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UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE

ENHANCING TEACHER SUPERVISION IN THE KUMBUNGU TOWNSHIP OF THE
NORTHERN REGION OF GHANA

BIDZAKIN VICTORIA KANBURI

UNIVERSITY FOR DEVELOPMENT STUDIES



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NORTHERN REGION OF GHANA

BY

BIDZAKIN VICTORIA KANBURI

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THESIS SUBMITTED TO THE DEPARTMENT OF DEVELOPMENT EDUCATION
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DEGREE IN DEVELOPMENT EDUCATION STUDIES



UNIVERSITY FOR DEVELOPMENT STUDIES

MARCH, 2018

DECLARATION

Student's Declaration

I hereby declare that this dissertation 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:

Student's Name: BIDZAKIN VICTORIA K.

Student's ID: UDS/MED/0042/16

Signature:

Date:

Supervisor's Declaration

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

Supervisor's Name: DR. MOHAMMED ISSAH

Signature:

Date:



PROJECT REPORT SUMMARY

The purpose of this project was to promote the use of modern and innovative methods for the training and development of education officials to enhance their supervisory activities in Junior High School in Kumbungu. Letters were written asking permission from the participants and beneficiaries, face-to-face-interviews were conducted and analysis made. Themes were drawn from the responses of the participants and analysed. Some of the findings at the pre-intervention stage were that: teacher supervision was important in the education system as it put proper check on teachers work in school, teacher supervision in the school was not effective as teachers were only supervised not more than twice in a term, the level of knowledge of the supervisors was inadequate, reasons for poor teacher supervision in the district were: inadequate logistics, less staff, directorate lacks the will, poor supervisor knowledge on supervision, natural occurrence such as rain and no action or follow up after supervision report.

The main project interventions used were the Clinical Supervision strategy and informal supervision. The post intervention result showed majority of the supervisors visited, really developed an observation agreement contract with their teachers, teachers had confidence, supervisors did organized meetings with teachers to help them analyze the findings from their teaching. Some recommendations were made which included: The Ghana Education Service need to organized workshop for all the supervisors were they will be trained on Clinical Supervision Strategy and informal supervisionskills to equip them with modern knowledge on supervision. Adequate number of supervision in the schools should be carried out by the supervisors on teachers work. The Ghana Education Service must ensure adequate supply of logistics.



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DEDICATION

I dedicate this work to my husband Maxwell Wundow and to my daughters Eliora, Eliana
and Michaela



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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter of the project presents and discusses the following: project background, problem statement and rationalization, project aim and objectives, project significance, project assumptions/risks and a conclusion.

1.1 Background to the Project

During the 1970s, the word inspector or even supervisor had a negative connotation and even became a taboo term in some countries. Inspection was seen as an old fashioned non-democratic and so few countries got rid of not only the terminology but also of the supervision service itself. Even today, it is symptomatic that most countries do not publish any data or statistics on supervision and support services (De Grauwe & Gabriel, 2004).

Supervisory practices in any context reflect the predominant views about the nature of teaching, the roles of teachers and how they learn to teach. Until the 1980s, teaching was viewed basically as transmission of predetermined knowledge to students (De Grauwe, 2001).

Supervision in this paradigm is directed towards helping teachers become smarter at making professional judgments, not only about curriculum, students and pedagogy, but also about the structures and cultures in which their work is located (Oliva, 1997; Kassahun, 2014).

Kassahun (2014) states that teachers were charged with the responsibility of transmitting knowledge in an uncontaminated form as possible. As time went by scientifically tested



procedures were thought to be immutable and universally applicable when teaching. Learning to teach was largely a matter of mastering these procedures. Supervisors were employed as objective evaluators and powerful controllers to check if teachers were indeed using the prescribed methods in their classrooms and to take corrective measures (Kassahun, 2014).

According to Kassahun, (2014) the more recent concept of teaching is based on the assumption that knowledge is constructed, dynamic and conditional. Teaching is an intellectually and morally complex work. The role of the teachers is to facilitate students' learning on the basis of morally defensible grounds, while managing the multiple and conflicting social, political and economic agenda played out in schools. Teachers learn to teach by emulating their own students, generalizing from their own experiences as learners, and also by being socialized in schools, communities and education systems in which they work.

Assuring and enhancing the quality of teaching and learning has become a major concern all over the world. The society and employers need those who are capable of solving challenges and who bring quality to student learning by implementing appropriate supervisory service therefore, this expectation can be achieved through those supervisors who are well equipped with knowledge, skill, understanding and favorable attitude (Kassahun, 2014). It is unfortunate that some teachers teach students without having much formal knowledge of how students learn best, and do not necessarily consider how their students learn as far as the way they teach is predicated on enabling learning to happen (Kassahun, 2014).



According to Kassahun (2014), the learning environment in which learners learn affects the learning outcomes. It is stated that the main objective of the teaching-learning process is to create problem solving citizens. One of the measures by which this quality is assured is through educational supervision; Tanner and Tanner (1987) the quality of teachers is then a must to be attained. Hence teachers need to consider instructional objectives, content of the instruction, characteristics of teachers and learners, and specific conditions of the instruction that can play a great role in the educational supervision before starting to teach their students. According to Kassahun (2014), these listed factors affect the quality of students learning in many ways if not appropriately considered by the teachers. Students have different ways of absorbing information and of demonstrating their knowledge. Their exposures to different methods of teaching affect the way they grasp knowledge. When the teacher lacks control of the methods of teaching to be used, it does not bring quality to student learning

According to Tanner and Tanner (1987) supervision is a vital aspect in running a school. Supervision ensures that directives given to teachers are strictly adhered to, thereby minimizing the risk of deviation from the school goal and influencing to ensure success. When supervision is done, it keeps teachers up and doing and serving as source of motivation to be abreast with modern trends in their field of endeavor making them skillful and knowledgeable to deliver excellent service in class. Mills (1997) stated that supervision has direct effect on staff performance. Schools can have well laid out plans but when teachers are not guarded, deviation becomes apparent.

A point worth noting is that, proper supervision can only be achieved if we have well trained supervisors .Supervisors play a central role in the successful achievement of a school's goal.



They serve as vital link between management and subordinates. Therefore they need to be well equipped with the requisite knowledge and skills to enable them deliver their mandate.

Education is one of the powerful tools that can be used as a medium to bring about development. Schidmt (2017).Ghana Education Service is the organization that is tasked to delivers the aims and objectives of the education sector in this country Governments over years have put in place initiatives to ensure the ensure the successful running of this sector. The Ghana Education Service has taken measures such as; visit to schools by education officials, teacher attendance book, vetting of lesson notes by head teachers in order to supervise teachers.

However these seems to fail in yielding the required impact, since there have been calls from many quarters on the service to improve on the state of supervision of teachers. Sadly, supervision in the Ghana Education Service is seen by some teachers as just a procedure and sporadic in nature rather than serving as a check mechanism to guard workers to enable them effectively play their role in achieving educational goals of the country (ISODEC Report)

This project was carried out in the Kumbungu District. Kumbungu District is one of the new districts that were created in 2012.Of the total population 11 years and above, 26.5% are literate and74.0 are non-literate. The population of male literate is higher than female literate. Due to the low literacy level a lot of emphasis is place on the development of the education sector in the district.



Despite the quest to improve the education sector, the educational outcomes have not been encouraging due to ineffective supervision of teachers. Kumbungu District Draft Medium Term Development Plan 2014-2017(2013)

It is undeniable fact that teacher effectiveness is an important factor in terms of student learning. This presupposes that there is the need for teachers output to be constantly monitored and reviewed since they play a central role in the teaching and learning process. This work, therefore sought to implement modern and innovative ways of training education officials to better position them to carry out their responsibilities to near perfection. This was to, ensure that teachers effectively deliver their mandate.

1.2 Problem Statement and Rationalisation

According to De Grauwe and Gabriel (2004) since the beginning of the 1990s, there has undoubtedly been renewed worldwide interest in issues of educational quality and, therefore, a call for monitoring and supervision. Some countries that had dismantled their supervision services earlier have re-established them (That is the Philippines), while others that did not have them in the past have created them (That is China and Sweden). More importantly, the number of countries that initiate a process of reorganizing and strengthening supervision services is increasing every year.

The education sector of Ghana, like any other human institution is not without challenges. One of the challenges that has been bemoaned in recent times is the inability to of the Ghana Education Service to effectively supervise teachers. Kweitsu (2014)

Supervision in the Ghana Education Service requires supervisors to visit schools a few times in a term. The head teachers of the various schools are also tasked to see to the day to day



running of the school through supervision of teachers work. As a result it is appropriate to enhance the training of officials to enhance the supervision of Junior High School teachers in the Kumbungu township.

The Kumbungu district was carved out of the Tolon-Kumbungu District in 2012. The district is situated in the northern flank of the Northern Region. According to the 2010 population census, the district has a population of 81,194. Kumbungu serves as the district capital.

As a new district the district is battling with many challenges which include the development of education. The district has about 19 Junior High schools.

The education sector is challenged with issues such as;

- Late Releases of funds
- Inadequate funds as compared with budgets
- Weak vehicles coupled with bad roads making supervision difficult.
- Poor performance of circuit supervisors.

The Basic Education Certificate Examination result over the last few years has not been encouraging.

Paramount among the challenges listed above is that, the lack of proper supervision in these schools has led to poor academic performance of students in the B.E.C.E examination in the district because teaching and learning is poorly done and not been supervised by the supervisors. Kumbungu District Draft Medium Term Development Plan, 2014-2017(2013)



To support the reason why the problem of poor supervision in the project site should be looked into, Bernard and Goodyear (2004) defined supervision as relationship between senior and junior members of a profession that (a) is evaluative (b) extend overtime (c) serves to enhance the skills of the junior person (d) monitors the quality of services offered by the junior person and (e) act as gate keeping to the profession .Supervisors play an indispensable role in the supervision process. They serve as watch dogs for quality service delivery. This study therefore seeks to come up with ideas to enhance the training of education officials to better equip them to perform their duties.

1.3 Project Aims and Objectives

The aim of this project was to implement modern and innovative methods for the training and development of education officials to enhance their supervisory activities in Junior High School at the Kumbungu District. The following objectives were to be achieved by this project:

1. Enhance teaching and learning by helping teachers to make practical lessons
2. Improved teaching by supervising teachers lessons to ensure lesson objectives are achieved.
3. Improve teacher effectiveness through regular school attendance and punctuality.

