teachers, teachers, pupils, members of Parent Teacher Associations (PTAs), School Management Committees (SMCs) in all public Junior High Schools (JHSs) in the Tamale Metropolis as well as the Staff of the Tamale Metropolitan Education Office.



### **3.5 Target Population**

According to Kumar (1999) the population is the class/city/electorates from which you select a few students/families to sample. The research target population comprised of students, teachers, head teachers, circuit supervisors and PTA members of twenty four (24) public JHS selected from the Metropolis as well as the Officials of the Metropolitan Education Directorate.

### **3.6 Sample Size and Sample Size Determination**

A total of 24 schools were sampled out of 54 total number of public JHS schools in the 14 circuits within the Tamale Metropolis. The 24 schools were proportionately selected based on the number of schools under each circuit. The total number of teachers in the 24 schools was 234 while the total number of students was 3,672. The list of teachers and pupils in each of the selected were obtained from the staff record books and class registers respectively. A summary of the selected schools based on proportion with the number of teachers and students in the sampled schools is shown in Table 1.



**Table 1: Summary of selected schools with the number of teachers and students**

Circuits	Total No. of Schools	No. of Schools Sampled	No. of teachers in sampled schools	No. of Students in sampled schools
1.Aboabo	2	1	9	155
2.Bamvum	3	1	9	165
3.Changli	3	1	9	180
4.Dabokpa	8	4	36	540
5.Hospital Rd.	7	3	27	405
6.Gumbihini	2	1	9	165
7.Kaladan	5	2	18	336
8.Kumasi Rd.	3	1	9	156
9.Lamashegu	5	2	18	324
10.Sakasaka	5	2	18	390
11. Salaga road.	1	1	9	156
12.Yendi Road.	2	1	9	150
13. Zogbeli.	7	3	27	405
14.Nyohini	3	1	27	145
Total	54	24	234	3,672

Source: Tamale Metropolitan education Office (2016)

### 3.6.1 Sample Size Determination

The research employed the mathematical sample determination model to determine the sample size for the teachers and students. This model was used because it is more



scientific and caters for margins of error and the distribution of the sample over the frame.

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

Where:  $n$  = sample size;

$N$  = Sampled population;

$\alpha$  = Alpha = Level of significance that provides best outcome when the value ranges between 0.04 and 0.08 was used to determine the sample size.

**a. Sample size for teachers**

Using the above formula and the total population of 234 teachers as  $N$  at 0.08 level of significance, the sample size  $n$  is found to be 94.

**b. Sample size for students**

Using the above formula and the population of 3,672 students in the 24 schools as  $N$  at 0.08 level of significance, the sample size  $n$  is found to be 150.

Thus, the sample size for the teachers and students is 244. This number is used for the quantitative analysis. This sample size was chosen by the researcher because of time and resource constraints. Table 2 shows a detail of the sample size.





**Table 2: Summary of sample size from the sample size Determination Calculator**

Variables	Sample population	Significance Level	Sample size
Teachers	234	0.08	94
Students	3, 672	0.08	150
Total	3, 906		244

Source: Researcher's Construct, 2016

The number of respondents for each circuit was proportionately arrived at. In the case of a circuit with the least number of 1 schools sampled, the number of teachers selected was 4 and the number of students is 6. But a circuit with the highest number of 4 schools, the number of teachers selected was 15 and that of the students was 26. A detail is found in Table 3.



**Table 3: The Distribution of the Respondents for the Study**

Circuits	Number of schools sampled	Number of teachers sampled	Number of students sampled
1.Aboabo	1	4	6
2.Bamvum	1	4	6
3.Changli	1	4	6
4.Dabokpa	4	15	26
5.Hospital Rd.	3	12	20
6.Gumbihini	1	4	6
7.Kaladan	2	9	12
8.Kumasi Rd.	1	4	6
9.Lamashegu	2	9	12
10.Sakasaka	2	9	12
11.Salaga Rd.	1	4	6
12. Yendi Rd.	1	4	6
13.Zogbeli.	3	12	20
14.Nyohini	1	4	6
Total	24	94	150

Source: Researcher's Construct, 2016



### **3.7 Sampling techniques**

Both probability and non- probability sampling methods were used to gather data for this study.

#### **3.7.1 Non-probability sampling**

The head teachers, circuit supervisors as well as the Officials of the Tamale Metropolitan Education Directorate were purposively selected for the interview because of their positions and in-depth knowledge about supervision in the service.

#### **3.7.2 Probability Sampling**

Probability sampling is a type of sampling in which all the entire population is known, each individual in the population has a specifiable probability of selection, and sampling is done using a random process based on the probabilities (Gravetter & Forzano, 2006).

With respect to teachers and students, the simple random sampling method was used. The random sampling method gave all respondents equal opportunity of taking part in the study. In a circuit where one school was proportionately selected, a “Yes” was written on 4 pieces of paper which were put in an empty box. Another 5 pieces were put together in the polythene box with “No” written on them. The pieces were thoroughly mixed up and the teachers were asked to pick a piece of paper from the box one after the other. When a teacher picked “Yes”, he/she received a questionnaire to fill while those who picked “No” were excused. The same process was repeated for the students and to the rest of the schools.



### **3.8 Sources of Data Collection**

The research employed both secondary and primary sources for data collection. In the case of the former, internet materials, textbooks, articles, journals, among others were used. These sources provided information for a broad understanding and conceptualization of the subject matter under consideration. However, the sources could not provide all necessary information for the work, hence the decision to also rely on the Metropolitan Education Office, classroom teachers, head masters, students, circuit supervisors, among others for additional information to fill the gap created by the secondary sources.

### **3.9 Methods of Data Collection**

The researcher used the following methods to collect the data for the analysis. Survey, Key Informant Interviews and Focus Group Discussions (FGDs) were the sources of the primary data.

#### **3.9.1 Data collection Instruments**

Three instruments that were used in data collection were questionnaires, Interview Guide and a check list.

The first instrument was the questionnaire. This was used for the students and teachers. Both open-ended and close-ended questions were used in the instrument. The questionnaire was divided into four sections. Section 'A' was devoted to biographic characteristics of respondents, Section 'B' catered for the forms of supervision being carried out in the Tamale Metropolis and the functions or role of supervisors in improving quality education. Section 'C', focused on teacher supervision and appraisal,



the role of teacher supervision on the quality of teaching and learning of students and challenges of supervisors while section 'D' dealt with mainly on effectiveness of teacher supervision in the Tamale Metropolis.

The second instrument which is an Interview Guide was used to solicit information from people who have depth knowledge on the issues which fell within the purview of this study and to solicit the views of the staff of the inspectorate division and the Metropolitan Director on the types of supervision carried out, the regularity of supervision and the implementation of supervisors' reports on schools in the Metropolis.

It solicited information from 24 head teachers, 7 circuit supervisors and 2 officials from the Metropolitan GES directorate.

