

THE STATE OF SUPERVISION OF TEACHING AND LEARNING IN PUBLIC
JUNIOR HIGH SCHOOLS IN GHANA: A CASE STUDY OF SELECTED JUNIOR
HIGH SCHOOLS IN SEKYERE EAST DISTRICT OF ASHANTI REGION.

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DECLARATION

I hereby declare that this submission is my own work towards the MA degree and that to the best of my knowledge, it contains no material previously published by another person or material which has been accepted for the award of any other degree of the university, except where due acknowledgement has been made in the text.

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ABSTRACT

This study sought to find out the state of supervision of teaching and learning in Public Junior High Schools in Sekyere East District of Ashanti Region. The study was based on the perception that supervisors in the district face myriad of challenges and statistics on BECE results from 2008 – 2010 in the district showed the consistent reduction in percentage of students who scored between aggregate 06 – 30. All the five circuit supervisors in the district, three headmasters, 38 teachers and 30 students were sampled for the study. The design adopted was the descriptive survey and the analysis of the data collected using a 33-Likert type of questionnaire which involved the use of tables to display frequencies and percentages. The study revealed that mobility of circuit supervisors in the district has improved since all the circuit supervisors have motorbikes to enable them travel around. Notwithstanding the improved mobility, inadequate and irregular supply of fuel for the motorbikes, lack of maintenance, non- payment of maintenance allowance, lack of professional training, inability of district director of Education to take quick action on supervision reports, teachers in the district being transferred frequently by the Regional Managers of Unit schools, pre-financing of activities which are not re-imbursed on time, and other factors were the challenges that were found to hinder effective supervision of teaching and learning in the district. It is recommended that Ghana Education Service should collaborate with Cape Coast University and University of Education, Winneba, to train supervisors in monitoring and supervision of schools. An interim training programme to train those appointed as supervisors should be put in place by the Sekyere East District Education Directorate.

Appointment of headmasters should also be based on teaching experience and academic qualifications for they can supervise the schools well.

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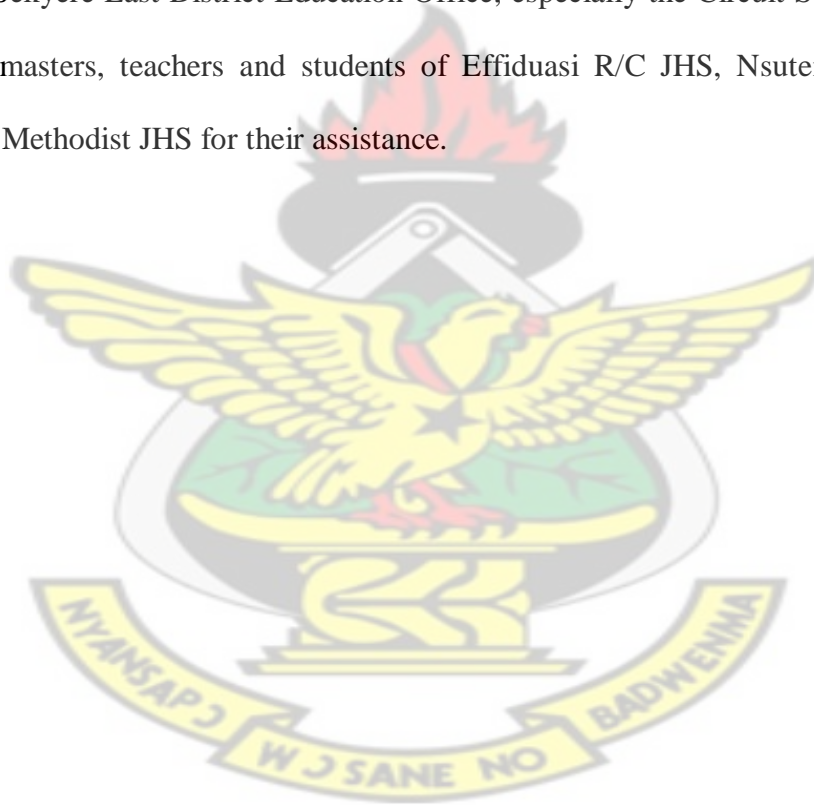


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CHAPTER ONE

INTRODUCTION

1.1 Overview

The chapter covers the following sub-headings:

- 1.2 Background to the study
- 1.3 Statement of the problem
- 1.4 Objectives of the research
- 1.5 Research questions
- 1.6 Delimitation (Scope)
- 1.7 Importance of the study
- 1.8 Abbreviations
- 1.9 Organisation of the rest of text.

1.2 Background to the study

Government of Ghana over the years, from Pre-Independence era till today, has struggled to fine-tune education to ensure a rapid national development and for the citizenry to also participate in the global world. Education has therefore been identified as an agent of national development (Broni-Afful and Ziggah, 2007) because of this a lot of committees have been set by different governments to help improve education delivery in Ghana. For the nation's quest for quality education to be achieved, schools have been the structured Institutions through which national aspirations could be transmitted. Collaborated efforts

by headmasters, teachers, circuit supervisors, SMCs, PTAs and Government must ensure that the nation's dream of quality basic education delivery becomes a reality.

Supervision is considered as one of the major factors that contribute to the effective delivery of quality basic education, therefore in a school setting where teaching and learning takes place, effective supervision plays a very crucial role in ensuring quality education by improving students' academic performance. Supervision of teaching in schools, according to Mankoe (2006:156), is supposed to be a daily function of the Circuit Supervisors. In-service programmes to sharpen teacher professionalism are very few or non-existent for many teachers. It is this negative situation and many others which the government, through the Ministry of Education, must strive to address through the provision of inputs that will help supervisors to monitor their schools effectively.

Supervision may be faulty due to lack of practical training. Adu (2008:2) is of the view that a major deterrent to full professional status of education supervisors is an ill-defined knowledge, lack of an agreed upon set of professional skills which have remained remarkably undefined and random, partly because the theoretical base is so thin. They stress that Boards of Education may also be at fault due to poorly written policies governing the practice of supervision.

In another development, Community School Alliances Project (CSA) of Quality Improvement in Primary School (QUIPS) conducted a baseline survey in 20 District Assembly schools in Brong-Ahafo Region, Ghana, in October, 2009. The rationale was to find out how Circuit Supervisors performed their supervisory duties in their respective circuits. After the survey, it came out that circuit supervisors do not visit the schools they

supervise regularly to monitor teaching and learning (Indicator-Based Activity Handbook, July 2003 p.46).

Mankoe (2007) also enumerates the following as prevailing supervisory issues in basic schools: supervisors not being mobile, economic constraints make supervisors and teachers face the problem of making ends meet, lack of confidence, academic qualification and professional development training for supervisors, headmasters, teachers; and some supervisors not able to demonstrate in teaching but always admonishing teachers towards effective teaching. The effect of the above-mentioned flaws in Ghana's basic schools is ineffective supervision on the part of circuit supervisors. This also leads to poor teaching and learning resulting in massive failure by students during their basic education certificate examinations.

It is of the view that if the roles of Supervisors are clearly spelt out and their challenges are made known, stakeholders in education and the public in general will share their concern and provide assistance to make supervision a success.

1.3 Statement of the problem

Supervisors, over the years, have incurred the wrath of the public in the Sekyere East District of Ashanti Region since they have been blamed for lowering standards of education in public Junior High Schools (JHS) due to poor supervision. The success or failure of any educational policy is judged on the outcome of the results produced by schools at the end of every examination year. Again, the success or failure of any educational policy is a collaborative effort or team work and one of the key players

responsible for getting employers to carry out plans and policies of management is the supervisor (Circuit Supervisors' Handbook, 2002).

The consistent failure of JHS candidates presented for the Basic Education Certificate Examination (BECE) from 2005-2009 in most schools in the Sekyere East District despite huge investments by the government and other stakeholders, has attracted public concern about the nature of supervision being carried out in schools. According to Mr. Evans Debra (the District Exams Coordinator). There are 30 Junior High Schools in the District. According to the District Exams Co-coordinator, in 2005 only 50.05% of 1,473 JHS candidates passed the BECE. In 2006, 54.4% passed, in 2007, 50.01% passed. In 2008, 56.31% passed and in 2009, 57.62% passed. The statistical data on the BECE results in the District for these five consecutive years has given credence to the fact that basic education delivery in the district faces very serious challenges. It is for this reason that the researcher developed interest in using a case study approach to find out the state of supervision in public Junior High schools in the District in order to help solve this problem in the district.