1.4 Project Significance

This project was compose to contribute to existing knowledge on supervision in schools, hence serving as a useful material for other related projects. Results of this project



implementation will be used as a resource material to improve the training of education officials in other districts to enhance their supervision skills.

This project would help supervisors to keep themselves abreast by participating in the workshops and trainings to be organized in this project..

Proper teacher supervision will have a positive impact on student performance. There would be improvement in educational outcomes. Finally, this project would serve as a resource material for policy makers. In reference to this work, policy makers will be to formulate a comprehensive policy for Ghana Education Service in respect to effective supervision of Junior High School teachers.

1.5Project Risk

The following are some of the risks of the project: There was a high financial demands in this project due to the nature of workshops and training sessions carried out, therefore scarce resources were used judiciously. There was time constraint as the project implementer was a full time employed teacher. To minimize this risk advanced arrangement was made with my employer to take some time off to run this project.

There will be difficulties in organizing all the supervisors to attend the scheduled workshops and trainings. Therefore advanced notices were served and timely reminders given.



1.6 Conclusion

This chapter has presented and discussed each of the following: project background, problem statement and rationalization, project aim and objectives, project Significance, project Assumptions/Risks and the conclusion.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature on modern and innovative methods of training and development of education officials to enhance supervision in schools. The chapter also presents and discusses each of the following: the historical development of educational supervision, the conceptual frame work of educational supervision, the theoretical framework, types of supervision, the importance of teacher supervision in the education system, factors contributing to inadequate supervision of teachers in schools, techniques for enhancing the supervision of teachers in schools, tasks and responsibilities of supervisors in educational supervision and conclusion.

2.2 Historical Development of Educational Supervision

Educational supervision has evolved over the years, According to Kassahun (2014) The global context of supervision is believed to have its origin in the practice of industrial and business enterprises. Among the industrialized countries that started the activity was Britain in the 17th Century. This was during the period of the industrial revolution in Europe. At this period the need for supervision was crucial in order to control the industrial workers. Later on the concept of supervision was borrowed from the industry. The main purpose of school supervision was to control the school plan and pupils achievements. Over several decades, great changes were observed in the philosophy, objective, function, technique and the outcomes of supervision, these changes happened, because supervisory behaviors and practices were affected by the political, social religious and industrial forces existent at the



time.. Different authorities in the field of supervision have considered distinct periods and stage of supervision. Eye and Netzer, (1965) notified that the classification is to a greater extent a matter of personal preferences.

Major Periods in the Historical Development of Educational Supervision according to Kassahun (2014) are:

- 1920-1850: Inspection Monitoring rules, looking for deficiencies Parents, clergy, selection, citizens' committee
- 1850-1910: Inspection, instructional improvement Monitoring rules, helping teachers improve Superintendents, principals
- 1910-1930: Scientific, bureaucratic Improving instruction and efficiency Supervising principals, general and special central-office supervision, superintendments
- 1930-1950: Human relations, democratic Improving instruction Principal, central-office supervisors
- 1950-1975: Bureaucratic, scientific, clinical, human relations, human resources, democratic Improving instruction Principals, central office supervisors, school based supervisors
- 1975-1985: Scientific, clinical, human relations, human resources, collaborative/collegial, peer/coach/ mentor, artistic, interpretive Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events Principals, central office supervisors, and school based supervisors. peer/coach/mentor



1985- present Scientific, clinical, human relations, human resources, collaborative/ collegial, peer/coach/ mentor, artistic, interpretive, culturally responsive, ecological Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events, analyzing cultural and linguistic patterns in the classroom School-based supervisors, peer/coach/mentor.

According to Smith (2011) the immediate roots of what we have come to know as supervision in the human services lie in the development of social work and casework. We see this, for example, in the concern for the needs of clients; and the taking up of ideas and practices that owe much to the emergence of psychoanalysis.

Supervision can be found in the growth of charitable social agencies in Europe and North America during the nineteenth century. It involved the recruitment, organization and oversight of a large number of volunteers and, later, paid workers. The volunteers were commonly known as ‘visitors’. Their task was to call on a small number of families to offer advice and support. The main concern was to foster self-help, and the adoption of ‘healthy’ habits and behaviours. In addition, visitors were also often in a position to access limited funds via their agencies, although such monies were only given after a careful investigation of the family’s circumstances. In other words, a decision had to be made as to whether they deserved the funds. The person assigning cases, organizing work and taking decisions on behalf of the agency was basically an ‘overseer’ – and hence the growing use of the term ‘supervisor. In Latin *super* means ‘over’ and *vidēre* means ‘to watch, or see’ (Smith, 2011). Traditionally, part of the overseer’s job was to ensure that work was done well and to standard. This can be viewed as an administrative task. However, overseers also had to be teachers and innovators.



While the ‘paid agent’ acted as supervisor to the volunteer visitor, the paid agent ‘supervisor’ was himself supervised by the district committee, which had ultimate authority for case decisions... The paid agent supervisor was then in a middle-management position, as is true of supervisors today – supervising the direct service worker but themselves under the authority of the agency administrators (Kadushin, 2002).

According to De Grauwe and Gabriel (2004) in most countries, supervision services have a long history. Many European countries set up their supervision systems, generally known as the inspectorate, in the nineteenth century. In England, Her Majesty’s Inspectorate (HMI) was founded in 1834 and became a model for quite a number of developing countries. Similarly, the inspection system of France, whose origin goes back even further, to the Napoleonic era, has been copied by several of its former colonies.

2.3 Conceptual Frame Work of Educational Supervision

Pierce and Rowell (2005) define supervision as a developmental process designed to support and enhance the individual motivation, autonomy, awareness, and skills necessary to effectively accomplish the job at hand.

Basically, in education sector, the main purposes of supervision are to improve classroom instruction and to promote professional growth and development of teachers. Many scholars have defined the concept of Educational supervision in various ways because Supervision may be seen as a positive program for improvement. Kassahun (2014) defines Educational supervision as a set of activities and role specifications specially designed to influence instruction.



Other scholars like Gothrie and Reed (1991) considered Educational supervision as The function of leadership concerned with improving, enhancing and reinforcing teaching effectiveness.

Smith (2011) presents two kinds of supervisees here, which are: student or trainee supervisees and practitioner supervisees. The latter is addressed to established workers. There are many differences between the focus on supervision of students or trainees, and that of established practitioners. The differences are:

- Student or trainee supervision is concerned with issues of technique, boundary, understanding the material clients' bring, and dealing with personal feelings of anxiety.
- 'The experienced practitioner is concerned with teasing out relationship dynamics, choosing intervention options and perhaps dealing with feelings of frustration and boredom towards clients.

According to Smith (2011) supervision is a space for the supervisee to explore their practice, to build theory, attend to feelings and values, and to examine how they may act. The supervisor should only switch into a more instructional mode where they are reasonably certain that the supervision process will be enhanced by their doing so. Such 'instructional interludes' should remain interludes i.e. they should as far as is possible be brief and oriented to resuming exploration.

According to Syracuse University School of Education (2017) supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous



purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession.

The process of supervision occurs within the relationship established between the supervisor and supervisee. It is important to keep in mind that both the supervisor and supervisee contribute to the relationship and have responsibilities within the process. The assumption of supervision is that it will last long enough for some developmental progress of the supervisee. Supervision is differentiated from brief interactions (such as workshops), and consultation that, by definition, is time and session limited, although all of these interactions share common goals (e.g., training in a skill, clarification of process, regaining objectivity). The fact that supervision is ongoing allows for the relationship to grow and develop (Syracuse University School of Education, 2017).

In addition to enhancing the professional functioning of counselors, supervisors have an ethical and legal responsibility to monitor the quality of care that is being delivered to the supervisee's clients. In order to enhance the professional functioning of the supervisee and assure quality of care, the supervisor constantly monitors and provides feedback regarding supervisee performance. This formative evaluation forms the basis of the work done in supervision. The supervisor also serves as a gatekeeper for those who want to enter the counseling profession. The supervisor is charged to evaluate the counselor based on work done with current clients, and to assess potential for working with future clients. As part of this role, supervisors formally evaluate supervisees. These summative evaluations occur after there has been enough supervision to expect a certain degree of competence. For



example, during fieldwork experiences, summative evaluations typically occur at the midpoint and end of semesters (Syracuse University School of Education, 2017).

2.4 Theoretical Framework

The theory that underpins this study is the Kadushin's Model of Supervision (Kadushin, 2002). Alfred Kadushin's discussion of supervision is in the social work and which becomes helpful. He stated the functions of supervision in the following terms:

- **Administrative:** the promotion and maintenance of good standards of work, co-ordination of practice with policies of administration, the assurance of an efficient and smooth-running office. In administrative supervision, the primary problem is concerned with the correct, effective and appropriate implementation of agency policies and procedures. The primary goal is to ensure adherence to policy and procedure (Kadushin 1992). The supervisor has been given authority by the agency to oversee the work of the supervisee. This carries the responsibility of both ensuring that agency policy is implemented (which implies a controlling function) and a parallel responsibility to *enable* supervisees to work to the best of their ability. It also entails a responsibility not to lose touch with the rationale for the agency (to provide a first-class service for people who need it) or in some cases are required to have it, in order that they or others may be protected from harm (Smith, 2011).
- **Educational:** the educational development of each individual worker on the staff in a manner calculated to evoke him/her fully to realize her possibilities of usefulness. In educational supervision the primary problem for Kadushin (2002) is worker



ignorance and/or ineptitude regarding the knowledge, attitude and skills required to do the job. The primary goal is to dispel ignorance and upgrade skill. The classic process involved with this task is to encourage reflection on, and exploration of the work. Supervisees may help to:

1. Understand the client better;
2. Become more aware of their own reactions and responses to the client;
3. Understand the dynamics of how they and their client are interacting;
4. Look at how they intervened and the consequences of their interventions;
5. Explore other ways of working with this and other similar client situations (Hawkins & Shoet 2007).

- **Supportive:** the maintenance of harmonious working relationships, the cultivation of esprit de corps. In supportive supervision, the primary problem is worker morale and job satisfaction. The primary goal is to improve morale and job satisfaction (Kadushin 2002). Workers are seen as facing a variety of job-related stresses which, unless they have help to deal with them, could seriously affect their work and lead to a less than satisfactory service to clients. For the worker there is ultimately the problem of 'burnout'.