The last research instrument was a check list was used Focus group discussion was used for the PTA Members who did not understand the questions well on their own since the might not be literates. It is also a convenient form of gathering data from the PTA Members in the selected schools. Going to their homes individually would be time consuming but getting a group of them at a sitting, helps to save time and energy. In addition, with the focus group discussion, everybody contributes and issues would be discussed openly.

### **3. 9. 2 Questionnaire**

Questionnaire was used in the collection of data. Two main modules of questionnaire have been identified by researchers and they are open-ended and close-ended questionnaire (Kumekpor, 2002, Neuman, 2007). However, Tashakkori and Teddlie (2003) outlined three types of questionnaire: open-ended, close-ended, and mixed



questionnaire. The mixed questionnaire is made up of both open-ended and close-ended questionnaire. For the purpose of this study the mixed questionnaire was used. The choice of the mixed questionnaire was based on the fact that it enabled the researcher to collect both qualitative and quantitative data for the study. Also, the mixed approach enabled further probing and follow ups in case a response to a question is not clear (Nuaman, 2007).

A total number of 244 questionnaires were administered to 24 public JHS in the Tamale Metropolis. This was done with the help of five research assistants who visited each of the 24 schools and collected data from two students and three teachers in each of the schools. In all 24 Head teachers, 150 pupils and 94 Teachers participated.

### **3.9.3. Check List**

Focus group discussion was conducted with 24 PTA members in order to find out schools visits by circuit supervisors, regularity and punctuality of teachers and pupils and parents' involvement in supervision. This was done to have an in-depth interaction with the PTA Members about their involvement in the education of their children and how often they monitor their children to ensure that they attend school regularly and supervise them to learn at home, how often the circuit supervisor visited their schools and the regularity and punctuality of teachers. The rationale for choice of the Focus Group Discussion is that it is the most convenient form of gathering data from PTA Members. Going to their homes individually would be time consuming but getting a group of them at a sitting, helps to save time and energy. Secondly with the Focus Group Discussion, everybody contributes and issues are discussed openly, the opinions and counter opinions of members of the



group helped to identify the different factors, obstacles that would affect the performance of students in the Metropolis.

Three focus group discussions were held with a member each from the PTA of the 24 schools involved in the study using a check list. The groups were made of 8 members each comprising of a total of 24 participants. This was done with the help of three Research Assistants who facilitated the discussions.

#### **3.9.4 Key informant interview guide**

Chambers (1992) stipulates that Key Informant Interviews involved enquiring who the experts are and seeking them out to obtain the desired information from them. In this study, Key Informant Interviews were conducted among head teachers, circuit supervisors and other officials of the Metropolitan GES office whom the researcher believed had in-depth knowledge on teacher supervision for quality education in the Metropolis.

A total of 24 head teachers, 7 circuit Supervisors and 2 other officials comprising of the Director, the deputy Director in charge of inspection, the Officer in charge of manpower, the Guidance and counseling coordinator and his Assistant from the Tamale Metropolitan GES office were interviewed by the Researcher and four Research Assistants using an interview guide.

#### **3.10 Data Analysis techniques**

Krueger and Neuman (2006) opine that data or information is what one gathers carefully according to rules or procedures which can be qualitatively expressed as words, pictures or objects or quantitatively expressed as numbers. According to Leedy and Ormrod



(2005), data are those facts that any particular situation gives information or expressions to an observer. In analyzing data, Yin (1993) also concur that a number of closely related operations are performed with the purpose of summarizing the data collected and organizing them in a manner that they will answer the research questions. Osuala (2001) submits that descriptive research is the basis for all types of research assessing the situation as a prerequisite inference and generalization. The research employed largely qualitative and interspersed with the quantitative approach in examining the key issues in this research.

### **3.10.1 Qualitative data analysis**

Qualitative data analysis is a very personal process with few rigid rules and procedures. For this purpose, the researcher needs to go through a process called Content Analysis. Content Analysis means analysis of the contents of an interview in order to identify the main themes that emerge from the responses given by the respondents (Dawson and Conti-Bekkers, 2002).

The qualitative analysis was largely a descriptive narrative involving discussions on the data gathered from the field.

### **3.10.2 Quantitative data analysis**

The quantitative data was analyzed through computer software. The Statistical Package for Social Scientists (SPSS) software was used to facilitate the generation of tables and figures. The software generated the tables while descriptive explanations were made by the author. The justification for this choice is founded on the fact that it ensured a vivid





impression of the data using pictorial forms such as tables whilst at the same time gave the author the opportunity to explain the tables generated.

### **3.11 Ethical Considerations**

According to Neuman (2007) ethical issues define what is not legitimate to do, or what a moral research procedure involves. In this respect, a researcher needs to identify the stakeholders of the particular research procedure involves. In this respect, the researcher needed to identify the stakeholders of this research work so that the ethical considerations for each category could be identified and addressed for the best results. Kumar (1999) classified the stakeholders in research to include the participants or subjects (respondents) and the researcher and the funding agency where applicable. The ensuing section discusses the ethical considerations of the various stakeholders in this study.

#### **3.11.1 Ethical considerations for the respondents**

In the preliminary survey stage, the researcher took the opportunity to inform the heads of the relevant institutions such as the selected public JHS, the Director of Education of the Metropolis, Circuit Supervisors and PTA. Since the study adopted the survey approach, the simple random and purposive sampling techniques were used to identify the respondents. The necessary professionalism was taken into consideration in the data collection. Respondents were not induced in any way, but were given the chance to decide if they wanted to provide the needed information after careful explanation of the questions. This was to avoid discomfort or feeling of embarrassment by respondents. Besides, respondents were also made to believe that the results of the data collected were



purely for academic purposes and that the confidentiality of all respondents would be assured.

### **3.11.2 Ethical consideration of the researcher**

The researcher adopted the appropriate methodological procedures to avoid bias in the selection of samples and reporting the findings of the study. Thus, findings of the study were presented as they were, not as the researcher thought they should be. Additionally, the researcher took the pain to acquaint herself with adequate methodological principles that ensured professionalism in the implementation of the research process. This ensured orderly and systematic execution of the study and also accuracy and reliability of the findings. There was also frantic effort to ensure correct reporting approach; by this the researcher did not attempt to change or slant primary data to suit her own interest. The data was also presented in a way that avoided any direct or indirect possible adverse effects on the respondents. The researcher also obtained written or verbal consent from participants and assured them of anonymity and confidentiality.



## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.0 Introduction

This chapter generally presents the results of the study in two parts. The first part gives a highlight on interviewee's responses and how their responses generally reflect on the entire study. The second part of this chapter presents discussions on the results guided by the objectives outlined in this study. However, results and discussions are put into seven sections. The first section deals with the background information of respondents while the rest of the six sections deal with the findings and discussions of the study. The study generally examined how teacher supervision contributes to the promotion of quality education delivery in public Junior High Schools in the Tamale Metropolis. The assessment was based on the performance of students in the BECE Examinations in the public schools.

#### 4.1 Background Information of Respondents

In order to understand the background information of respondents surveyed in Tamale metropolis, the following demographic data was analyzed: age, sex and level of education and the results are presented in frequency distribution as shown in the Table 5.

