

Supervision in Basic Schools in Two Districts in Ghana: An Account of Those Who Matter

Rev. Fr. Dr. Augustine Owusu-Addo

Department of Arts Education, Catholic University College of Ghana

Abstract: *Supervision is acclaimed to have impeccable influence on instructions and learning outcomes. In view of that both supervisors and supervisees ought to have positive attitude towards it. This research sought to unveil the attitude of teachers towards supervision in selected basic schools in Goaso and Mim districts in the Brong Ahafo region of Ghana. It also examined the views of supervisors on the challenges encountered in executing that administrative function. The research adopted the quantitative paradigm using descriptive survey design. The findings point to the direction that most supervisors adopt traditional approach to supervision, which may have accounted for the teachers' negative attitude towards supervision. Supervisors also encountered challenges which could affect their supervisory roles in the schools. Recommendations to improve on supervision of teaching and learning in the schools have been proffered.*

Keywords: Supervision, approach to supervision, attitude, challenges and measures

1. Background to the Study

The main preoccupation of stakeholders in education is to achieve good learning outcomes. Consequently, various supervisors (both internal and external) are charged with the responsibility of supervising teaching and learning activities to bring about the results desired by all. The responsibilities of teachers range from preparation, delivering and evaluation of instructions to execution of extra-curricular activities. As all these activities of teachers contribute to formation of pupils and their learning outcomes, they require effective supervision by all those who matter in the educational enterprise. Head teachers, for instance, supervise the daily activities of teachers to ensure that they live up to expectation. According to Hismanoglu and Hismanoglu (2010), teachers ought to use up-to-date teaching methodologies with dedication and enthusiasm in delivery of instructions to engender good results. Teachers ought to employ teaching methods, which emphasise high order thinking skills and encourage meta cognition (Kankam, 2013). Supervisors owe it a responsibility to ensure that teachers use rightful methods of teaching to achieve Kankam (2013) admonition and other best teaching practices.

Also, in order for the educational system to accomplish its goals, mechanisms are put in place for continuous evaluation of teaching and learning activities of basic schools in Ghana. The Monitoring and Evaluation Division of the Ministry of Education is charged with the responsibility for the assessment, evaluation and supervision of the schools and their personnel. External supervision is done by officers from the districts, regional and national headquarters. Regularly, supervisors from district, municipal and metropolitan education directorates provide external supervisions to the basic schools in the country. The supervisors and inspectors have the essential duty of putting educational policies into practice and ensuring that the policies and practices conform to those approved by the government through the Ministry of Education (MOE) and the Ghana Education Service (GES) (Appiah, 2009). Circuit supervisors have been provided with handbook to guide their work. On the other hand, head teachers have as part of their

responsibilities, internal supervision to execute to engender effective teaching and learning (Ghana Education Service, 2002). They provide daily supervision of the day-to-day activities of teachers. They also have a handbook to guide their supervisory practices and other functions. Appiah (2009) posits that as administrators of basic schools, head teachers are responsible for the internal supervision as one of their functions. Head teachers supervise pupils, school activities and teachers' instructional delivery including the use of teaching and learning resources to enable students to acquire the needed skills and knowledge, which commensurate their levels.

Educational authorities ensure both internal and external supervision of schools basically because they believe that effective supervision leads to improvement in learning outcomes. They seem to hold the view that supervision is an effective method that can help schools to achieve good results. In an apparent support of this argument, Sergiovanni and Starratt (2002) postulate that supervision of instructions has the potential to improve classroom practices and pupils' achievements. Similarly, Baffour-Awuah (2011) opines that supervision contributes to students' success through the professional growth and improvement of teachers. Supervision would be effective when teachers have the right competence and positive attitude towards it. Teachers need to have the competence and right attitude to perform their professional roles to catapult students' learning outcomes. Qualified teachers are important in implementing effective teaching in the classroom (Abebe, 2014). The quality of teaching is often affected by the lack of teachers' proficiency due to lack of teaching and learning supervision in the classroom (Yusri, 2012, Mahmud, 2013). Studies at both international and national levels have been conducted to examine the relationship between teaching efficiency and supervision (Mohamad & Jasmi, 2011), most of which supported this claim.