Kadushin (2002) argues that the other two forms of supervision (administrative and educational) focus on instrumental needs, whereas supportive supervision is concerned with expressive needs. The supervisor seeks to prevent the development of potentially stressful situations, removes the worker from stress, reduces stress impinging on the worker, and helps her adjust to stress. The supervisor is available and approachable, communicates confidence in the worker, provides perspective, excuses failure when appropriate, sanctions



and shares responsibility for different decisions, provides opportunities for independent functioning and for probable success in task achievement (Kadushin, 2002).

2.5 Types of Supervision

Different authorities have outlined various kinds of supervision. According to Kassahun (2014) there are five kinds of supervision which are:

2.5.1 Inspection

It is supervision in its earlier form, which was merely a continued to the inspection of the work of the teacher, and the person who was responsible for this job was popularly known as school inspector. In this case the inspector visits a school to pick holes here and there and is always on the lookout of bringing out inconsistencies and gaps to the notice of the head of the instruction. Such as inspection does not serve useful purpose as it simply makes the teacher unhappy.

2.5.2 Laissez-Faire

It is actually not constructive supervision at all. It is a policy to letting each teacher teach as he pleases, without reference to other teachers' efforts. Little effort is made to assist teachers to improve the instructional programme or develop any consensus among teacher with respect to philosophy or practices.

2.5.3 Coercive

It is an authoritarian concept which attributes to some authority of omniscience necessary to make momentous decisions. Teachers are to carry on the orders and instructions of the



coercive supervisor. Such supervisors find it easy to believe that the most effective means of making teachers to work is to compel them to teach scheduled subject matter on the stereotyped methods. Teachers are visited by them while teaching and defects and good points are made them known.

2.5.4 Training and Guidance

It is now increasingly recognized that two learning should be based on understanding interests and active participation of teachers, not a rote memorization. Education is a process to guiding growth, learners voluntary cooperation in the learning process is of utmost significance. This change has brought to bear its impact on supervision. Instead of trying to compel teachers to adopt certain methods emphasis is laid on the teaching of teachers.

2.5.5 Democratic Leadership

Democracy is not merely a political organization or procedure it is a way of life and its principles apply to all aspects life. Democratic supervision eliminates the feeling that supervision is a supervisor being and the teacher an interior worker. It recognizes the dignity and worth of the individual and appreciation of the temperature of individual differences, as well as similarities and the assumption of authority by consent of the group.

2.5.6 ‘Non-managerial’, ‘consultative’ or ‘professional’ supervision

Smith (2011) explains that the non-managerial supervisor looks to the development of the worker. Sometimes this is reduced to the difference between administrative and educational supervision. There is an argument that managers should not be concerned with educational supervision; and consultant supervisors should only focus on education and support. There is



some truth in portraying the primary responsibilities in this way – but it would be very misleading to leave it there. Both ‘managerial’ and ‘non-managerial’ supervisors share larger responsibilities – to the client group and to other professionals; and that both look to the development of the worker.

2.6 The Importance of Teacher Supervision in the Education System

Fekadu, (2003) states that in order to meet educational objectives and enhance the teaching-learning process, supervisors and teachers are expected to design and enrich educational pedagogy. Tesfaye (2003) argues that creative supervisors shall well discover and devise a means of solving instructional problems. So the concept of creativity and innovation should therefore be encouraged; hence supervisors need to keep themselves abreast with new findings by participating in workshops and seminars, by making critical observations, and by taking refreshment courses.

Supervision is highly connected with programme development and virtually all persons whose title includes variant of supervision carry heavy responsibility for both maintaining and improving the programmes that are offered to students. The main dimensions of this responsibility are enrichment of the curriculum, improvement of the learning-teaching process, teacher’s professional development, monitoring and evaluation (Kassahun, 2014).

According to Smith (2011) supervisors must have a concern for both performance and learning. The essentially *managerial* aspects of supervisors’ work are their responsibility for monitoring and improving the work of others; their *managerial* effectiveness is determined by their capacity to improve the work of others. If supervisors are not able to make this contribution, then what value are they adding? The only ultimate justification of supervisors’



existence is the improvement of the work of their subordinates. If supervisors fail in this way they fail as managers (Smith, 2011). In this way supervisors as managers are expected to develop relationships and environments that enable people to work together and respond to change. Such 'joint performance' involves having common goals, common values, the right structures, and continuing training and development (Smith, 2011).

Hawkins and Shohet (2007) highlight the following importance of educational supervision to the teacher:

- To provide a regular space for the supervisees to reflect upon the content and process of their work.
- To develop understanding and skills within the work
- To receive information and another perspective concerning one's work
- To receive both content and process feedback
- To be validated and supported both as a person and as a worker
- To ensure that as a person and as a worker one is not left to carry unnecessarily difficulties, problems and projections alone
- To have space to explore and express personal distress, restimulation, transference or counter-transference that may be brought up by the work
- To plan and utilize their personal and professional resources better
- To be pro-active rather than re-active
- To ensure quality of work





According to De Grauwe and Gabriel (2004) one of the main roles of any school supervision system is to monitor the quality of education, i.e. of schools and teachers. This monitoring is expected to have a positive impact on their quality. As such, supervision forms part of an overall quality monitoring and improvement system, which includes other devices such as examinations and achievement tests, and self-assessment practices by school and teachers.

There are several reasons for the renewed interest in supervision and quality monitoring, four of which are mentioned hereafter: In most countries, there is a feeling that the rapid expansion, if not mass production, of education has led to the deterioration of quality. Consequently, quality improvement has become a top priority of policy makers, which has in turn reinforced their preoccupation with quality control. This policy interest in quality improvement was endorsed and amplified by the EFA World Conferences of 1990 and 2000 (De Grauwe & Gabriel, 2004).

According to De Grauwe and Gabriel (2004) various studies have shown that one important determinant of the deterioration of the quality of schools precisely relates to the weakening of quality monitoring devices, including the professional supervision and support services. This explains why some countries that had dismantled their inspectorate services in the 1970s have re-established them and also why the general interest in efficient supervision procedures has been increasing.

2.7 Factors Contributing to Inadequate Supervision of Teachers in Schools

According to Kassahun, (2014) in government primary schools of Addis Ababa, there are challenges such as lack of human resource, supervisors' limited skills to use different

techniques of supervision, shortage of budget and absence of adequate school resources hindered the effective implementation of educational supervision.

it appears that teachers are not properly supported by supervisors in tackling challenges in the implementation of the curriculum. Such supervision problem might have a negative influence on teacher satisfaction with their jobs. Furthermore, weaknesses in Educational supervision are common at preparatory schools, and these can have a negative impact on the quality of education (Kassahun, 2014).

For a long time, educational supervision focused on administrative activities due to lack of enough expertise. Thus supervisory practices emphasized on controlling rather than supporting teachers' professional development. This tradition resulted in the lack of efficiency and effectiveness in school supervisory practices, which in turn led to search for new organizational model as organizational success depends on the crucial necessity of effective and efficient supervision that implies cooperation of the members and stimulation of group thinking on the real problems.

Other additional reasons for poor supervisions in schools are: lack of regular training schedule for teachers on teaching theories and practices so supervisors are not facilitating trainings on teaching theories, school supervisors do not use different technique to provide short term training at school level and there is poor organizing of induction programme for new teachers (Kassahun, 2014).

According to Hose (2017) being a supervisor may appear to be an easy job that simply requires telling employees what to do, but this is not the case. A supervisor faces challenges in running a fair and effective workplace. The biggest challenge of being a supervisor may



differ, depending upon individual strengths and weaknesses, but some typical duties and goals challenge many supervisors. Some of these are:

1. Supervising Friends:

Often, particularly in casual work environments, a supervisor becomes friendly with employees. Some supervisors may even spend time outside the workplace with employees. Separating the personal and professional relationship can be a problem. The challenge is to understand that personal feelings have no business in the workplace. Without careful monitoring, a supervisor may give preference to a friend. While it may seem simple to suggest a supervisor does not become personal with employees, in real world situations, it happens. The best way to approach the situation is to speak with those you are personal with and make it clear that you must keep the personal and professional relationships separate.

2. Communication:

Deciding what level of communication to share with your employees can be a big issue for supervisors. A supervisor must share the information necessary for employees to effectively do their jobs, but some elements of business are on a need-to-know basis. Determining the difference between these two forms of information is important to strong leadership skills. Regular staff meetings to keep employees apprised of necessary information are an ideal way to communicate: Weekly or monthly will work. Also, consider keeping an open-door policy to allow employees to voice their ideas and concerns. Regular communication can help deter gossip, which is often detrimental to the work environment.



3. Training:

Proper training is a challenge that supervisors need to meet. This can be tough in some cases, particularly when the company budget doesn't allow for a great deal of time or resources for training. Working with a minimally trained staff requires a supervisor to spend more time monitoring employees since the lack of training almost guarantees workers will have issues performing their jobs.

4. Employee Evaluations:

Employee evaluations can be time-consuming. Giving proper employee evaluations requires a supervisor to know employees and their work habits individually. This means spending time with each employee if a fair evaluation is to be given. Working this time into a busy schedule can be difficult, but it is essential to effectively evaluate each employee's performance level.

5. Hiring:

High employee turnover means the company must spend money finding and training new employees. High turnover can also cost a company lost productivity and requires a supervisor's attention, which leaves less time for other supervisory responsibilities. This is why interviewing and assessing prospective employees can be challenging. Making poor choices in the hiring process leads to difficulty down the road, including increased turnover that continues the cycle.

According to Ray (2017) along with overseeing the actual work product of people placed under their supervision, managers who take on supervisory roles often serve as mentors. Supervisors notice which employees excel at certain tasks and encourage them to pursue



further education or give them more responsibilities. Supervisors also track poor performers and either help them improve or find replacements. Either way, supervisors face challenges in their day-to-day activities.

1. Retention

When they must continually train new employees, it can be difficult for supervisors to meet deadlines and maintain structure in their departments. Supervisors face challenges of finding out how best to entice employees to remain on the job. Although the majority of managers think they lose employees for financial reasons, in actuality, most employees leave for other reasons, such as poor management and dissatisfaction with the culture.

2. Hiring

Supervisors in small companies often are responsible for the advertising, interviewing and hiring of new employees. Even in companies with a human resources department, supervisors play a role in the selection process. Interviewing requires a set of skills; without interview training, supervisors are challenged by the process of vetting and choosing the best candidates.

