

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY,
KUMASI, GHANA**

**Assessing the Effectiveness of Internal Supervision in Public Senior High Schools: The
Case Study of Sekyere East District**

BY

MAGDALENE SELASI AKU BAKU

BA Integrated Rural Arts and Industry

A Thesis submitted to the Department of Construction Technology and Management,

College of Art and Built Environment

in partial fulfillment of the requirement for the awards of

MASTER OF SCIENCE

NOVEMBER, 2018

DECLARATION

I hereby declare that this submission is my own work towards the attainment of Masters of Science in Project Management, and that, to the best of my knowledge, it contains no material previously published by another person nor 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.

Magdalene Selasi Aku Baku

(PG8911917)

Signature

.....
Date

Certified by,

Rev. Prof. Frank Fugar

(Supervisor)

Signature

.....
Date

Certified by,

Professor K.A Baiden

(Head of Dept.)

Signature

.....
Date

ABSTRACT

It is very much essential in the educational system to determine that activities in educational institutions are carried out in accordance with the goals and objectives of the school. It is in this vain that supervision from which ever quarters (internal or external) should be highly recognized and geared towards finding ways to improve learning and teaching processes in each school or educational institution. The study therefore is aimed at assessing the effectiveness of supervision in public secondary schools to enhance teaching and learning methods in same institutions within Effiduase of the Sekyere East District in the Ashanti Region. To achieve this aim, the objectives were identifying the key purposes of direct supervision in educational institutions, to identify pertinent barriers to the effective internal supervision in public senior high schools and to suggest measures to improve internal supervision in public senior high schools to enhance teaching and learning outcomes. Literature review was conducted on the study and since the study employed a descriptive survey as the research design, a questionnaire was developed. The study adopted a quantitative method using purposive sampling. Out of 72 (Sample size from a population of 250) questionnaires distributed, Sixty-seven (67) responses were retrieved and used for further analysis. The sampled data received was analysed using the relative importance index, mean score ranking and one sample t-test. Findings showed that, professional development of staff, enabling curriculum development, and providing technical support in service delivery were the highest ranked purposes. Lack of remuneration, overcrowded classrooms, lack of respect from school leaders and community members as well as lack of teaching and learning materials were found to be the highest ranked barriers that affect effective supervision at public senior high schools within Effiduase. The study therefore proposed just to mention a few the following measures to improve supervision in public senior high schools to enhance the teaching and learning process; (1) employment of teachers with higher qualifications, (2) providing teachers or supervisors with ongoing support, (3) effective training and retaining of teachers, (4) morale boosting of supervisors, (5) provision of teaching and learning support materials etc. to conclude, the study further recommends that, the impact of supervision on students in educational institutions from the perspectives of other professionals involved in supervision should be explored in future studies.

Keywords: Effiduase in Sekyere East District, Direct supervision, Public Senior High School.

TABLE OF CONTENT

DECLARATION.....	i
ABSTRACT.....	ii
TABLE OF CONTENT.....	iii
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
DEDICATION.....	ix
ACKNOWLEDGEMENT.....	x
CHAPTER ONE.....	1
1.0 BACKGROUND TO THE STUDY.....	1
1.1 STATEMENT OF THE PROBLEM.....	3
1.2 RESEARCH QUESTIONS.....	5
1.3 RESEARCH AIM AND OBJECTIVES.....	5
1.3.1 Aim.....	5
1.3.2 Objectives.....	5
1.4 RESEARCH SCOPE.....	6
1.5 SIGNIFICANCE OF THE STUDY.....	6
1.6 ORGANIZATION OF THE STUDY.....	7
1.7 DELIMITATIONS OF STUDY.....	7
CHAPTER TWO.....	8
LITERATURE REVIEW.....	8
2.0 INTRODUCTION.....	8

2.1. THE CONCEPT OF SUPERVISION	8
2.2 TYPES OF SUPERVISION IN EDUCATIONAL INSTITUTIONS	10
2.3 PURPOSE OF SUPERVISION IN EDUCATIONAL INSTITUTIONS.....	12
2.4 CHARACTERISTICS OF SUPERVISION.....	16
2.5 FUNCTIONS OF SUPERVISION	18
2.5.1 Staffing Function	18
2.5.2 Motivation and Stimulation Function	18
2.5.3 Consultative Function	19
2.5.4 Programme Development Function	19
2.5.5 Evaluation Function.....	20
2.6 DETERMINANTS OF EFFECTIVE SUPERVISION IN EDUCATIONAL INSTITUTION	20
2.7 BARRIERS TO THE EFFECTIVE SUPERVISION IN EDUCATIONAL INSTITUTION	22
2.8 MEASURES FOR EFFECTIVE SUPERVISION IN EDUCATIONAL INSTITUTIONS	24
2.9 QUALITIES OF A SUPERVISOR	25
2.10 WHAT MODERN EFFECTIVE SUPERVISION ENTAILS	27
2.11. SUMMARY.....	29
CHAPTER THREE	31
RESEARCH METHODOLOGY	31
3.1 INTRODUCTION	31
3.2 RESEARCH DESIGN	31

3.3 SOURCE OF DATA AND INFORMATION	32
3.4 DEVELOPMENT AND ADMINISTERING OF STRUCTURED QUESTIONNAIRES	32
3.5 SAMPLING APPROACH.....	33
3.5.1 Sample Population and Size.....	33
3.5.2 Purposive sampling.....	33
3.6 ANALYSIS OF DATA.....	34
CHAPTER FOUR.....	35
DATA ANALYSIS AND DISCUSSION.....	35
4.1 INTRODUCTION	35
4.2 DEMOGRAPHIC DATA OF RESPONDENT	35
4.2.1 Gender.....	35
4.2.2 Work Positions at the Public senior high schools.....	36
4.2.3 Educational level.....	36
4.2.4 Working Experience in Public senior high schools	37
4.3 PURPOSES OF SUPERVISION IN PUBLIC SENIOR HIGH SCHOOLS.	38
4.4 BARRIERS TO THE EFFECTIVE SUPERVISION IN TEACHING AND LEARNING PROCESS IN THE PUBLIC SENIOR HIGH SCHOOLS	41
4.5 IMPROVEMENT MEASURES FOR EFFECTIVE SUPERVISION IN PUBLIC SENIOR HIGH SCHOOLS TO ENHANCE LEARNING OUTCOMES	44
CHAPTER FIVE	47
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION.....	47
5.1 INTRODUCTION	47
5.2 REVIEW OF RESEARCH OBJECTIVES	47

5.2.1 The first objective; to identify the key purposes of direct supervision in educational institutions.....	47
5.2.2 The second objective; to identify the pertinent barriers to the effective internal supervision in public senior high schools	48
5.2.3 The third objective; to suggest effective measures to improve internal supervision in public senior high schools to enhance teaching and learning outcomes.....	48
5.3 LIMITATION	49
5.4 RECOMMENDATION	49
5.5 RECOMMENDATION TO FUTURE RESEARCH	50
5.6 CONCLUSION.....	50
REFERENCES.....	51
APPENDIX.....	57
QUESTIONNAIRE.....	57

LIST OF TABLES

Table 4.1 Purposes of supervision	39
Table 4.2 Barriers to effective supervision	42
Table 4.3 Improvement measures for supervision in public senior high schools to enhance learning outcomes.	44

LIST OF FIGURES

Fig 4.1 Gender	36
Fig 4.2 Work positions at the public senior high schools	36
Fig 4.3 Educational Background.....	37
Fig 4.4 Working experience in public senior high schools.....	38

DEDICATION

I specially dedicate this work to my family especially my Dad Mr. Henry Kwame Zobli Ekor and my younger sister Miss. Henrietta Sefakor Ama Baku who kept faith with me and encouraged me throughout the period of study. I cannot live out my mother (Madam Helena Ametame) though late whose memory is ever fresh and inspired me to make her proud wherever she is now.

ACKNOWLEDGEMENT

My greatest gratitude goes to Almighty God for His continuous grace that has made it possible for me to successfully complete this programme. Special thanks to Reverend Professor Frank Fugar my supervisor for his immerse support and guidance and also to his Teaching Assistance Miss Bridget Eshun. Again, no sufficient amount of words can equal the support and contributions made by the Head of Department, Professor K.A Baiden of Construction Technology and Management towards my studies for the period. Thank You Professor Baiden.

My last appreciation goes to my Manager Thelma Oleans Thompson (Cocoa Life Project Manager, World Vision International, Ghana), my colleagues in the Sekyere East Office and friends who also took time to guide me through to this end. May God replenish you all bountifully.

CHAPTER ONE

1.0 BACKGROUND TO THE STUDY

According to Glickman et al (1998), “Behind every successful school is an effective supervision programme”. All over the world, education is considered a “sine qua non” (cannot do without) and a key to national development. The contributions of education to national development are many and valuable to all nations on the globe. National development refers to the progress a nation makes by using its educational system, science and technology and its human and material resources in a manner which improves the quality of life of its citizens. For this to see the light of day, there must be in place, an effective supervisory mechanism to monitor the operations of the educational system. According to Coombs (1970), planning education in its generic sense is the application of rational systematic analysis to the process of educational development with the aim of making educational development more effective and efficient in responding to the needs of its students and society. According to Annoh (1997) education is considered to be a key to national development for a number of reasons: Education produces the labour force for national commerce, industry and civil service among others, which contributes largely to national development. It increases the level of science and technology in a nation by the production of more scientists, technologists and technocrats to manage the affairs in the various sectors of the economy. Again, Annoh (1997) argues that education helps to discover new ideas and skills in schools, through research, for solving social and economic problems. It brings attitudinal change and national integration and promotes national development. This has called for all stakeholders to come on board to supervise effective work in the school, to produce successful schools for the needed outcome. As Glickman, et al (1998) opined, “we can think of supervision as the glue of a successful school”. They continued that, “supervision is the function in the schools that draws

together discrete elements of instructional effectiveness into whole-school action". They further argued that harmony in supervision is key to achievement of goals. Consequently, they cautioned that, "this harmony does not happen by chance; those schools or systems in which the responsibility for applying the glue is not assigned to specific persons, through job descriptions and allocations of time, simply do not achieve". In concluding their stake on who should supervise, the trio intimated that, "a characteristic of successful schools is that someone, somewhere is responsible for and committed to the process, function, and task of supervision". This means that for education to be successful, all stakeholders must be brought on board for the purpose of supervision.

In Ghana, stakeholder participation in secondary education was given an impetus by the 1959 Accelerated Development Plan, the Education Act of 1961, the Local Government Act of 1988, the 1987 Education Reforms, the 1992 Republican Constitution of Ghana, the GES Act of 1995, Act 506 and the Education Act of 2008, Act 778 among others. They sought to provide legal backing to education decentralization with community participation and stakeholders' roles and responsibilities. The Ghana Education Service Act (Act 506 of 1995) established School Management Committees (SMCs) and Parent Teacher Associations (PTAs) and charged them with the responsibility of rekindling communal spirit as a way of improving quality education delivery at both the primary and the secondary education levels. These SMCs and PTAs are supposed to analyse the problems in their schools and adopt strategies towards the improvement of teaching and learning. The Education Act 778 of 2008, for instance calls for stakeholders participation in education. It spelt out stakeholders in education to include; Development partners, G.E.S (Implementer of education policies), District Assemblies and District Education Office (DEO), Teachers, SMCs, Chief and Elders, and Parent-Teacher Associations

(PTAs). These stakeholders are assigned roles and responsibilities at various levels; national, regional, district and school- community. For instance, the Ghana Education Service (GES) is charged with the provision of teachers and oversight responsibilities at the regional and district education offices to bring about quality primary and senior high schools education.