1.4 Objectives of the research

The purpose of the study will achieve the following:

- i) To examine the professional competence of circuit supervisors in supervision and monitoring.
- ii) To identify challenges facing circuit supervisors in discharging their supervisory duties in the district.
- iii) To find out the effect of supervision on teaching and learning in the district.

- iv) To suggest solutions to challenges of effective supervision.

1.5 Research questions

- a) What Professional competencies in supervision and monitoring do the Circuit Supervisors and the Headmasters in the District have?
- b) What are the challenges facing Circuit Supervisors and headmasters in their role of ensuring effective supervision of Public Junior High schools in the district?
- c) How do the challenges of Circuit Supervisors and Headmasters affect the BECE results in the district?

1.6 Delimitation

The study involved three selected Junior High schools in the Sekyere East District in Ashanti Region. It focused on supervision and monitoring of teaching and learning in the selected schools.


1.7 Importance of the study

A study of this nature is significant for a number of reasons:

- Firstly, the study has identified the state of supervision; the strengths and weaknesses and the correlation existing between the role of supervisors and improved standards of basic education in the Sekyere East District of Ashanti.
- The study has come out with some relevant suggestions that can help the Supervisors to improve upon their skills and knowledge to offer effective supervision in schools in the District in order to promote quality education.

- The findings of the research can help the Ghana Education Service (GES) and the District Directorate of Education to come out with policies and programmes that will sharpen the skills of Supervisors in promoting effective supervision of schools in the District in general, and the nation as a whole.
- The report serves as a document on best practices in school supervision.
- The study adds to the literature already existing on supervision, add to the knowledge base of supervision and serve as basis for further research.

1.8 Abbreviations



BECE:	Basic Education Certificate Examination
CS:	Circuit Supervisor
CSAP:	Community School Alliances Project
EMIS:	Education Management Information System
GES:	Ghana Education Service
INSET:	In-Service Training
PTA:	Parent Teacher Association
QUIPS:	Quality Improvement in Primary School
SMC:	School Management Committee
SPAM:	School Performance Appraisal Meeting
KNUST:	Kwame Nkrumah University of Science and Technology
JHS:	Junior High School
WAEC:	West Africa Examination Council

1.9 Organisation of the rest of the text

The thesis consists of five chapters. Chapter two contains a review of available literature relevant to the study. The methodology used in the study is also discussed in chapter three.

The main focus of chapter four is the presentation and discussion of findings. Chapter five is exclusively devoted to the summary of the major research findings, conclusions and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter reviews literature related to the topic under study as documented by some authors, authorities, educationists and researchers. The review is done under the following sub-topics:

- 2.2 Concept of school supervision
- 2.3 Types of school supervision
- 2.4 Purpose of school supervision
- 2.5 Areas of school supervision
- 2.6 Qualities of a supervisor
- 2.7 Roles and responsibilities of supervisors in effective Basic Schools' supervision
- 2.8 Characteristics of a good circuit supervisor
- 2.9 Skill levels for a supervisor

2.2 Concept of school supervision

Generally, supervision is the vital personal link between the service provider, paid or voluntary, and the organisation. It is the interactive process in which the organisations' goals and values are communicated and interpreted to workers and they, in turn, are guided and supported to help reach those goals. By helping service providers understand their responsibilities, improve their performance and organizing resources to assist them, supportive supervision helps staff to become more effective. In the process, satisfaction

and its commitment to the organisations' mission are built (Reproductive Health Integration Issues, 1999).

Adeel (2010) claims that the definitions of supervision vary from “a custodial orientation to a humanistic orientation”. The custodial orientations are not targeted to help teachers but to find their weaknesses; eliminate and isolate them; and replace them with who could do better. Supervision, has undergone several gradual processes to change from inspectorial character to instructional improvement character. Custodial orientation is the traditional supervision whereby the supervisor emphasises the teachers' defects. It often casts the supervisor in the role of a superior telling the teacher what needs to be changed and how to change it. It also tends to produce a teacher who cannot operate unless directed by someone. Humanistic orientation is the clinical supervision which emphasises teacher growth. This orientation assumes that teachers possess the drive and personal resources to solve their problems. This orientation tends to produce a self-directed teacher.

Adeel (2010) further elaborates that supervision is a leadership and a coordinating role which comprises administrative, instructional and curricular functions, which overlap each other. Adeel also claims that supervision is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning. Adeel indicates that supervision is highly instruction-related but not highly pupil- related and that supervision is a major function of the school operation, not a task or a specific job or a set of techniques. Supervision of instruction is directed towards both maintaining and improving a teaching-learning process of the school.

The term “supervision” from the point of view of Adepoju (1998), is derived from the word “super video” meaning “to oversee”. He maintains that supervision is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and groups. He therefore defines school supervision as the process of bringing about improvement in instruction by working with people who are working with pupils.

Supervision in schools, as reported by Glickman et al (1998), is the glue to a successful school. It is successful school supervision that draws together the various instructional effectiveness into whole-school action. These schools link their instruction, classroom management, direct assistance to teachers and curriculum development under a common purpose to achieve their objectives. In other words, teachers accept common goals for students and consequently complement each other's teaching. Supervisors therefore work with teachers in a manner that is consistent with the way teachers are expected to work with students. Thus, regardless of the socio-economic setting or physical characteristics of the school, there is a common bond that keeps the staff together and creates consistency among the schools' various elements. This bond is the vehicle by which some persons or group of people are responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work in harmony towards their vision of what the school should be. It must therefore be emphasised that supervision is not the act of instructing students but rather the action that enables teachers improve instruction for students.

According to Mankoe (2007), supervision is a function of the person who, either through working with other supervisors, school heads or others at the central office level, contributes to improvement of teaching and the implementation of the curriculum. Mankoe opines that there are two critical dimensions in educational enterprise. These are pupil-related and instruction-related. The pupil-related dimension includes distribution of instructional materials, conferences with parents, and rescheduling of classes. The instruction-related dimension includes classroom presentations, educational counseling, assisting children in selecting library books, conducting achievement test, completing continuous assessment forms, preparing terminal reports for parents, selecting appropriate instructional materials and conducting In-Service sessions. Because these functions overlap, it is not easy to determine precisely where supervision of instruction ends and where general administration begins.

Merriam – Webster Dictionary (2010) sees supervision as an active, a process, occupation of supervising, a critical watching and directing of activities or a course of action (<http://www.merriam-webster.com>). There is evidence from the discussion so far that supervision has a wider scope and its main purpose is to improve factors affecting teaching and learning. All the authors agree that in supervision there are at least two or more people involved. They also agree that instructional supervision covers factors affecting teaching and learning and maximum utilization of resources towards the accomplishment of school goals and objectives.

2.3 Types of school supervision

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

Adentwi (2000) has the opinion that when supervision is carried out by a member of the team responsible for planning and implementing the programme being supervised or evaluated, it is referred to as internal supervision. External supervision, according to the Ghana Circuit Supervisors' Handbook (2002), is the one carried out by persons/officers who are not part of the particular institution and whose work is to compliment the role and duties of the internal supervisor(s) by providing professional advice and guidance to teachers. External supervisors play a very significant role in school administration. Prominent among them are the circuit supervisors and district inspectorate teams from the district education office. External supervision is therefore the supervision which comes from outside, notably from the district office, regional or national office. The types of external supervision include brief visit, familiarization visit, assessment for promotion visit, special visit, follow up visit and intensive or comprehensive visit.

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

to find out how far the recommendations made in a previous report have been implemented.