##### 4.1.1 Age of respondents

The ages of respondents were put into cohorts as shown in Table 4. The average number of student respondents within 10-14 years constituted 80%. The majority (57%) of the



teacher respondents were within the active working age 30-34 years. This finding is fairly comparable to prior studies by Iddi (2016) which found the mean age of teachers in his study to be 39 years for public indicating that there was much younger teacher population. Therefore, since they are active, if they are effectively and efficiently supervised, quality education would be enhanced in the Tamale Metropolis.

**Table 4: Ages of respondents**

<b>Age Cohort</b>	<b>Teachers</b>	<b>%</b>	<b>Students</b>	<b>%</b>
10-14	-	-	120	80
15-19	-	-	30	20
20-24	2	2	-	-
25-29	6	6	-	-
30-34	54	57	-	-
35-39	22	23	-	-
40-44	5	5	-	-
45-49	3	3	-	1
50+	2	2	-	1
<b>Total</b>	<b>94</b>	<b>100</b>	<b>150</b>	<b>100</b>

Source: Field Survey, 2015



It is related in the work of Abdallah et al., (2014) that effective monitoring and supervision of teachers' activities is an important variable that influences learning. Thus, effective supervision of teachers can improve quality of teaching and learning in the classroom. This indicates that if teaching is not supervised effectively, teachers may not carry out their work diligently and this could eventually lead to student poor academic performance. In a comparative study by Abdallah et al., (2014) about student performance in public schools and private schools, it was concluded that academic performance in private schools was better than in public schools because of proper supervision of teaching and learning. This means that inadequate supervision is a strong variable to trigger poor academic performance of pupils since teachers may feel reluctant to performance their responsibilities.

#### **4.1.2 Sex of Respondents**

In Table 5, out of the 244 respondents, the male teachers were 46 (49%) whilst the female teachers were 48 (51%). The male student respondents were 73 (49%) and the female student respondents were 77 (51%). This means that, the views of both sexes were fairly represented in the research study. As indicated by Amina (2015) that the representation of both sexes in a study manifest its gender sensitivity.



**Table 5: Sex of respondents**

<b>Sex</b>	<b>Teachers</b>	<b>%</b>	<b>Students</b>	<b>%</b>
Male	46	49	73	49
Female	48	51	77	51
<b>Total</b>	<b>94</b>	<b>100</b>	<b>150</b>	<b>100</b>

Source: Field survey, 2015

#### **4.1.3 Level of education**

Education is a means for development in every nation. It is a tool for socio economic empowerment of individual. The level of education of the teachers was considered because it informs the kind of knowledge that is given to students to promote quality education. Out of 94 teachers involved in the study, the survey revealed that 81 (86%) had tertiary education preferably first degree, while the remaining 13 (14%) obtained their second degree in different subject disciplines. This indicates that majority of the respondents were more professionally qualified to be able to contribute effectively in ensuring quality education in the basic schools.



**Table 6: Educational level of respondents**

<b>Level of education</b>	<b>Teachers</b>	<b>%</b>
Basic	-	-
Secondary	-	-
Tertiary	81	86%
Others	13	14%
<b>Total</b>	<b>94</b>	<b>100</b>

Source: Field survey, 2015

This finding is not too much different from the report of Iddi (2016), who related that when teachers attain high levels of education, it serve as the measure of the stock of knowledge and build the capacity of an individual. Thus, the more educated a person becomes, the more knowledge he or she is perceive likely to possess. And so, the teachers must have adequate knowledge to be able to impart it to students.

#### **4.2 Teacher supervision and the Promotion of Quality Education.**

The first objective of the research work examined the forms of teacher supervision in the Ghana Education Service and their implication to quality education. This was done under the following sub-headings: Understanding teacher supervision, Knowledge of the existence of teacher supervisory mechanisms, forms` of teacher supervision and its efforts in promoting quality education.



#### **4.2.1 Understanding of Teacher supervision**

There are various schools of thought on teacher supervision as stated in the literature review. From that literature, Adeel (2010: 33) holds the claim that supervision varies from “a custodial orientation to a humanistic orientation.” The custodial orientations are not targeted to help teachers but to find their weaknesses, eliminate and isolate them and replace them with those who could do better. This is a situation whereby the supervisor emphasizes teacher defects. It often casts the supervisor in the role of a superior telling the teacher what needs to be changed and how to change it. It also tends to produce a teacher who cannot operate unless directed by someone. On the other hand is the humanistic orientation in the form of clinical supervision which emphasizes teacher growth. That orientation assumes that teachers possess the drive and personal resources to solve their problems. This orientation, according to Adeel (2010), tends to produce a self-directed teacher. According to him supervision is moving gradually from the negative notion of “watching over,” “directing,” and checking teachers to an arena of supportive, democratic and flexible activity. From the field data, teachers understood teacher supervision from the various dimensions. The majority (85%) of them stated that supervision was about engaging teachers in a mutual dialogue about ways to improve teaching and learning. This means that 85% of the respondents agreed with Adeel (2010) who holds the claim that supervision varies from “a custodial orientation to a humanistic orientation.”

#### **4.2.2 Teachers’ knowledge about teacher supervisory mechanisms**

Supervisory mechanisms play a very significant role in school administration (Mankoe, 2007). It is observed that there are two forms of supervisory mechanisms: the District-





Based Supervision which is external and conducted by the Inspectorate division of the GES, especially circuit supervisors) and the school-based supervision, which is internal and conducted by headmasters and teachers. Teachers knowledge about the existence of these mechanisms help them to carry out their work efficiently since they are aware that work will be supervised by their Head teachers, circuit supervisors and the district inspectorate teams from the district education office among others.

**Table 7: Knowledge of teachers on supervisory mechanisms**

<b>Knowledge of teachers on supervisory mechanisms</b>	<b>Number of responses</b>	<b>percentage</b>
Yes	93	99
No	1	1
<b>Total</b>	<b>94</b>	<b>100</b>

Source: Field survey, 2015

From the data, 99% of the teachers who responded to the question had knowledge about the existence of teacher supervisory mechanisms to ensure that teachers perform their duties effectively while 1% of the respondents they had no knowledge of supervisory mechanism that exist in their schools. This implies that the teachers with knowledge of supervisory mechanisms could contribute to the processes, content and focus of supervision that will make them active participants in supervisory relationship for quality education. On the contrary, those with no knowledge of supervisory mechanisms points negative to promotion of quality education. As affirmed by Kissler (2000) that the



awareness, communication, patience, and flexibility are key to building a satisfactory relationship among a supervisor and a supervisee.

#### **4.2.3 Forms of supervision**

From the literature review, it is clear that there are several forms of supervision. Thus, depending on what was the issue, any of the categories could apply. For the purposes of this study, participants were invited to provide their own category. When all were collated, it was clear that two main forms were what they were familiar with. They identified these to be: external and internal supervision, which is consistent with the typology provided by Mankoe (2007). Although majority of the respondents said both forms were practiced in their schools, 4 out of the 94, said otherwise.

On the internal supervision, it was revealed that 96% of the teachers were of the opinion that both internal and external supervisions takes place in their schools.