Whereas in the primary or basic schools circuit supervisors are appointed and charged with the responsibility to supervise all basic schools in Ghana, their roles include: supervision of the instructional process, giving professional advice and guidance within the educational circuits assigned to them the senior high schools do not have such supervisors except for their teachers.

Government has empowered communities and stakeholders in education to exert influence by supervising the schools in their localities to eschew unprofessional conducts like lateness, untidiness, absenteeism and drunkenness. Neagley & Evans (1970) conclude that supervision, then seems destined to play an essential role in deciding the nature and conduct of the curriculum in selecting the school organizational patterns and learning materials to facilitate teaching and learning and in evaluating the entire educational process.

Worldwide, countries history over the years indicates that supervision and support services in the schools are becoming complex and intricate experiencing series and various changes and reforms with an unclear direction. It's however expedient then, to identify an operational definition in order to provide the analysis with a focus and clear boundaries, for the purpose of all stakeholders to be conversant with their roles in the supervision of schools. This will therefore be the main focus of the investigation.

1.1 STATEMENT OF THE PROBLEM

According to Ariani (2016), the style with which teachers' mentor or supervise students leads to the effective development of the student's career and how they learn. Ineffective supervision

therefore becomes a problem because it does not allow students to develop processes or the independence that maintains and activates the feelings, behaviour and cognition in the orientation towards their goal achievements. Instructional supervision benefits both the learners and the teachers because it centres on the teaching-learning situation. Improper supervision does not aid in identifying the strengths of the students as well as the teachers, therefore, creating a sense of weakness. This becomes a problem when good human relations are not developed through effective supervision thereby creating a cordial working atmosphere (Moses et al., 2018).

From a casual observation of senior high schools in Ghana it was difficult to gauge the relative effectiveness of internal or external supervision on the quality of teaching and learning. In some schools, internal supervision was well received by teachers and seemed to improve teaching and learning more than external but it was vice versa in other schools (Adjei et al., 2018). It is also common knowledge that teachers and prefects often make efforts to control and supervise problems internally to enhance teaching and learning in schools. Effective and efficient supervision is a concern to parents, teachers, educators and other stakeholders to justify the huge investment for education of children. If supervision is not effectively done, it could cost the nation a great deal in terms of needed or human resources. It is therefore very crucial that supervision of instruction is effectively carried out to ensure that teaching and learning are equally carried out effectively (Ndungu et al., 2015).

Actually, the entire community is a stakeholder in its education system. It is so because local schools educate future employees, community leaders and business owners. A solid education programme builds a stronger community by better preparing its students to be successful community members. Since all members of a community are stakeholders in its education

system, one may be wondering how each individual stakeholder is important. Every different stakeholder plays a different, significant role in support of the education system.

The uncertainty about the nature of supervision of instruction in senior high schools in Ghana, as noted from casual observation raised the question whether supervision was being effectively done in the public senior high schools. Issuing from this is the question of how effective the supervision is done in senior high schools and how it enhances the teaching and learning process. It was to bring to light these and such other questions about supervision in Public senior high schools in Ghana that the research topic was chosen and embarked on.

1.2 RESEARCH QUESTIONS

To effectively tackle the problem of the study the following questions were deduced

1. What is /are the main purposes of internal supervision in educational institutions?
2. What are some of the barriers to effective internal supervision public senior high schools?
3. What are some of the measures that can be taken to promote effective supervision in senior high schools?

1.3 RESEARCH AIM AND OBJECTIVES

1.3.1 Aim

To assess the effectiveness of internal supervision in public secondary schools towards promoting conducive educational environment.

1.3.2 Objectives

- ❖ Identifying the key purposes of direct supervision in educational institutions
- ❖ To identify the pertinent barriers to effective internal supervision in senior high schools

- ❖ To suggest measures to improve internal supervision in public senior high schools to enhance teaching and learning outcomes.

1.4 RESEARCH SCOPE

The study contextually seeks to delve into supervision in educational facilities with specific focus on the direct supervision. The study focuses on ascertaining the key persons responsible for direct supervision in educational institutions. The importance and purpose of supervisions will be investigated. Furthermore, the issues pertaining to or hindering the effectiveness of direct supervision will be considered as well as improvement methods and strategies. The study will consider senior high schools in the Ashanti region, more specifically in the Sekyere East District. Respondents from senior high schools in the district will be mainly contacted for the purpose of the study.

1.5 SIGNIFICANCE OF THE STUDY

Firstly, it is envisaged that this study would serve as a contribution to research so that those who have access to the findings and recommendations may use it to enhance their supervisory roles and skills in education. The study would also assist stakeholders and government in formulating policies on educational supervision and to apply them nationwide in order to enhance school performance. Furthermore, it would help supervisors and or teachers to co-operate and integrate all types of supervision to achieve educational objectives and to improve supervision in the senior high schools.

The study would also add to current stock of research in the area of school supervision. It would be of use to policy makers, teachers, supervisors and other stakeholders in planning optimum supervision for schools in order to enhance the quality of education nationwide.

1.6 ORGANIZATION OF THE STUDY

The study which is in five chapters comprises of chapter one covering background to the study, statement of the problem and objectives of the study. It also deals with the research questions, significance of the study, research scope as well as the organization of the study. The second chapter addresses the literature review including published and non-published documents including books, editorials and/or newspapers as well as journals that proved useful information for the topic. The third chapter presents the methodology employed in undertaking the study. Chapter three includes the design of the research, the population per the study. The chapter also contains the sample and sampling technique that were used, instruments engaged in the collection of data, and the overall data collection procedure and analysis. Chapter four presents the findings of the data analysis and its subsequent discussion. Chapter five comprises a brief summary of the study, conclusions drawn from the findings and recommendations made for practice. The chapter ends with suggestions for further study.

1.7 DELIMITATIONS OF STUDY

The issue of supervision is vast and diversified that it was difficult to capture all issues involved in a single study. The study was therefore confined to the consideration of the roles of stakeholders in the effective supervision of the school internally carried out in Public senior high schools in Ghana, selecting three namely Effiduase Senior High, Krobrea Asante Technical Vocational Institute and T.I Ahmadiyya Girls Senior High Girls in Effiduase and Asokore of the Sekyere East District in the Ashanti Region.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

The review deliberates on opinions of other authorities of researches in the area of study. This chapter further provides other studies on the subject matter towards addressing the research questions. It encompasses some beliefs, concepts, knowledge and issues such as: concept of supervision, Purpose, features and functions of supervision in educational institutions, barriers and improvement measures.

2.1. THE CONCEPT OF SUPERVISION

Supervision, just as many concepts, defies a precise definition. However, all definitions point to one direction-that it is primarily a work done provided geared towards the improvement of all elements which go into making sure that growth and progress in teaching and learning process. Neagley and Evans (1970) give a summary of modern school supervision as “positive democratic action aimed at the improvement of classroom instruction through the continual growth of all concerned-the child, the teacher, the supervisor, the administrator and the government or other interested persons”. They conclude that when school prefects, teachers, school management committees, head teachers and supervisors cooperate in the supervision process, it brings about effective supervision and improves the teaching and learning process.

McKenzie (1983) states that, “supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole school action”. To him research in supervision studies shows that schools that link their instruction, classroom management and discipline with staff development and action research under a common purpose achieve their objectives.

In addition to the above, in their view about the concept of supervision, Glickman et al (1995) maintains that supervision in schools is not perceived only in terms of the act of instructing students, rather as the activities that enable teachers to improve instruction for students: It is a process and a function but not to be viewed as a particular position or person. Crucial here is not the person's title but his or her responsibilities. Furthermore, Musaaazi (1985) is of the opinion that supervision of instruction is envisioned to improve the teaching and learning process in schools. To him the supervisor must provide a pleasant, stimulating and wholesome environment for security. His responsibility is to ensure that teachers have opportunities to share ideas and work in unity as a team to achieve the goals of the school. He adds that, the supervisor must broaden the base of leadership by utilizing the full potential of teachers. Hence, the supervisor of education is the person accountable for working with others to increase the efficiency of the school's teaching and learning process".

In the opinion of Elsbree and Harold (1976), modern day supervision should however, not be considered as mere classroom visits, individual teacher conferences, rating of teachers and writing of reports. It should include the curriculum, materials for instruction, the school community and other administrative functions. He asserts that administrative functions should cover curriculum organization, policies on pupils' or students' progress, tools for pupil assessment and reporting to the head, allocation of funds for materials, equipment, and staff. He concludes that the scope of supervision is very broad, covering all factors that affect the learning and teaching of pupils in schools. From the discussion so far, it is evident that supervision in schools is comprehensive and its major purpose is to advance the teaching and learning process. Authors mentioned above came to an agreement that supervision in schools involves more than one person. It is therefore imperative that after procuring the necessary material resources,

adequate supervision should take place to ensure the realization of effective teaching and learning in schools.

2.2 TYPES OF SUPERVISION IN EDUCATIONAL INSTITUTIONS

According to Mankoe (2007) as cited by Arthur (2011) there are two types of supervisions namely the District and or Regional Based Supervision which is external and the school-based supervision which is internal. He elaborates that, the external supervision is conducted by the Inspectorate division of the education service while the internal supervision is carried out by headmasters and teachers.

Head teacher's handbook (2002) cited in Osae-Apenteng (2012) suggests that internal supervision are exclusively the responsibilities of the administrator mostly school heads. In addition to this responsibility the position of the head teacher is to ensure effective supervision in the school by improving upon the teacher's professional competencies, techniques and skills in teaching and learning.

From the Ghana Circuit Supervisor's Handbook (2002), external supervision is which comprises of brief visits, familiarization visit, assessment visit, special visit, follow up visit and intensive or comprehensive visits are undertaken by national, regional and district officers.

With brief visits, the officer assigned collects or goes to give information to or from a staff of Ghana Education Service (GES). In familiarization visits, a newly appointed supervisor visits schools within the circuit or area of cover to get acquainted with the staff. Assessment visits are done to purposefully look into the school's activities to learn about how these activities are planned and carried out. Special visit deals with a visit by a supervisor to investigate a malpractice in the school or an allegation against a teacher. Adu, Akinloye and Olaoye (2014)

explains Follow up visits are those that take place after a full inspection have been carried out in school during a previous visit.

However, Glickman and Tamashiro (1980) wrote about three types of supervision, that is directive, collaborative and the non-directive supervision. Directive supervision is an approach based on the belief that teaching consists of technical skills with known standards and competencies for all teachers to be effective. The supervisor's role is to inform, direct, model and assess these competencies. Collaborative supervision is based on the believe that teaching is primarily problem solving for two or more persons jointly pose hypotheses to a problem, experiment and implement those teaching strategies that appear to be most relevant in the environment. The basis for non- directive supervision is that learning is primarily a private experience in which individuals must develop their own solutions to improve the classroom experience for students. Here the supervisor only listens, is not-judgemental and provide self-awareness and clarification of experience for teaching.

