
Circuit Supervision in Gomoa East District of Ghana: Key Issues to Consider

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Abstract – The study sought to investigate the challenges confronting circuit supervisors in the Gomoa East district of Ghana. The study adopted mixed method approach of the sequential explanatory design. Interviews and questionnaires were used to gather data from fifty participants. The population included circuit supervisors, head teachers and teachers. The study used purposive sampling techniques to select 50 participants for the study. This comprised 5 circuit supervisors 20 head teachers and 25 teachers within the Gomoa municipality. The findings from the study showed that the challenges that confront circuit supervisors were lack educational resources and logistics, irregular in- service training, uncooperative attitudes of teachers and head teachers, poor remuneration, incentives and allowance and irregular visits to school. Strategies that were suggested to improve supervision were adequate funding and provision of materials and logistics, on the job professional training for educational field officers, supervision on regular basis, better remuneration, incentives and allowance for educational field workers and supervision on regular basis and effective collaboration between teachers and circuit supervisors. The study recommended effective supervision of circuit supervisors’ supervisory roles by district directors of education. Government should recruit highly qualified supervisors and ensure adequate provision of resources and logistics and increase remuneration, incentives and allowance for circuit supervisors. There should be regular, effective and efficient organization of in –service training for all circuit supervisors in the Gomoa East district of Ghana.

Keywords – Circuit Supervision, Management Strategies, Prospects, Challenges.

I. INTRODUCTION

The desire of most governments all over the world is to provide its citizenry the best quality of education. This is based on the fact that education is viewed worldwide as an indispensable vehicle that brings development and influences the quality of life of people in a nation and the progress of the nation as whole. (UNESCO, 2014). This can be understood that education is crucial to effective development. As such, many bodies have invested in education especially in the developing countries. This includes the World Bank, the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the United Nations Development Program (UNDP). They have identified education as an important tool in economic development, poverty and inequality eradication. This emphasizes the reason why developing countries, which Ghana is no exception, have been pressed upon to deepen formal education. De Grauwe (2001) notes that improving the quality of education in schools and the achievement of schools is the priority of all countries, especially the developing ones. According to several scholars such as Annin (1998), Garry, (2007), Broni & Ziggah, (2007), education has an immense impact on the human society and that, one can safely assume that a person is not in the proper sense till he or she is educated. It trains the human mind to reason and make the right decision. A nation can develop through the knowledge its citizens acquired through schooling and Ghanaian schools cannot be left out in this situation. It is important for a nation to realize its potential through well-educated labor force

for development, (Osei & Mensah, 2018). Education is a process of development that takes place in an individual. It is a process of learning to live a useful and acceptable life. Adepoju, (1998) was of the view that education produces higher social status, economic security, and mobility, achieved through successful accomplishment of certificates and qualifications. Adepoju, further said that education is the total process of helping an individual to understand himself and his culture, and to acquire the necessary knowledge and skills to be able to play a meaningful role in society.

Enhancing the quality of education in Ghana through improvement of supervision has been a priority of the Ghana Education Service (GES). Supervision is considered as one of the major factors that contribute to the effective delivery of quality basic education, therefore in a school setting where teaching and learning takes place, effective supervision plays a very crucial role in ensuring quality education by improving students' academic performance. Supervision is an action undertaken by supervisors to superintend the effective performance and achievement levels of people or employees (teachers, heads and other stakeholders as well as learners) with the aim to bring about success, (Arthur Dickson, 2011).

The term "supervision" from the point of view of Adepoju (1998), is imitative from the word "super video" meaning "to oversee". He maintains that supervision is a communication between at least two persons for the enhancement of an activity. It is also an amalgamation of processes, techniques and conditions that are consciously designed to advance the work effectiveness of individuals and groups. He therefore defines school supervision as the process of bringing about progress in instruction by working with people who are working with pupils. Carl, (1998) concur that supervision is a function of the person who, either through working with other supervisors, school heads or others at the central office level, contributes to improvement of teaching and the implementation of the curriculum. Supervision of teaching in schools, is supposed to be a daily function of the Circuit Supervisors. Supervision is recognized as essential to improving teachers' instruction and the quality of teachers' instruction is related to students' achievement. (Glickman, 1998).