In Ghana, the educational districts are divided into circuits, ostensibly, to make management of the educational system easy and smooth. An education circuit is a number of basic schools within a geographical district allocated to an officer

for the purpose of supervision. A circuit supervisor is assigned to supervise teaching and learning in schools in the educational circuit. The circuit supervisors and inspectors at the district, regional and national levels pay visits to schools to promote effective teaching and learning. The supervisors appointed by MoE/GES and school administration do oversee the conduct and assessments of schools. Principally, head teachers provide instructional supervision in the schools, as they are constantly in the institutions. The head teachers work with teachers and pupils to bring about improvement in instructions (Ghana Education Service, 2002). This administrative function then makes supervision a shared responsibility, which demands cooperation and collaboration among stakeholders. Head teachers, teachers and students ought to effectively and efficiently perform their respective roles to ensure achievement of educational goals.

Research Questions

The research sought answers to the following questions:

- What approach do supervisors adopt in their supervisory practices?
- What is the attitude of teachers in the districts toward supervision?
- What challenges do the supervisors encounter in the performance of their responsibilities?
- What measure can be instituted to improve supervision of schools in the districts?

2. Literature Review

2.1 The concept of supervision

Supervision is one of the numerous functions of educational institutions, which gives chances for schools as a whole to improve teaching and learning, and the professional development of teachers (Kutsyuruba, 2003; Arong & Ogbadu, 2010). It is also construed to mean the means of bringing about improvement in instruction by stimulating teachers' professional growth and aiding teachers and pupils to achieve the institutional objectives. As an organizational function, supervision helps teachers to grow and bring about improvement in teaching performance and greater students' learning outcomes (Nolan & Hoover, 2008).

To Mankoe (2007), supervision is a function of the person who, either through working with other supervisors, school heads or others at the central office level to contribute to improvement of teaching and the implementation of the curriculum. This definition by Mankoe (2007) insinuates that supervision is a leadership and coordinating role, which comprises administrative, instructional and curricular functions that tend to overlap each other. It entails what education officers perform with people and things to maintain or modify the school operations in ways that directly influence the teaching processes to promote student learning (Adeel, 2010). During supervision, a group of procedural deeds are followed by the educational supervisors to improve instruction processes and performance (Ashaer, 2006).

2.2 Purposes of supervision

Supervision is carried out to offer assistance, guidance and support for teachers to improve classroom practices and instructions. (Glickman, Gordon & Ross-Gordon, 2004; Holland, 2004). Instructional supervision as a process engages teachers in instructional dialogue with the aim of improving teaching and learning, and promoting student achievement (Glanz, 2006). Sergiovanni and Starratt (2007) contend that instructional supervision seeks to improve schools by assisting teachers to reflect on their practices, to learn more about what they do and why, and to develop professionally. This administrative function of schools can help supervisors to achieve organizational goals and meet the needs of teachers and the end result can improve student learning (Glickman, 2004).

Besides the anecdotal ideas of the relevance of supervision, empirical studies exist in extant literature to demonstrate that. A study conducted by Kutsyuruba (2003) showed that the Canadian and Ukrainian participants recognized that supervision is significant for teachers' professional growth and future career. The participants concurred that supervision has the potency to help beginning teachers to grow and improve in order to become effective teachers. Sharma and Kanaan (2011) also conducted a study with the aim of discovering the nature of the educational supervision implemented in schools in three Asian states, which are: India, Malaysia and Thailand; The study revealed that the educational supervision process was a continuous developmental process, which required the school heads to reach enough awareness of the importance of implementing the supervision processes and their practices.

A study carried out in South Africa revealed that teachers did not perform well because they did not follow the curriculum guide while teaching and did not understand the prescribed policies (Hendricks, 2008 cited in Daud et al, 2018). The teachers' failure to follow the curriculum guide was due to lack of supervision. A study also unveiled that supervision enhances teachers' motivation through constructive feedback (Vijayaamalar & Suhaida, 2013). The constructive feedback from the supervision gives teachers the urge to perform well, which can consequently positively impact on students' learning outcomes.