The implication is that schools with only internal supervision do not have effective supervision mechanism for teaching and learning just as those with only external supervision. Also, schools that have both internal and external supervision satisfy the GES supervision criteria but how the processes of supervision are conducted will achieve or fail to achieve the desired outcome of supervision. This is affirmed by Wile (2000: 47) that supervision is an activity “consisting of all the activities leading to the improvement of instructions, activities related to morale, improving human relations, in-service education and curriculum development.” This means supervision at all levels helps to ensure that teachers and pupils go through all the necessary processes designed by the



Ghana Education Service to promote effective teaching and learning for quality education.

On who takes responsibility in carrying out internal supervision, 96% of the teachers stated that the head teacher is responsible for internal supervision in schools. This is in line with the GES Handbook for Head teachers (2002) emphasize on internal supervision as the sole responsibility of the administrator (head teacher). With the head teacher's position as the administrator and supervisor, he or she has the duty to improve upon teacher's professional competencies, techniques and skills in specific area of teaching and learning, addresses common needs of teachers with regard to teaching and learning and providing a new form of pedagogy to improve teaching and learning.

#### **4.3 Supervisors' Role in Promoting Quality Education**

From the literature, it is clear that Supervisors play various roles to ensure that teachers perform their functions efficiently. Researchers (Dufour, 2004; Glickman *et al.* 2004) suggest that supervisors provide time and opportunities for teachers to collaborate with one another to improve their instructional strategies and skills. Dufour (2004) describes collaboration as a systematic process in which teachers work together to analyze and implement their classroom practices to improve instruction. The study revealed that this is done both internally and externally. The second objective of this research is to find out supervisors roles in the promotion of quality education in the Tamale Metropolis.

##### **4.3.1 Internal supervision**

As revealed in the GES Handbook for head teachers, internal supervision is core to the work of the school head. The head teacher is responsible for exercising internal controls over staff and students on a routine basis. As an internal supervisor, a school head assess



teacher's performance to ensure that rules and regulations are adhered to so as to lead to effective management which can contribute to quality education. During the key informant interview with the head teachers, a question was asked like,

How does Supervisors roles contribute to the promotion of quality education in the Tamale Metropolis? This was what one of them had to say:

*"I inspect teachers' attendance, inspect and monitor their lesson notes preparation and lessons deliveries, inspect the number of exercises given and marked, take reports of recalcitrant teachers and deliver information from the metro office among others. You know, when I do this and another head also does the same, it will help promote the quality of education we are all yearning for".*

(A head teacher).

In another interview with the head teacher on the above question, this was his response:

*"You know that being a head teacher is like being a father in the house. So, there are so many things that I do here in the school. For instance, I am the one keeping the teachers' attendance book to make sure that all teachers sign as they arrive in the school individually. I ensure regular attendance of staff to school. I am always here, so I equally ensure punctuality to school, I make sure that all materials bought are put to proper use, I ensure that teachers teach according to syllabus, I regularly vet their lesson notes, I ensure that teachers teach during class time, and as I go round the classrooms, I observe teaching and learning activities and I am able to give feedback to teachers performance".(A head teacher)*



Similar views were held by most of the head teachers interviewed.

This means that if these roles are carried out to the fore, teachers' performance would be enhanced, hence contributing to quality education delivery. This is further illustrated by Fisher (2011) that school supervision includes all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction.

#### **4.3.2 External supervision in promoting quality education**

##### **4.3.2.1 The role of circuit supervisors**

Supervision in education is multifaceted especially external supervision; this is a major component that has an oversight responsibility over internal supervision in basic schools. This form of supervision is mainly performed by circuit supervisors. The role of circuit supervisors therefore cannot be over emphasized.

From the field, this was what one of the circuit supervisors responded to the same question asked the head teachers:

How does Supervisors roles contribute to the promotion of quality education in the Tamale Metropolis?

*“I am responsible for visiting schools in my circuit to check teachers' attendance, to check on teachers' adherence to instructional time, taking reports of recalcitrant teachers, delivering information from the education office among others”.* (A Circuit Supervisor).



One of them also added that:

*“As part of my role I am supposed to visit the schools in my circuit at least three times in a week to ensure that teaching and learning is going on effectively”.*

(A Circuit Supervisor).

This means that, the external supervisors’ role is essential in ensuring quality education delivery.

#### **4.3.2.2 The Parent Teachers Association (PTA) on Teacher Supervision**

The concept of Parents’ Teachers Association (PTA) as a compulsory association of parents and teachers in a particular school is to enhance the welfare and development of the school. The school and the community co-exist just like any human institution, thus, the role of the PTA as external supervisors cannot be underrated. A focus group discussion with PTA chairpersons confirms the supervisory role of the PTA. The participants remarked that:

*“We are supposed to help in monitoring teachers by regularly visiting the schools to see if our children and teachers are at post and engage in teaching and learning or not. We are also supposed to check our wards exercise books or find out from them whether their teachers teach and give them exercises and mark them regularly or not. It is also our duty to assist our children to learn at home. Since we leave closer to the school, we should observe the attendance of the Head teachers, the staff and pupils to school and raise such issues at PTA meetings for possible solutions”.* (5<sup>th</sup> March 2016)



The students gave their views on the role of PTA in supervising teachers. Few students (20%) stated that their parent's review their weekly academic work and ask questions on issues of interest such as number of exercises and lesson honored by teachers as well as the general school experience for the week. While 80% of the students stated that their parents are illiterates and engage in petty business and hardly have the knowledge and time to cross check and address issues concerning their school activities. This is an implication that there are some few enlightened parents who care about their wards welfare and academic performance in the Tamale Metropolis but majority do not care about the activities of the schools their children attend and this has a toll on quality education delivery. It also implies that some Parents do not have the tools and background to support their children's cognitive and psychosocial development throughout their school years. Parents' level of education, for example, has a multifaceted impact on children's ability to learn in school.

In one study, children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling (Willms, 2000). Parental education not only influences parent-child interactions related to learning, but also affects parents' income and need for help in the home or field — help that often comes at the expense of keeping children in school (Carron and Chau, 1996). Parents with little formal education may also be less familiar with the language used in the school, limiting their ability to support learning and participate in school-related activities. Hence the roles of the various stakeholders in enhancing quality education are complementary. It means that failure of



the stakeholders to perform these functions efficiently and effectively will compromise their stake in the holistic set of objectives in achieving quality education.

#### **4.3.3 The Metro Education Office (GES Officials) on Teacher Supervision**

Two officials (the Metropolitan Director and the Deputy Director in charge of the Inspectorate Division) of the Metropolitan Education Office (MEO) gave their views on what constitutes teacher supervision. The Deputy Director in charge of supervision indicated:

*“Supervisors are to ensure that head teachers as well as teachers under them are abiding by the GES code of ethics, by ensuring that teachers who are posted to teach are living up to expectations. Also, they indicated that supervisors are supposed to carry out administrative, instructional and curricular functions”.*

(Deputy Director in charge of supervision).