Assessment for promotion visit is a situation whereby a team of supervisors may be asked to visit a school to inspect the work of a teacher who is due for promotion. Special visit refers to a situation by which a supervisor may be asked to visit a school to investigate a malpractice in the school or allegation against a headmaster, teacher or pupils. This type of visit is special and sometimes called an investigative visit. Intensive or comprehensive visit is also carried out by a team of officers especially circuit supervisors from the district education office to assess the entire school programme to ensure that effective teaching and learning goes on well in the school. Such visits are characterised by clinical support and may take three days depending upon the number of officers concerned. The duties of the external supervisor include making the work of teachers more effective through such things as improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instruction through direct interaction with the classroom teacher. According to the Circuit Supervisors' Handbook (2002), there are two types of supervision. These are traditional and clinical supervision.

In traditional supervision, the supervisor provides suggestions to the teacher after lesson delivery which the latter often does not find helpful. The basic problem is that supervisors usually provide information and suggestions on problems they themselves are concerned with but not on the problems experienced by the teachers in their classroom. Besides, the supervisory conference tends towards a pattern in which the supervisor talks while the teacher listens. This type of supervision emphasises problems or defects of

teachers and casts the supervision in the role of a superior telling the teacher (subordinate) what needs to be changed and how to change it.

Commenting on the Clinical supervision, the Circuit Supervisors' Handbook (2002) identifies a five step process that aims at helping the teachers identify and clarify problems, receive data from the supervisor, and develop solutions with the aid of supervisor. The five steps of Clinical supervision are:

- Pre-observation Conference
- Observation
- Analysis and strategy
- Supervisory or post-observation conference
- Post-conference analysis

Pre- observation conference is a meeting of a teacher and a supervisor who intends to sit in a teacher's class and observe him/her teach. The objectives are to establish rapport; get a briefing on the group of pupils to be observed, receive information on the lesson to be taught and suggest minor changes that might improve the lesson; set targets or develop a contract. For observation, the observer enters the room as unobtrusively as possible to avoid eye contact with children and teacher. The primary purpose is to record in writing all that goes on in the lesson.

In analysis and strategy, the supervisor reviews his notes for significant teacher patterns and critical incidents. Teacher patterns refer to recurring verbal and nonverbal behaviour such as repeating a word, calling on the same pupils, or frowning often during the lesson and critical incidents are those teacher activities that profoundly affect the

lesson in either a positive or negative direction. A strategy to conduct the supervisory or post-observation conference is considered once the analysis is completed.

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

2.4 Purpose of school supervision

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

- 1 Supervision for quality control

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

- 2 Supervision for professional development

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

3 Supervision for teacher motivation

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

- 1 Seeks to improve methods of teaching and learning.
- 2 Seeks to create a physical, social and psychological climate or an environment that is favourable to learning.
- 3 Seeks to co-ordinate and integrate all educational efforts and materials in order to ensure continuity.
- 4 Ensuring in teaching and learning quality, professional development and teacher motivation.

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

- 1 Improvement of teaching and learning.
- 2 Systematic efforts to help students understand themselves get in touch with their own feelings and monitor their own behavior.
- 3 Helps teacher in school management.

- 4 For approval of new school.
- 5 Approval of schools for recognised examination bodies, for example, West Africa Examination Council (WAEC).
- 6 Assessment of teaching and learning.
- 7 Linking teachers with the ministry of education.
- 8 Assistance in development of needed teaching competencies.
- 9 To obey the education law that makes supervision mandatory.
- 10 Helps to interpret school programme to the community.
- 11 Development of sound education philosophy in teachers.
- 12 Creates confidence in incompetent teachers.
- 13 Identifies good qualities possessed by teachers.
- 14 Determines whether a teacher should be transferred, promoted, retained or dismissed.
- 15 Identifies urgent needs in classroom and schools.
- 16 Examines continuously school instructional goals and assesses teacher's performance in meeting such goals.

2.5 Areas of school supervision

Kochhar (2002) lists the following as areas of school supervision:

- 1 Supervision of Instructional work

School supervision is a planned programme for the improvement of instruction. The supervisor checks the effectiveness of the methods of teaching in a particular institution, the audio-visual aids used to make teaching interesting and effective, the time

table enforced to carry out the instructional work, distribution of work among the members of staff, distribution of the prescribed curriculum, terminal written work done by the students. A supervisor checks up the teacher's scheme of work also to find out the planning of daily programme.

2 Supervision of school environment

The supervisor also checks cleanliness of the school surroundings, beautification of the school and hygienic conditions of the canteen, proper drinking water arrangement and cleanliness of lavatories. He evaluates the steps taken by the school authorities for the welfare and the safety of the students.

3 Supervision of co-curricular activities

The co-curricular programme is an important aspect of education today. Therefore, the supervisor has to check how effectively the various activities are being carried out. He has to assign teachers to all these areas to ensure discipline.

4 Supervision of school records

The supervisor examines all sorts of school records and registers. He scrutinises accounts and funds. He checks the usage of school funds, for instance, the capitation grant to schools.

5 Supervision of Development Aspects

The supervisor examines the various steps taken by the school to serve the locality in which it is situated. He also finds out the progress achieved in establishing vital rapport between the school and the community and how much the school has developed in various aspects.

6 Supervision of Pupils' Growth

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

2.6 Qualities of a supervisor

The implementation of supervision requires personnel of high educational leadership. The supervisor should be equipped with supervisory skills and competencies to be able to carry out his duties. Callaghan (2007) has identified the following qualities of supervisors:

- 1 Excellent communication skills. Supervisors are to relay instructions very clearly so every part is well understood in order to avoid mistakes. Supervisors also need to listen carefully to what the teachers have to say.
- 2 Fairness. Human beings react badly to what they perceive as unfair. So deal with the teachers fairly.

- 3 Good organisational skills. It is the supervisors' duty to coordinate the work in the schools and the office to the director and the teachers.
- 4 Knowledge. Part of the supervisors' job is to train others so it goes without saying that the supervisor should be at least one step ahead of them.
- 5 Accountability. If a mistake is made the teacher should acknowledge responsibility every time unless they have deliberately disobeyed the supervisors' instructions.
- 6 Efficiency. For schools to do well the supervisors should always have the next task ready to be allocated to them.
- 7 Adaptability. Be ready to manage change efficiently as and when it happens even if you do not agree with it.
- 8 Social skills. The supervisors should be courteous at all times. When supervisors have to tell a teacher off, it should be done assertively but politely and never in front of other teachers. Everyone makes mistakes and nobody needs to be humiliated. Shouting at teachers is not a good idea as they will become resentful and unhappy. The supervisors will get more done with a smile than with rudeness. Do not be afraid to praise your teachers for a task well done.
- 9 Diplomacy. The supervisors have loyalty to the Ghana Education Service who pays their salary but also loyalty to the teachers who are responsible for your results. A difficult balance which requires a great deal of tact.
- 10 Self-discipline. Supervisors should inspire respect so discretion in their private life is essential nor can they tell teachers off for lateness if the supervisors are always late themselves.

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

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

2.7 Roles and responsibilities of supervisors in effective basic school supervision

The supervisor, according to Mankoe (2007), is an officer who serves as a link or as a liaison officer between the school, community and the district directorate. The

supervisor is also described as a person who has the responsibility for getting the teachers to carry out the plans and policies of the management. According to Adeel (2010), Supervisors' responsibilities tend to include some or all of the following arranged in ascending order of scope or reach:

- 1 Mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession.
- 2 Bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision).
- 3 Improving individual teachers' competencies, no matter how proficient they are deemed to be.
- 4 Working with groups of teachers in a collaborative effort to improve student learning.
- 5 Working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards.
- 6 Relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.

Roles and responsibilities of circuit supervisors are as follows:

- 1 Promoting effective teaching and learning in basic schools.
- 2 Interpreting educational policies to teachers and help them to understand educational policy objectives.
- 3 Promote effective school management.

- 4 Organise in-service training for the professional development of teachers.
- 5 Promote healthy school-community relations.
- 6 Monitor the achievement and performance of pupil and staff.
- 7 Prepare work schedule for approval of the District Director of Education and submit reports on individual schools to him/her with copies to the schools concerned.
- 8 Collate statistics on the schools in the circuit.
- 9 Undertake other special assignments on request from the education directorate, the school, or the community.
- 10 Recommend headteachers and teachers for promotion and award and appraise the performance of headteachers (Circuit Supervisors' Handbook, 2002). This shows that circuit supervisors have a dual role in the Ghana Education Service.