3. Training

Training new employees presents supervisors with one of the biggest challenges of the job. Supervisors have superiors they report to and quotas to meet, but new employees usually are not ready to take on the workload needed to meet deadlines and goals. Supervisors must be encouraging and patient while pushing new staff to quickly learn the job.



4. Team Building

Most workplaces rely on employees who work as a team to meet company goals. It's the supervisor's responsibility to develop and maintain effective teams and see that they operate smoothly.

5. Problem Solving

Supervisors must have an investigative side to their characters that drives them to find the core of problems as they arise. Problems with production, team building or employee turnover may not be obvious, but it's the supervisor's challenge to get to the bottom of issues as they arise and come up with and institute solutions.

6. Planning

Supervisors must be strategic planners. It's up to each supervisor to make predictions for the department needs for the coming year to present to the firm's leadership for budgeting purposes. Supervisors usually are required to predict how many employees and what level of resources they will need in the next year's budget to meet the company's goals.

7. Delegation

Supervisors often are promoted based on time with the company and a level of technical proficiency. They usually know the company product or service, how it works and how it's sold. It's often challenging for supervisors to watch others do the same jobs they were so good at, especially when they must delegate the work as part of their supervisory new role.

8. Motivation

It's up to supervisors to keep their teams motivated. Supervisors must be aware of how their own attitudes affect employees. When supervisors are enthusiastic and energized with their



work, it's easier to get others to follow suit. Supervisors who are not happy with their jobs have a more difficult time motivating their charges.

9. Reviews

Supervisors must provide regular reviews to their employees. Performance reviews can be challenging when supervisors must address difficult personal issues with staff members or when they haven't developed a practice of ongoing communication about job performance.

10. Stress

Supervision requires an entirely new set of skills that many people new to the position lack. Besides managing the behaviors and reactions of a staff, supervisors also must learn to manage personal stress. The transition from worker to supervisor is often challenging and many new supervisors find themselves working too much to compensate. Overwork potentially leads to stress, illness, mood swings and eventual burnout.

According to Claudia (2007) supervisors must also be aware of the following ethical conflicts:

1. Dual Relationships:

Dual relationships are at the core of many ethical issues. Boundary problems comprise most ethical violations. The supervisor's job is to manage his or her own attention to dual relationships with supervisees and be on the lookout for potential boundary blurring with supervisees and clients. A dual relationship exists when a relationship other than a professional one develops. This situation can develop not only between employees and clients but also between supervisors and employees. (e.g., an employee has a side service business that the supervisor would like to use. Paralleling the potential blurred boundaries



between supervisor and employee are the potential boundary violations that employees commit with clients. Yet most ethical violations are not maliciously intended. Supervisors should be aware of cues to potential boundary violations, which are descriptively listed below:

- Strong feelings about clients or extended sessions with clients — a pattern justified by, “This client just needs more time than others.” When personal and professional caring merge, the supervisor needs to address the worker perception and redirect the focus.
- Inappropriate communication during transportation—conversations become less professional, prompted by the informal and private atmosphere of riding in a car. The supervisor should clarify the distinction between case management and therapy services and explore role confusion.
- Off-hours telephone calls — giving out cell or home phone numbers. The supervisor should explore the goals of calls and clarify worker/client role.
- Gift giving — accepting from or giving to a particular client. The supervisor should explore the meaning of the gift and perception of changed relationship.
- Boundary problems in home — Family-based services can create ambiguous situations, and the supervisor needs to explore potentially changed relationships.
- Overdoing, overprotecting, and over-identifying — doing for a client and other signs of enmeshment. The supervisor needs to clarify whether this behavior is for client or clinician need.



- Loans, barter, sale of goods (e.g., buying goods from a client or supervisee) — There should be clear policies and procedures and unambiguous guidelines established.
- Clinician self-disclosure — sharing personal information that is not relevant to therapeutic exchange. The supervisors should explore dynamics of disclosures and potential risks.
- Touching — touch is risky; it can be interpreted as therapeutic or traumatic.

2. Peer Today, Boss Tomorrow

Conversely, newly promoted supervisors may find it lonely at the top when they find former colleagues strangely distant. Often, supervisors are promoted from within, where they have had established coworker relationships. This is summarized as “they can’t party with the old gang anymore. There will always be a power differential, making a dual relationship impossible.

3. Duty to Warn

A classic example used regarding duty to warn is that workers who disclose HIV status to third parties violate confidentiality. But by observing that confidentiality, the worker may fail to prevent harm to another party. It is impossible to adhere to both ethics standards.

The following four elements are necessary to explore the mandate of duty to warn:

- A professional relationship exists;
- There is a specific identifiable threat;
- A person has been named as a victim; and
- The professional makes a determination that the patient indeed poses a risk.



4. Documentation

Documentation serves several functions that supervisors oversee. We have all heard, “If it isn’t written, it didn’t happen.” But what are the consequences? Careful documentation and record keeping protect practitioners against allegations of ethical misconduct and professional negligence, guard clients’ privacy, and facilitate the delivery of high-quality services. Since supervisors can be held liable for indiscretions of staff, if evidence of flawed supervision, perhaps monitoring workers’ documentation is evidence of good supervision. In addition, supervisors should document the date, time, and content of supervision sessions and meetings that address legal/ethical issues.

5. Descriptions of Job and Disciplinary Actions

At the core of many workplace conflicts are differing expectations. Clear position descriptions provide the opportunity for the supervisor to practice preemptive supervision. Recruitment efforts would be enhanced if ethics discussions were part of the hiring process. Just as we establish contracts with clients, we may consider having employees sign a performance contract so all expectations are clear. Part of that contract should be the employee’s right to routine supervision. Performance evaluations should be proactive, not reactive. An employee should never be surprised by an annual summation of their work. Supervision should be presented and perceived as explorative, strength-based and a tool of professional development, not a punitive mechanism.



2.8 Techniques for Enhancing the Supervision of Teachers in Schools

School supervisors use different systems of supervision to activate the teaching learning process. Sergiovanni (1995), and Kassahun (2014) grouped this in to five including clinical, collegial, individual, informal, and inquiry based supervision. They state that teachers have different need, temperaments and these needs should be recognized. For differentiated system of supervision to work, the roles of principals and teachers will have to change; teachers will have to assume the responsibility for developing the options.

2.8.1 Clinical Supervision

It is a type of supervision which takes place in the class room and strengthens the teaching learning process. Clinical supervision is the rational and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom the analysis of these data and the relationship between teachers and supervisors form the basis of the programme, procedures and strategies designed to improve the students' learning by improving the teacher's classroom behavior. Clinical supervision is used to help teachers to modify existing patterns of teaching in ways that make sense to them. Thus clinical supervision is very useful for improving the teaching ans learning process in the classroom (Smith, 2011).

A working definition of Clinical Supervision has been given by Smith (2011) in what has become pretty much the set text on the field: Clinical Supervision is that aspect of instructional supervision which draws upon data from direct firsthand observation of actual teaching, or other professional events, and involves face-to-face and other associated interactions between the observer(s) and the person(s) observed in the course of analyzing



the observed professional behaviours and activities and seeking to define and/or develop next steps toward improved performance.

The cycle of clinical supervision is to help activate clinical supervision. Sergiovanni (1995) classified this cycle into five general steps which are: pre observation conference, observation of teaching, analysis and strategies, observation conference, and post conference analysis.

- *Pre Observation Conference:* This is more important than the others it is the framework for observation is developed and an agreement is reached between supervisor and teacher governing the process that subsequently unfolds. This phrase of the conferee concludes with the teachers and leaning agendas to be studied some indications of the information to be collected.
- *Observation of Teaching:* The second stage in clinical supervision cycle is a basis to the actual and systematic observation of teaching. Attention is given to the teacher in action and to the classroom story unfolding-as a result of this action clinical purist world argue that "canned" standardized devices or scales for general. Observation of teaching is the process through which a supervisor attempts to develop and objective description of the behavior of students and teacher in interaction with in the context of a physical and social environment (Kassahun, 2014).
- *Analysis and Strategy:* The analysis of teaching and the building of supervisory strategy. This stage requires that the supervisor convert the raw date or information collected from the observation in to manageable, meaningful and sensible form. Having organized the information the supervisor now gives attention to building



strategy for workers with teachers, the supervisor takes in to account the nature of the contact originally struck the evaluation issues uncovered during the observation and analysis. The quality of interpersonal relation existing between teacher and supervisor, the authority base from which he/she is operating and the competency or experience level of the competency or experience level of the teacher in developing on the strategy .

- *The Observation Conference:* The supervisor uses the specific information gathered to help the teacher analyze the lesson. Typically this conference focuses on handful of issues previously agreed up on by the teacher and supervisor. The emphasis remains on providing information to the teacher for fulfilling the contract that was the basis for observation. The supervisor's role is not to condemn Cajole, admonish but to provide information useful to teacher supportive atmosphere.
- *Post Conference Analysis:* It is the 5th and final stage of clinical supervision the post conference phase is natural spring board to staff development for both teacher and supervisor. The supervisor evaluates what happened in the supervisory conference and throughout the supervisory cycle for the purpose of improving his/her own effort. The post observation conference includes activities as the analysis of data collected during observation of instruction the evaluation of teaching and learning behavior. The process of providing feedback for teachers and the final stage of clinical supervision process to



2.8.2. Collegial Supervision

Cooperative professional development collegial supervision can take many different forms. In some schools teachers might be organized in to teams of three, in forming such teams, teachers would have an opportunity to direct with which they might like to work. Often at least one member of the team is selected by the principal or the supervisor, but there are no rigid rules for selecting teams. Once formed the team may choose the work together in a number of ways ranges from clinical supervision to less intensive and more informal process (Sergiovanni, 1995; Kassahun, 2014).

2.8.3. Self Directed Supervision

Individual approaches to supervision ideal for teachers who prefer to work alone or who because of scheduling or other difficulties are unable to work with other teachers. This supervisory technique is efficient in use of time less costly, and less demanding in its reliance on others than is the case with other technique. In self-directed supervision, teachers work alone by assuming responsibility for their own professional development developing yearly plan depend on setting goals. Through these practices teachers are assessing their goals and take remedy action. But the designated „supervisors should responsible for ensuring that plan and selected improvement targeted are both realistic and attainable (Kassahun, 2014).