2.3 Attitude towards supervision

Attitude towards supervision is a vital variable in the scheme of things. Attitude towards supervision can be negative and positive. Mpofu (2007) executed a study to ascertain teachers' perception of supervision. The outcomes of the study disclosed that teachers perceived supervision to be significant for their teaching work. Similarly, Tesfaw and Hofman (2014) discovered that the teachers had a positive perception of supervision. They believed that all teachers need instructional supervision as they all seemed to have benefited from it. In a study of instructional supervision and teacher satisfaction, Fraser (1980) stated that the improvement of the teaching learning process was dependent upon teacher attitudes toward supervision. Fraser (1980) further noted that unless teachers perceive instructional supervision as a process of promoting

professional growth and student learning, the supervisory practices would not bring the desired effects.

However, some studies have found negative perception about supervision. For instance, Daud, Dali, Khalid and Fauzee (2018) found no influence of supervision on teachers' performance. The teachers who took part in the study complained that they did not receive the full support of supervisors in their work. Al Nazer and Mohammad (2018) also found moderate attitude of teachers towards supervision. The study further found relationship between supervisory practices and attitude towards teaching profession.

2.4 Challenges of supervision in schools

Supervision, like all other activities, is faced with challenges, which has the potency to hinder performance of head teachers, circuit supervisors and others. A study conducted in Ghana by Oduro (2008) reported that the head teachers received little or no training in leadership, which posed as a challenge to their supervisory practices. Due to the lack of training, the head teachers resorted to trial and error techniques to address challenges they encountered in their leadership roles. The study further disclosed that the few head teachers who received training were not exposed to leadership and management. Further, studies conducted by Glanz, et al. (2007) and Hawk and Hill (2003) respectively disclosed that supervisors in the US and New Zealand received training in subject specific areas, but not generic training (general supervision). The findings suggest that the supervisors did not have detailed briefing on many aspects of supervision. These lapses have the tendency to affect students' learning outcomes.

Lack of or poor supervision of teachers' activities affects students' academic achievement. Integrated Social Development Centre (ISODEC) (2011) indicates that one of the major causes of fallen standards of education in northern Ghana is due to weak supervision of teachers in public schools. According to ISODEC (2011), most teachers knowing that they were not strictly supervised did not either attend school regularly to teach or render poor teaching to pupils which affected educational standards. The Minister of Education had earlier indicated that it was taking steps to improve supervision in public basic schools in Ghana (Daily Graphic, 2010). The ministry holds the view that effective supervision in the basic schools is likely to improve the teachers' professional performance and consequently enhance the general output of pupils.

Researches point out that supervision of instructions potentially improves classroom practices (Sergiovanni & Starratt, 2002) and contributes to student success through the professional growth and improvement of teachers (Baffour-Awuah, 2011). According to Appiah (2009), it could be deduced from the introduction of the educational reforms in Ghana that the need for effective supervision was more crucial in recent times than ever before. Supervision is a method could help achieve good results as far as teaching and learning are concerned.

3. Methodology

3.1 Research design

The study adopted the quantitative paradigm in view of the nature of the research problem and descriptive survey design was used for the research. Ary, Jacob and Razaviel (2002) contend that in using descriptive survey, the researcher gathers and statistically analyses numeric data to describe current status of issues. This design was deemed appropriate to describe supervisory practices in the basic schools with respect to supervisory approach adopted, attitude of teachers towards supervision and challenges supervisors are confronted with in the performance of their administrative function of supervision.

3.2 Population and sample

The study population comprised circuit supervisors, headmasters and teachers in the region while the accessible population composed of those in the Goaso and Mim districts. These districts were purposively selected for the study due to their peculiar location in the region. They also have a lot of schools in rural communities with their attendant low performance. The performance of pupils in the BECE has been relatively low over the years, and can be intrinsically linked to supervision.

Both purposive and simple random sampling techniques were used to select the districts, circuits, schools and respondents. First, two (2) educational districts were purposively chosen as they provided ideal context for the study. Second, five (5) circuits were respectively selected from each district (making 10 circuits). The selection was done by writing the names of the circuits in the respective districts on pieces of papers of equal size and shape. They were put into a container before randomly selecting the number. Third, the supervisors who had been officially assigned to the sampled circuits in the districts were purposively chosen to participate in the study. Fourth, six (6) schools were randomly selected from each circuit (making 30 schools). The same random sampling procedure was followed in selecting the schools. Fifth, the head teachers of the schools were purposively sampled due to their positions in the schools (making 30). Eight, five (5) teachers were randomly selected from the schools to take part in the exercise (making 150). The distribution of the three categories of respondents of the study is shown in table 1.