He also added that:

*“Circuit supervisors are to perform an oversight responsibility over the head teachers’ work. They do this by the provision of professional advice and guidance to head teachers in order to improve upon the factors affecting teaching and learning and also ensure the maximum utilization of resources towards the accomplishment of school goals and objectives”.*

(Deputy Director in charge of supervision).





When deputy Director of education was asked about whether supervision was effective in the Tamale Metropolis or not this was what he said:

*“The necessary structures and procedures have been kept in place for supervisors to perform their duties but logistics are inadequate and this retards the work of supervisors hence making supervision in the metropolis less effective”.*

( Deputy Director in charge of supervision ).

#### **4.4 Effectiveness of Teacher Supervision in the promotion of quality education delivery**

The third objective was to examine the effectiveness of teacher supervisory practices regarding the promote quality education. The teacher is the role model in the teaching – learning environment (Oppong–Sekyereet *al.*, 2013). A teacher has a powerful influence on students (Bawa-Dauda, 2011). Thus, the work that teachers accomplish in classrooms matter and public education’s top priority should be developing and supervising teachers for quality education. This part therefore assessed teacher performance and how effective they are in promoting quality education.

About the main sources of information for assessing teachers’ performance, one of the head teachers said:

*“I assess my teachers’ performance by referring to school records such as the staff attendance book, teachers’ lesson note books, pupils’ exercise books and also through personal observations of teachers’ attendance, classroom teaching as well as interviewing pupils, colleague teachers and the PTA”.*

(A head teacher).



This means the channels head teachers use to monitor their teachers shows that there are appropriate mechanisms instituted to assess the general performance of teachers.

Also, on the head teachers' comments about the general performance of teachers, one of the head teachers said:

*“My teachers performed very well in the area of lesson notes preparation and were regular to school throughout the term, however most of them were always late to school and this affected teaching and learning because most lessons were left untaught”.*

(A head teacher).

The response shows that even though there are both internal and external supervision, they are not effectively carried out hence most of the teachers do not attend school punctually and therefore perform below expectation. The outcome of the average performance shown in the BECE (2010-2014) examination analysis in Chapter 1 is a reflection of the teachers' performance in the classroom. The achievement of quality education will be far reached with this output according to Quality (IEQ) project (1991) which defines quality education simply as the acquisition level of output of student knowledge and skills as measured by achievement in examinations.

In assessing the effectiveness of teacher supervisory practices, assessing the activities of the circuit supervisors and other MEO Officials should be considered. The effectiveness of the top management will equally reflect in every ramification of the education system. As indicated above by circuit supervisors concerning their visits to school, it stated clearly that they are not able to visit all the schools in their circuits regularly as expected



of them because of lack of means of transport. Hence, external supervision is not effectively conducted. As confirmed by Mankoe (2006), the laxity in supervision of teaching and learning by head of schools and inspectorate division of the directorate may be as results of lack of means of transport for the inspectors (Circuit supervisor). This situation encourages both pupil and teacher absenteeism making reports writing by inspectors characterized by guesses and information supplied by head teachers that may not be reliable.

#### **4.4.1 Students assessment of the effectiveness of supervision in promoting quality education**

This is the assessment of the views of students on the supervisory activities in the selected JHS schools. This is to confirm or deny the internal or external supervisory activities in their various schools.

This assessment serves as a back check on supervisory activities and how they promote quality education in the Metropolis. The following observations were made as indicated in Table 7. On teachers' attendance, 63% of respondents stated their attend school sometimes. This is worrying because effective teaching and learning depends on how regular and punctual teachers attend school. It means that quality education will be far from reach if some of these acts are allowed with impunity in the GES cycles. It also confirms with the data on students' performance in the external examination from 2010-2014, which has less than average percentage pass and performance declining within this last five years.



Further, the assessment of lessons honored by teachers revealed that 60% of the respondents indicated that their teachers honor their lessons sometimes. As indicated in (UNICEF, 2000) efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face transportation and housing challenges that hinder them from getting to school on time and staying until school hours are over. Many teachers must hold second jobs, which may detract from the time and energy they expend in the classroom. Teachers may miss school altogether. A study in China, Guinea, India and Mexico found that nearly half the teachers interviewed reported being absent at some point during the previous month (Carron & Chau, 1996), requiring other teachers to compensate for them or leaving students without instruction for the day.

Next, when teachers are present, learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non-instructional processes (Fuller, et al., 1999). This implies that most of the instructional time is wasted this can be attributed to the attendance of teachers as stated above. The students' assessment of the situation is a clear manifestation of BECE results the Metropolis produced over the last five years. It means that supervision have not been effective to reverse the phenomena over the years. The efficacies of the supervisory system have been tested over the last five year with no cure to the ill educational system. Therefore, it is not effective and efficient.

Also, assessment of head teachers' attendance to school revealed that 55% of respondents indicated that their head teachers attend school sometimes. The students view on this reflects the thinking of most people that leaders are always last to arrive at a duty post. It



means that majority of the head teachers are not showing leadership example and this will not ensure quality supervision to promote quality education.

The use of TLMs by teachers was another important indicator the students assessed, 64% of the students indicated that their teachers sometimes used TLMs. The implication is that most lessons are delivered theoretically and an abstract form which is difficult to learn and retain. The students are not the only beneficiaries of TLMs but it helps the teacher teach with little or no difficulty. Students internalize what they learn relationally. In the absence of TLMs it also implies that lesson delivery will be short of quality and the output cannot enhance quality education.

The students' response on teachers' lessons evaluation, thus given and marking of exercises revealed that 57% of them indicated that their teachers give and mark exercises sometimes. The implication for this response is that most teachers do not evaluate the lessons they teach hence producing average or less than average performance since evaluation is a sign post to either success or failure. Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to student needs. This process should include both performance assessment and assessment of factual knowledge. Observations found that teachers are very poorly trained in evaluation techniques, and the reality is far from the continuous evaluation procedures recommended by official programmes (Carron and Chau, 1996). Indeed, many teachers and educational systems continue to rely almost exclusively on traditional paper-and-pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills (Colby, 2000).



Also, on teacher lateness to school, 56% revealed that their teachers are sometimes late to school. This implies that several instructional hours are lost due to lateness of teachers. This affects quality teaching and learning. Lateness with impunity means that somebody is shedding his or supervisory responsibility. It also implies that quality education will not be realized.

An assessment of teachers' absenteeism by students shows that 49% of respondents indicated that their teachers are sometimes absent from school while 16% are regularly absent. Hence the combine effect of 65% implies that if teachers are regularly or sometimes absent from the school it means that students will do the same or even worst. Teachers' absenteeism is the worst form of teachers' misconduct as stated in the Teachers guide. An informal interaction with the students revealed that most of these teachers have been at post without disciplinary transfer. It means that supervisory activities are not effective and efficient.

The students were also asked to respond to the question of drunkenness among teachers during instructional hours. On this, 97% of the students stated that their teachers have never been drunk during instructional hours however 3% stated that their teachers were sometimes drunk during instruction hours. As part of the teaching ethics and regulation, drunkenness is not allowed in school, because teachers are role models. The incidence of drunken teachers in basic schools in the Metropolis should be a concern to supervisors even though it is insignificant, it should be worrying because a drunken teacher will not be able to deliver a lesson to achieve quality education.