2.8.4 Informal Supervision

It is a casual encounter by supervisors with teachers at work and is characterized by frequently but brief and informal observations of teachers. Typically, no appointments are made and visits are not announced. Successful informal supervision requires that certain expectations be accepted by teachers. Principals and supervisors are indicated first and for most leader or principal's teachers and thus have a right and responsibility to be a part of all the teachers that takes place in the school. They are instructional practices to every teacher in every classroom for every teaching and learning situation. When informal supervision is properly in place supervisors are viewed as relatively common fixtures in classrooms. Coming and going as part of the natural flow of the schools daily work. Different system of supervision should be required instead of observing all teachers in informal supervision (Kassahun, 2014; Sergeovanni, 1995).

2.8.5. Inquiry Based Supervision

Both problems solving and researching are at the heart of inquiry based supervision with inquiry based supervision teachers either work alone or with others to engage in action research. Mixing the works action and research provide a different image of research than the typical one hunches are formulated about what the causes of these problem are and how it can be solved. The teacher either alone or with colleagues then develops a plan to investigate one or more of these hunches and the plan modules collecting information data or other evidence about the situation. Coaching it is served as option supervision mechanism in which teachers help each other develop new teaching strategies and resolve instructional problems. Coaches work side by side with teachers observing their work helping them



research questions they are interested in offering critiques and serving as models of effective teaching practices (Sergeovanni, 1995).

2.9 Tasks and Responsibilities of Supervisors in Educational Supervision

Glickman (2004) explained the following responsibility of supervisors in the improvement of teachers' instruction in schools. These are: Direct Assistance, Curriculum development, group development, professional development, and Action research.

2.9.1 Direct Assistance

Direct assistance is face to face contact with teachers with the intent of improving instruction and increasing professional development. An important purpose of direct assistance is to teachers modifying existing pattern of teaching in a ways that makes sense to them and a way the support agreed up on content or teaching standard. The supervisor's job therefore is to help the teachers in selecting the educational goals, teaching issues to be illuminated and to understand better his or her practices (Kassahun, 2014).

2.9.2 Curriculum Developments

According to Kassahun (2014) curriculum is perceived as a plan or program for all experiences that the learner encounters under the direction of the school in practice, the curriculum consist of a number of plans in written form and of varying scope that delineated the desired learning experiences, the curriculum may be a unit, a course, a sequence of courses or the school's entire program of studies and may be encountered inside or outside of class or school when directed by the personal of the school.



The school cannot teach all things; the central task of the supervisor is to help teachers selected wisely among possible instructional goals and objectives. Supervisors assist individual teachers in determine more appropriate instructional objectives for the pupils in specific classroom as a way to improve the curriculum. In curriculum development, the supervisor acts as a catalyst or change agent, the supervisor helps teachers to identify curriculum problems and helps facilitate the study and search for solution. Likewise, the primary purpose of supervisors are deriving better goals, objectives, and then second supervisory task is aid in selecting and arranging the means, learning opportunities activities, experiences instructional materials for attaining the objective and advancing toward the goals.

Glickman (2004) asserted that teachers who are involved in making decisions about school curriculum go through changes in their own thinking about teaching. However supervisors' support to teachers in respect to curriculum development depends on the teachers experience, knowledge and purpose of the curriculum development. Glickman (2004) described three positions of curriculum development:

- **In the transmission position:** the function of education is transmitting facts skills and value to students by the teacher. The supervisor is being an expert on the instruction and therefore he/she has major decision making responsibility. In the state an essentialist philosophy is premised high supervisor responsibility and low teacher responsibility labeled directive supervision due to teachers are guided by supervisors in all curriculum development activates. •
- **In the transaction position:** the individual is seen as rational and capable of intelligent problem solving. Education is viewed as dialogue between the student



and curriculum in which the student reconstructs the knowledge through dialogue process. Teachers and supervisors emphasis on curriculum design that promoting solving problem and developing cognitive skills with in the academic discipline both of them are being equal partners in instructional improvement and have equal responsibility on the issue. Under this situation, an experimentalist philosophy is premised and labeled it as collaborative supervision.

- **The transformation position:** focuses on personal social change. It encompasses the teaching students skills promote personal and social transformation. In perspective of this, existentialist philosophy is premised on teachers discovering their capacities for instructional improvement. This theory is described as low supervisor responsibility and a high teacher responsibility which is labeled as non-directive supervision.
- In sum curriculum developments at school level in respected to national consequences are

2.9.3 Group Developments

To share different skills and knowledge it is important for teachers to work in groups. The groups to which a teacher belongs should have certain objectives a group's objectives are realized depending on a numbers of variables: the quality of leadership in the group, the quality of followership in the group and the skills of interaction among all members of the group. A Group will fail to achieve its objectives when any one of these variables is deficient. Learning the skills of working with groups to solve instructional problems is a critical task of supervision. Supervisor must emphasis on the group work as means of



facilitating individual change and improvement in professional practices of teachers (Kassahun, 2014).

2.9.4 Professional Developments

This sub-heading will present an overview of professional development and continuous teacher professional development relationship with educational supervision. These are discussed as follow:

2.9.4.1 Professional development

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual group or school and which contribute to the quality of education in the classroom. Glickman (2004) noted virally any experience that enlarges a teacher's knowledge, appreciation, skills and understanding of his or her work falls under the domain of professional development. A supervisor with a responsibility for professional development cannot hope to make every activity interesting and valuable to every teacher. This means the supervisor should not always be driven by needs and interests of teachers they should be driven by the goals and purposes of the school.

As Kassahun (2014) claims, teachers may undergo staff development within the instructional and curriculum domains to learn new pedagogical skills and to familiarised themselves with new programs. They may also undergo training that does not fall within the realms of instructional development and curriculum development for example developing in



their organization, enhancing their self-concepts, developing leadership skills, creative abilities for solving management problems and coping with stress.

For enhancing teacher professional development supervisors should emphasis providing teachers with the opportunity and the resource they need to reflect on the practice and to share their practice with others. Anything supervisors can do to help develop and strengthen professional community among teachers will become an investment in promoting professional development. Supervisors therefore, help both indirectly by promoting opportunity and support and directly by collaborating with teachers as colleagues (Kassahun, 2014).

The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing ongoing school based support to classroom teachers, deal with subject matter content as well as sustainable instructional strategies and classroom management techniques. All these will create opportunities for teachers to observe experience and try out new teaching methods. According to Kassahun (2014) characteristics of effective professional development include programmes conducted in school settings and linked to school wide efforts, teachers participating as helpers to each other and as planners with administrators of in-service activities, emphasis on self-instruction and with differentiated training opportunities, teachers in active roles choosing goals and activities for themselves, emphasis on demonstration supervised trials and feedback training that is concrete and on-going over time and ongoing assistance and support available up on request.



2.9.4.2 Continuous Teacher Professional Development Relationship with Educational Supervision

The content of professional development focuses on what students are to learn and how to address different problem students may face in learning the material. Professional development and Educational development are interdependent both should be based on analyses of differences between (a) actual student performance and (b) goals and standards for student learning. Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.

Professional development and Educational Supervision should be primarily school-based and built into the day-to-day work of teaching. Most professional development should be organized around collaborative problem solving. Professional development and Educational Supervision should be continuous and ongoing, involving follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives (Kassahun, 2014).

Professional development and Educational Supervision should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development (Kassahun, 2014).

2.9.5 Action Research

The expected purpose and approach of educational research may vary depend on range of contexts and schools. Developing countries suffered from qualities education. In order to



know the cause and to provide immediate remedy, action research plays a great role in schools (Glickman, 2004). When action research is undertaken as individual initiative, a teacher works closely with the supervisor in sorting out a problem and developing a strategy for its resolution and sharing findings and conclusions. In order to encourage teachers to conduct action research in school the supervisors should have knowledge about research. If supervisors do not develop research skills and efforts to set and test educational objectives this may result only in accomplishing useful but not critically important tasks. Therefore the ability to conduct research and to help staff members in research requires a spirit of inquiry knowledge of content and skills in the research process.

According to Samiksha (2017) the word supervision is the combination of two words, i.e., supervision where super means over and above and vision means seeing. So, supervision means seeing the activities of employees from over and above. Supervisor plays two important roles:

1. Role of Mediator or Linking Pin:

Supervisor plays the role of linking pin as he communicates the plans, policies, decisions and strategies of management to subordinates and complaints, grievances and suggestions of subordinates to management.

2. Role of a guide:

Whenever subordinates are in doubt and need help the supervisor guides them to come out from their problematic situations.

According to Samiksha (2017) the importance of Supervision/Functions of Supervisor:



1. Ensures Issuing of Instructions:

The supervisor makes sure that all the instructions are communicated to each and every employee. The top level and middle level, plan out all the instructions but the instructions are issued only by supervisory level management.

2. Facilitates Control:

Control means match between actual and planned output. Whenever the workers are under constant supervision or monitoring then step by step check is kept and if they are deviating from plan then immediate instructions are issued by the supervisor. By this constant monitoring, the supervision function ensures strict control over the activities of subordinates.

3. Optimum Utilisation of Resources:

When the workers are constantly monitored or observed then they always use the resources in the best possible manner which leads to minimum wastage. But if there is no supervision or check on workers they may result in wastage of resources.

4. Discipline:

The strict supervision and guidance of supervisor encourages the employees and workers to be more disciplined in their activities. Under the guidance of supervisor the workers follow a fixed or strict time-table and execute the plans in right directions.

5. Feedback:

The supervisors are directly dealing with the subordinates. So they are the best persons to give feedbacks of subordinates. They give the report regarding the working of every worker which becomes the base for the performance appraisal for the employees. The supervisor



gives the feedback regarding complaints, grievances and problems of subordinates to superiors.

6. Improves Communication:

Supervisors issue instructions and orders to all the subordinates and make sure that these instructions and orders are clear to all the members. While playing the role of the linking pin or mediator the supervisor tries to remove the communication gap between the superiors and subordinates as he passes on the complaints and problems of subordinates to superiors and instructions of superiors to subordinates.

7. Improves Motivation:

The relationship with the supervisor is a very good incentive to improve the motivation level of the employees. While guiding the employees the supervisors encourage the subordinates to perform to their best capacity.

8. Maintain group unity:

Supervisor plays a key role in maintaining group unity among workers working under him he maintains harmony among workers by solving their disputes.