Table 1: Categories of respondents

S/N	Designation	Number
1.	Circuit supervisors	10
2,	Head teachers	30
3.	Teachers	150
	Total	190

3.3 Data collection method

Two sets of questionnaire were used to collect data from the head teachers and teachers. The respondents completed the questionnaire at their own convenience and within a week. However, the circuit supervisors were interviewed. The data

was gathered in the first term of the 2018/2019 academic year.

To enhance content validity of the instruments, they were appraised by two colleagues in education administration. The suggestions provided were incorporated in the final instruments. The researcher obtained consent from the district education offices involved and respondents before administering the instruments. After given their consent to participate in the study, the respondents were assured of confidentiality and security. The administration was done by the researcher and two trained assistants.

3.4 Data analysis plan

Data analysis was mainly descriptive, which involved description and recording, analysis and interpretation of the data collected. The quantitative method of analysing and presenting data such as the use of tables, percentages and frequencies were used. Tables were used for analysing the data that had properties such as value, frequency and percentage. This was used for the data gathered from the questionnaires. The data from the interview, however, was analysed via content method.

4. Discussion of Results

To have a fair view about the background of respondents who provided data to answer the research questions, their bio-data were solicited. Specifically, the sex, age and highest educational qualification of the respondents were solicited. They are analysed and the results displayed in tables 2, 3 and 4 respectively.

Table 2: Sex distribution of respondents

Sex	Circuit supervisors	Headteachers	Teachers
Male	7(70%)	24(80%)	90(60%)
Female	3(30%)	6(20%)	60(40%)
Total	10(100%)	30(100%)	150(100%)

The survey results indicate that majority of the respondents (circuit supervisors, head teachers and teachers) in study were males with 72% of the circuit supervisors being males, 80% of headteachers were males and 90% of the teachers were males. There is male dominance in both leadership and teaching staff in the basic schools in the study area. The gender imbalance and the low female distribution in leadership and teaching positions in the schools may be attributable to low representation of women in higher education. It is said that, in Ghana, girls outnumber boys at the lower levels of education but as they move on in the educational ladder, the numbers of girls tend to dwindle. However, boys tend to remain in school and have high completion rate.

Table 3: Age Distribution of Respondents

Age group	Circuit supervisors	Head teachers	Teachers
20 – 29	0(0%)	0(0%)	35(23.3%)
30 – 39	2(20%)	6(20%)	60(40%)
40 – 49	4(40%)	12(40%)	40(26.7%)
50 – 60	4(40%)	12(40%)	15(10%)
Total	5(100%)	30(100%)	150(100%)

The results show that 2 circuit supervisors were aged between 30–39 representing 20%. 4(40%) of the circuit supervisors respectively were between the age groups of 40–49 and 50–60. For the head teachers, 6(20%) of them were between the age group of 30–39 years, 12 of them respectively were aged between 40–49 and 50–60.

The survey results also show that 35(23.7%) of the teachers were between the age group of 20–29, 60 of them were aged between 30–39 years representing 30%, 40 were between the age group of 40–49 years representing 26.7%, and 15 were between 50–60 years representing 10%. It is observed from the results that while the supervisors (the circuit supervisors and head teachers) were well advanced in years, the supervisees (the teachers) were relatively young. The supervisors being advanced in years insinuates that they might have amassed adequate experience to render their supervisory responsibilities as expected of them. The teachers also have more years to work and with good supervision they can contribute to the growth and progress of the schools

Table 4: Educational level of Respondents

Qualification	Circuit supervisors	Head teachers	Teachers
Master's Degree	2(20%)	8(26.7%)	18(12.0%)
Bachelor's Degree	7(70%)	18(60.0%)	88(58.7%)
Diploma	1(10%)	4(13.30%)	44(29.3%)
Total	10(100%)	30(100%)	150(100%)

From the study, 2 circuit supervisors representing 20% were second degree holders, 7 representing 70% were first degree holders and one person had diploma as a highest educational qualification. For the head teachers, 8 representing 26.7% were second degree holders, 18 representing 60% were first degree holders and 4 representing 13.3% were diploma holders. The results also show that 18 teachers representing 12% were second degree holders, 88 representing 58.7% were first degree holders whereas 44 representing 29.3% were holding diploma.