It is universally accepted fact that an important area that contributed immensely to improving quality education is school supervision which is seen as a tool for progress in the academic circles. Janathar (2011) intimated that supervision is a way of gathering information for appraisal purposes, which improves the quality of education by improving the teacher's effectiveness. In this way, instructional supervision also improves the quality of children's education by improving the teacher's effectiveness but Broni & Ziggah (2007) asserts that in most schools in Ghana, especially, in public schools, different views are held by teachers on how supervision is carried out by circuit supervisors. However, the researchers of this study contend that supervision should be viewed as a co-operative or collaborative relationship between supervisors and supervisees aims at helping supervisees to improve on their job performance and attain the best results and not as an autocratic inspection exercise by supervisors aim at finding out mistakes and wrong doings of supervisees.

Sergiovanni (1991) stated that if teacher development is to move to centre stage in the school improvement process, then supervisors need to create the kinds of supervisory systems and growth strategies that encourage reflection, acknowledge teacher individuality, and emphasize collaborative relationships. Interaction between the supervisors and teachers is, therefore an asset for effective and collaborative professional development. Barlow (2011) remarked that Americas' education has stood the test of time and achieved world class quality education through classroom supervision. Similarly, Fraser (2008) also noted that England's success in

education has been primarily on effective school supervision. It is therefore clear that instructional supervision appears to work best in achieving quality education.

The Circuit Supervisors' Handbook, (2002) stipulates the roles and responsibilities of circuit supervisors are as follows: 1 Promoting effective teaching and learning in basic schools. 2 Interpreting educational policies to teachers and help them to understand educational policy objectives. 3 Promote effective school management. 4 Organise in-service training for the professional development of teachers. 5 Promote healthy school-community relations. 6 Monitor the achievement and performance of pupil and staff. 7 Prepare work schedule for approval of the District Director of Education and submit reports on individual schools to him/her with copies to the schools concerned. 8 Collate statistics on the schools in the circuit. 9 Undertake other special assignments on request from the education directorate, the school, or the community and 10 Recommend head teachers and teachers for promotion and award and appraise the performance of head teachers (Circuit Supervisors' Handbook, 2002). The performance of these huge responsibilities does not come without challenges to the circuit supervisor.

Further the Community School Alliances Project (CSAP) of Quality Improvement in Primary School (QUIPS) investigated 20 District Assembly schools in Brong-Ahafo Region, Ghana, in October, 2009. The rationale was to find out how Circuit Supervisors performed their supervisory duties in their respective circuits. It was found that circuit supervisors do not visit the schools they supervise regularly to monitor teaching and learning (Indicator-Based Activity Handbook, July 2003 p.46). The effect of the above-mentioned flaws in Ghana's basic schools is ineffective supervision on the part of circuit supervisors. This also leads to poor teaching and learning resulting in massive failure by students during their basic education certificate examinations. (Authur Dickson, 2011). This study sought to ascertain the challenges confronting circuit supervisors specifically in the Gomoa East District of Ghana and suggest effective mechanisms to improve supervision in the district.

Statement of the Problem

Several countries have attempted to reform their instructional supervision to improve educational quality and Ghana is no exception. The 2002 White Paper on Report of the Education Reform Review Committee under the chairmanship of Professor J. Anamuah Mensah also endorsed supervision in the 2007 Educational reform in Ghana. Under this new arrangement, the routine of internal inspection of schools by directors and supervisors within the Regional and District Directorates of Education shall continue so that standards of performance in teaching and learning are constantly maintained. Despite this and several other educational reforms supervision in school are confronted with many challenges.

Broni and Ziggah, (2012) also counts the following as dominant supervisory issues in basic schools: supervisors not being mobile, economic restraints make supervisors and teachers face the difficulty of making ends meet, lack of confidence, academic qualification and professional development training for supervisors, headmasters, teachers; and some supervisors not able to demonstrate in teaching but always admonishing teachers towards effective teaching. It is generally the case that human beings work better under effective supervision. Where supervision does not exist, the tendency is for teachers to relax their efforts, attend classes irregularly or unpunctually or both Adewole and Olaniyi, (1992). On the other hand, when effective instructional supervision is strengthened by circuit supervisors and heads of schools, the performance of work of

teachers and overall improvement in academic performance of students is realized.