The dual role, according to the Handbook, are Curriculum adviser and Teacher supporter, and Evaluator of teaching and learning. The supervisor supports teachers and headteachers through the provision of professional guidance and advice. He also tests pupils in English and Mathematics to have some idea of their learning achievements; examine headteachers and teachers' records; examine pupils' exercise books and observe teachers teach.

2.8 Characteristics of a good circuit supervisor

The job of supervision is so demanding that it requires capable people to perform the function.

According to Circuit Supervisors' Handbook (2002) a circuit supervisor should:

- Be knowledgeable in educational matters.
- Have in-depth knowledge of curriculum objectives.
- Be up-to-date in appropriate methodologies for organising INSET.
- Be objective.
- Be conversant with current educational policies.
- Be committed to supporting quality teaching and learning in schools.
- Be an adviser to teachers, headteachers and all groups and individuals connected with education in the community.
- Be conversant with the contents of the Headteachers' Handbook and its Addendum.
- Be friendly and tolerant
- Show humility in dealing with teachers and headteachers.
- Comfort himself/herself appropriately.
- Be innovative.
- Be aware that he/she is a role model.

Mankoe (2007) also categorises the following as characteristics of a good supervisor:

- Good health.
- Leadership potential.
- Job know-how and technical competence.
- Initiative.
- Self-control under pressure.

- Dedication and dependability.
- Integrity and transparency.
- Positive attitude towards super ordinates and subordinates.

The characteristics of a good supervisor as pointed out by Mankoe (2007), if well adhered to and implemented, will help improve the standard of education in the district and make the supervisory duties of a supervisor successful.

2.9. Skill levels for a supervisor

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

Ricketts (2003) and Pajebo (2009) categorise skills needed by supervisors under the following: Technical skills (know-how), Human skills (people) and Conceptual skills (Thinking). According to Pajebo, technical skills involve an understanding of and the proficiency in the methodology, process, procedures and techniques. He also says that non-instructional skills include knowledge in finance, accounting, purchasing and maintenance. Ricketts also sees technical skills as involving “doing”. Improving public speaking, time management, communication skills, prepared speaking skills, group organisation, group dynamics, goal setting and programme of activities, financial

management, conducting successful meetings and organisational skills are some of the technical skills needed by a circuit supervisor.

Human relations skill, as opines Pajebo (2009), is the ability and or capacity to link effectively with others on one-to-one basis and in group settings. Human relation skill requires considerable self-understanding, acceptance, appreciation, empathy and consideration for others. Adult motivation, attitudinal development, group dynamics, human needs, conflict management, and human resource development constitute human relation skill a circuit supervisor should possess. Ricketts (2003) cites the following as examples of human relation skills of a supervisor: honesty, capacity for hard work, attentive listening, cooperativeness, strong self-concept, enjoys working with people, sensitivity and positive attitude, interpersonal communication, how to get along with others, the variety of attitudes and values people have, motives that others may have, good self-concept and self esteem.

Conceptual (thinking) skills, according to Ricketts (2003), are the supervisors' ability to view the institution and all its programmes as a whole. This means the effective mapping of the component parts. He identifies some conceptual skills as good imagination, education, combining concepts and ideas into a workable solution, good problem solving skills, creativity, logical thinking, good decision making skills, anticipating problems, ability to think independently, foreseeing change, open mindedness, and welcoming new opportunities.

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

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter deals with the methodology adopted to carry out the research. The methodology outlines the following sub- topics.

- 3.2 The Research Design
- 3.3 Population for the study
- 3.4 Sample and sampling
- 3.5 Data Collection Instruments
- 3.6 Types of Data
- 3.7 Administration of Instruments
- 3.8 Data Analysis Plan

3.2 Research Design

According to Seidu (2007), research design describes the procedures and methods used to gather data. It also lists and describes the instruments used for the collection of data. The study employed the qualitative research method with questionnaire administration and observation to collect data on the state of supervision of teaching and learning in public Junior High Schools in the district. Qualitative research method has been described as those in which the descriptions of observation is not ordinarily expressed in quantitative terms but not suggesting that numerical measures are used rather, other means of descriptions are emphasised. (Best, 1991). Seidu (2007) explains

that qualitative research emphasises holistic description of whether is being observed rather than comparing the effects of a particular treatment.

The study employed qualitative research method based on the nature of the topic; “The state of supervision of teaching and learning in public Junior High Schools in Ghana”. Even though qualitative research emphasises the description and interpretation of data in words rather than numbers, numerical data were collected in the process and analysed as such to understand the nature of supervision in our schools. Since the study adopted the case study approach for in-depth study of supervision of teaching and learning in the district, qualitative research method was the most appropriate for the in-depth investigation of the topic.

3.3 Population for the Study

Population in research refers to the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study (Seidu, 2007). Population as used in this study refers to the people with common characteristics that the researcher decided to involve in the study. The population studied were the circuit supervisors, headmasters, teachers and students in the Sekyere East District Education Directorate of Effiduase in Ashanti. The target population included all headmasters, teachers and students at Nsutem D/AJHS, Asokore Methodist JHS, Effiduasi Methodist JHS and Circuit Supervisors in the district. However, the accessible population was 76. This was made up of five circuit supervisors, three headmasters, 38 teachers and 30 students.

3.4 Sample and sampling

Kumekpor (2002) explains sampling as “the use of definite procedure in the selection of a part for the express purpose of obtaining from its description or estimates certain properties and characteristics of the whole”. Sampling is the process of selecting a representative unit from a population. Sample as used in this work is a small proportion of the population selected for the study. It is the selected subject of the whole which is being used to represent the population (Seidu, 2007). Convenient and Purposive sampling were used in this study. The stratification of the sample is arbitrary as it selects only those variables that relate to the objectives of the study. In this sense, the five circuit supervisors in the district directorate were purposively selected.

Using the table of stratified random numbers, 30 JHS 3 students were selected from 173 students. The students were selected randomly because of the basic characteristics of stratified random sampling that made all the number of the Nsutem D/A JHS, Effiduasi Roman Catholic JHS and Asokore Methodist JHS have an equal and independent chance of being included in the sample. This also guarantees that any differences between the sample and the parent population were only a function of chance, not a result of the researcher's bias. It allowed the researcher to generalise his findings to the entire population.

In all, the researcher was able to retrieve information from five circuit supervisors, three headmasters, 38 teachers and 30 students. The table below shows the number of respondents the researcher was able to access.

Table 1: Accessible population for the study

Respondents	No. of males	No. of females	Total
Circuit Supervisors	5	0	5
Headmasters	2	1	3
Teachers	20	18	38
Students	18	12	30

3.5 Data Collection Instruments

Questionnaire is a form of enquiry document which contains a systematically compiled and well organised series of questions intended to elicit information which will provide insight into the nature of the problem under study (Seidu, 2007:50). Four sets of questionnaire were used. Questionnaire was used to elicit responses from the respondents. This was done with the view that the respondents were literates and could fill the questionnaire. The use of the questionnaire also made the work of the researcher easier since he had only one tool to work with. The respondents could complete the questionnaire at their own convenience which may avoid biases caused by the presence of the researcher.

A set of questionnaire was used for the circuit supervisors and headmasters. The instrument has four sections. Section “A” comprises the bio data of the respondents which involves age, sex, level of education among other things. Section “B” sought the respondents’ opinion on the Roles and Responsibilities of circuit supervisors; section “C” and “D” sought the respondents’ opinion on the professional training in supervision and

monitoring of the circuit supervisor, information on the impact of supervision on students' performance, assessing the complementary role by the District Education Directorate and also discussing challenges facing circuit supervisors in effective supervision of public Junior High schools.

Questionnaire for teachers and students solicit information about the impact of supervision on teaching and learning in the school, the challenges facing them as teachers and students, solutions to those problems and what should be done to improve teaching and learning in their schools. A set of 11 – item Likert type of questionnaire was given to five circuit supervisors, three headmasters, 38 teachers and 30 students to answer. 72 out of 76 representing 94.7% retrieval rate of the questionnaire was however recorded.