The results on the qualifications of the respondents are favourable as a large chunk of them had high degrees, which might provide them with very good knowledge for their respective functions. The opportunity given to both private and public tertiary institutions in the country to run educational professional programmes may have accounted for the high qualification of teachers in the country. There are many tertiary institutions dotted at various areas of Ghana, which run diploma, bachelor and advance degrees in education to prepare and equip teachers to deliver quality education for the citizens and for national development.

The next issue that was of interest to the research is how the supervisors approached their instructional supervision. Intrinsically, the study intended to ascertain whether supervisors adopted the traditional or clinical approach of supervision. The supervisors were requested to indicate the kind of supervision they were fond of adopting. The supervisees were also asked to indicate the approach that supervisors used in going about their supervisory practices in the schools. The responses of the three categories of respondents of the study are shown in table 5.

Table 5: Approaches to supervision

	Circuit Supervisors		Head teachers		Teachers	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Traditional supervision	7	70	22	73.3	116	77.3
Clinical supervision	3	30	8	26.7	34	22.7
Total	10	100(%)	30	100(%)	150	100(%)

From the results, 7 circuit supervisors representing 70% adopt the traditional approach to supervision while 3 circuit supervisors representing 30% use the clinical approach. For the head teachers, 22 representing 73.3% use the traditional approach to supervision and 8 representing 26.7% adopt the clinical method. The results further show that 116 teachers representing 73.3% regard their supervisors to be using the traditional approach of supervision while 34 representing 22.7% see their supervisors to be using the clinical approach.

The results from both supervisors and supervisees clearly demonstrate that majority of supervisors of the basic schools in the districts still adopt the traditional approach to supervision. There is unison in responses on the approach that supervisors adopt in performing their supervisory roles.

Attitude to supervision is an important variable in supervision as has been said earlier. Consequently, the teachers' attitude towards supervision was examined. The responses on attitude of teachers towards supervision as provided by teachers are displayed in table 6.

Table 6: Attitude of teachers toward supervision

	Yes		No	
	Freq.	Percent	Freq.	Percent
I show interest in supervision in my school.	54	36(%)	96	64(%)
I enjoy supervision that takes place in my school.	25	16.7(%)	125	83.3(%)
Supervision helps me to perform my professional work well.	78	52(%)	72	48(%)
Supervision makes me careful in my approach to professional work.	64	42.7(%)	86	57.3(%)
Supervision helps me to prepare for teaching and other related functions.	95	63.3(%)	55	36.7(%)
Supervision makes me comfortable with my work.	24	16(%)	126	84(%)
Supervision makes me approach my work with dignity.	25	16.7(%)	125	83.3(%)
Supervision makes me put up my best.	59	39.3(%)	91	60.7(%)
Supervision creates excitement in me when performing my duties.	40	26.7(%)	110	73.3(%)
Supervision drives away fear in me when performing my duties.	44	29.3(%)	106	70.7(%)

The results show that majority of the teachers, 125 representing 64(%) do not exhibit interest in supervision in the schools. Besides, majority of the teachers, 125 representing 83.3%, do not enjoy supervision that takes place in the schools.

Again, supervision does not make majority of the teachers, 86 representing 57.3%, careful in their approach to

professional work. Majority of the teachers, 125 representing 84% also indicated that supervision does not make them comfortable with their work.

Further, majority of the teachers, 125 representing 83.3%, indicated that supervision does not make them approach their work with dignity. Most of them, 91 representing 60.7% do not think that supervision makes them put up their best.

Moreover, majority of the teachers, 110 representing 73.3% did not consider supervision to create excitement in them when performing their duties. Besides, majority of the teachers, 106 representing 70.7% indicated that supervision does not drive away fear in them when performing their duties.