According to the Capable Manager (2010). The top three reasons why staff supervision is a manager's most important task are:

1. It gives both parties time to focus:

By putting in place short but scheduled and frequent supervision sessions that followed a prescribed agenda, staff will feel confident that they had a 'forum' in which to raise issues and, if relevant would wait for supervision to raise them.



2. It is a time to ask specific questions:

By asking what people want to be doing next opens a rich vein of dialogue that gives useful resources for staff development and motivation. Supervision is the perfect forum to task/empower staff to arrange a day in another office or team by the time the next scheduled supervision came around. Less tangible yet extremely valuable second level benefits include:

- Reduction in staff exercising a monopoly on a business area / information
- Increases in staff loyalty for their progressive and supportive manager
- Increases in internal applications for jobs into the team

3. It is the best place to manage or pre-empt issues

supervision and copy of notes of discussions and actions are the foundation of the best way to deal with all sorts of issues such as: bullying, poor performance, home life effects on work life, training requests, pay increase requests, job dissatisfaction, and policy breaches by the organisation or colleagues. As a manager, by not raising issues in supervision, which by now you should be able to see as a supportive adult-to-adult work-based environment for discussion and problem-solving, you are potentially delaying the initial steps to managing that issue to its best outcome. Anything outside of supervision can be overlooked as hearsay, general staff dissatisfaction, or anecdotal. Bringing something up in supervision is key to starting the processes of reflection and solution – by all parties.



2.10 Conclusion

This chapter two has presented a review of literature on modern and innovative methods for the training and development of education officials to enhance supervision in schools. The chapter has also presented and discussed each of the following: the historical development of educational supervision, the conceptual frame work of educational supervision, the theoretical framework, types of supervision, the importance of teacher supervision in the education system, factors contributing to inadequate supervision of teachers in schools, techniques for enhancing the supervision of teachers in schools, tasks and responsibilities of supervisors in educational supervision and conclusion.



CHAPTER THREE

METHODOLOGY

3.0 Chapter Overview

This Chapter presents the methodologies adopted and specific activities carried-out to promote modern and innovative methods for the training and development of education officials to enhance their supervisory activities in Junior High School at the Kumbungu District. In addition, this chapter further presents the profile of the study area, the characteristics of the beneficiaries, as well as data analysis and presentation processes.

3.1 Profile of Project Site or Beneficiaries

This study was set out in the Kumbungu District of the Northern Region of Ghana. The District was carved out of the Tolon–Kumbubgu District in 2012. The District has about 25 Junior High Schools. The Education Directorate is located in Kumbungu which serves as the District capital. The project was carried out in the Kumbungu Township.

3.2 Situational Analysis (Pre-intervention)

Before the project intervention, permission was first sought from all the participants (education officials, teachers, head teachers) before they were involved in the project. The project executer went to participants with a note pad and dressed much like any of the teachers. A rapport was established by first greeting and asking each interviewee how their day was and by projecting a positive image of a sincere person engaged in a harmless but important task.



Before the project interventions, the student conducted face-to-face individual interviews to gather information about the view and opinions of the subject advisors, head of schools and teachers to ascertain their views on the nature of teacher supervision in schools.. Each interview lasted for 20 minutes and these were done after school hours; this was to ensure that classes and school activities were not disrupted by the project.

In conducting the interviews, semi-structure interview guide was designed and used. An interview is a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, news, opinions and behaviours of the participant on an issue .(Maree, 2007).

According to White (2005) an interview provides access to what is inside a person's head, (it) makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs).

3.3 Project Inputs

The following resources and materials in the form of inputs were used to aid in the pre-intervention stage and intervention stage: Human resources (the project executor, supervisors, school heads and teachers), cameras (to take photographs) during training sessions, Filed notes, pens, markers, flip charts (for presentation and taking of notes during training sessions) and laptop, for typing of documents, research and storage of work.

3.4 Project Activities

The main project activities at the pre-intervention and intervention stages were:



3.4.1 Pre-intervention stage activities

At the pre-intervention stage, letters were written asking permission from the participants and beneficiaries, subsequently, face-to-face-interviews were conducted and analysis done.

3.4.2 Activities at the intervention stage

At the intervention stage, the main activities carried out were the *Clinical Supervision strategy and Informal Supervision*: These activities are detailed as follows:

3.4.3 Clinical Supervision Strategy

The cycle of clinical supervision is to help activate clinical supervision. Here the activities were classified into five general steps (cyclical) which are: pre observation conference, observation of teaching, analysis and strategies, observation conference, and post conference analysis.

1. Pre Observation Conference: Here supervisors were trained to ensure that the skill of observation was developed and an agreement was reached between them and the teachers.

2. Observation of Teaching: The second stage in Clinical Supervision cycle was a basis to the actual and systematic observation of teaching. Here attention was given to the teacher in action and the supervisor observing the teaching and learning process.

3. Analysis and Strategy: At this stage supervisors were trained to analyse the teaching and build supervisory strategy. This stage required that the supervisor convert the raw data or information collected from the observation in to manageable, meaningful and sensible form. Having organized the information the supervisor now gives attention to building strategy for



the teachers, the supervisor takes in to account the nature of the contact originally struck and the evaluation issues uncovered during the observation and analysis.

4. The Observation Conference: The supervisor used the specific information gathered to help the teacher analyze the lesson. Typically, this conference focused on a handful of issues previously agreed up on by the teacher and supervisor. The emphasis was on providing information to the teacher for fulfilling the contract that was the basis for observation. The supervisor's role was not to condemn.

5. Post Conference Analysis: This was the 5th and final stage of Clinical Supervision the post conference phase was natural spring board to staff development for both teacher and supervisor. The supervisor evaluated what happened in the supervisory conference and throughout the supervisory cycle for the purpose of improving their own effort. The post observation conference included activities, such as the analysis of data collected during observation of instruction the evaluation of teaching and learning behavior

3.4.2.2 Informal Supervision

Here supervisors were trained to know that this approach was casual encounter by supervisors with teachers at work. Supervisors were made to know that typically, in informal supervision, no appointments were made and visits were not announced. Successful informal supervision required that certain expectations be accepted by teachers" principals and supervisors are indicated first and for most leader or principal teachers and thus have a right and responsibility to be a part of all that takes place in the school.



They are instructional practices to every teacher in every classroom for every teaching and learning situation. When informal supervision is properly in place supervisors are viewed as relatively common fixtures in classrooms.



Table 3.1 Monitoring and Evaluation Plan

UNIVERSITY FOR DEVELOPMENT STUDIES	INDICATOR	MEANS OF VERIFICATION	RESPONSIBLE//LEAD PERSON	TIMING
1 teaching process	<ul style="list-style-type: none"> Solving instructional problems Creativity and innovation been incorporated 	Observation in class and checking in the lesson notes	School head and supervisors	September 2017
1 student	<ul style="list-style-type: none"> High pass rate Motivated students Improved class attendance 	Checking through examinations and achievement tests and self-assessment practices by school and teachers.	Teacher, head and supervisor	October 2017
1 teacher	<ul style="list-style-type: none"> Knowledgeable Motivated and committed teachers Punctuality and constant in class 	Attendance register, students notes and work and Teacher behavior	School head and supervisor	November 2017



3.6 Conclusion

This Chapter has presented the methodologies and specific activities carried-out in order to ensure modern and innovative methods for the training and development of education officials to enhance their supervisory activities in Junior High School in the Kumbungu District. In addition, the chapter has presented the profile of the study area, the beneficiaries, situational analysis (pre-intervention), project inputs, project activities and the monitoring and evaluation plan.



CHAPTER FOUR

DISCUSSIONS OF RESULTS

4.0 Chapter Overview

This chapter discusses the results of the project. This includes the pre-intervention results, the intervention, post intervention results, project success, project challenges and conclusion.

The researcher captured the direct words of the participants interviewed through the use of a field note. The researcher then used the manual method to analyze the data by following the phases of qualitative data analyse process proposed by Marie (1997). These phases are:

1. First phase. In the first phase of the data analysis process, the researcher read and became familiar with the data and then identified the main themes from the data.
2. Second phase. In the second phase of the data analysis process, the researcher examined the data and provided detailed descriptions of the participants' words onwords and responses.
3. Third phase. In the third phase of the data analysis process, the researcher categorized and coded the data and then grouped them into themes.
4. Fourth phase. In the fourth and the final phase, the researcher interpreted the organized data so as to draw up the conclusion.



4.1 Pre-intervention Results

The analyses of the responses to the questions, findings, voices, claims as well as words from participants are presented below:

On the question of how teacher supervision was an important part in the teaching and learning process, the findings were that teacher supervision was important in the education system as it put proper check on teachers work in school, as it increase their professional commitment to the job, introduces them to better methods of teaching, serves as a constant reminder of teachers to their duties, encourages punctuality and regularity of teacher in GES thereby increasing pupils performance, eliminate laziness, builds teachers capacity and enhances teachers evaluation skills. The following views confirm these findings:

Teacher supervision helps keep the teacher on track as far as teaching and learning is concerned. It helps the teacher conform to the rules and regulations of GES.

It is important in the sense that it keeps the teacher checked, improves their professionalism and introduces them to better matter of teaching.

This is why Kassahun (2014) claims basically in education sector, the main purposes of supervision are to improve classroom instruction and to promote professional growth and development of teachers. Kassahun (2014) defines Educational supervision as a set of activities and role specifications specially designed to influence instruction.

Fekadu, (2003) also support the above findings by stating that in order to meet educational objectives and enhance the teaching-learning process, supervisors and teachers are expected to design and enrich educational pedagogy.



When a question of how far does the supervision of teachers' work enhance their professional development was asked, the findings were that it encourages them to do better research and come out with better teaching and learning methods, it enables them to do the right thing, it also builds on their capacity and increase their success rate. The words below support the above findings:

Teacher supervision outlines teachers' evaluation skills and helps enhance their teaching methodologies.

It enables teachers to do the right thing at the right place and also builds on their capacity.

Glickman (2004) noted virally any experience that enlarges a teacher's knowledge, appreciation, skills and understanding of his or her work falls under the domain of professional development. A supervisor with a responsibility for professional development cannot hope to make every activity interesting and valuable to every teacher. This means the supervisor should not always be driven by needs and interests of teachers they should be driven by the goals and purposes of the school.