However, from the above findings it is clear that the supervision of teachers is not adequately addressing the issues raised by Olaniyan (1996), Ekundayo *et al.*, (2013) and Etsey (2005), thus it is ineffective in the promotion of quality education.

**Table 8: Students assessment of the effectiveness of supervision in promoting quality education**

Assessment of Teachers Activities	Sometimes	Regularly	Never
Teachers attendance to school	95 <b>63%</b>	50 <b>34%</b>	5 <b>3%</b>
Lessons honored by teachers	90 <b>60%</b>	57 <b>38%</b>	3 <b>2%</b>
Head teachers attendance	83 <b>55%</b>	64 <b>43%</b>	3 <b>2%</b>
Use of TLMs by teacher	96 <b>64%</b>	52 <b>35%</b>	3 <b>2%</b>
Marking of exercise	85 <b>57%</b>	60 <b>40%</b>	5 <b>3%</b>
Lateness to school	85 <b>56%</b>	30 <b>20%</b>	45 <b>30%</b>
Absenteeism	73 <b>49%</b>	25 <b>16%</b>	52 <b>35%</b>
Drunkenness during instructional hours	5 <b>3%</b>	0 <b>0%</b>	145 <b>97%</b>

Source: Field survey 2015

#### 4.5 Supervisor Training and Application

The fourth objective is to find out the training programmes supervisors receive and how they apply such training in their day-to-day work.

This was the view of one of the head teachers on the issue of in-service training programmes:



*“I have had in-service training programmes on Human Resource Management, leadership training and capacity building training. These programmes have updated my knowledge on supervisory issues, helped me to manage the human resources under me and also helped me to be innovative and tolerant in discharging my duties. However, it is not organized regularly for all head teachers”. (A Head teacher).*

This means that in-service training programmes are necessary for supervisors since they help them to carry out their duties effectively. However as stated in (Carron and Chau, 1996) few head teachers in developing countries have had any formal training in the leadership functions of schools and promotions may not be based on leadership or management skills. Further, many heads of schools continue to have extensive pedagogical responsibilities in addition to administrative ones. This leaves little time for supervision and support of staff.

#### **4.6 Challenges of Supervisors**

The fifth objective is to examine the challenges that both internal and external supervisors face in supervising teachers' work. One of the head teachers reiterated that one challenge confronting head teachers is how to ensure that the staff adheres to rules and regulations of GES. She asserted that the unwillingness on part of teachers to abide by the strict rules and regulations of the institution is a major concern. She enumerated some acts of misconduct as teacher absenteeism, lateness to classes, drunkenness and non-preparation of lesson notes.

She lamented:





*“As a head teacher I apply all the possible means at my disposal to advice, counsel, and enforce rules and regulations within the GES ambit to achieve quality education but adherence to instructional timetable is a challenge because some teachers come to school late and are not able to deliver at the output level set for them”.* (A Head teacher).

This confirms the findings of Mankoe (2006), that the tone of the school which is the prevailing atmosphere under which teaching and learning takes place, which may be good or bad. A good tone promotes teaching and learning while a bad tone militates against effective teaching and learning to achieve quality education.

Another head teacher lamented that he use to report a lot of acts of misconduct on the part of teachers to the authority at the Metro Education Directorate, but the response on these reports were not satisfactory. Thus, allowing such teachers go with impunity. This attitude discouraged him from sending such reports. Therefore, he lamented:

*“I am not able to work effectively due to lack of cooperation from recalcitrant teachers who refuse to prepare their lesson notes and I am not able to deliver their lessons because they come to school late, large class enrollment, inadequate TLMs and failure to act on reports of recalcitrant teachers”.*

( A Circuit Supervisor ).

Beyond this, the head teachers have other challenges that hamper quality education delivery. They are confronted with inadequate teaching and learning materials such as textbooks, lesson note books as well as inadequate furniture.



This is coupled with the fact that some of the classrooms are congested, making it difficult for the teachers to do effective teaching. One head teacher said:

*“I cannot completely blame my teachers for ineffective teaching and learning. How can students learn effectively when a desk meant for two students has to be shared by three or four students? That is the situation in my school”.*

(A Circuit Supervisor)

Another circuit supervisor said:

*‘Inadequate and irregular supplies of fuel for cars, as well as lack of payment of car maintenance allowances and teacher confrontations were among the challenges hindering effective instructional supervision in the Metropolis.’*

The circuit supervisors also have their own challenges when it comes to supervision. These challenges included teacher confrontations and logistics. One of the supervisors said this regarding the challenges confronting them:

*“I have logistics constraints as a supervisor, and this affects my work, my reports on recalcitrant teachers do not get the required attention by the Metropolitan Education Office, inadequate TLMs for teachers and the absence of regular in-service training programs to enhance my work also retards my work.”.*

(A Circuit Supervisor).

This means that, despite the efforts made by the external supervisors to ensure quality education delivery, they are confronted with serious setbacks in promoting quality education delivery in the Metropolis. These challenges disable both the internal and



external supervisors to work effectively and reduce them to ordinary observers of the system. This will not help to achieve quality education.

To conclude, lack of effective supervision contributes to poor quality education delivery in the Metropolis. Though the external supervisors made tireless efforts to ensure effective supervision, they are also confronted with varied challenges.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents a summary of findings, conclusions and recommendations of the study. In this chapter, major findings and conclusions are deduced from the findings and presented. Recommendations are deduced from these major findings for educational policy makers to consider.

#### 5.1 Summary of major findings

The forms of teacher supervision were understood by teachers in various ways. The majority (85%) of them held the view that teacher supervision was is basically about engaging teachers in a mutual dialogue to brainstorm on to enhance quality teaching and learning.

##### 5.1.1 Knowledge of the existence of teacher supervisory mechanisms and forms

The majority (99%) of teachers have knowledge of the existence of supervisory mechanisms both internal and external in Ghana Education Service (GES). With this knowledge, teachers in basic schools within the Tamale Metropolis will carry out their work well.

##### 5.1.2 Role of the internal and external supervisors

The study revealed that both internal supervisors (head teachers) and external supervisors (circuit supervisors) are ready to perform their roles. However, appropriate logistics and the technical knowhow in ensuring quality education delivery are their biggest challenge.



Head teachers perform roles such as inspection of teachers attendance, monitoring of lesson notes preparation and effective use of instructional time among others whilst circuit supervisors visits schools to oversee the work of head teachers, takes information to or deliver information from the education office among others.

### **5.1.3 Effectiveness of supervision in promoting quality education**

The study also showed that supervision was not effective hence their overall contribution in advancing the course of quality education in the metropolis was minimal. Despite the roles played by both external and internal supervisors, most teachers still attends school late and this affects teaching and learning because most lessons are left untaught. Head teachers do not attend school regularly and therefore are not able to perform their supervisory roles well as expected of them, and this results in poor teacher attitude towards work hence poor quality education in the Metropolis.