Generally, the results demonstrate that most of the teachers do not have positive attitude towards supervision. This finding contradicts what Al Nazer and Mohammad (2018) found. Probably, the use of traditional approach to supervision makes the teachers have negative attitude towards supervision. What goes into the traditional approach to supervision do not provide the guidance, advice and support required to make teachers to have positive predisposition towards supervision. This is an unfortunate development as supervisors would not achieve their purpose and that can have dire consequences on teachers' performance and students' learning outcomes.

Challenges of supervision

To reiterate that point, supervision, like any other activity, has challenges. Hence, the supervisors (circuit supervisors and head teachers) were requested to indicate the challenges that confront the discharge of their supervisory roles in the schools. The head teachers provided the following as challenges that they are faced with in the performance of their supervisory duties:

- lack of authority in discharge of their duties and as such cannot discipline teachers
- lack of co-operation from supervisees
- insufficient time for supervision
- too much workload
- negative attitude of supervisees
- lack of motivation

The responses portray that the heads of basic schools in the districts have a number of challenges which tend to affect discharge of their supervisory roles. This is a development which does not enhance achievement of set educational goals.

The circuit supervisors also provided challenges which confront them in the performance of their external supervisory roles to promote teaching and learning in the schools. They are:

- Inadequate resources for supervision
- Insufficient time for supervision
- Negative attitude of supervisees
- Lack of co-operation from supervisees

The circuit supervisors indicated inadequate resources as a challenge in executing their roles. This challenge conforms

to what Mankoe (2007) and Education Review Committee Report (2002) said that some supervisors are not mobile and those who had motor bicycles faced the problem of regular supply of fuel owing to inadequate operating funds and incentives. Education offices were unable to provide fuel to officers to perform their supervisory roles (Mankoe, 2007).

Both circuit supervisors and head teachers indicated lack of co-operation from supervisees in performing supervisory functions. This finding confirms to what Anamua–Mensah (2002) reported that “lack of co-operation between the heads and staff, on one the hand, and the school Management Committee and Boards, on the other hand, is a challenge of school supervision.

Again, the head masters lamented lack of authority in discharge of their duties and as such cannot discipline teachers. They did not have the authority to take quick actions and district directors did not act on supervisors’ reports in time. This finding actually weakens the spirit of supervisors and defeats one of the important aims of supervision (Brown& Bourne, 1995).Meanwhile district educators directors taking prompt action on supervision reports motivates supervisors to write reports regularly. The directors’ action would also keep the teachers on their toes because they will realize that if they do not do what is expected of them they will be punished and this will eventually help improve the standard of education in the districts.

It is therefore worthwhile that the recommendation by Anamua–Mensah (2002) that “in general, heads of schools should be given authority to deal with some problems at the school level, especially matters of discipline” be taken seriously educational authorities. The provision for organizing in-service training for teachers and head teachers as reported in the Circuit Supervisors’ Handbook (2004) needs to be enforced. Training would help the circuit supervisors and head teachers who are leaders in education to provide good leadership to help teachers to unearth students’ talents and energies to achieve educational goals (Chance & Chance, 2002).

Measures to improve supervision

The study sought suggestions from the supervisors (circuit supervisors and head teachers) on the measures to improve supervision in the districts. The study wanted suggestions which can improve supervision for effective teaching and learning in basic schools in the districts. The supervisors provided the following as measures to improve supervisory roles in the districts:

- resourcing supervisors to enhance delivery of their duties
- regular supply of fuel and motorbike maintenance allowances to supervisors
- provision of accommodation
- periodic organization of trainings on professional development for supervisors
- directors acting quickly on supervision and inspectors’ reports
- educating supervisees to recognize the importance of supervision

5. Conclusions

The approach to supervision in basic schools in the study area does seem to have changed over the years. Both internal and external supervisors tend to stick to the traditional approach to supervision. They have not seen the need to adopt the clinical supervision approach that tends to provide guidance, support and advice to supervisees. The adoption of traditional approach to supervision may have accounted for the negative attitude that the teachers had towards supervision, which can result in unwelcome learning outcomes. One will not be far from right if she/he posits that supervision is not effective in the schools due to the poor attitude of teachers toward this essential exercise in school administration.