3.6 Types of Data

The research was designed to source information from the Circuit Supervisors, Headmasters, Teachers and Students in the selected schools. The researcher used both Closed and Open-ended questionnaire to collect information directly from the respondents; hence, the type of data for this research is primary data.

3.7 Administration of Instruments

A permission letter from the District Director of Education, Sekyere East was obtained to enable the researcher source any information from the District Directorate. Upon receiving the letter the researcher formally informed the directorate to offer their co-operation for the success of the study. This procedure was followed in order to conform to pre field work ethical issues. Seidu (2007) advises that researchers should not

assume that because they may be doing their research among their people it will be smooth sailing. A meeting was organised to give the headmasters, teachers and students briefing on the importance of the exercise and to seek their co-operation to ensure the success of the exercise. The researcher administered the questionnaire to the respondents and they were given one week to submit the questionnaire to the headmasters/headmistresses. In all 76 copies of the questionnaire were given out. Out of this number, the researcher was able to retrieve 72 (representing 94.7%) of the questionnaire.

3.8 Data Analysis Plan

This section deals with the investigation and interpretation of data obtained from the field of study. In all, the researcher sent out questionnaire to three JHS in Sekyere East District of Ashanti and received responses from the three schools, which were from Nsutem D/A JHS, Asokore Methodist JHS and Effiduasi Methodist JHS.

Data analysis was mainly descriptive which involved description and recording, analysis and interpretation of the data collected. However, quantitative method of analysing data such as the use of tables, percentages and frequencies were used. This was to make the study free from personal values and biases. The tables used for analysing the data have certain properties such as Value, Frequency and Percentage. The Value refers to the numbering of the tables. Frequency refers to the number of respondents who respond to specific questions and Percentage refers to the percentage of respondents who respond to a particular question over the total number of respondents.

Information gathered were grouped under four headings concerning Circuit supervisors, Headmasters, Teachers and Students. The responses from the data were coded through reading by the researcher to get the meaning and understanding. The researcher tabulated the responses manually to each of the statements and recorded the frequencies. The percentages of the responses were also calculated by dividing the number of respondents by the number of frequencies and multiplied by hundred. Opinions and suggestions of the respondents were summarised towards reaching decisions and recommendations.

Data collected from the three selected schools have been set down as follows:

Table 2: Staffing and Student population

Name of School	No. of teachers	No. of students
Nsutem D/A JHS	9	40
Effiduasi R/C JHS	15	280
Asokore Meth. JHS	14	196

Table 3: BECE Results (2007-2009)

Number of Schools	Year	No. of candidates	Percentage passed
Nsutem D/A JHS	2007	14	92.9%
	2008	6	100%
	2009	15	0%
Effiduasi R/C JHS	2007	48	70.8%
	2008	67	68.6%
	2009	73	74%
Asokore Meth. JHS	2007	62	82.3%
	2008	69	75.4%
	2009	85	54.1%

The results in the above table indicate the decline of the percentage especially that of Asokore Methodist Junior High School, this can be attributed to a number of factors like poor supervision, students' truancy, inadequate teaching and learning materials, inadequate facilities in the schools, inadequate textbooks and lack of motivation to both students and teachers. In the study, the researcher concentrated on the roles and responsibilities of circuit supervisors and headmasters, challenges facing them and the effect of supervision on teaching and learning in the classroom.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Overview

This chapter presents the research findings, analysis and discussion of the results of the study according to the objectives.

4.2.1 Objective 1. To examine the professional competence of circuit supervisors in supervision and monitoring

Gender of the respondents

The results show that the study respondents consisted of five males circuit supervisors, two of the three headmasters are males while one is female. The age levels of six (75%) out of the eight respondents fall between 31-40 and the remaining two (25%) fall between 41-50 as shown in Table 4.

Table 4: Age levels of Respondents

Age	Frequency	Percentage (%)
20 – 30	0	0
31 – 40	6	75
41 – 50	2	25
51 – 60	0	0
Total	8	100

The highest educational level of seven of the respondents is a Bachelor's degree with one (12.5%) headmaster holding a Diploma in Education. This finding corroborates Education Review Committee Report (2004) that personnel with requisite qualifications

should be appointed as Circuit Supervisors to supervise all schools, including secondary and technical schools (p.29). This finding also contradicts with Mankoe's (2007) that "Supervisor's experience and qualifications should the normal circumstances be higher than those of the teachers whose job supervisor is supposed to assess" (p.228) because four of the circuit supervisors are Principal Superintendent who supervise headmasters who are also of the rank are Assistant Directors.

Two (25%) out of the eight respondents have taught between 1-10 years, four (50%) have taught between 11-29 years and two (25%) have taught between 21-30 years. This finding contradicts Mankoe (2007) assertion that a supervisor's qualification and experience should on the normal circumstances be higher than those of the teachers whose job he is supposed to assess.

In line with the first objective of the study which sought to find out the professional competencies of the circuit supervisors and headmasters in the district, the questionnaire revealed that six (75%) of the respondents strongly disagreed that they had enough professional training for the job of supervision and monitoring of schools while two (25%) strongly agreed that they had adequate training. This finding confirms the Issue (volume 2, June 1999) that supervisors do not have enough training in the art of supervision; promotions to supervisors are made on the basis of seniority or good work habit.

While seven of the respondents, (87.5%) strongly agreed that they needed professional training in supervision and monitoring to discharge their duties effectively, one (12.5%) of them disagreed with them. This suggests that there should be enough

professional training workshops for supervisors in the district. On the other hand, seven (87.5%) of the eight respondents (five circuit supervisors and two headmasters) strongly disagreed that the district has put in place measures to enable them have professional training in supervision and monitoring.

Responding to a statement that supervisors need professional training in human relations to enable them handle their teachers better, all eight (100%) respondents strongly agreed to the statement above. This collaborates Pajebo's (2009) assertion that human relation skill requires considerable self-understanding, empathy and consideration for others. Adult motivation, attitudinal development, conflict management and human resource development constitute human relation skill a supervisor should possess.

4.2.2 Objective 2. To identify challenges facing supervisors in discharging their supervisory duties in the district

The second objective seeks to find out the challenges facing Circuit Supervisors and headmasters in their role of ensuring effective supervision of Public Junior High Schools in the district. This objective particularly wanted to find out the extent to which the Supervisors' role in ensuring effective supervision in the public Junior High schools in the district is being affected by the challenges.

All the five circuit supervisors and the three headmasters strongly agreed that all the heads in their circuits are attached. This finding also goes contrary to Anamua – Mensah's (2004) report which states that "heads of the basic education level should be fully detached from classroom teaching to enable them to concentrate on supervision". Headmasters supervise and at the same time teaching will not make them supervise well

and this will hinder the progress of teaching and learning in our Public Junior High schools.

The study showed that all the respondents, eight (100%) strongly agreed that they need more training in school supervision and monitoring. This finding agrees with Chance and Chance (2002) who said that “Circuit Supervisors, who are seen as leaders in education and are enlisting and guiding the talents and energies of academic staff, students and other stakeholders towards achieving common educational aims, need to possess skills to be able to accomplish their assigned tasks”.

Five (62.5%) out of the eight respondents strongly disagreed that they have no means of transport and this has made their work more difficult. However three (37.5%) strongly agreed that they have no means of transport. This finding however goes contrary to what Mankoe (2007) said “owing to lack of official vehicles supervisors have to rely on public means of transport. In this case schools in the remote arrears may not be visited for many months”, since there has been some improvement in the mobility of supervisors and a majority of them own motorbikes.

The study also revealed that all the five (100%) respondents (Circuit Supervisors) strongly disagreed that their fuel and motorbike maintenance allowances are paid regularly. This finding agrees with what Mankoe (2007) and Education Review Committee Report (2004) said, “Those who have motor bicycles face the problem of regular supply of fuel owing to inadequate operating funds and lack of appropriate incentives and remuneration” are some of the challenges of supervisors.