### **5.1.4 Challenges of supervisors**

The findings revealed that, both internal and external supervisors face some challenges. The challenges faced by internal supervisors include lack of cooperation among recalcitrant teachers who refuse to prepare their lesson notes and do not deliver some lessons because they come to school late, inadequate teaching and learning materials (TLMs) and lack of in-service training programs to enhance teachers work were other challenges identified. This generally affects the quality of education delivery – (BECE, 2010-2014 analysis) and (RESAR, 2015).

Another challenge identified was large class enrolment which made it difficult for teachers to give enough exercises, assignment and mark them in order to evaluate teaching and learning.



## **5.2 CONCLUSION**

Poor quality education delivery in public junior high schools (JHS) within the Tamale Metropolis in the northern region of Ghana is largely due to poor teacher supervision by both internal and external supervisors. The absence of logistics for head teachers and circuit supervisors to effectively work with and lack of prompt attention by the Metropolitan Education Office on reports of recalcitrant teachers are the major challenges identified within the metropolis hampering the quality of education.

Although teachers are aware of the existence of internal and external supervision mechanisms, they never showed any commitment to their work in order to achieve quality education. This negative attitude is attributed to inadequate in-service training programs for teachers, head teachers and circuit supervisors which would have sensitized these players about the adverse effects of poor commitment to work and poor supervision.

## **5.3 RECOMMENDATIONS**

It has shown that head teachers are not regularly in school and therefore are not able to perform their supervisory roles effectively which leads to poor teacher attitude towards work, hence poor quality education in the Metropolis. In addressing the challenges, appropriate assessment tools should be developed by National Teaching Council (NTC) and the Ministry of Education to assist at the regional levels and the district levels conduct periodic assessment in the basic schools. Circuit supervisors can be given proper training on the use of the assessment tool so that in their monitoring, useful information can be obtained about the basic schools in Ghana. This information obtained can be used to identify districts and schools that need capacity building training or instructional



materials in order to enhance teaching and learning. In dealing with misconducts among teachers, guidance and counseling officers from the regional or district level can be invited by the head teacher after series of warning have been ensured to passionately hold a discussion with teachers concern and try to find solution to the problems.

The inspectorate divisions of the GES at the District, Municipal or Metropolitan level should be adequately resourced to function effectively and efficiently in order for internal and external supervisors to play effective roles in advancing the course of quality education in the Metropolis.

Educational managers such as the Directors and line of supervisors should be given a performance contract condition of service rather than the long service promotion status quo to enhance effective teacher supervisory practices. This will ensure effective and efficient feedback to promote a very good school environment and instill some discipline in the teachers and the head teachers as well as the pupils to achieve quality education.

Good leadership is a precondition for effective supervision to be carried out. Both internal and external supervisors should have the following competences. They should be knowledgeable and versatile, visionary leaders, results oriented, resourceful, self-confident, respectful and tolerant, frank and honest, fair and firm in dealing with the issues, initiative and be a role model. With a greater possession of some of these attributes, a supervisor will contribute effectively to promote quality education delivery in the Metropolis.

Intensive supervision from the metropolitan directorate and circuit supervisors should be enforced to complement the head teacher supervisory role which will lead to more accountability among teachers in public and private schools.



GES as an institution should have training and development unit rather than depending on NGOs and other stakeholder organization for training support.

In-service training should be organized for Teachers and Supervisors by GES and other stake holders to update teachers' knowledge and skills in specific subjects/courses and on new effective teaching and learning methods to enable them deliver quality basic education. Civil society organizations should have interest in educational monitoring and fill in the gaps that might arise to help build a robust educational system for the Metropolis and Ghana at large. These organizations could provide support such as monitoring system that include time sheet for education supervision to improve supervisors and teachers contact to improve quality education.

Also GES should continue to enforce the practice of transferring teachers, circuit supervisors, head teachers and Directors who have worked in a school, circuit or district for more than a period of three years. This will help prevent familiarity and compromise and rather promote efficiency in their work.

Finally, the role of the PTA and other stakeholders should be redefined to ensure more community participation and ownership of public institution to strengthen supervision at the basic level of education. The misconception that public institutions belong to nobody is a disincentive for the PTA to play a major role in supervision. The role of the PTA should be codified in to the GES statute book for effective and efficient stakeholder participation in educational supervision at the basic level.





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**APPENDICES**

**APPENDIX I**

**QUESTIONNAIRES FOR TEACHERS**

**UNIVERSITY FOR DEVELOPMENT STUDIES, GHANA**

**GRADUATE SCHOOL, TAMALE**

**MASTER OF PHILOSOPHY IN DEVELOPMENT STUDIES**

**TOPIC: PROMOTING QUALITY EDUCATION THROUGH TEACHER SUPERVISION IN PUBLIC JUNIOR HIGH SCHOOLS IN THE TAMALE METROPOLIS STUDIES.**

The purpose of this study is to collect and collate information on the role of teacher supervision in promoting quality education delivery in Junior High Schools in the Tamale Metropolis. You are kindly entreated to provide candid and honest responses by ticking and/or completing the items on the form. Be assured that responses given will be treated confidentially.

**SECTION A – Personal Data**

Indicate by ticking (✓) the appropriate response where applicable or supplying briefly the information required.

1 Sex Male [ ] Female [ ]

2. Which of the following is your age bracket? (a) 20-24 [ ] (b) 25-29 [ ] (c) 30-34 [ ]

(c) 40-44 [ ] (d) 45-49 [ ] (e) 50+[ ]



**SECTION B – Forms of Supervision**

3. Kindly identify three duties of a teacher.-----  
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-----  
-----

4. Are there teacher supervisory mechanisms to ensure that teachers perform their duties and roles efficiently? A. Yes [ ] B. No [ ]

5. In your view what would you consider as teacher supervision? (a) Making sure that teachers does their work well [ ] (b). Engaging teachers in mutual dialogue about ways to improve teaching and learning [ ] (c). Helping teachers to find solutions to problems they encounter in their work [ ] (d). Instructing teachers to teach in a certain way [ ]

6. Which type of supervision is carried out in your school?

(a). External [ ] (b) Internal [ ] (c). Both [ ]

7. Who are responsible for carrying out internal supervision of teachers in your school?

.....

8. Does your school have a school PTA? A. Yes [ ] B. No [ ]

9. If yes in Q 8, which way does the PTA assist in supervising teachers?

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



10. How often do Officials from the Metropolitan Education Offices visit your school?

- A. Weekly [ ] B. Monthly C. Once a term [ ] D. Rarely

**Role of supervisors and quality education in the Tamale metropolis**

11. What are the main functions your head teacher and circuit supervisor require of you?

12. Do circuit supervisors find out and help to solve problems teachers encounter in their instructional practices and their welfare matters? A. Yes [ ] B. No [ ] briefly explain.....