Parker and Smith (1982) are of the opinion that anyone with direct responsibility for improving classroom and school instruction is referred to as a supervisor. Typical supervisors are school Principals, Assistant Principals, Instructional Leaders, Teachers, Central Office Consultants, Co-coordinators and Assistant Superintendents. Supervision is viewed as a process and a function, not a particular position or person. Research on effective schools documents that such schools have in common staff members who attend to functions of improving instruction. Harris and Bessent (1986) clarified the supervisors' role that supervision is related directly to helping teachers with instructions but only indirectly to instructing students. Supervision is not the act of instructing students, that is, teaching, but the action that enables teachers to improve upon instructing students.

2.3 PURPOSE OF SUPERVISION IN EDUCATIONAL INSTITUTIONS

Adu et al (2014) states that, the purpose of school supervision is the promotion and development of favourable setting for teaching and learning which eventually lead to the improvement of the society as well as raise the academic standards of the institutions. To add to this, Neagley and Evans (1970) gives a summary of modern school supervision as “positive democratic action aimed at the improvement of classroom instruction through the continual growth of all concerned - the child, the teacher, the supervisor, the administrator and the government or other interested persons”. Harris and Bessent (1986) are of the opinion that, the objectives of every modern instructional supervision should include the following:

- direct psychological and technical support service and help to teach
- curriculum development, coordination and evaluation by inspectors
- development and evaluation of educational goals
- professional development of personnel
- evaluation of personal performance
- evaluation of educational outcomes.

Sergiovanni and Starrat (1998) hold the view that supervision has numerous purposes: to ensure that minimum standards are being met and that teachers are being faithful to the school’s overall purposes and the educational enterprise as well as assisting teachers grow personally and professionally. They further hold the following views:

- Supervision for Quality Control: By that they mean, visiting class rooms during lessons, touring the schools, getting to know students and collaborating with stakeholders in the community are ways by which Heads teachers and officers can monitor teaching and learning in their schools.

- Supervision for Teaching and Motivation: To them supervision achieves the purpose of building and nurturing teachers' motivation and commitment to teaching towards an overall aim of the school. The quality of supervision practiced and its effective supervisory system are key in this regard.
- Supervision for Professional Development: To them, Heads of schools' and supervisors assist teachers to grow, develop and increase their understanding in teaching, to improve their secondary teaching skills and to expand their knowledge.

According to Sergiovanni and Starrat (1998) the eventual drive of supervision is the advancement of pupil or student's growth to improve society. Secondly, supervision aims to sustain the supply of leadership and acclimate to constraints in the education programme over a period of time. They continue that the immediate purpose of supervision is to co-operatively develop a conducive atmosphere for teaching and learning in the following ways:

- Supervision in all aspects seeks to improve on the approaches used in teaching and learning.
- Creating a physical, social and psychological climate
- Supervision seeks to coordinate and integrate all educational efforts and materials in order to supply continuity.

According to Glickman et al (1995), supervision in school should be to foster teacher reflection and autonomy and to facilitate teacher-driven instructional improvement. The supervisor should be concerned with the teacher's self-concept and personal development as well as the teacher's instructional performance. It is critical for the supervisor to establish a relationship with the teacher characterized by openness, trust and acceptance. The supervisor should allow the teacher to identify instructional problems, improvement plans and criteria for success. He points out that

the supervisors can assist the teacher's self-directed improvement through active listening, clarifying, encouraging and reflecting. The teacher and school thus have a primary responsibility for instructional improvement decisions with the supervisor serving as an active facilitator.

Glickman, Stephen and Ross, (1995) and White (1993) maintain that the purpose of supervision of instruction is to involve teachers in joint enquiries intended for instruction improvement. The supervisors and teachers should share insights of instructional problems, exchange suggestions for solving those problems and develop an improvement plan. This plan becomes the hypothesis to be tested by the teacher with the assistance of the supervisor. White believes that supervisors and teachers should share the responsibility for instructional improvement.

Glickman et al (1995), writing on the beliefs of supervision, states that most supervisors are former teachers. As a result, their views about learning, their nature, knowledge and the role of the teacher in the classroom influence their views of supervision. In their further argument, they said, the aim of supervision is to monitor teachers to ascertain if their instruction includes elements of effectiveness. If those elements of instruction are observed, the officer or supervisor should provide positive reinforcement to ensure that they continue to be included in the teacher's lessons. Glickman et al (1995) believe that if a teacher is not using or is incorrectly using the element of effective instruction, the supervisor has the responsibility to provide remedial assistance by explaining and demonstrating correct instructional procedure, setting standards for improvement. In short, he concludes that the supervisor should have primary responsibility for instructional improvement decisions.

In the view Burton and Bruckner (1995) "supervision is an expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development". They concluded that modern supervision should entail the following:

- The focus is on the setting for learning not on an individual or group of people. All persons are co-workers aiming at improving the situation; one group is not superior to the other, operating to “progress” the inferior group.
- The teacher is detached from his/her humiliating position as the focus of attention and the weak link in the educational process. He assumes his rightful position as a cooperating member of a group concerned with improving learning.
- Supervision’s purpose is to improve on the whole the teaching and learning process, the overall atmosphere for learning rather than the narrow and limited aim of improving teaching in service.
- It directs attention towards the fundamentals of education and its improvement within the general aim of education.

Musaazi (1985) is of the view that supervision of instruction is intended to improve the teaching and learning process in schools. To him the supervisor must take the lead in providing a pleasant, stimulating and wholesome environment in which teachers would work and in which they would feel secured. He continues that it is his responsibility to ensure that supervisors guide teachers to have opportunities share ideas and to work effectively together as a team. He continues that an inspector of education is a person responsible for working with others to increase the effectiveness of a school’s teaching and learning processes.

Merton (1968), Herman (1974) and Johnson (1988) agree that supervision helps to prepare pupils’ achievement due to better teaching techniques. Johnson (1988), also says that students whose teachers are adequately supervised while teaching could perform better than students whose teachers are not adequately supervised. Commonwealth Secretariat (1993) describes the need for supervision as follows:

- The proper thing is being done to achieve the aims and objectives for example; how to implement the new curriculum
- There is judicious use of contact hours.
- Teachers and head teachers are working effectively to enhance students learning
- Supervision must see to it that proper records are kept e.g. keeping of attendance register, cumulative records books, etc.
- Supervision is helping teachers to advance in their teaching and learning.
- There is accountability.

Commonwealth Secretariat (1993) opines that the government spends about 40% of the annual budget on education. The tax payer expects some results from the investment made in education. Finally, Banji (2006) suggested that other purpose of school supervision include administrative role, educational or formative role and supportive role.

2.4 CHARACTERISTICS OF SUPERVISION

According to Wiles (1967), if the full potentialities of individuals and society are to be realized, and are to be translated into the most effective learning experiences of students, then supervision must be characterized by some major principles one of which is the fact that the establishment and maintenance of satisfaction human relations among all staff members must be primary.

Wiles (1967) asserted that any supervisory activity will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make in the educative process. Relationships among all personnel must be friendly, open and informal to a great extent. Mutual trust and respect are essential and the person in the supervisory role must set the tone. He further explained that a group's performance is affected by the quality of its

human relation, and the supervisor must work constantly for the improvement of group cohesiveness.

Wiles further explained that modern supervision is democratic in the most enlightened senses. "Democracy" does not mean "Laissez-faire", with each staff member proceeding as he pleases. Rather, the term implies a dynamic, understanding and sensitive leadership role. Wiles also suggest that a healthy rapport should exist among staff member in a give-and-take atmosphere which is conducive to objective consideration of the educational theories and problems of the day and of the school. Ideally, no personality, including the administrator or supervisor, dominates the group, but the considered judgments of all are felt to be valuable.

Decisions should be made consensus after thorough research and adequate discussion in the area under study. Individuals should be included in secondary policy planning, in studies of instructional programme, and in all fundamental changes, which affect them or their position directly, and this does not mean that everyone must or should be involved in every decision. The person in supervisory position has the responsibility for deciding when individuals should be consulted. When people are involved, then, there must be evidence that their creative participation is eagerly sought and that their contributions to the group decision are significant.

Absolutely, there is no place in democratic, supervision for autocratic administration action based on token staff consultation. Democracy in supervision therefore means active, co-operative involvement of all staff members in aspects of the instructional programme, under the leadership of a well-informed, capable and discerning administrator or supervisor who believes in the privacy of positive human relationships (Neagley & Evans, 1970).

Wiles (1967) was of the opinion that modern supervision is comprehensive in scope. It embraces the total public school programme, Kindergarten through to the twelfth or fourteenth years,

depending on the organization of the school district. The curriculum is, or should be a developing, on-going process involving the child from Kindergarten enrolment through high school or junior college graduation. Modern supervisions now comprehensive in view of the teacher and the learner. It is directed at improving all factors involved in pupil learning. The modern supervisory role reaches far beyond the traditional “classroom visitation”.

2.5 FUNCTIONS OF SUPERVISION

Supervision plays a number of roles in educational delivery. Some of the functions as defined by Dzinyela (2004) are discussed in the literature below:

2.5.1 Staffing Function

According to Dzinyela (2004), one of the most effective means by which instruction can be improved in the school or school system is to obtain better qualified teachers. The staffing function therefore, involves all those activities related to recruitment, selection and placement of staff as well as those related to conditions of employment and retention of qualified teachers. It is also concerned with formal education of teachers for purposes of establishing tenure for promotion, transfer and dismissal.

2.5.2 Motivation and Stimulation Function

Some well qualified and efficient teachers selected and placed in a school system may lose some of their effectiveness through professional frustration, inappropriate assignment on duties or because of inept administrative practices. To Dzinyela (2004), since it is a facilitating function, supervision should help remove the obstacles to good teaching and provide the stimulus for creative work. Hence the motivation function is concerned with providing a challenging environment with even professional leadership with job satisfaction, moral and teacher participation in formulating policies, which will affect their own task performance. The

motivation function is a subtle one and its performance requires skills and understanding on the part of the supervisor. It must be carried out in such a way that professional capabilities are released, and creativity can flourish.

2.5.3 Consultative Function

Dzinyela (2004) further explains that another major supervision concerned with providing for continuous professional development of teachers. Broadly conceived, this function includes those activities ordinarily designated as in-service education. Consultancy can be carried out as follows:

- Between the individual teacher and the consultant in the solution of a problem.
- It may be conducted with a group of teachers, considered to have general problems of interest to all members of a group.
- The consultation function is also affected through encouraging teachers to learn privately by professional reading. Individual or group consultation may involve highly directive or highly non-directive behaviour by the consultant. But more usually, it falls between these extremes. The nature of this behaviour will vary depending on the nature of the problem, the nature of the individual or groups and the purpose of the consultant.

2.5.4 Programme Development Function

Other factors being equal, the best teaching will occur when good school programmes have been developed. To Dzinyela (2004), even when a curriculum is constructed and imposed by the control authority, many adaptations for a local school or system are permissible and desirable variations in subject content, modification in order and method of presentation, experimentation in teaching techniques and use of audio visual devices, adaptations of programmed learning and of team approaches to teaching are forms of programme development. Such modifications may

well stimulate professional excitement and enthusiasms that turn to be stifled by rigidly controlled and routine procedures.