The success or failure of any educational policy is judged on the outcome of the results produced by schools at the end of every examination year. Again, the success or failure of any educational policy is a collaborative effort or team work and one of the key players responsible for getting employers to carry out plans and policies of management is the supervisor (Circuit Supervisors' Handbook, 2002). The low academic performance of some pupils at the basic education certificate examination has raised concerns about the nature of supervision being carried out in the schools in the district. The average pass rate between 2012 and 2016 is 39% (Gomoa East District Education Office, 2017). A fair share of the blame has been attributed to circuit supervisors within the district. The researchers of the current study submit that if the challenges facing circuit supervisors are investigated, various educational stakeholders and the public at large will appreciate their apprehensions and provide support to make supervision effective.

Research Questions

The study was guided by the following research questions:

1. What challenges confronts circuit supervisors in the Gomoa East district of Ghana.
2. What effective management strategies that can be implemented to improve supervision of circuit supervisors Gomoa East district of Ghana.

II. RELATED LITERATURE

Areas of School Supervision

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

1. Supervision of Instructional Work:

School supervision is a planned programme for the improvement of instruction. The supervisor checks the effectiveness of the methods of teaching in a particular institution, the audio-visual aids used to make teaching interesting and effective, the time table enforced to carry out the instructional work, distribution of work among the members of staff, distribution of the prescribed curriculum, terminal written work done by the students. A supervisor checks up the teacher's scheme of work also to find out the planning of daily programme.

2. Supervision of School Environment:

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

3. Supervision of Co-curricular Activities:

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

4. Supervision of School Records:

The supervisor assesses all kinds of school records and registers. He audits accounts and funds. He checks the usage of school funds, for instance, the capitation grant to schools.

5. Supervision of Development Aspects:

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

6. Supervision of Pupils Growth:

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

Qualities of a Supervisor

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

1. Excellent communication skills. Supervisors are to relay instructions very clearly so every part is well understood in order to avoid mistakes. Supervisors also need to listen carefully to what the teachers have to say.
2. Fairness. Human beings react badly to what they perceive as unfair. So deal with the teachers fairly.
3. Good organizational skills. It is the supervisor's duty to coordinate the work in the schools and the office to the director and the teachers.
4. Knowledge. Part of the supervisor's job is to train others so it goes without saying that the supervisor should be at least one step ahead of them.
5. Accountability. If a mistake is committed the teacher should recognise responsibility every time unless they have intentionally flouted the supervisor's instructions.
6. Efficiency. For schools to do well the supervisors should always have the next task ready to be allocated to them.
7. Adaptability. Be ready to manage change efficiently as and when it happens even if you do not agree with it.
8. Social skills. The supervisors should be polite at all times. When supervisors have to tell a teacher off, it should be done assertively but politely and never in front of other teachers.

Diplomacy. The supervisors have loyalty to the Ghana Education Service who pays their salary but also loyalty to the teachers who are responsible for your results. A difficult balance which requires a great deal of tact. Self-discipline. Supervisors should stimulate respect so discretion in their private life is crucial. They cannot tell teachers off for lateness if the supervisors are always late themselves. Callaghan (2007) states that the above qualities will assist supervisors to supervise well and this will help enhance teaching and learning in t-

-he schools and as a result, the standard of education will also improve.

Principles of Supervision

Shukla (1983) identified seven principles of supervision as listed below:

1. Supervision should be adopted to meet the individual need of school personnel
2. Trained as well as untrained teachers should benefit from supervision
3. Supervisions should assist in clarifying the objectives and goals of education
4. Supervision, a central part of an education program, is a co-operative and team activity.
5. Supervision should contribute to improve human relations among personnel in the institution and with people outside it.
6. Supervision should help in the organization and administration of curricular and co-curricular activities for students.
7. Supervision should help interpret and put into practice the findings of the latest educational research (Shukla, 1983, p.150).