When a question of what are some of the benefits of effective teacher supervision in schools was asked, the findings were that it improves their teaching and learning, improves teacher attendance and punctuality in school and in class, it results to better use of instructional hours, new teaching methods are adopted to suit prevailing situation, it increase the morals of the teachers thereby reducing absenteeism and it motivates the teachers. The responses below support these findings:

It enhances both the performance of teachers and pupils, reduces absenteeism and boosts the morals teachers.



I think it ensures quality in delivering and new teaching methods are adapted to suit prevailing situations.

According to De Grauwe and Gabriel (2004) one of the main roles of any school supervision system is to monitor the quality of education, i.e. of schools and teachers. This monitoring is expected to have a positive impact on their quality. As such, supervision forms part of an overall quality monitoring and improvement system, which includes other devices such as examinations and achievement tests, and self-assessment practices by school and teachers.

When a question of how effective in terms of the number of times teachers are supervised in the district by the supervisors was asked, the findings were that it was not effective as teachers

were only supervised not more than twice in a term, it was very weak and not adequate, It was also found that supervision was encouraging as supervisors do visit schools three times in a term. A voice from a respondent was:

In terms of numbers, it is not good because the supervisors come only few times in a term.

Supervision in this district is encouraging because the supervisors come three times in a term.

The findings on the question if school heads do supervise their teachers work effectively were that yes, they do because lessons notes are vetted, teachers attendance being monitored, class room visit to see how teachers are applying the teaching methods, check on how teachers mark exercises, issues queries where necessary and always around the teachers



in school. It was also found that some head teachers averagely supervise their teachers as some do their work at their own pace. The following confirm these findings:

Yes, head teachers do supervise teachers work starting from their attendance, lesson notes preparation and teaching in class.

Averagely yes, but some heads allow their teachers to do their work at their own pace.

This could be why Gothrie and Reed (1991) consider educational supervision as the function of leadership concerned with improving, enhancing and reinforcing teaching effectiveness.

Kassahun (2014) states that it appears that teachers are not properly supported by supervisors in tackling challenges in the implementation of the curriculum. Such supervision problem might have a negative influence on teacher satisfaction with their jobs. Furthermore, weaknesses in Educational supervision are common at preparatory schools, and these can have a negative impact on the quality of education.

A question on if there are some effects on the academic performance of students as a result of weak supervision in schools was asked, the findings were that yes because weak supervision means weak monitoring of how teaching and learning are done in the school which subsequently affect students' performance, it breeds low output as a result of teacher supervision, teachers may not write lesson notes, come to school late and will not teach according to the syllabus. Voices that follow support these findings:

You see, when we are not supervised we may not write lesson notes and will not follow the syllabus.



Yes, weak supervision breeds poor planning, preparation and low output due to teacher absenteeism.

This is why De Grauwe and Gabriel (2004) highlight that one important determinant of the deterioration of the quality of schools precisely relates to the weakening of quality monitoring devices, including the professional supervision and support services. This explains why some countries that had dismantled their inspectorate services in the 1970s have re-established them and also why the general interest in efficient supervision procedures has been increasing.

The findings on the attitude of teachers towards being supervised by their supervisors in schools were that, teachers are so difficult and do not like to be supervised, they are sometimes hostile, do not want to use better communication channels to explain why they do not want to be supervised, some have attitude because they do not want to be reprimanded, teachers feel threaten when supervisors are around, some teachers see supervision witch hunting and as a form of unveiling their weaknesses. It was also found that some teachers feel great and motivated about being supervised. The following words were made by some respondents:

They feel threaten by the presence of the supervisors

What I can say is that some of the teachers feel great and motivated towards supervision.

This is why Kassahun (2014) explains that the kind of supervision or inspection where the inspector visits a school to pick holes here and there and is always on the lookout of bringing out inconsistencies and gaps to the notice of the head of the instruction. Such an inspection does not serve useful purpose it simply makes the teacher unhappy.



A question on the level of knowledge in supervision by the supervisors of teachers resulted into the following findings; some of them have moderate supervisory knowledge, they lack evaluative skills in terms of the content of what teachers teach. Some findings were that the level of knowledge of the supervisors was good as some do give suggestion on how topics can be delivered and they are up to the task and well-articulated. To confirm these findings, listen to the following voices:

I think they lack supervisory skills in term of the content we teach.

They are up to the task and well-articulated

According to Kassahun, (2014) for long time, educational supervision focused on administrative activities due to lack of enough expertise, and they were present at far distance from the school. Thus supervisory practices emphasized on controlling rather than supporting teachers' professional development. This tradition resulted in the lack of efficiency and effectiveness in school supervisory practices, which in turn led to search for new organizational model as organizational success depends on the crucial necessity of effective and efficient supervision that implies cooperation of the members and stimulation of group thinking on the real problems.

When a question was asked to find out the extent at which supervisors support teachers in curriculum implementation in the schools, the findings were that some supervisors do organize in-service training for teachers, new curriculum tools and materials, checking on lesson notes to ensure teacher, providing adequate teaching and learning materials and working to ensure the adequate number of teachers are employed in all schools. The responses below support these findings:



They support teachers by organizing INSET for them and providing them with new curriculum tools and materials.

Supervisors organize capacity building workshop for teachers.

Tesfaye (2003) explains that creative supervisors shall well discover and devise a means of solving instructional problems. So the concept of creativity and innovation should therefore be encouraged; hence supervisors need to keep themselves abreast of new findings by participating in workshops and seminars, by making critical observations, and by taking refreshment courses.

In the literature, Smith (2011) explains that supervisors must have a concern for both performance and learning. The essentially *managerial* aspects of supervisors' work are their responsibility for monitoring and improving the work of others; their *managerial* effectiveness is determined by their capacity to improve the work of others. If supervisors are not able to make this contribution, then what value are they adding? The only ultimate justification of supervisors' existence is the improvement of the work of their subordinates. If supervisors fail in this way they fail as managers (Smith, 2011). In this way supervisors as managers are expected to develop relationships and environments that enable people to work together and respond to change. Such 'joint performance' involves having common goals, common values, the right structures, and continuing training and development (Smith, 2011).

The findings on the reasons for poor teacher supervision in the district were: inadequate logistics, less staff, directorate lacks the will, poor supervisor knowledge on supervision, poor road network or motorable, lack of vehicles or motorbikes, the absence of



allowances, natural occurrence such as rain and no action or follow up after supervision report. The claims that support these findings are presented below:

There is a lack of logistic, there is bad road and sometimes natural occurrences like rain do contribute to poor supervision in our schools I can say we have less staff or who are qualified or trained to supervise teachers and also the directorate lacks the skills.

According to Kassahun, (2014) in government primary schools of Addis Ababa, there are challenges such as lack of human resource, supervisors' limited skills to use different techniques of supervision, shortage of budget and absence of adequate school resources hindered the effective implementation of educational supervision.

A question of what must be done to ensure effective teacher supervision in schools had the following findings: improvement in logistic at schools, the use of better channel of communication by school heads, GES developing the will and commitment to supervise teachers and acting quickly on supervisors' reports, training of supervisors on supervision schools by providing motorable roads, vehicles, allowances and motivation of supervisors and sensitizing both teachers and supervisors the need for supervision. To confirm these findings, listen to the following voices:

The supervisors must be adequately resourced and motivated and authorities must work swiftly on the supervisors' reports.

Stakeholders should ensure easy access to schools by providing better roads, motorbikes and motivation to supervisors.



According to Kassahun (2014) for enhancing teacher professional development supervisors should emphasis providing teachers with the opportunity and the resource they need to reflect on the practice and to share their practice with others. Anything supervisors can do to help develop and strengthen professional community among teachers will become an investment in promoting professional development. Supervisors therefore, help both indirectly by promoting opportunity and support and directly by collaborating with teachers as colleagues.

4.2 Intervention Stage

As already explained in chapter three under the heading of intervention, after the initial pre-intervention results both supervisors, teachers and school heads were trained by the student or the project implementer.

4.2.1 Activities at the Intervention Stage

At this stage, the main activities carried out with trainees were *Clinical Supervision strategy and informal supervision*: The manner in which these activities were carried out are detailed as follow:

4.2.1.1 Clinical Supervision Strategy

The clinical supervision strategy was carried out in the following ways:

- **Pre Observation Conference:** Here supervisors were trained to know that in the first stage of supervision they need to develop an observation agreement with their teachers on how, when and what to be observed.





- **Observation of Teaching:** At this stage supervisors were trained to ensure an actual and systematic observation of their teachers teaching in class. Supervisors were made to understand that attention should be given to their teachers in action and to the classroom story unfolding.
- **Analysis and Strategy:** Here supervisors were trained to analysis the teaching and build supervisory strategy. Supervisors were made to know that they need to convert the raw date or information collected from the observation in to manageable, meaningful and sensible form. Having organized the information the supervisor now gives attention to building strategy for work with teachers.
- **The Observation Conference:** Supervisors were made to know that at this stage they should use the specific information gathered at the observation stage to help the teacher analyze the lesson. Typically this conference focuses on handful of issues previously agreed up on by the teacher and supervisor. Supervisors were made to know that the emphasis remains on providing information to the teacher to fulfill the contract that was the basis for observation. They were also made to know that their role is not to condemn what has be gathered or observed.
- **Post Conference Analysis:** Here supervisors were made to know Post conference analysis is the 5th and final stage of clinical supervision and that it is natural spring board to staff development for both teacher and supervisor. They were made to know that at this stage they should evaluate what happened in the supervisory conference and throughout the supervisory cycle for the purpose of improving their own efforts. They were also made to understand that post observation conference includes

activities as the analysis of data collected during observation of instruction the evaluation of teaching and learning behavior.

4.2.1.2 Informal Supervision

Here supervisors were trained to know that this approach is a casual encounter between themselves and the teachers at work and is characterized by frequently but brief and informal observations of teachers. Supervisors were made to know that typically, in informal supervision, no appointments are made and visits are not announced. They were also informed that successful informal supervision requires that certain expectations be accepted by teachers, school heads and supervisors first and for most leader or principal teachers and thus have a right and responsibility to be a part of all that takes place in the school. They were also made to know that when informal supervision is properly in place supervisors are viewed as relatively common fixtures in classrooms.