2.5.5 Evaluation Function

The evaluation function assesses whatever is thought and compares it with what is supposed to be learned. Dzinyela (2004) explained that data is collected and analysed to determine the quality level of teaching and learning and the feedback helps us to improve supervision activities. Teachers are in the forefront of successful instruction; supervision is in the background providing the support, knowledge and skills that enable the teacher to succeed. When improved instruction and school success do not materialize, supervision should shoulder the responsibility for not permitting teachers to be successful

McDonald (1981) further explains that effective supervision requires knowledge, inter-personal and technical skills. These are applied through the supervisory tasks of direct assistance to teachers, curriculum development, staff development, and group development and action research. This adhesive pulls together goals the teacher needs and provides for improved learning.

2.6 DETERMINANTS OF EFFECTIVE SUPERVISION IN EDUCATIONAL INSTITUTION

Studies by Oghuvbu (2007) showed some common determinants of effective supervision in educational institutions. These common determinants are:

- Teachers and students working rigidly according to school time table following rules and regulations
- Neat and decent school environment
- Proper students management
- Delegation of duties by school heads

- Existence of positive cordial, social and professional relationship among teachers
- The ‘name a good school’
- Availability of well-prepared current records and research findings in the school

Oghuvbu (2007) concluded that effective supervision is evidenced by good administrative procedure characterised by disciplined behaviour by teachers and students demonstrated through positive implementation of school rules and regulations directed towards the achievement of the aims and objective of the school in particular and education in general.

To throw more light on the determinants of effective supervision, Osae-Apenteng (2012) made mention of factors for effective supervision agreeing with some of the determinants mentioned by Oghuvbu (2007). According to Apenteng (2012), the following are some of the factors or determinants for effective supervision:

1. The environment should be made free of tension and emotional stress. Thus a conducive atmosphere
2. Immediate recognition of good work done which will serve as incentive to others.
3. Opportunity for improvements, where supervisors gives students the opportunity to prove their worth and for aspiring higher
4. Constructive criticisms by supervisors or teachers; teachers must criticize poor work done by students privately and with a clear mind as well as giving advice to the affected student.
5. Team work by both the supervisors and students so as to share a common goal or vision, belief and work together as professional.

2.7 BARRIERS TO THE EFFECTIVE SUPERVISION IN EDUCATIONAL INSTITUTION

To assess the effectiveness of effective supervision, there is the need to take a look at the barriers that affect effective supervision in educational institution especially the public secondary schools at Effiduase Asokore within the Sekyere East District.

Studies by Adu, Akinloye and Olaoye (2014) showed some problems of effective supervision in educational institutions. These problems are as follows:

- **Lack of remuneration:** Payment of teachers' salaries is seldom regular and promotions are delayed without justification. In a situation where teachers are frustrated and fail to show interest in supervision, the job of the teacher becomes very difficult for the achievement of the objectives of instructional supervisors.
- **Low Teacher Morale:** the seeming shabby treatment the teacher receives from their employers and the apparent frustration resulting from this is another hindrance for effective supervision.
- **Poor communication:** most supervisors including the teachers, head teachers, administrators do not know how to communicate with their staff of pupils. Teachers are sometimes demoralized due to ineffective communication.
- **Financial Constraint:** Inadequate funding either on the part of government, concerned ministry and the individual proprietors affect supervision and administration of schools.
- **Inadequate Staff:** Many schools in the country suffer defective teaching due to the absence of qualified staff in some subject areas.

- **Material Resources:** Supervisors in educational institutions faced with the absence of materials. This is a major problem which hinders effective learning and teaching process.

In addition, other barriers to effective supervision are poor time management especially when teachers and students are not able to work rigidly according to school time table; Too many needy students and the low level education and the occupational positions affect the learning process of a student in the sense that this may lead to high rate of drop out or lack of concentration of the students in class. Moreover lack of respect for consisted authority by students and staff also makes it difficult for effective supervision to take place.

However, the attitude of teachers to supervision has been one area that has engaged the attention of educationist. Since teachers are the focus of most of this increased supervisory effort, their attitude towards supervision is important. Neagley and Evans (1970) are of the view that although there are undoubtedly many instance of well-received supervisory practices, a common response of teachers to supervision might be expressed as the suspicion that supervision is as ineffectual and at worst a harmful form of interference with the work of the teacher. This view expressed by Neagley and Evans is very common among teachers and has seen a strain on the effective co-operation that should exist between the supervisor and the supervisee. If teachers should view supervision as interference in their work, then it means most of the new ideas and innovations, which might be given them at workshops, would not be implemented. Neagley (1962) points out that there is a conclusive relationship between the extent of confidence held by teachers in their supervisor and the supervisor conformity with bureaucratic practices.

2.8 MEASURES FOR EFFECTIVE SUPERVISION IN EDUCATIONAL INSTITUTIONS

In order to help with the assessment of effective supervision in educational institutions, improvement measures should be provided to the barriers or challenges that affects effective supervision in educational institutions especially the public secondary schools at Effiduase Asokore Sub-Metro within the Sekyere East District so as to enhance the learning and teaching process.

Enaigbe (2009) in his study, strategies for improving supervisory skills for effective primary education, outlined the following measures below:

1. Training and retraining of supervisor: The training of new supervisors and the retraining of old ones should be taken seriously.
2. Morale Boosting: If supervisors are properly motivated with available work materials such as stationery, transportation, and conducive working environment and enhanced salaries and allowances the morale of the supervisor could be boosted thereby affecting the skills
3. Improved Selection Criteria for Supervisors: Supervisors should be carefully selected from among the available education personnel in the schools or state ministries of education.
4. Disciplinary Action against Unprofessional or Unethical Conduct or Performance: In order to improve the skills of school supervisors' appropriate sanctions should be levelled against any deviant supervisor who tends to undermine the expected standard.
5. Reward for Performance: Supervisors with excellent performance should be rewarded accordingly in order to maintain, and if possible improve their skills.

Adding up to the measures, Enaigbe (2009) suggests that Employment of supervisors with higher educational qualifications are more likely to perform better in the field than those with lower qualification. With respect to supervisors with higher qualification, Adu, Akinloye and Olaoye (2014) also suggested that recruitment of teachers by the ministries of education and their agencies should be based purely on academic qualification and professionalism. According to Okoro (2004) cited in Enaigbe (2009), education personnel with higher qualifications display more confidence in their workplace and also they are more accessible to quality information and adapt easily to changing occupational conditions than their counterparts with lower qualification who are usually ill-equipped in adapting to modern changes.

Finally, Adu et al (2004) suggested that Government should provide adequate funds, facilities, equipment and human resource for school inspection and ensures that all schools, both public and registered private schools are supervised regularly and effectively. They added that, the inspectors of education, supervisors and school heads should be empowered with human resources, funds to help them deliver as resource personnel and partners in progress.

2.9 QUALITIES OF A SUPERVISOR

It is an undeniable fact that such a concept of supervision requires a high level of educational leadership for its implementations. According to Neagley and Evans (1970), the supervisor must be equipped personally and professionally to handle the position and responsibility to which he is called. Although research studies in selection of supervisors and administrators are quite limited, certain conclusions seem evident. Dzinyela (2004) outlined some primary qualities that a supervisor must possess. The supervisor should have a positive attitude towards students and teachers, have good human relationship, friendly and tolerant to the supervisee. His presence

should not frighten the supervisee, should encourage, and interact briefly with the head of the school and the supervisee to establish a rapport.

Again, the supervisor must command respect, be well behaved and possess a desirable personality to win the confidence of the supervisee. His appearance and commendation skills should demonstrate a leader. He should be a role model, understanding and communicate his observation to the supervisee to assist him or her to improve the current level of achievement. After the classroom observation, he should meet the supervisee at a supervisory conference, assist him or her identify or classify him or her strengths and weaknesses democratically and assist the supervisee to develop solutions to the problems.

Dzinyela (2004) further explains that the supervisor should be a rational decision maker for teachers to emulate. By this the supervisor should reason with the supervisee when explanations are given to unusual observations such as why he should be teaching English at a particular time instead of Mathematics. He should be knowledgeable, observable, know what to observe and how to observe.

The supervisor should know the different strategies of teaching to assist teachers to co-ordinate the teaching approach with the curriculum content. After assessing the supervisee's approach to lesson delivery, the supervisor should be able to suggest new approaches to lesson delivery in a democratic manner. His skills in the use of group processes are vital and needs to show a working understanding of the teaching concept in open supervision. In decision making, Dzinyela (2004) suggest that the supervisor should be a good listener, allow others to express their views on issues or matters affecting teaching and learning clinically. The supervisor should be fair and firm and be ready to subjugate his own personal ideas to the combined judgment of the team in general. He should be objective in assessing situations, issues, events and be

courageous to point out areas where he differs with the supervisee. Dzinyela (2004), is also of the view that the supervisor should be able to work within frustration and adversity and identify potentials in others and assist them unearth these innate tendencies. In the event of open confrontations or allegations levelled against circuit supervisor, then he or she should be able to withstand such situation or provocation and carry out their normal duties diligently and professionally.

2.10 WHAT MODERN EFFECTIVE SUPERVISION ENTAILS

Neagley and Evans (1970) maintain that a healthy rapport should exist among staff members with mutual respect and sharing of views, helping to minimize conflicts and solve the day-to-day problems of the school. They pointed out that a cooperative and creative approach to topics of joint concern is paramount. Ideally no personality, including the administrator or supervisor dominates the group, but the considered judgments of all are valuable. They continue that modern supervision is democratic in the most enlightened sense. “Democracy” does not mean “laissez- faire” with each staff doing his/her own thing. Rather the term implies a dynamic understanding and sensitive leadership role.

Different individuals on a school staff may assume the function at various times. Real affirmative guidance is continually needed to focus attention on the improvement of instruction. Again, Neagley and Evans (1970) reiterated that words like “democracy” “team effort” and “group process” should be used in an attempt to show that present day supervision is far different from the autocracy supposedly exhibited by the early 20th century administrator and supervisor. All decisions in the modern school system should involve the entire staff and each professional employee must feel that he/ she is part of the “Espris de corps” team work.

Any supervisory programme will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make towards the progress of education. Mutual trust and respect are essential and the person in the supervisory role must set the tone. Relationship among all personnel must be friendly, open and informed to a great extent. Neagley and Evans (1970) further maintained that modern supervision is comprehensive in scope; it embraces the total public school programme. The child internalizes the curriculum from kindergarten enrolment through secondary to tertiary and supervision is directed at improving actors involved in pupil learning. The modern supervisory role goes beyond the traditional “classroom visitation”, where the supervisory concept was narrow in scope, focusing mainly on criticisms of the teacher. It should be an intervention to improve the teacher’s skills.

According to Sergiovanni and Starrat (1998) good supervision of instruction should project the following:

- i. Supervision should be sensitive to the ultimate aims values and policies of education
- ii. Supervision should be sensitive to facts and law
- iii. Supervision should be experimental in attitude with constant re-evaluation of aims and values, policies, materials and methods of teaching.
- iv. Supervision should respect personality and individual differences between personalities and seek to provide opportunities for the expression of each unique personality.
- v. Supervision should be based on the assumption that educational workers are capable of growth: it should accept idiosyncrasies, reluctance to cooperate and antagonism as human characteristics, just as it accept reasonableness, cooperation and energetic activity. The former are challenges, the latter are assets.

vi. Supervision should endeavour to develop, in all persons, a democratic conscience that recognizes that democracy includes important obligations as well as rights.