Purpose of School Supervision

Adewole and Olaniyi (1992) also state the relevance or purpose of supervision as follows:

1. Improvement of teaching and learning.
2. Systematic ways to assist students comprehend themselves get in touch with their own feelings and monitor their own behaviour.
3. Helps teacher in school management.
4. Approval of schools for recognised examination bodies, for example, West Africa Examination Council (WAEC).
5. Assessment of teaching and learning.
6. Linking teachers with the ministry of education.
7. Assistance in development of needed teaching competencies.
8. To obey the education law that makes supervision obligatory.
9. Helps to interpret school programme to the community.
10. Development of sound education philosophy in teachers.
11. Creates confidence in incompetent teachers.
12. Identifies good potentials teachers have.
13. Determines whether a teacher should be transferred, promoted, retained or dismissed.
14. Identifies imperative needs in classroom and schools.

15. Examines continuously school instructional goals and assess teachers' performance in meeting such goals.

III. METHODOLOGY

This research used both quantitative and qualitative methods to ascertain the challenges confronting circuit supervisors in the Gomoa East district of Ghana.

1. The Research Design

This study used the sequential and explanatory mixed method approach in conducting the research because it is far more inclusive and exhaustive than dealing with the research questions with a single research method. Thus, from the point of view of the research methods used for this study, and the aim of this research, the researchers used the quantitative and qualitative research approaches. These approaches were underpinned by a survey and interview methods respectively. The researchers used the survey data as the baseline whereas the interview data was used to support the issues as they emerged. The qualitative approach also led to an in-depth investigation into the challenges facing circuit supervisors.

2. Population, Sample and Sampling Technique

Population has been defined by McMillan and Schumacher (2001) as a group of elements or cases, whether individuals, objects or events that conform to specific criteria in research. The population of this research was all circuit supervisors, head teachers and teachers within the Gomoa East district of Ghana. The researchers used purposive sampling to select a total number of 50 participants for the study. This comprised 5 circuit supervisors 20 head teachers and 25 teachers within the moa municipality.

3. Research Methods and Instrumentation

The research methods used for this study are interviews and survey. Structured questionnaire and interview guide were constructed and used as the research instruments to collect data (see Cohen, Manion & Morrison, 2000; Greeff, 2002). The researchers also used semi-structured interview to gain in-depth information on participants' perceptions of challenges faced by circuit supervisors in the district. Also, as part of the instrumentation, structured questionnaire was used because the entire population was highly literate or well-educated.

4. Data Collection Procedure

For face validation, the instruments were given to colleague lecturers to scrutinize them. Regarding content validation, the instruments were given to experts in the area of educational administration and management as well as retired head teachers and circuit supervisors. Thereafter, the researchers visited the various schools and administered the questionnaires which were collected back between 1.30 p.m. and 2.30 p.m. when most of the respondents in the sampled schools had almost closed from classes. The researchers also sampled a few of the respondents for an interview. The interviews were tape recorded. In order to ensure the validity and reliability of research instrument, the test and re-test method was used to determine the reliability coefficient of the questionnaire instrument at an interval of one month between the first and second. This produced reliability coefficient (r) of 0.825 indicating that the instrument was relatively reliable.

IV. DATA ANALYSIS AND DISCUSSION

Research Question 1

What are the challenges confronting circuit supervisors in the Gomoa East District of Ghana?
Qualitative data from interviews are used to support the quantitative data. The quantitative data obtained are represented in Table 1 below.

Table 1. Challenges confronting circuit supervisors.

Statements	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Lack of educational resources and logistics	22	44	14	28	1	2	9	18	4	8
Irregular in- service training	19	38	9	18	0	0	15	30	7	14
Uncooperative attitudes of teachers and head teachers.	14	28	15	30	1	2	11	22	9	18
Poor remuneration, incentives and allowance.	18	36	18	36	0	0	10	20	4	8
Irregular visits to school.	21	42	17	34	2	4	7	14	3	6
Huge workload of supervisors	10	20	6	12	3	6	20	40	11	22

Key: SA = Strongly Agree; A = Agree; U = Undecided; SD = Strongly Disagree; D = Disagree. Source: Field work data (2019).

Majority of the respondents 72% agreed that lack of educational resources and logistics poses a significant challenge to circuit supervisors 26% disagreed, 2% was indecisive. This finding also supports, data from the interviews. *“Our supervisors are greatly challenged in fact they have not been provided with enough resources and material to function effectively”* (Head teachers 2 and 3, Teacher 3, 4 and 7). *“The circuit supervisors really lack resources and logistics. This makes them inefficient on their jobs”*. (Head teachers 1, Teacher 5 and 9). *“We lack educational resources and logistics and this is negatively affecting our work as supervisors.”* (Circuit Supervisor 2).