It is worthy of note that four (80%) out of five circuit supervisors strongly disagreed that quick action is taken on their supervision report by the District Director. This finding actually weakens the spirit of supervisors and defeats one of the important aims of supervision as rose in Issues (Volume 2, 1999) “Importantly, the school supervision is key to successful and dynamic school based programs, which enhances the school’s ability to reach its mission and objectives”. District Director of Education taking prompt action on supervision report will motivate the supervisor to write reports regularly and it will keep the teachers on their toes because they will realize that if they do not do what is expected of them they will be punished and this will eventually help improve the standard of education in the district.

The study also came out with the fact that all the five (100%) circuit supervisors are strongly disagreed that they are given enough gallons of petrol every month for monitoring teaching and learning in schools in their circuits. This finding also agrees with what Mankoe (2007) again said that “owing to inadequate operating funds, the district office is not able to provide fuel to the officers”. Because circuit supervisors do not have fuel to visit schools regularly, some teachers take that advantage and absent themselves from school, as a result of that they do not finish the syllabus so students enter examinations half prepared and this account for the poor performance in examination.

The study also revealed that 44 (95.7%) of the respondents (C/S, Headmasters and teachers) strongly agreed that most of the heads in the schools are not experience in school management. However two (4.3%) of the respondents strongly disagreed. The finding however did not satisfy the Education Review Committee Report (2004) which

states that “a person appointed as head of a school should be an experienced teacher with good academic and professional background”.

The research study showed that 71(98.6%) respondents (C/S, Headmasters, teachers and students) strongly agreed that school Management Committee members are not co-operating with heads and teachers. One respondent strongly disagreed. This finding therefore confirms what Anamua – Mensah (2004) report said that “lack of co-operation between the heads and staff on one hand and the school Management Committee and Boards on the other” is one of the numerous challenges of school supervision.

The results as disclosed in Table 5 indicates that 68(95.8%) of the respondents (C/S, Headmasters, teachers and students) agreed that some teachers are posted to schools to teach subjects they did not offer at their Colleges of Education. Three (4.2%) however disagreed to the statement that they teach subjects they did not offer at their Colleges. This affects the results of BECE in the district since those teachers cannot teach those subjects effectively.

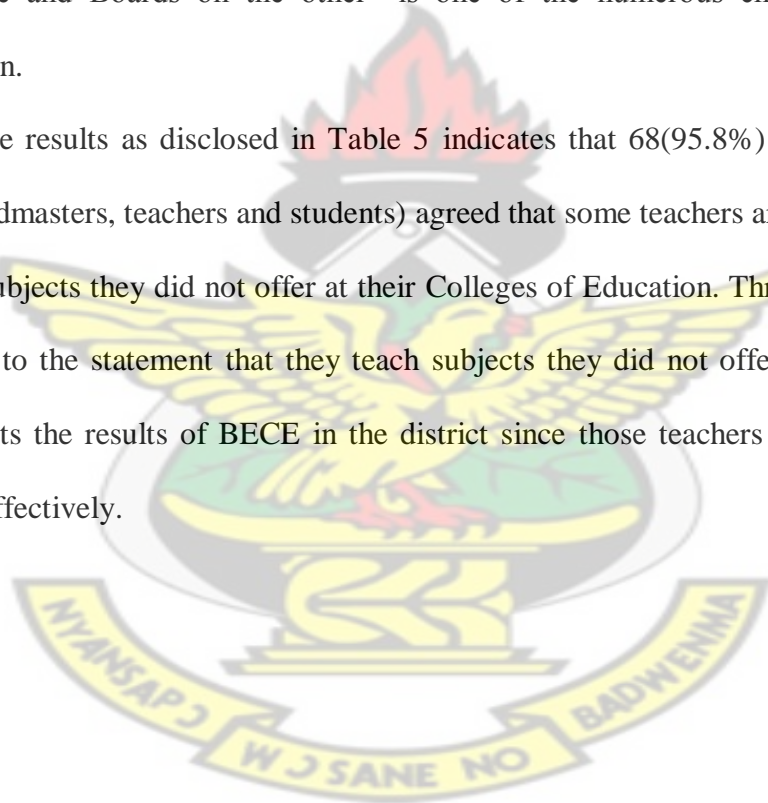


Table 5: Challenges in subjects taught

Responses	Frequency	Percentage (%)
Strongly Agree	0	0
Agree	68	94.4
Neutral	1	1.4
Disagree	3	4.2
Strongly Disagree	0	0
Total	72	100

The study also revealed that 70(97.2%) out of 72 respondents strongly agreed to a statement that some of the heads and teachers are not committed to teaching profession and did not give off their best, however, two (2.8%) disagreed to the assertion. This confirms the Report of Education Review Committee (2004) which states that “lack of commitment on the part of many heads and teachers due to lack of appropriate incentives” (p28) perfectly confirmed with the finding.

Responding to a statement that heads in the district not having enough authority in the discharge of their duties and as such cannot discipline teachers when they go wrong as can be seen in Table 6, 62(86.1%) respondents strongly agreed, seven (9.7%) disagreed, while three (4.2%) strongly disagreed. This finding therefore did not support the recommendation made by Anamua – Mensah (2004) in his report that “in general, heads should be given authority commensurate with their level of authority to deal with some problems at the school level, especially matters of discipline”. Some headmasters have Diploma as their qualifications while some of the teachers they supervise are Post-

Diploma and Bachelor's Degree holders because of that the teachers feel superior to carry out instructions from these headmasters and it affects the smooth administration of the heads.

Table 6: Authority of Heads

Responses	Frequency	Percentage (%)
Strongly Agree	62	86.1
Agree	0	0
Neutral	0	0
Disagree	7	9.7
Strongly Disagree	3	4.2
Total	72	100

The study revealed further that 67(93.1%) out of 72 respondents strongly disagreed that Professional development training workshops are organised periodically to improve human resource capacity of teachers and heads. Five (6.9%) of the respondents remain neutral to the statement. The finding however conflicts with the reasons for organizing In-Service Training for teachers and heads as reported in the Circuit Supervisors' Handbook (2004) that "In-Service Training for teachers is organised for a number of reasons including "improving the professional status of teachers, enhancing their self confidence, and to assist teachers to be abreast with new development and trends in the way children learn and other related issues concerning education" (pp87 – 88).

The study showed that 52(72.2%) out of 72 respondents strongly agreed that they do not know how to prepare lesson notes of new subjects like Basic Design and Technology, Technical and Vocational skills, and the Languages as seen in Table 7. However 12(16.7%) disagreed and eight (11.1%) respondents were neutral to the statement. This affects the teaching of Technical and Vocational subjects and the Languages and as a result of that students' performance in those subjects are below standard.

Table 7: Preparation of lesson notes.

Responses	Frequency	Percentage (%)
Strongly Agree	52	72.2
Agree	0	0
Neutral	8	11.1
Disagree	12	16.7
Strongly Disagree	0	0
Total	72	100

The study revealed that 65(90.3%) respondents strongly agreed that teachers in the district are transferred haphazardly without replacement by the Regional Managers of Unit Schools while seven (9.7%) strongly disagreed. This finding is strongly supported by the Education Review Committee Report (2004) that “lack of cooperation between the District Directorate of education and the Educational Units” is one of the problems that renders management of schools at the circuit level ineffective (p.30).

The study further identified that 45(62.5%) respondents strongly agreed that teachers in the circuits do not stay long when they posted to schools to ensure continuity of teaching and learning in the district as can be seen in Table 8; 17(23.6%) disagreed, while 10(13.9%) remain neutral to the statement. Teachers in the district do not stay long because of the deprive nature of the district.

Table 8: Duration of stay of teachers.

Responses	Frequency	Percentage (%)
Strongly Agree	45	62.5
Agree	0	0
Neutral	10	13.9
Disagree	17	23.6
Strongly Disagree	0	0
Total	72	100

4.2.3 Challenges hindering the Circuit Supervisors' roles

When the circuit supervisors were given the opportunity to state specific challenges that hinder their role for effective supervision, the following were stated as can be seen from Table 9.

- Irregular supply of fuel and other logistics like Notebooks, Raincoats, Wellington boot, etc.
- Lack of maintenance of supervisors' motorbikes by the District Director of

Education and poor road network undermine their effective role for supervision.

- Non payment of maintenance allowances to circuit supervisors by the government.
- Circuit Supervisors pre-financed activities but were not re-imbursed on time.