According to Lokko (2000), through research on factors that contribute to effective supervision it has been found that the work surroundings of most institutions employing the traditional supervision style tend to hinder, rather than promote, teacher growth and initiatives. Lokko continues that if teachers are provided with an appropriate environment and effective supervision, they can attain higher levels of personal and professional development. Based on these views, many have written at length about how supervision can be made more effective in the promotion of teaching and learning.

Neagley and Evans (1970) opine that for effective supervision, the general limits of authority and responsibility must be well established. The supervisory staff would clearly identify their own authority as well as their responsibilities in using that authority in a sensitive and consistent way in order to enhance the teaching and learning process in schools.

2.11. SUMMARY

A number of studies have been conducted which report attitudes of teachers about supervisors and supervisions in general. Neagley (1962) found that there is a conclusive negative relationship between extend of confidence held by teachers in their supervisors and the supervisor's conformity with bureaucratic practice. Claye (1963) in a study representing teachers of all levels in the elementary schools in five different states concluded that

- Effective supervision is based on sound principles of social change and group dynamics.
- Teachers want supervision from Principals as well as from titles of supervisors.
- Principals do not supervise adequately.

- The kinds of help teachers want do not change significantly as the length of time in service varies.
- All teachers need and want supervision

Campbell (2007) studied the relationships that existed between supervisory leadership and the various situational factors in the social setting where supervision takes place. Her findings revealed that teachers place a high value on those behaviour actions of supervisors, when seen to exemplify warmth, mutual trust, friendship and respect.

This research provides an overview of supervision in general. It clearly shows how supervision is explained in different ways by different authors, with a common ground that supervision involves more than one person, thus, the students, teachers, head teachers, administrator and officers. The literature also clearly shows how supervision can be conducted internally and externally, and they both play a major role in enhancing the teaching and learning process in public secondary schools.

Key to the achievement of the objective of this study, barriers that affect the effective supervision which results in hindering the teaching and learning process were identified. Prior to this some improvement measures were suggested to contribute to the effective supervision in the educational institutions.

Conclusion drawn from the literature review revealed that, effective supervision plays a major role in educational institutions and it is geared towards the optimum achievement of educational goals when it comes to the teaching and learning process. Prior to this, the role of government cannot be overlooked as well as contributions of teachers, supervisors, administrators and support of parents. For effective results in the teaching and learning process, a joint effort and cooperation required.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The purpose of the chapter is to provide a general scope of how the research was carried out. This chapter points out procedures, diverse techniques and various processes employed to gather information on the study. Research methodology is said to be a systemic and/or theoretical analysis of the methods that are implored to an area of study.

3.2 RESEARCH DESIGN

Research design as explained by Kumar (2011), simply involves a well laid-out plan and diverse ways of probing to arrive at answers a research work seeks. As a case study, this research delved into the purposes, barriers and improvement measures for effective supervision in public secondary schools within Sekyere East District.

A researcher can adopt various approaches to research. Creswell (2009), established qualitative, quantitative, and a blend of both (mixed method) to be the three approaches in research design.

Of these approaches, the former (qualitative) heavily relies non-numerical data, seeking to understand phenomena with social inclination, behavior and opinions. Quantitative research, however, seeks to collect and analyze data in a structured and systematic way employing numerical and/or statistical techniques. It fundamentally, gathers variables and use computational means to arrive at valid and factual results.

This study nonetheless engaged a quantitative approach. Analyzing data for this study by employing quantitative research purported much more objectively verifiable components of our search, resulting in the achievement of set objectives of the survey.

3.3 SOURCE OF DATA AND INFORMATION

Source of data addresses the data collection instruments, methods and procedures used for our search. Source of data provides exhaustive explanations to each of the methods used in addressing the aims, objectives, and research questions. According to Bernard (2002), an integral part of research is data collection. Data helps to establish ideal inference from a theoretical perspective, hence, data collection must be done with astuteness, most importantly the sources of data, since errors in data collection can severely alter data analysis. (Bernard et al., 1986; Tongoco, 2007).

Data gathered during this research involved field survey (primary data). Information was required from professionals at the public secondary schools especially those involved with supervision. The objective of the survey was to collect data for analysis on assessing the effective supervision in public secondary schools to enhance learning and teaching outcomes.

The research made use of publications of interest areas, journals, interest area related library books, reports, and articles in gathering secondary information.

3.4 DEVELOPMENT AND ADMINISTERING OF STRUCTURED QUESTIONNAIRES

The various professionals in the public secondary schools within Sekyere East District in the Ashanti Region (shown in the appendices) were given self-administered questionnaires which were structured. Close ended questions were used in the questionnaire with focus on the study of interest. Various scales were adapted in the preparation of the questionnaire. Mainly, the rating scale was the scale that is dominant in this questionnaire. The survey instrument was mainly self-administered to the professionals at some of the public secondary schools within Sekyere East District in the Ashanti Region.

3.5 SAMPLING APPROACH

Burns et al. (2001) describes sampling as the process of selecting a portion of the population to represent the total population and the findings from the sample represents the rest of the group. The benefits of selecting a sample is that it is less costly and time saving than collecting information from a large group of respondents. Burns et al (2001) further explains that, it is very critical that the characteristics of the sample selected does not differ from the larger population being studied. This makes it possible to extrapolate results as a representation of the total population. According to Burns et al (2001), probability sampling and non-probability sampling are the two types of sampling methods.

3.5.1 Sample Population and Size

The population of teachers, administrative staff and non-teaching staff in the three selected senior high schools numbered 250. Using Yamane (1967:886) formula $n = \frac{N}{1 + N(e)^2}$ Where n = corrected sample size, N = population size, and e = Margin of error (MoE) or precision level, $e = 0.1$ which is $\pm 10\%$ therefore, the sample size was 72 encouraging the use of the non-probability sampling namely purposive. In total 72 questionnaires were administered but 67 was retrieved and used for the analysis.

3.5.2 Purposive sampling

This type of sampling is defined as one that the researcher uses his/her discretion about who to contact to provide the best information on the topic of interest and intentionally invites such specific perspectives into the study. Since the study was set out to assess internal supervision, the target respondent were the professionals in the educational setting who had key supervisory in the schools. The purposive sampling because the study was targeting a particular subset of professionals within the schools these are those who are in top management or are of higher

ranks in the schools. The study sample was selected from the professionals in top management i.e those highly involved in the day to day supervisory activities at public senior high schools within the Sekyere East District. Therefore, key professionals like teachers, head teachers, administrative staffs as well as non- teaching staffs were the main targets.

3.6 ANALYSIS OF DATA

The survey centred on teachers, administrative staff and head teachers in public secondary schools at Effiduase Asokore within Sekyere East District. The data presented for the study was obtained from the responses of the fore mentioned respondents to the questionnaires.

SPSS and Excel software program were used to analyse the data. Excel was mainly used for the analysis of all tables with the rating scale. The questions were mainly closed ended questions and so the Statistical Package for the Social Sciences (SPSS) was mainly used. The analytical tools used for attaining the objectives of the study included some descriptive statistics, relative importance index and one sample t test and the mean score rankings.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

Chapter four of the research captures details of the analysis and discussion of the findings from the study conducted in relation to the study aim and objectives. To achieve the research aim, the survey instrument developed was a questionnaire which was structured in four parts; the respondents' details and the research objectives. The discussion and results of the analysis is presented in this section. The relative importance index, the one sample test and the mean score ranking.

4.2 DEMOGRAPHIC DATA OF RESPONDENT

The respondents' detail designed in the questionnaire was structured to generate information on how capable they were to providing information and also the reliability of the results. The findings from the analysis of the respondents' details are presented below:

4.2.1 Gender

The figure below shows the gender of the respondents involved in the survey. The figure clearly shows that 55% of the respondents were females while 45% of the respondents were males. The female respondents were thirty-seven and the male respondents were also thirty which depicts a relatively balanced gender representation in the study.

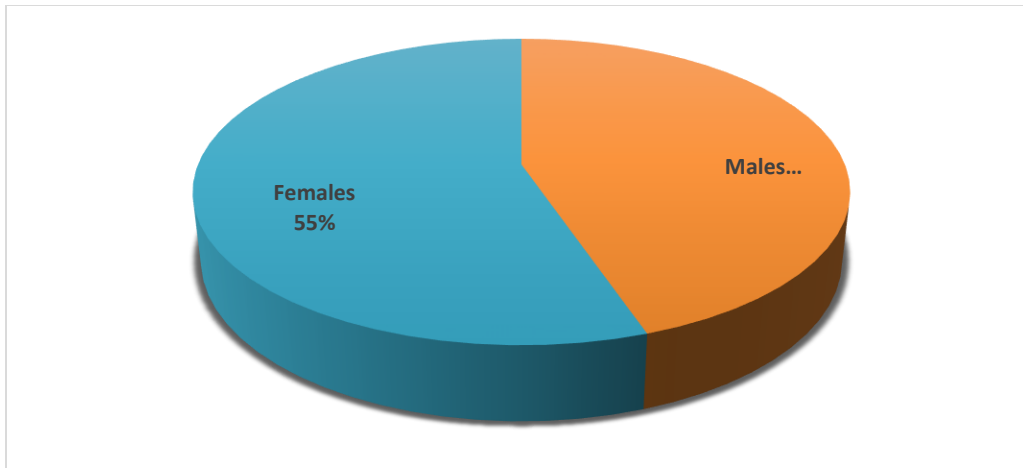


Fig 4.1 Gender

4.2.2 Work Positions at the Public senior high schools

The work positions at the public senior high schools were categorized as teacher, head teacher, administrative staff and others. Out of 67 respondents, 36 respondents were Teachers, 6 were Head teachers, 14 were Administrative staff and the other respondents were 11.

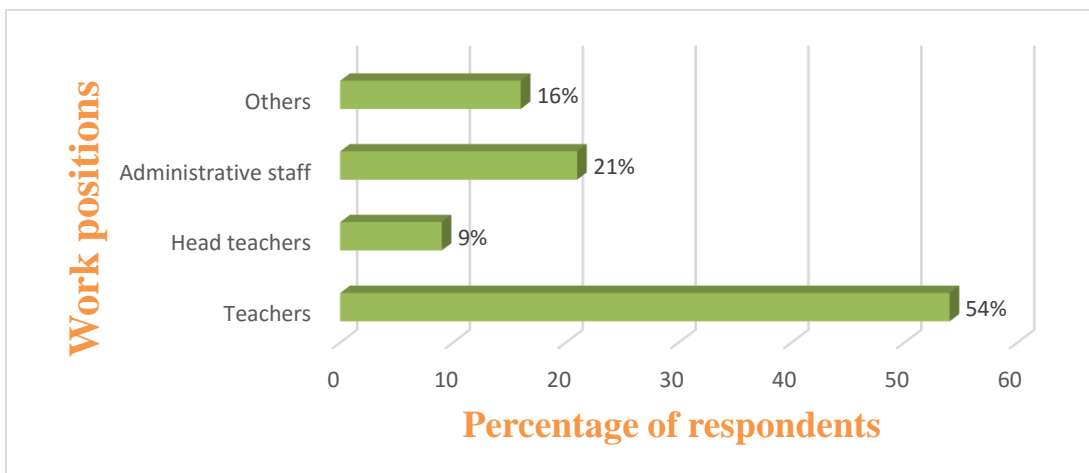


Fig 4.2 Work positions at the public senior high schools

4.2.3 Educational level

The figure below shows the educational level of the respondents. They provided their educational attainment in Diploma or professional certificate, bachelor's degree or postgraduate

degrees. The figure visibly shows that 19% of the respondents had master's/ postgraduate degree, 33% had diploma/ professional certificate, 40% had bachelor's degree and others had 8%.