4.3 Post-intervention Results

After the implementation of the interventions which were the training of supervisors on effective supervisory skills; a two week interval was given and data collected again through document analysis and observation to find out if there were changes on how supervision is done in the schools. The following results were found: On the pre observation conference, it was found that majority of the supervisors visited developed an observation agreement contract with their teachers. Only few supervisors could not show their supervisory agreement document but claimed it was done with their teachers in an informal manner.



Through the document analysis and observation, it was found that supervisors did observed their teachers action and teaching in class. Some of their findings after observing their teachers in class were that teachers had confidence, there was adequate classroom management, lesson notes were adequately prepared by some teachers, generally time management was a problem to most teachers, teachers' content knowledge was encouraging and there was an adequate students' participation in class. It was also revealed in the analyses that supervisors did organized meetings with teachers to help them analyze the findings from their teaching. Issues that were spotted during the teachers actions in class were looked at and the necessary professional development training arranged.

4.4 Project Success

The project has achieved the following as a result of the intervention that was implemented:

- High level of supervisory commitment to supervision as supervisors increase the number of times they paid visits to schools.
- Well-equipped supervisors on supervisory skills, as supervisor's employed the clinical supervision strategy.
- Adequate and improved and improved teachers' confidence, content knowledge and classroom delivery skills
- Encouraged classroom pupils participation and performance
- Improved relationship between supervisors and teachers



4.5 Project Challenges

The project encountered the following challenges during the implementation stage: there was a constrained of time as the student had to juggle between teaching and activities of the project. Financial constrain was also a challenges as the project implementer had to spend money traveling from one school to another, arranging interviews and conducting the training or intervention activities and there was also resistance and non-availability of a few teachers and supervisors to take part in the project.

4.6 Conclusion

This chapter has presented the analytical method used in analyzing the data, the pre-intervention results, the intervention and post intervention results, project success and project challenges.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Chapter Overview

This chapter presents a summary of the project results concerning the modern and innovative methods for the training and development of education officials to enhance their supervisory activities in Junior High School at the Kumbungu District. This summary is followed by a conclusions and recommendations.

5.1 Summary of Results

This project was set out to promote modern and innovative methods for the training and development of educational supervisors in Junior High Schools in the Kumbungu District. Supervision in the Ghana Education Service requires supervisors to visit schools a number of times in a term. The head teachers of the various schools are also tasked to see to the day to day running of the schools through supervision of teachers work. As a result it is appropriate to promote modern and innovative strategies to the training of these officials to enhance the supervision of Junior High School teachers in the Kumbungu District. The education sector of Ghana like any other human institution is not without challenges. One of the challenges that have been bemoaned in recent times is the inability to of the Ghana Education Service to effectively supervise teachers.

The goal of this project was therefore topromotemodern and innovative methods for the training and development of education officials to enhance their supervisory roles in Junior



High School in the Kumbungu District. The following objectives were the objectives of the project:

1. Enhance teaching and learning by helping teachers to make practical lessons
2. Improved teaching by supervising teachers lessons to ensure lesson objectives are achieved.
3. Improve teacher effectiveness through regular school attendance and punctuality.

The aim of the literature review was analyze existing knowledge on modern and innovative methods for the training and development of education officials to enhance supervision in schools. The chapter also presented and discussed each of the following: the historical development of educational supervision, the conceptual frame work of educational supervision, the theoretical framework, types of supervision, the importance of teacher supervision in the education system, factors contributing to inadequate supervision of teachers in schools, techniques for enhancing the supervision of teachers in schools and tasks and responsibilities of supervisors in educational supervision.

In order to attain the goal and objectives of the project, interviews were conducted at the pre-intervention stage to collect data. Before data collection, letters were written asking permission from the participants and beneficiaries. Collected data was analyzed through the manual method. The main project interventional tools used were the Clinical Supervision strategy and informal supervision.



5.2 Conclusion

The researcher is of the opinion that this project study had investigated the modern and innovative methods for the training and development of education officials to enhance their supervisory activities in Junior High School at the Kumbungu District. Chapter 1, an outline was given of the project background, problem conceptualizations, problem statement and rationalization, project aim and objectives, project significance and project assumptions or Risks. In Chapter 2, the researcher gave a literature review of what other authors have said about the problem under study. Chapter 3 gave an outline of the methodologies adopted and the specific activities carried-out, the profile of the study area as well as the data analysis and presentation processes. Chapter 4 presented the data and the analysis. Based on the objectives and the project aim, certain inferences were drawn. Some the findings were as follow:

It was found that teacher supervision was important in the education system as it put proper check on teachers work in schools, it increased their professional commitment to the job, it introduces them to better methods of teaching, it serves as a constant reminder of teachers to their duties, it encourages punctuality and regularity of teacher in GES thereby increasing pupils performance, eliminate laziness, builds teachers capacity and enhances teachers evaluation skills.

It was also revealed that teacher supervision in schools encouraged teachers to do better research and come out with better teaching and learning methods. It enables them to do the right thing, builds on their capacity and increase their success rate.



It was further found that the number of times teachers were supervised in the district by supervisors was not effective. It was also found that the supervision conducted by the school heads was not effective though some did their best to supervise their teachers work or teaching as lessons notes were vetted, teachers attendance being monitored, class room visit to see how teachers are applying the teaching methods, check on how teachers mark exercises, issues queries where necessary and always around the teachers in school.

It was revealed that there are some effects on the academic performance of students as a result of weak supervision in schools because weak supervision means weak monitoring of how teaching and learning are done in the school which subsequently affect students' performance, it breeds low output as a result of teacher supervision, teachers may not write lesson notes, come to school late and will not teach according to the syllabus.

It was also found that the attitude of teachers towards being supervised by their supervisors in schools was bad as some teachers were so difficult and do not like to be supervised, teachers were sometimes hostile, do not want to use better communication channels to explain why they do not want to be supervised, some have attitude because they do not want to be reprimanded, teachers feel threaten when supervisors are around, some teachers see supervision witch hunting and as a form of unveiling their weaknesses. It was also found that some teachers feel great and motivated about being supervised.

It was found that the level of knowledge in supervision by the supervisors of teachers was moderate; they lack evaluative skills in terms of the content of what teachers teach. Some findings were also that the level of knowledge of the supervisors was good as some do give suggestion on how topics can be delivered and they are up to the task and well-articulated.



It was also found that some supervisors do support teachers by organizing in-service training for teachers, new curriculum tools and materials, checking on lesson notes to ensure teacher, providing adequate teaching and learning materials and working to ensure the adequate number of teachers are employed in all schools.

The following were found to be the reasons for poor teacher supervision in the district: inadequate logistics, less staff, directorate lacks the will, poor supervisor knowledge on supervision, poor road network or motorable, lack of vehicles or motorbikes, the absence of allowances, natural occurrence such as rain and no action or follow up after supervision report.

The study found the following to be the ways and means of ensuring effective teacher supervision in the schools: improvement in logistic at schools, the use of better channel of communication by school heads, GES developing the will and commitment to supervise teachers and acting quickly on supervisors' reports, training of supervisors on supervision skills, easy access to schools by providing motorable roads, vehicles, allowances and motivation of supervisors and sensitizing both teachers and supervisors the need for supervision.

The findings on the post-intervention results were that majority of the supervisors visited really developed an observation agreement contract with their teachers. Only few supervisors could not show their supervisory agreement document but claimed it was done with their teachers in informal manner. Through the document analysis and observation, it was found that supervisors did observed their teachers action and teaching in class. Some of their findings after observing their teachers in class were that teachers had confidence, there



were adequate classroom management, lesson notes were adequately prepared by some teachers, generally time management was a problem to most teachers, teachers' content knowledge was encouraging and there was an adequate students' participation in class. It was also revealed in the analyses that supervisors did organized meetings with teachers to help them analyze the findings from their teaching.

5.4 Recommendations

This project highlighted the findings on the modern and innovative methods for the training and development of education officials to enhance their supervisory activities in Junior High School at the Kumbungu District. On the basis of these findings, the following recommendations are made:

The Ghana Education Service need to organized workshop supervisors where they will be trained on Clinical Supervision Strategy and Informal Supervision skills to equip them with modern knowledge on supervision to enhance their supervisory work.

The school management in conjunction with GES needs to organize a day training for all teachers where they are made to understand the educational significance of teacher supervision. In the same training teachers should be urged to welcome change and do not resist supervisors and school heads visiting them in class to observe their teaching.

It is also recommended that GES should build on the capacity of all supervisors and school heads on colleague supervision, constructive supervision and supportive supervision of teachers work in all schools.



It is recommended that adequate number of supervision in the schools should be carried out by the supervisors on teachers work. The Ghana Education Service should ensure adequate supply of logistics, supervisory team, good road network or motorable roads, adequate vehicles or motorbikes and allowances for supervisors.



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APPENDICES

APPENDIX A: INTERVIEW SCHEDULE

MODERN AND INNOVATIVE METHODS FOR THE TRAINING AND DEVELOPING EDUCATION OFFICIALS TO ENHANCE THEIR SUPERVISORY ACTIVITIES IN JUNIOR HIGH SCHOOL AT THE KUMBUNGU DISTRICT

This interview schedule is designed to collect information from you as a participant and the interview is expected to last not more than thirty (30) minutes. Information collected from you will serve as the basis for devising an intervention, therefore, your participation remain anonymous and voluntary. All your responses will be kept completely confidential. As a prospective participant, you have the right to withdraw at any point of the exercise without having to give reasons.

1. How is teacher supervision an important part in the teaching and learning process?

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.....

2. How far doesthe supervision of teachers’ work enhance their professional development?

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.....
.....



3. What are some of the benefits of effective teacher supervision in schools?

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.....

4. How effective in terms of the number of times teachers are supervised in this district the supervisors?

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.....

5. Do you think school heads supervise their teachers work effectively? Explain.

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.....

6. Are there some effects on the academic performance of students as a result of weak /quality supervision in schools? Explain.

.....
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.....



7. How is the attitude of teachers towards being supervised by their supervisors in schools?

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.....
.....

8. How is the level of knowledge in supervision by the supervisors of teachers?

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.....
.....

9. To what extent do supervisors support teachers in curriculum implementation in schools?

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.....
.....

10. What are some of the reasons for poor teacher supervision in the district?

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.....
.....



11. What do you think need to be done to ensure effective teacher supervision in schools?

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.....

.....

THANK YOU.



APPENDIX B:

PHOTOS OF GROUP DISCUSSIONS DURING TRAINING SESSIONS