The study also revealed that each of the under listed challenges appeared three (60%) times;

- Uncompromising teachers and headteachers as a result of this the teachers do not come to school regularly, head do not have control over teachers, teachers not willingly teach students and that affect students' academic performance.
- The District Education Office does not act on most of the reports submitted.

The following challenges: “Teachers refuse to take important points discussed on the problems related to the lesson notes preparation of the Technical and Vocational subjects” and “stakeholders hardly contribute to effective school management”, appeared twice each while “no accommodation facilities for circuit supervisor at their circuit centres” appeared only once.

Table 9. Challenges hindering the circuit supervisors' roles

Challenges of circuit supervisors	Frequency	Percentage (%)
Irregular supply of fuel and other logistics like Notebooks, raincoats, Wellington boot, etc.	5	100
Lack of maintenance of supervisors' motorbike by the District Director of Education and poor road network undermine their effective role for supervision.	5	100
Uncompromising teachers and headmasters	3	60
Non payment of maintenance allowances to circuit supervisor by the government	5	100
The District Education Office does not act on most of the reports submitted	3	60
Teachers refuse to take important points discussed on the problems related to their lesson notes preparation	2	40
Circuit Supervisors pre financed activities but were not re-imbursed on time	5	100
No accommodation facilities for circuit supervisors at their circuit centres	1	20
Stakeholders hardly contribute to effective school management	2	40

These frequencies and percentages are Non-Addictive

4.2.4 Objective 3. To find out the effect of supervision on teaching and learning in the district

The third objective is to find out the effect of circuit supervising on students' performance. 65 (90.3%) of the respondents (C/S, Headmasters, teachers and students) strongly disagreed to a statement that reading and arithmetic tests are conducted in all the schools to find out the mastery level of literacy and numeracy skills of students while seven (9.7) agreed. Supervisors do not conduct reading test, so students cannot read examination questions and understand them well before answering them.

The study also revealed that 57(79.2%) of the respondents strongly disagreed that students output of work is checked during their visits to schools while six (8.3%) disagree and nine (12.5%) strongly agreed (Table 10). This finding however contradicts one of the roles or functions of Circuit Supervisors which states that a supervisor "monitors the achievement and performance of pupils and staff" as indicated in the Circuit Supervisors' Handbook (2004) p.38. Students output of work are not regularly checked therefore some students do not know how to answer examination questions.

Table 10: Monitoring the output of students' work

Responses	Frequency	Percentage (%)
Strongly Agree	9	12.5
Agree	0	0
Neutral	0	0
Disagree	6	8.3
Strongly Disagree	57	79.2
Total	72	100

On the issue that teachers' regularity and punctuality to schools and classes are checked to ensure improved teaching and learning, 62(88.6%) respondents strongly agreed, four (5.7%) disagreed while four (5.7%) remained neutral to the statement. (Table 11). Teachers' regularity and punctuality are not regularly checked so some teachers do not complete the syllabus therefore students enter examination room half prepared.

Table 11: Attendance of teachers

Responses	Frequency	Percentage (%)
Strongly Agree	62	88.6
Agree	0	0
Neutral	4	5.7
Disagree	4	5.7
Strongly Disagree	0	0
Total	70	100

The study further revealed that 52(72.2%) respondents disagreed to the statement that quiz competitions in Mathematics, English Language, Science and Social Studies are conducted every term in all schools in the district, 12(16.7%) agreed while eight (11.1%) strongly disagreed (Table 12). This finding also goes contrary to one of the functions of a Circuit Supervisor which appeared in the Circuit Supervisors' Handbook (2004) p.38 that supervisors visit schools to "monitor the achievement and performance of pupils and staff".

Table 12: Conduct of Quizzes

Responses	Frequency	Percentage (%)
Strongly Agree	0	0
Agree	12	16.7
Neutral	0	0
Disagree	52	72.2
Strongly Disagree	8	11.1
Total	72	100

4.3.5 Objective 4. To suggest solutions to challenges of effective supervision

Suggestions for the completion of Syllabuses

When the Circuit Supervisors, headmasters and teachers were given the chance to suggest measures put in place to make sure that the teachers in the district complete their syllabuses the following were suggested (Table 13).

The study further showed that when the respondents (Circuit Supervisors, headmasters and teachers) were given the opportunity to suggest some measures put in place to make sure that teachers in the district complete their syllabuses, the following proposals were highly rated, each appearing 42(91.3%) times:

- Supervisors go through teachers' scheme of work every term.
- Supervisors inspect expected units covered at the end of every week and encourage teachers to work hard

- Regular monitoring of teachers' syllabuses.

The study revealed again that this statement "Teachers are encouraged to use syllabuses as reference material in order not to deviate from the scope of content" however appeared 41(89.1%) times.

Table 13: Suggestions for the completion of Syllabuses

Measures	Frequency	Percentage (%)
Teachers are encouraged to use syllabuses as reference material in order not to deviate from the scope of content.	41	89.1
Supervisors go through teachers' scheme of work every term.	42	91.3
Supervisors inspect expected unit covered at the end of every week and encourage teachers to work hard.	42	91.3
Regular monitoring of teachers syllabuses.	42	91.3

These frequencies and percentages are Non-Addictive

Proposed ways to address the challenges

When the Circuit Supervisors and headmasters were given the opportunity to suggest possible ways to address the challenges that hinder the supervisors' roles for

effective supervision of schools, the following suggestions were made as can be seen from Table 14.

When the eight respondents were given the opportunity to suggest some possible ways to address the challenges that hinder the role of Circuit Supervisors and headmasters for effective supervision of schools as seen in Table 13, the following proposals appeared eight (100%) times each.

- Cars should be given to Supervisors to enhance their mobility and also serve as an incentive.
- Regular payment of fuel allowances to Supervisors will motivate them to work harder.
- Motorbike maintenance allowances and other allowances due them should be paid regularly.
- Accommodation should be provided to the Supervisors at their circuit centres to enable them visit the schools regularly to monitor teaching and learning in the schools.

The following suggestions also appeared six (75%) times each:

- Workshops and training should be intensified.
- The District Director should act on the inspection reports promptly.

Table 14. Proposed ways to address the challenges

Suggestions to Challenges	Frequency	Percentage (%)
Cars should be given to Supervisors to enhance their mobility and also serve as an incentives	8	100
Regular supply of fuel allowances to supervisors will motivate them to work harder	8	100
Workshops and training should be intensified in the district	6	75
Accommodation should be provided to the Supervisors	8	100
The District Director should act on the inspection reports promptly	6	75
Motorbike maintenance allowances and other allowances due them should be paid regularly	8	100

These frequencies and percentages are Non-Addictive

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS.

5.1 Overview

The chapter covers the following sub-headings.

- Summary of research findings
- Conclusions
- Recommendations

The study became necessary owing to the fact that stakeholders (Education Officers, Headmasters, Teachers and Parents) in education expressed perceptions that supervision in the public basic schools is ineffective. Therefore the study on the “State of supervision of teaching and learning in public Junior High schools in Ghana” was appropriate since most Ghanaians have the notion that the failure of BECE in certain public basic schools comes as a result of poor supervision. The study took place in the Sekyere East District of Ashanti, one of the 23 districts in the region and purposively sampled five Circuit Supervisors, three headmasters, 38 teachers and randomly sampled 30 students. Biographical data and academic data were collected on the respondents. The study was specifically based on the following objectives:

- To find out the roles and responsibilities of the circuit supervisors in the District.
- To identify challenges facing supervisors in discharging their supervisory duties in the district.

- To examine the impact of supervision on teaching and learning in the district.
- To suggest solutions to challenges of effective supervision

Likert type of questionnaire was used to elicit views from the respondents on the following research questions:

- What Professional competencies in supervision and monitoring do the Circuit Supervisors and the Headmasters in the District have?
- What are the challenges facing Circuit Supervisors and headmasters in their role of ensuring effective supervision of Public Junior High schools in the district?
- How do the challenges of Circuit Supervisors and Headmasters affect the BECE results in the district?