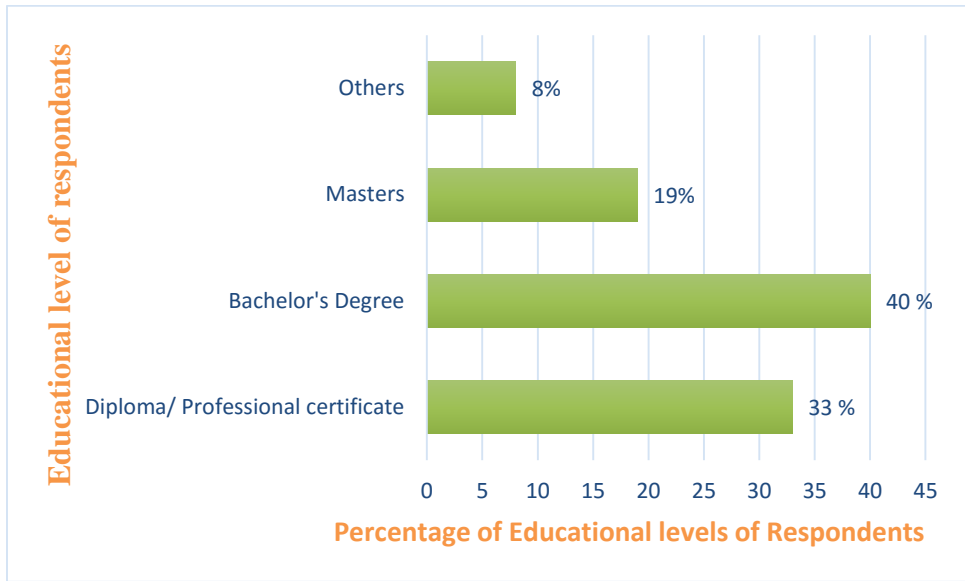


Fig 4.3 Educational Background

4.2.4 Working Experience in Public senior high schools

The working experience of the respondents in the public senior high schools was also sort. From the results displayed in the figure below most of the respondents have had experiences in educational institutions between 1 to 5 years. The results in details as illustrated in the figure below. The figure shows that 23 of the respondents had experience between 1 to 5 years, 15 between 10 to 15 years, also 15 respondents above 15 years and 14 between 6-10 years all representing 22.1%, 14.4%, 14.4% and 13.5% respectively.

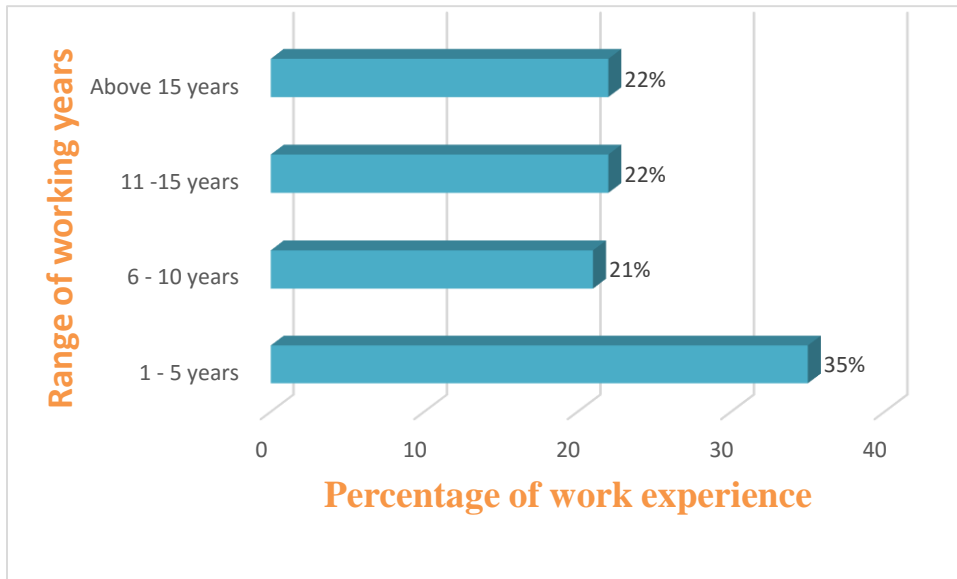


Fig 4.4 Working experience in public senior high schools

4.3 PURPOSES OF SUPERVISION IN PUBLIC SENIOR HIGH SCHOOLS.

The respondents were assigned to provide information on the purposes of supervision recognized through literature review. For the purpose of achieving the objective of the research, the respondents ranked the variables (roles) to a Likert scale which was designed as follows:

1= Strongly disagree; 2=Disagree; 3 = Neutral; 4= Agree; 5= Strongly Agree. The results from the survey was analysed with mean score ranking and the one sample t test to ascertain the importance of the variables to the objective.

Table 4.1 Purposes of supervision

PURPOSE OF SUPERVISION	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Rank
To enhance the psychological growth of the students	3.866	1.313	5.3 96	67	.000**	8
To provide technical support in service delivery	4.194	.941	10. 383	67	.000**	3
enable curriculum development	4.358	.668	16. 656	67	.000**	2
Coordination of Inspectors	3.985	1.261	6.3 93	67	.000**	7
Evaluation of Inspectors	4.194	.957	10. 210	67	.000**	4
Professional development of Staff	4.627	.599	22. 235	67	.000**	1
Assess performance of school in relation to required standard	3.776	1.112	5.7 12	67	.000**	9
Evaluation of student learning outcomes	4.164	.617	15. 423	67	.000**	5
To monitor productivity of staff	3.328	1.307	2.0 56	67	.044**	12
To develop preventive and corrective measures of discipline in schools	3.672	.588	9.3 59	67	.000**	10
Improves senior high teaching skills of staff	4.015	1.076	7.7 94	67	.000**	6
Enhances teaching and learning methods	3.537	1.146	3.8 38	67	.000**	11
**Significant Source: Field survey (2018)						

Table 4.1 illustrates the results from the mean score ranking and the one sample t- test. The results of the mean score ranking showed that the highest and the lowest means were 4.627 and 3.328. The respondents placed Professional development of staff highest and Enable curriculum development flowed second with mean of 4.358. The Evaluation of inspectors and the provision of technical support in service delivery both had the same mean rank as 4.194 in the third position. Evaluation of student learning outcomes were the fourth with the highest mean of 4.164 and was closely followed by the purpose which obtained a mean of 4.015 Improves senior high teaching skills of staff. The results presented also shows that the sixth, seventh, eighth, ninth and tenth highest means were 3.985, 3.866, 3.776, 3.672 and 3.537; the variables were Coordination of inspectors, To enhance the psychological growth of students, Assess performance of school in relation to required standard, To develop preventive and corrective measures of discipline in school and Enhances teaching and learning methods respectively. The eleventh highest had a mean score of 3.328 with the purpose, to monitor productivity of Staff.

The Table 4.1 also displays the results of the one sample t test which was conducted because of the need to ensure the significance of the variable to the research objective. The column labelled Sig. (2-tailed) showing the results that the variable which had the asterisks were the ones who passed the test to be significant to the study. The questionnaire design adopted a five-point Likert scale and as a result of that the mean test representing the rating in the table above which the attribute of variable in this case the roles is deemed important was set at 3.0 and the significance level at 95 percent. When the values are more than 0.05 they are deemed unimportant and when less than 0.05 they are important. At the end of the analysis the results being displayed shows that all the variable which were identified are significant.

The educational setting mainly comprises of two human source parties i.e the teaching and learning parties, including those responsible for the day to day administration of the institution (Musaazi 1985). It is clear to appreciate that to enhance activities of these parties, there must be some level of supervision. The results from the study realise that internal supervision is being upheld in educational institutions because it is needful for certain purposes (Makoe,2002). Okoro, (2004) captured in a study the need for supervision which captured the monitoring general productivity, meeting required standards and improving the psychological growth of the students. The concept of supervision brings about some level of accountability and this enables a better running of the educational facility (Dzinyela,2004). Due to the existence of accountability, supervision can encourage professional development of staff, effective monitoring of activities, development of corrective and maintenance measures in ensuring the smooth running of teaching and learning activities (Adu et al, 2014). In a nut shell the existence of internal supervision in the educational environment is significant in attaining the objectives of the institution in terms of increased productivities of the part of teachers and students.

4.4 BARRIERS TO THE EFFECTIVE SUPERVISION IN TEACHING AND LEARNING PROCESS IN THE PUBLIC SENIOR HIGH SCHOOLS

In the attainment of the stated research the respondents were also provided information on the barriers that were affecting effective supervision in both teaching and learning processes in public senior high schools. The survey instrument was designed for the respondents to rank the identified barriers on a Likert scale described as follows; *1 as Strongly disagree; 2 as Disagree; 3 as Neutral; 4 as Agree; 5 as Strongly Agree*. The Relative importance index was used in analysing the data.

Table 4.2 Barriers to effective supervision

BARRIERS	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Rank
Lack of remuneration	4.313	.802	13.410	67	.000**	1
Inexperienced teachers	4.045	.787	10.868	67	.000**	10
Overcrowded classrooms	4.313	.941	11.427	67	.000**	2
Potential for Sexual Harassment	4.105	1.061	8.522	67	.000**	8
Lack of teaching and learning materials	4.179	1.092	9.003	67	.000**	6
Lack of respect from school leaders and community members	4.194	.941	10.383	67	.000**	3
Lack of incentives to encourage and help teachers improve their teaching	4.089	1.178	7.576	67	.000**	9
Ineffective communication	3.896	.987	7.428	67	.000**	11
Low level of education and occupational positions of parents	3.836	.751	9.114	67	.000**	13
Socio- economic background of students	3.880	.826	8.725	67	.000**	12
Poor Time Management	4.164	.898	10.614	67	.000**	7
Too many needy students	4.179	1.072	9.003	67	.000**	5
Limited administrative capacity	4.193	.941	10.383	67	.000**	4
**Significant						

Source: Field survey (2018)

The one sample t test analysis that was conducted on the data is presented in the table above as well as the mean score ranking analysis. The table 4.2 illustrates the p values or the Sig. (2-tailed), the df thus the degree of freedom and the t values. The analysis would show if the results produce the null hypothesis and the alternative hypothesis. Just as applied for the first objective, the mean testing value was placed at 3.0 and the significance level at 95%. From the table above the results proved that the suggested improvement measures are all significant to the research objective.