The supervisors encountered various challenges in the discharge of their supervisory roles which can be categorised into human, material/logistics and finance and administrative. The challenges could greatly impede effective delivery of supervision if they are not dealt by authorities. The measures suggested by circuit supervisors and head teachers on how to improve supervision in the district as well as those by this researcher have the potential to improve supervision in the schools to improve students’ learning outcomes.

6. Recommendations

The study recommends that supervision should be more democratic and aim at improvement instead of fault finding. Supervisors need to adopt supervisory approach, which provides support, advice and guidance. Supervision should also meet the professional needs of supervisees to engender their growth and development. Professional development training workshops should be organised periodically to improve human resource capacity of teachers. There should also be trust and collaboration in supervision in the schools.

More studies need to be conducted to validate the outcomes of this study. The current study was conducted in only one out of the ten regions of Ghana, which does not provide a national view of the issues touched. To improve on this subject, a nationwide study is suggested.

Again, since the research employed a structured data collection tool, which did not make it possible to elicit additional data, a future research on the subject studied needs to use an open ended instrument to achieve that end. Further, a study should be conducted to unearth the reasons for continuous use of traditional approach to supervision. Lastly, as the research relied on only primary data, further study ought to use secondary data in addition for validation and to provide additional evidence.

References

- [1] Adeel, A. N. (2010). *Concept of supervision*. Retrieved March 10, 2017 from <http://www.asiadell.yalosite.com/education/concept-of-supervision>.

- [2] Al Nazer, M.& Mohammad, G. A. (2018). Supervising practices of education supervisors and their relationship with the attitude of high basic stage teachers toward the profession in the capital Amman governorate from the point of view. *International Journal of Humanities and Social Science*, 3(20), 223-243.
- [3] Arong, F. E., & Ogbandu, M. A. (2010). Major causes of declining quality of education in Nigeria administrative perspective: A case study of Dekina local government area. *Canadian Social Science*, 6(3), 61-76.
- [4] Daud, Y., Dali, P.D., Khalid, R. & Fauzee, M. O. (2018). Teaching and learning supervision: Teachers' attitude towards classroom supervision and students' participation. *International Journal of Instruction*, 11(4), 513-526.
- [5] Fraser, K. (1980). Supervisory behaviour and teacher satisfaction. *Journal of Education Administration*, 18(2), 224-227.
- [6] Ghana Education Service (2002). *Circuit supervisors' hand book*. Accra: Ghana Publishing Corporation.
- [7] Glickman, C. D., Gordon, S.P. & Ross-Gordon, J. (2004). *Supervision and instructional leadership: A development approach*, (2nd ed.). Boston: Pearsons Inc..
- [8] Hismanoglu, M., & Hismanoglu, S. (2010). English language teachers' perceptions of educational supervision in relation to their professional development: A case study of northern Cyprus. *Novitas-ROYALS. Research on Youth and Language*, 4 (1), 16-34.
- [9] Kutsyuruba, B. (2003). *Instructional supervision: Perceptions of Canadian and Ukrainian beginning high-school teachers*, Master's Thesis.. Saskatoon: University of Saskatchewan.
- [10] Mankoe, J. O. (2007). *Educational administration and management in Ghana: (2nd ed.)*. Kumasi: Payless Publication Limited.
- [11] Mpofu, L.C. (2007). *Perception of classroom supervision by secondary school teachers in the Harare region*. Master's Thesis, Tshwane University of Technology.
- [12] Nolan, J. F., & Hoover, L. A. (2008). *Teacher supervision and evaluation: Theory to practice (2nd ed.)*. Hoboken, NJ: John Wiley & Sons, Inc.
- [13] Rahmany, R., Hasani, M. T. & Parhoodeh, K. (2014). EFL teachers' attitude towards being supervised in an EFL context. *Journal of Language Teaching and Research*, 5(2). 348-359.
- [14] Ricketts, C. (2003). *Leadership, personal development and career success*. (2nd ed.). New York, NY: Delmar.
- [15] Sergiovanni, T. J., & Starratt, R. J. (2007). *Supervision: A redefinition*. New York, NY: McGraw-Hill.
- [16] Teshaw, T. A. & Hofman, R. H. (2014). Relationship between instructional supervision and professional development. *International Education Journal*, 13(1), 82-93.