The respondents were given the opportunity to state some specific challenges that hinder their roles for effective supervision of public Junior High schools and also suggest possible ways to address the challenges stated after answering the open and close ended statements from the questionnaire (Tables 9 and 11).

5.2 Summary of Research Findings

Supervisors in the district do not have enough professional training in the art of supervision, monitoring and evaluation to discharge their duties successfully. The only criterion for appointing them was based on hard work, seniority and at times coercive measures. The district however has no plans to give them orientation before assuming duties.

Inadequate and irregular supply of fuel and other logistics, lack of maintenance of motorbikes, district office not acting on their reports, non-payment of maintenance

allowances, pre-financing of activities which were not re-imbursed on time, lack of residential accommodation, lack of motivation, inaccessible roads, financial difficulties which make them susceptible to pressure, scattered schools within the circuits, some stakeholders not contributing to the effective school management, Regional Managers transferring teachers without replacement among others were some specific challenges from the study and re-echoed by the respondents.

Due to the challenges the supervisors in the district encounter, they could not regularly monitor teachers' and students' output of work when they visit schools. This entails the conduct of arithmetic and reading test to find out the mastery level of numeracy and literacy skills, common examination in their circuits for SPAM, quiz competitions, debates, spelling 'B' tests, regular attendance of PTA meetings to talk to parents, INSET for teachers, organising demonstration lessons, monitoring effective use of school libraries, periodic monitoring of teachers' methodology, scheme of work, lesson notes preparation, adequate number of exercises to students among others which will improve students performances (Tables 10, 11 and 12).

5.3 Conclusions

Based on the findings of the study, conclusions can therefore be drawn that the Inspectorate Division of the District Education Office has no lay down plans to train supervisors so the supervisors lack supervisory skills. The District appoints most of the Circuit Supervisors and headmasters fresh from University and at the Universities they do not study much about supervision meanwhile we have seasoned

headmasters/headmistresses in the field who are competent enough to take the appointment as circuit supervisors.

Teachers in the Unit schools are transferred by their Regional Managers without replacement and therefore it is affecting teaching and learning in the district.

Supervisors in the district have challenges which affect their roles of ensuring effective supervision. Lack of enough professional training in the knowledge of technical leadership skills, human relation skills, conceptual skills in the art of supervision, monitoring and evaluation, their inability to conduct arithmetic test, reading test, SPAM, demonstration lessons, regular monitoring of teaching and learning and the fact that most of their personal grievances and logistical supports cannot be met for improved academic performances are some of the challenges. The above challenges hinder the progress of teaching and learning in the district and have contributed to the consistent failure of candidates presented for the BECE over the years.

5.4 Recommendations

The following recommendations are made to help address problems of supervision of teaching and learning in public Junior High schools especially in Sekyere East District of Ashanti.

1. The Head of Inspectorate Unit in Sekyere East District of Education should put an interim supervision training programme in place to orientate Circuit Supervisors and Headmasters before taking up their appointments.

2. Future appointments of Circuit Supervisors by the District Directors should be based on seasoned heads and office staffs with vast experience and academic qualifications.
3. The challenges of supervisors should be met by the District Director of Education and the Ministry of Education. These challenges include:
 - The Ministry of Education should supply cars to Circuit Supervisors to enhance their mobility and also serve as an incentive.
 - Regular supply of fuel to Circuit Supervisors by the District Directors will motivate them to work harder.
 - Accommodation should be provided to the Circuit Supervisors and the Headmasters by the Ghana Education Service.
 - Motorbike maintenance allowances should be paid to supervisors regularly by the District Directors of Education and the government.
4. The Ghana Education Service and for that matter the Regional Directorate should come out clearly to spell out the appointing authority in the District schools since there is power struggling between the District Director of Education and Regional Managers.
5. The Ghana Education Service should collaborate with the University of Cape Coast and University of Education, Winneba to initiate programmes that will help train Supervisors in school supervision.

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APPENDICES

QUESTIONNAIRE FOR CIRCUIT SUPERVISORS, HEADMASTERS, TEACHERS AND STUDENTS ON THE STATE OF SUPERVISION OF TEACHING AND LEARNING IN PUBLIC JUNIOR HIGH SCHOOLS IN GHANA. A CASE STUDY OF SELECTED PUBLIC JUNIOR HIGH SCHOOLS IN SEKYERE EAST DISTRICT OF ASHANTI REGION.

APPENDIX 'A' RESPONDENTS' BIO-DATA

Please tick (✓) where appropriate

1. Sex M () F ()
2. Age 31-40 () 41-50 () 51-60 ()
3. Educational Level Degree () Diploma in education ()
Cert 'A' 3-yr () Cert 'A' 4 yr ()
4. Rank: Assistant Director I ()
Assistant Director II ()
Principal Superintendent ()
5. Length of teaching
1-10 () 11-20 ()
21-30 () 31-40 ()
6. Length of working as a circuit supervisor/headmaster
1-5 yrs () 6-10 yrs () 11-15 yrs ()

APPENDIX 'B'

DIAGNOSING PROFESSIONAL TRAINING IN SUPERVISION AND MONITORING

Instruction: Please tick (✓) the response that best reflects the above topic.

STATEMENT		RESPONSE				
		SA	A	N	D	SD
7.	I have enough professional training in supervision and monitoring of schools.					
8.	I need professional training in supervision and monitoring to discharge my duties effectively.					
9.	The District has put in place measures to enable me have professional training in supervision and monitoring.					
10.	Professional training in human relations will enable me handle my teachers better.					

APPENDIX 'C'

DIAGNOSING THE CHALLENGES FACING CIRCUIT SUPERVISORS AND HEADMASTERS IN PUBLIC JUNIOR HIGH SCHOOLS IN THE DISTRICT.

STATEMENT		RESPONSES				
		SA	A	N	D	SD
11.	All the heads in the schools are attached					
12.	I need more training in school supervision and monitoring.					
13.	I have no means of transport and this makes my work more difficult					
14.	My fuel and motorbike allowances are paid regularly.					
15.	Quick action is taken on my supervision report by the District Director.					
16.	I am giving enough gallons of petrol every month for monitoring teaching and learning in schools in my circuit.					

STATEMENT		RESPONSES				
		SA	A	N	D	SD
17.	Most of the heads in the schools are not experience in school management					
18.	School Management Committee members are not co-operating with heads and teachers.					
19.	Some teachers are posted to schools to teach subjects they did not offer at the Training Colleges					
20.	Some of the heads and teachers are not committed to teaching profession and did not give off their best.					
21.	Heads in the district do not have enough authority in the discharging of their duties and as such cannot discipline teachers when they go wrong					
22.	Professional development training workshops are organized periodically to improve human resource capacity of teachers and heads.					
23.	I am handicapped with the style of lesson notes preparation of new subjects like BDT, Technical and Vocational Skills and Languages.					

STATEMENT		RESPONSES				
		SA	A	N	D	SD
24.	Teachers in the district are transferred haphazardly without replacement by the Regional Managers of Unit Schools.					
25.	Teachers in the circuits did not stay longer when they are posted to ensure continuity					
26.	State some specific challenges that hinder your role as circuit supervisor for effective supervision of schools.					

27. Suggest possible ways to address challenges that hinder the role of Circuit Supervisors and headmasters for effective supervision of schools.

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APPENDIX 'D'

DIAGNOSING INFLUENCE OF CIRCUIT SUPERVISORS/HEADMASTERS' ROLES ON STUDENTS' PERFORMANCE

Instruction: Please tick (√) the response that best reflect the above topic.

STATEMENT		RESPONSES				
		SA	A	N	D	SD
28.	Reading test is conducted in all the schools in the district to find out the mastery level of literacy skills of students.					
29.	Arithmetic test is conducted in all the schools in the district to find out the mastery level of numeracy skills of students.					
30.	Students output of work is checked during my visit to schools.					
31.	Teachers' regularity and punctuality to schools and classes are checked to ensure improved teaching and learning.					
32.	Quiz competition in Mathematics, English Language, Science and Social Studies are conducted every term in all schools in the district.					

33. a) Suggest some measures put in place to make sure that the teachers in the district complete their syllabuses.

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b) What can be done to improve supervision of teaching and learning in your School?

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