The finding also supports Adeel (2010), who concedes that school administrators as well as school supervisors would require certain resources to put things in order before supervision; non-availability of such resources would affect the supervision exercise negatively. Also these admissions by the supervisors, teachers and head teachers confirm the statement in a publication in the daily graphic of Wednesday, 8th August, 2001, captioned ‘Lack of Logistics crippling our work’, the Director General of Education admitted that poor performance of pupils these days is attributed to ineffective supervision in schools.

Some 56% of the respondent indicated that irregular in- service training as one of the challenges, 44% thought otherwise none indecisive. The interview data support with these statements: *“We don’t normally have professional in- service training organized for us”* (Circuit Supervisors 3). *“One of the circuit supervisors told me that, it’s been over three years since they had an in-service training.”*(Head teacher 3). *“I once asked one of the educational officers when they will organize in- service training for head teachers and teachers, he told me categorically that they themselves it been long since they had one.”* (Teacher 1).

Another 58% felt that uncooperative attitude of teachers and head teachers is one of the challenges circuit supervisors encounter. 38% opposed while 2% remained indecisive. The interview data support with these statements: *“Some teachers and even head teachers do not co-operate with us during supervision and this*

makes our work difficult” (Circuits supervisors 1 and 5). Two circuit supervisors were quick to say that: *“Some of the head teachers and teachers think they have better qualifications than us so they tend to be uncooperative”* (Circuits supervisors 2 and 4). One supervisor also said *“Some head teachers and teachers are difficult to handle they play “delay tactic” during supervision. I think they are not willing to play along”* (Circuits supervisors 3) Another interviewee indicated that: *“The cooperation of some head teachers and teachers is very minimal and not encouraging at all”*(Circuits supervisors 5). Others observed this: *“I think some teachers make the work of the supervisors very difficult, they don’t follow simple instructions.”* (Circuits supervisors 1, head teacher 5).

The data further reveals irregular visits to school as one the major challenges, 76% agreed to the statement 20% disagreed while 4% were indecisive. The interview data support with these statements: *“Some of the circuit supervisors do not usually come for supervision; I think they are not motivated or satisfied with their jobs.”* (Head teacher 3) *“The whole of last term none of the supervisors paid a visit to this school.”* (Head teacher 2, teacher 3). *“Some of the circuit supervisors do not even recognize us when they see us in town because they don’t pay frequent visit”* (teacher 4). *“Some of the circuit supervisor complains that they have to walk long distances to visit some schools which make them tired because they don’t have means of transport.”* (Head teacher 1 and 3, teacher 2, 4 and 5).

Addy (2013) observed that supervision demands frequent movement from the district education office to the various schools. This implies that supervisors require means of transport. It is impossible for a supervisor to acquire a car as a means of transport for official duties due to the economic constraints in Ghana. A few officers in the district offices who have been supplied with motorbikes also find it difficult to fuel these motorbikes. As a result of this, many trekking officers are rather seen in the offices sitting by desks and files at the expense of the field work. A few of the respondents (32%) agreed that huge workload of supervisors was among the challenges faced by circuit supervisors, (6%) were indecisive however majority of them (62%) disagreed.

Research Question 2

What effective management strategies can be implemented to improve supervision of circuit supervisors in the Gomoa district of Ghana? Qualitative data from interviews are used to support the quantitative data. The quantitative data obtained is represented in Table 2 overleaf.

Table 2. Strategies to improve supervision.

Statements	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Adequate funding and provision of materials and logistics	24	48	19	38	0	0	4	8	3	6
Supervision on regular basis.	15	30	17	34	1	2	7	14	10	20
On the job professional training for circuit supervisors	14	28	22	44	0	0	9	18	5	10
Improved remuneration, incentives and allowance	12	24	26	52	0	0	12	24	0	0
Effective collaboration between teachers and circuit supervisors	10	20	18	36	0	0	12	24	10	20
Regular assessments of circuit supervisors supervisory roles	19	38	15	30	2	4	4	8	10	20

Key: SA = Strongly Agree; A = Agree; U= Undecided; SD = Strongly Disagree; D = Disagree. Source: Field work data (2019).