The analysis of the mean score ranking also displayed in the table shows the respondents' agreement to the stated. The barriers which obtained the top two means from the analysis includes the lack of remuneration and overcrowded classrooms both having 4.313 mean score and the lack of respect from school leaders and community members had a mean score of 4.194. The other following variables also includes; Limited administrative capacity; 4.193, Too many needy students and Lack of teaching and learning materials both with a mean score of 4.179, Poor time Management ;4.164, Potential for sexual harassment ;4.105, Lack of incentives to encourage and help teachers improve their teaching;4.089, Inexperienced teachers with mean score of 4.045, Ineffective communication and Socio- economic background of students obtained a mean score of 3.896 and 3.880 respectively. Low level of education and occupational positions of parents had the least mean score, 3.836. The analysis was close which shows strong agreement from the respondents among the improvement measures in the survey instrument.

Effective supervision is highly desired by most educational institutions as it serves as a key element if instilling discipline and accountability in the day to day administration of the school. However, there are some bottlenecks that makes effectiveness of the supervision minimal or minute. Adu et al, (2014) highlighted some issues or challenges that makes the effectiveness of supervision not up to satisfaction as lack of adequate financial backing, low administrative capacity and inexperienced facilitators or teachers. They highlighted that to efficiently play supervisory roles elements in relation to finance, staff capacity and their experience cannot be overlooked. These factors if provided adequately can go along way to help in achieving the full benefits of having effective supervision in place. Thereafter the communication strategies if not carefully applied can be a hindrance in supervision.

4.5 IMPROVEMENT MEASURES FOR EFFECTIVE SUPERVISION IN PUBLIC SENIOR HIGH SCHOOLS TO ENHANCE LEARNING OUTCOMES

The respondents were further tasked to provide responses in relation to suggesting improvement measures to help in supervising pupils in public senior high schools to enhance learning outcomes. They were providing a questionnaire containing variable obtained through extensive review of literature to rank on a Likert scale. The scale was a five-point Likert scale where they were to show approval or agreement in different degrees as follows; 1 as Strongly disagree; 2 as Disagree; 3 as Neutral; 4 as Agree; 5 as Strongly Agree. These data was also analysed using one sample t test and the mean score ranking.

Table 4.3 Improvement measures for supervision in public senior high schools to enhance learning outcomes.

No	MEASURES	Mean	(ΣW)	RII= $\Sigma W/(5*N)$	Rank
1	Effective Training and retaining of teachers	3.761	252	0.752	3
2	Employment of teachers with higher qualifications	3.896	261	0.779	1
3	Effective communication management	3.537	237	0.707	9
4	Morale Boosting of the supervisor	3.328	223	0.666	11
5	Reward of Performance	3.508	235	0.701	10
6	Improved Selection Criteria of supervisors	3.567	239	0.713	8
7	Disciplinary action against unethical or unprofessional conduct or performance	3.702	248	0.740	4
8	Proper management of time for effective classroom environment	3.650	245	0.731	7
9	Provision of sufficient teaching and learning support materials	3.657	245	0.731	6
10	Better use and management of	3.687	247	0.737	5

	teaching and learning materials				
11	Provide teachers or supervisors with ongoing support	3.881	260	0.776	2

****Significant**

Source: Field survey (2018)

The data from the field survey was analysed using relative importance index to rank the improvement measures identified. The measure that topped the ranking was the Employment of Teachers with higher qualifications with RII of 0.779. The second improvement measure which closely followed the highest was, Providing teachers or supervisors with ongoing support which also had RII of 0.776. The third ranked variable also obtained 0.752 was the Effective Training and retaining of teachers. Disciplinary action against unethical or unprofessional conduct or performance with RII 0.740 was the fourth while the Better use and management of teaching and learning materials also with RII of 0.737 was ranked fifth. It was also observed that The proper management of time for effective classroom and Provision of sufficient teaching and learning support materials both have the same RII of 0.731 to be ranked sixth, it was followed by the measure to Improve the selection criteria of supervisors with RII of 0.713 and exhibiting Effective communication management had the ninth rank with RII of 0.707. Reward of performance and Morale Boosting of the Supervisor obtained the tenth and eleventh rank with RII of 0.701 and 0.666.

Effective internal supervision is highly desired in educational setting since it helps in monitoring for better productivity. There are some measures that must be included to effectively help in this vein some of which were captured by Adu et al, (2014) as the use of experienced or highly trained teachers, effective communication management, remuneration or financial backing and routine training or facilitators or supervisors. The use of very trained teacher is key as it reduces the cost of further training as well as guarantees the quality of work or supervisory role being

played. The educational institutions must have adequate financial support to aid in the provision of needed tools and motivation to effectively act on improving the level of supervision being done towards increased productivity in teaching and learning. Also, properly structured communication means must be identified and used to aid in achieving desired results through internal supervision.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

This chapter captures the summary of the achievement of the research aim and objectives. It details out the findings the recommendations, conclusions and the review of the objectives.

5.2 REVIEW OF RESEARCH OBJECTIVES

The research objectives were structured to aid in attaining the research aim. The aim of the study was to assess the effectiveness of supervision in public senior high schools to enhance learning and teaching methods.

5.2.1 The first objective; to identify the key purposes of direct supervision in educational institutions

The development of research questionnaire was done after literature review from which some variables were recognised in relation to the objective. The questions were designed to a scale for the respondents to provide opinion by ranking their level of agreement or disagreement. The analysis conducted for the objective was one sample t test and the mean score ranking. The results from the t test was positive as it showed that all the variables were significant to the objective hence the aim. The mean scores also showed the agreement of the respondents to the purposes of supervision in public senior high schools. The results of the mean score ranking showed that the highest and the lowest means were 4.627 and 3.328, the purposes were Professional Development of staff and to monitor productivity of staff. The other means which were closely ranked are all geared to achieve the objective.

5.2.2 The second objective; to identify the pertinent barriers to the effective internal supervision in public senior high schools

The second objective established in reaching the research aim was attained also through questionnaire survey and analysing the results. The respondents were made to rank up to a 5-point Likert scale on their level of agreement to the barriers of which the data was analysed. The analysis used was the one sample t test and the mean score ranking. The results showed that the barriers were indeed pressing the barriers that topped the ranking was the issue of Lack of Remuneration and Overcrowded classrooms both with a mean of 4.313. The second barrier which closely followed the highest was the issue of the Lack of respect from school leaders and community members which also had a mean of 4.194. Other identified barriers also include Inexperienced teachers, Potential for Sexual Harassment, Lack of teaching and learning materials, Lack of incentives to encourage and help teachers improve their teaching methods, Ineffective communication, Socio- economic background of students, Poor Time Management, Too many needy students and Limited administrative capacity. Finally, the p values from the one sample t test showed that all the measures identified were significant to the study.

5.2.3 The third objective; to suggest effective measures to improve internal supervision in public senior high schools to enhance teaching and learning outcomes

The final objective established in reaching the research aim was attained also through questionnaire survey and analysing the results. The respondents were tasked to rank in their level of agreement to the suggested improvement measures using relative importance index. Employment of Teachers with higher qualifications, Providing teachers or supervisors with ongoing support and Effective training and retaining of teachers were ranked as the top three with their RII as 0.779, 0.776 and 0.752 respectively. Other measures also include; Morale Boosting of the supervisor, Reward of performance, Improved selection criteria of supervisors,

Disciplinary action against unethical or unprofessional conduct or performance, Proper management of time for effective classroom, Provision of sufficient teaching and learning support materials and Better use and management of teaching and learning materials.

5.3 LIMITATION

Due to the heavy rains on the scheduled date for data distribution and collection, the researcher and team could not distribute questionnaire as anticipated in the targeted public senior high schools thereby extending time for data collection. Also, the instability of both the teaching and non- teaching staffs at their offices and work-posts made it difficult in retrieving some of the questionnaires.

5.4 RECOMMENDATION

The research brought to knowledge some of the issues relating to effective supervision in public senior high schools. From the findings of the survey the following recommendations were made; The employment of supervisors with higher qualifications should be highly considered since the probability for them to perform better is higher than those with lower qualification. In addition, supervisors with higher level of education are more confident at their workplace and adapt easily to work conditions thus exhibiting good supervisory skills to enhance teaching and learning methods.

Providing teachers or supervisors with ongoing support and development opportunities to promote professional teaching and learning development. Also, supervision programs must be utilized for all certified staff to promote effective supervision.

5.5 RECOMMENDATION TO FUTURE RESEARCH

Impact or effects of Supervision on students in public senior high school could be further studied to increase student output or achievement. Also, the research could be conducted from the perspectives of other professionals who are involved in effective supervision one way or the other. The findings from the various stakeholders could be integrated and tested for optimization of effective supervision all geared towards enhancing learning and teaching outcomes.

5.6 CONCLUSION

In conclusion, the study aim and objectives were achieved and improvement strategies were identified as intended. The research will be guidance for future studies in the domain of effective supervision in public senior high schools as intensive literature review was conducted. Furthermore the purposes, barriers and improvement measures developed could be practically applied as knowledge contribution.

REFERENCES

- Adjei, A., Boateng, F., & Dontoh, S. (2018). The Impact of Tutor Quality, Leadership Practices and Infrastructure on the Academic Work of Teacher-Trainees in Selected Colleges of Education in the Ashanti Region of Ghana. *International Journal of Scientific Research and Management*, 6(08).
- Adu, E.O., Akinloye, G.M. and Olaoye, O.F., 2014. Internal and External School Supervision: Issues, Challenges and Wayforward. *International Journal of Educational Sciences*, 7(2), pp.269-278.
- Andrew, W. H. (1965). *Theory and research in education administration*. London: Macmillan Company.
- Annoh, K., 1997. Education today.
- Ariani, D. W. (2016). "Conceptualizing relationship teacher's internal supervision, motivational beliefs, and student's self-regulated learning". *Asian Journal of Management Sciences & Education Vol, 5, 1*. 65-77.
- Arthur, D., 2011. *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* (Doctoral dissertation).
- Asiedu-Akrofi, K. (1978). *School organization in modern Africa*. Tema: Ghana Publishing.
- Balurige, J. V. (1971). *Theory and research in educational administration*. New York: Macmillan Company.
- Banji, O., 2006. Fundamentals of Educational Administration.
- Beeby, C. E. (1978). *Better schools resource materials for school heads module four*. Boston: Allyn and Bacon.

- Beeby, C. E. (1978). *Planning and the educational administration*. Paris: UNESCO.
- Bernard, H.R. (2002) *Research Methods in Anthropology: Qualitative and quantitative methods*. 3rd ed. California: AltaMira Press, Walnut Creek.
- Brickel, H. M. (1961). *Organising New York State for educational change*. New York: State Education Development.
- Burton, W. H., & Bruckner, L. J. (1995). *Supervision: A social process*. New York: Appleton Century Croft.
- Cambell, O. L. (1961). *The relationship between eight situational factors and low scores on the leadership dimensions of instructional supervision*. New York: Appleton Century Croft.
- Campbell, C. D. (2007). *Integrating Christianity across the supervisory process*. Journal of Psychology and Christianity, 26(4), 321 – 327.
- Circuit Supervisor's Hand book (2002): Published by Ministry of Education, Accra
- Claye, C. M. (1963). *Lola gets what Lola wants from supervision*. Journal of Educational research, 56(7), 23-31.
- Commonwealth Secretariat (1993). *Better schools: Resource material for school heads*. London: Commonwealth Secretariat.
- Coombs, P. H. (1970). *What is educational planning? Fundamentals of Educational Planning 1*. Paris: UNESCO International Institute for Educational Planning.
- Corey, S. M. (1953). *Action research to improve school practices*. Columbia: Columbia University.
- Creswel, J.W (2009). *Qualitative, Quantitative, and Mixed Methods Approaches*.SAGE publications.
- Cubberly, E. P. (1963). *The principal and his school*. New York: Houghton Mifflin.
- Dzinyela, J. M. (2004). *Handouts on history of supervision*. Cape Coast: UNESCO.