13. Do circuit supervisors provide useful information to teachers? A. Yes [ ] B. No [ ]

14. If yes, state three examples of such useful information. -----  
-----

15. What sanctions exist for defaulting, recalcitrant or performing teachers? Briefly state them.....

**Effectiveness of teacher supervision in promoting quality education**

17. How would you assess teacher supervision in the Tamale Metropolis? Explain briefly.....

18. Kindly state three challenges that retard the work of Supervisors.....

19. Suggest three ways by which supervision of teachers can be improved in public Junior high schools.....



**APPENDIX II:**

**QUESTIONNAIRE FOR STUDENTS**

**Background Information of Respondents**

Indicate by ticking (✓) the appropriate response where applicable or supplying briefly the information required.

1. Which of the following age cohorts do you fall within?

(a) 5-9 (b) 10-15 (c) 16+

2. Sex Male [ ] Female [ ]

**SECTION B – forms of Supervision**

3. Are there teacher supervisory mechanisms to ensure that teachers perform their duties and roles efficiently? A. Yes [ ] B. No [ ]

4. In your view what could you consider as teacher supervision? (a) Making sure that teachers does their work well [ ] (b). Engaging teachers in mutual dialogue about ways to improve teaching and learning [ ] (c). Helping teachers to find solutions to problems they encounter in their work [ ] (d). Instructing teachers to teach in a certain way [ ]

5. Which form of supervision is carried out in your school?

(a). External [ ] (b). Internal [ ] c. Both [ ]

6. Who are responsible for carrying out internal supervision of teachers in your school?

A. The head teacher [ ] (a).Circuit supervisors [ ] (c) parents [ ] (d) traditional authorities (e).Assemblypersons. NOTE: Tick as many as are applicable.

7. How would you rate the functions of your teachers in the following areas?



---

a **Monitoring and assessment of attendance**    Some times    Regularly    Never

---

b Teachers attendance to school

c Teachers honor lessons

d Peer teacher observation

e Head teachers punctuality

**Lesson delivery assessment**

f Teachers lessons and use of TLM

g Exercises and making

**Sanctions for teachers on these conducts**

h Regular lateness to school

i Regular absenteeism

J Drunkenness during instructional hours

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8. Effectiveness of teacher supervision in promoting quality education through effective teaching.



**APPENDIX III**

**INTERVIEW GUIDE FOR HEAD TEACHERS**

**UNIVERSITY FOR DEVELOPMENT STUDIES, GHANA**

**GRADUATE SCHOOL, TAMALE**

**MASTER OF PHILOSOPHY IN DEVELOPMENT STUDIES**

**TOPIC: PROMOTING QUALITY EDUCATION THROUGH EFFECTIVE  
TEACHER SUPERVISION IN THE TAMALE METROPOLIS**

1. What are the forms of teacher supervisory mechanisms that exist in Ghana Education Services?
2. Briefly state your main duties as a Head teacher.
3. What are the main sources of information for assessing teachers performance
4. In your view is supervision effective in the Tamale Metropolis? Explain
5. What training programmes have you received as an internal supervisor?
6. Do these training programmes help in your work as a supervisor? Explain
7. What are some of the challenges of supervisors in the discharge of their work?
8. Suggest three major ways of mitigating such challenges.





**APPENDIX IV:**

**INTERVIEW GUIDE FOR CIRCUIT SUPERVISORS**

**UNIVERSITY FOR DEVELOPMENT STUDIES, GHANA**

**GRADUATE SCHOOL, TAMALE**

**MASTER OF PHILOSOPHY IN DEVELOPMENT STUDIES**

**TOPIC: PROMOTING QUALITY EDUCATION THROUGH TEACHER SUPERVISION IN PUBLIC JUNIOR HIGH SCHOOLS IN THE TAMALE METROPOLIS STUDIES.**

The purpose of this study is to collect and collate information on the role of teacher supervision in promoting quality education delivery in Junior High Schools in the Tamale Metropolis. You are kindly entreated to provide candid and honest responses by ticking and/or completing the items on the form. Be assured that responses given will be treated confidentially.

1. What forms of teacher supervision exist in GES?
2. How regular do you visit the schools in your circuit?
3. What are some of the main things you look out for when you go on supervision?
4. How effective are your supervisory visits? Explain
5. In your view would you say effective teacher supervision is one of the efficient ways of promoting quality education in public JHS in the Tamale Metropolis
6. What would you say is the state of supervision in schools under your circuit?  
Explain
7. What are the reasons for the current state of supervision?



8. As a supervisor have there been training programmes organized for you?
9. What are the main challenges you face an external supervisor?
10. Suggest three ways by which supervision can be improved in schools in the metropolis



**APPENDIX V:**

**INTERVIEW GUIDE FOR GES METRO DIRECTORATE OFFICIALS**

**MASTER OF PHILOSOPHY IN DEVELOPMENT STUDIES**

**Topic: Promoting quality education through teacher supervision in public junior high schools in the tamale metropolis studies.**

The purpose of this study is to collect and collate information on the role of teacher supervision in promoting quality education delivery in Junior High Schools in the Tamale Metropolis. You are kindly entreated to provide candid and honest responses by ticking and/or completing the items on the form. Be assured that responses given will be treated confidentially.

1. In your view what is teacher supervision
2. What is education quality?
3. What are the indicators of quality education? How does teacher supervision contribute to educational quality in your directorate?
4. What mechanisms do you have in place for teacher supervision in your directorate?
5. How effective are the existing mechanisms?
6. What training programmes exist for teacher supervisors in your directorate?
7. In which ways do these programmes improve the work of supervisors?
8. What are the challenges affecting teacher supervision?
9. How can the challenges be addressed?



**APPENDIX VI**

**FOCUS GROUP DISCUSSION GUIDE FOR PTA MEMBERS**

**UNIVERSITY FOR DEVELOPMENT STUDIES, GHANA**

**GRADUATE SCHOOL, TAMALE**

**MASTER OF PHILOSOPHY IN DEVELOPMENT STUDIES**

**Topic: Promoting Quality Education through Teacher Supervision in Public Junior High Schools in the Tamale Metropolis Studies.**

The purpose of this study is to collect and collate information on the role of teacher supervision in promoting quality education delivery in Junior High Schools in the Tamale Metropolis. You are kindly entreated to provide candid and honest responses by ticking and/or completing the items on the form. Be assured that responses given will be treated confidentially.

**PART 1: Teacher Supervision**

- A. In your view what are the ways teachers can be supervised to do their work effectively.
- B. What are the roles of parent teacher associations and school management committees in the supervision of pupils and teachers to ensure effective teaching and learning in public JHS in the Tamale Metropolis
- C. Discussion on how often officials or circuit Supervisors visit the school for the supervision of teachers' attendance and work.



**PART II: Role of teacher supervision on quality education**

D. How effective is teacher supervision in public JHS in promoting quality education in the Tamale metropolis?

E. Identification of various ways by which teacher supervision can promote effective teaching and learning to ensure quality education.

F. Outlining challenges of supervisors like Head teachers, parents, circuit supervisors and other stakeholders hindering the effective execution of their work.

**PART III: Recommendations**

Discussion on what could be done to promote effective teacher supervision in public JHS.