- Edward, W. S., Stanley, W. K., & Mark, M. A. (1961). *The educator's encyclopaedia*. New York: Prentice Hall.
- Elsbree, W. A., & Harold, J. M. (1976). *Elementary school administration and supervision*. New Jersey: Englewood Cliffs.
- Emmanuel O. Adu, Gbadegesin M. Akinloye & Olabisi F. Olaoye (2014) Internal and External School Supervision: Issues, Challenges and Wayforward, *International Journal of Educational Sciences*, 7:2, 269-278, DOI: [10.1080/09751122.2014.11890189](https://doi.org/10.1080/09751122.2014.11890189)
- Enaigbe, P.A., 2009. Strategies for improving supervisory skills for effective primary education in Nigeria. *Edo Journal of Counselling*, 2(2), pp.235-244.
- Eye, G. G., & Netzer, L. A. (1965). *Supervision of instruction*. New York: Harper & Row Publishers.
- Glickman, C. D., & Tamashiro, R. T (1980). *Determining one's Beliefs regarding teacher supervision*. NASSP Bulletin, 64, 74 – 81.
- Glickman, C. D., Stephen, P. G., & Ross, M. (1995). *Supervision of instruction: A developmental approach*. New York: Allyn & Bacon.
- Glickman, C. D., Stephen, P. G., & Ross, M. (1998). *Supervision of instruction: A developmental approach*. New York: Allyn & Bacon.*instruction*. New York: Bureau.
- Gockah, A. A. (1987). *School visits and inspection. A paper presented at In-service Training course for Heads of Senior Senior high Schools*, Accra.
- Good, C.V. (1995). *Dictionary of education*. New York: McGraw Hill Book.
- Graham, C. K. (1976). *The history of education in Ghana*. Accra: Grossman.
- Grossman, B. (1967). *Teachers' methodological emphasis and their evaluation of supervisory practices*. Unpublished doctoral dissertation, Rutgers State University

- Halpin, A. W. (1956). *The leadership behaviour of school superintendents*. Ohio: The Ohio State University.
- Hanlon, J. M. (1968). *Administration and education*. Belmont: Wadsworth.
- Harris, B., & Bessent, M. (1986). *Supervision behaviour in education*. New Jersey: Prentice Hall.
- Head teacher's Handbook (1994): Published by Ministry of Education, Accra, Ghana
- Herman, A. C. (1974). *Supervision in selected senior high schools*. Unpublished doctoral dissertation, University of Pennsylvania, Pennsylvania.
- Hornby, A., Gatenby, E., & Wakefield, H. (1948). *A learner's dictionary of current English*. Oxford: Oxford University Press.
- James, J. J., Jackson, C., & Ralph, L. S. (1969). *Senior high school administration*. New York: Prentice Hall.
- Jeffrey, J. (1988). *Teacher supervision and education practices*. UNESCO Publications, 49 (12), 79-82.
- Johnson, R. (1988). *Perspectives on behaviour in organizations*. New York: McGraw-Hill.
- Kimbel, W. (1967). *Supervision for better schools (3rd ed.)*. New Jersey: Prentice Hall.
- Kumar, R (2011). *Research Methodology*. SAGE publications
- Lokko, E. M. (2000). *A brief history of the Ghanaian educational system*. Accra: Ghana Publishing.
- Mankoe, J. O. (2002). *Educational administration and management in Ghana*.
- McDonald, J. B. (1981). *Curriculum consciousness and social change*. Journal of Curriculum Theorizing, 3(1), 143 – 153.
- McKenzie, P. (1983). *The distribution of school size: Some cost implications*. Montreal: American Educational Research Association.

- McWilliam, H. O., & Kwamena-Poh, K. (1978). *The development of education in Ghana*. Accra: Madina Press.
- Merchoir, W. T. (1950). *Instructional supervision*. Boston: McGraw Hill.
- Merton, R. K. (1968). *Social theory in education*. New York: The Free Press.
- Ministry of Education. (1994). *Circuit supervisor' handbook*. Accra: Paramount Printing works.
- Moorer, S. H. (1956). *Supervision: The key stone to educational progress*. Florida: State Department of Education.
- Mosher, C., & Purpel, B. (1972). *Personnel supervision: A descriptive frame work*. The Canadian Administrator, 34, 56-59.
- Moses, D., Ndatti, B., Adamu, U. A., & Wakili, B. A. (2018). Influence of Supervision on Technical College Teachers' Performance in Yobe State, Nigeria. *ATBU Journal of Science, Technology and Education*, 6(2), 192-202.
- Musaazi, J.C.S (1985). *The theory and practice of educational administration*. London: Macmillan.
- Musaazi, J.C.S. (1982). *The theory and practice of educational administration*. London: Macmillan.
- Ndungu, B. W., Allan, G., & Bomett, E. J. (2015). Influence of Monitoring and Evaluation by Principals on Effective Teaching and Learning in Public Senior high Schools in Githunguri District. *Journal of Education and Practice*, 6(9), 10-17.
- Neagley, N. H. (1962). *Effectiveness in supervision of Social Studies in relation to practice of supervisors*. New York: Bureau.
- Neagley, R. L., & Evans, N. D. (1970). *Handbook for effective supervision of instruction*. Prentice Hall

- Oghuvbu, E.P., 2007. Determinants of Effective and Ineffective Supervision in Schools: Teachers Perspectives. *Online Submission*.
- Okoro, N. J. (2004) The Role of Sex in Education Achievement. *Journal of Teachers Perspective*. Benin: Vol. 4(2) pp. 12-14.
- Osae-Apenteng, J., 2012. *The Effect of Supervision on Staff Performance in Ga South Municipal Education Directorate* (Doctoral dissertation).
- Parker, S. C., & Smith, M. S. (1982). *Too soon to cheer? Synthesis of research on effective schools educational leadership*. Philadelphia: University of Pennsylvania.
- Pelto, P.J., Werner, O., Boster, J., Romney, A.K., Johnson, A., Ember C.R. & Kasakoff. A. (1986) The construction of primary data in cultural anthropology. *Current Anthropology*, 27. pp. 382-396.
- Philip H. Coombs, "The Need for a New Strategy of Educational Development," *Comparative Education Review* 14, no. 1 (Feb., 1970): 75-89.
- Ross, L. (1995). *Effective supervision of staff (3rd ed.)*. New York: McGraw Hill.
- Sergiovanni, T. J., & Starratt, R. J. (1998). *Supervision: A redefinition (6th ed.)*. New York. McGraw Hill.
- Swearingen, M. E. (1962). *Supervision of instruction: Foundations and dimensions*. Boston: Allyn and Bacon.
- Tongoco, D.C. (2007) Purposive sampling as a tool for informant selection. *Enthnobotany Research & Applications*, 5. pp.147-158. Available at [<http://hdl.handle.net/10125/227>] Accessed on [31/03/2014].
- White, W. (1993). *Educational benefits in year-round high schools*. Paper presented at the Annual Meeting of the National Association for Year-Round Education. Las Vegas, NV.
- Wiles, K. (1967). *Supervision for better schools (3rd ed.)*. New York. McGraw Hill.

APPENDIX
QUESTIONNAIRE

Preamble

These set of questions are intended for the research work on accessing the effectiveness of internal supervision in public senior high schools: The case of Sekyere East District in the Ashanti Region. The work will be submitted to the Department of Building Technology of Kwame Nkrumah University of Science and Technology Ghana in partial fulfilment for the award of Master's Degree in MSC Project Management. Please all information will be solely used for academic purposes and would be treated as confidential.

Thank You

SECTION A: DEMOGRAPHIC DATA

Please **tick** [√] where appropriate and provide brief answers where necessary.

1. Gender [] Male [] Female

2. What is your work position?

Teacher []

Head teacher []

Administrative Staff []

Others, specify

3. What is your educational level?

Diploma / Professional Certificate []

Bachelor's Degree []

Masters / Postgraduate Degree []

PhD []

Others, specify

4. How many years of working experience do you have in public senior high schools?

1 – 5 years [] 6 - 10 years [] 10 – 15 years [] 15 years and
above []

SECTION B: PURPOSE OF SUPERVISION

Please rate the following variables with; **strongly disagree-1, disagree-2, neutral-3, Agree-4, strongly agree-5.**

Purpose of Supervision										
Please tick [√] under your choice of rating					1	2	3	4	5	
1	To provide technical support in service delivery									
2	To enhance the psychological growth of students									
3	Enable curriculum development									
4	Coordination of inspectors									
5	Evaluation of inspectors									
6	Evaluation of student learning outcomes									
7	Assess performance of school in relation to required standard									
8	Professional development of staff									
9	To monitor productivity of staff									
10	To develop preventive and corrective measures of discipline in schools									
11	Improves senior high teaching skills of staff									
12	Enhances teaching and learning methods									
Other, Please specify										
13										
14										
15										

SECTION C: BARRIERS TO EFFECTIVE INTERNAL SUPERVISION IN PUBLIC SENIOR HIGH SCHOOLS

Please rate the variables below; **strongly disagree-1, disagree-2, neutral-3, Agree-4, strongly agree-5.**

Barriers to the effective supervision in teaching and learning at public senior high schools						
Please tick [<input type="checkbox"/>] under your choice of rating		1	2	3	4	5
1	Overcrowded classrooms					
2	Inexperienced teachers					
3	Potential of sexual harassment					
4	Lack of remuneration					
5	Lack of teaching and learning materials					
6	Ineffective communication					
7	Lack of incentives to encourage and help teachers improve their teaching					
8	Lack of respect from school leaders and community members					
9	Low level of education and occupational positions of parents					
10	Socio-economic background of students					
11	Limited administrative capacity					
12	Poor time management					
13	Too many needy students					
Others, Please specify						
14						
15						

SECTION D: IMPROVEMENT MEASURES FOR EFFECTIVE SUPERVISION IN PUBLIC SENIOR HIGH SCHOOLS TO ENHANCE TEACHING AND LEARNING OUTCOMES

Please rate the following improvement measures; **Not Significant-1, less Significant-2, Moderately Significant-3, Significant-4, Very Significant-5.**

Improvement Measures						
Please tick [√] under your choice of rating		1	2	3	4	5
1	Employment of teachers with higher qualifications					
2	Effective Training and retaining of teachers					
3	Effective communication management					
4	Morale boosting of supervisor					
5	Reward of performance					
6	Improved selection criteria of supervisors					
7	Disciplinary action against unethical or unprofessional conduct or performance					
8	Proper management of time for effective classroom environment					
9	Provision of sufficient teaching and learning support materials					
10	Better use and management of teaching and learning materials					
11	Provide teachers or supervisors with ongoing support					
Others, Please specify						
12						
13						

THANK YOU!!!!