Majority of the respondents (86%) agreed that adequate funding and provision of materials and logistics improve supervision of circuit supervisors while a few of them (14%) disagreed. The interview data support with this assertion. *“The circuit supervisors should be given all the resources they need to function effectively.”* (Head teachers 1, 4, 5). *“We need more financial support for logistics and other materials to aid our work as supervisors.”* (Circuit Supervisors 5). Similar views were shared by some teachers. *“The circuit supervisors must be provided with all educational resources and logistics. This will make them efficient on their jobs”.* (Teacher 1, 3 and 4). *“Government must ensure adequate funding and provision of materials and logistics.”* (Teacher 4). These findings are in consonance with Halpin (2006) who found in his study that for effective supervision there should be the provision of the necessary materials which would aid in goal attainment.

Some (64%) of the respondents agreed that supervision on regular basis could improve supervision of circuit supervisors while (34%) of them disagreed. (2%) also remained indecisive. The interview data is consistent with this assertion. *“The circuit supervisors should come to the schools regularly for supervision and monitoring.”* (Head teachers 2 and 3). *“They should visit us more frequently to be more abreast with school activities.”* (Teachers 2 and 5). Another interviewee said that. *“The directors themselves should also pay more visits to the schools; they shouldn’t always sit at the office and wait for our reports”.* (Circuit Supervisor 1)

“It is always difficult to do follow up and provide feedbacks to some schools, we should try more visits” (Circuit Supervisor 4) *“I am sometimes so busy at the office, have to devise a strategy do to school to school visitations”* (Circuit Supervisor 3). The findings are in consonance with Agyei and Leonard (2012) who reported that the time being scheduled for supervision of schools in Ghana is inadequate. They identified that, in an ideal situation, inspection of schools is supposed to be carried out on regular basis in view of the fact; there are many issues that manifest in schools’ daily, which require the attention of government or its agent. This implies that there should be adequate time for supervision.

The data further revealed on the job professional training as one of the strategies for improved supervision for circuit supervisors. 72% agreed to the statements while 28% disagreed. The interview data also supports it. *“Some of the educational field workers said they do not usually have in-service training organized for them. So, it will be best to organize frequent in-service training for them in order to upgrade their knowledge and skills in supervision”.* (Head teacher 2, 3 and 5) *“We as circuit supervisors need to be given professional in-service training on regular basis. This will assist them to carry out their supervisory roles very well”* (circuit supervisors 2 and 4) *“it has been very long since we had in-service training, they should organize some for us.”* (Circuit Supervisor 4 and 7).

“It is the same head teachers and teachers who are often sent to the education office to be supervisors so i think most of them do not have adequate knowledge, training and skills they require as supervisor.” (Head teacher 3). *“If you keep long in the school then they transfer you to the office to become circuit supervisor whether you can do it or not”.* (Head teacher 5)

According to Atakpa and Ankomah, (1998) some school supervisors lack knowledge and competence to carry out the exercise. Some school supervisors were appointed based on their level of participation in the government of the day and not as result of their skills they possessed. Many personnel that are involved in supervision in Ghana cannot see beyond their noses, being deficient in the required skill, pedagogy, and orientation for the task (Atakpa & Ankomah, 1998). The findings therefore suggest that there should be enough professional training

workshops in supervision and monitoring for supervisors and other educational field workers in the Gomoa east district.

The study further revealed better remuneration, incentives and allowance for circuit supervisors as a tool for effective supervision. This was supported 76% of the respondents. The interview data also supports it. *“Poor salary and allowance sometimes make us accept money and other rewards from head teachers and teachers. The government has to increase our salaries and allowances.”* (Circuit supervisor 2, 3, and 6). *“The supervisors sometimes compromise their work by demanding and receiving financial assistance from the head teachers. I think if they are paid well, this problem will stop and they will do their work well.”* (Teacher 2, 4 and head teacher 2). *“I have noticed that some of our circuit supervisors make financial demands especially from the heads of schools. This is not professional, but you see they are humans. Well I think the government should increase their salaries and other allowances to curtail the problem and improve supervision”* (head teacher 4). The findings support Annin, (1998) who intimated that in order to improve supervision and monitoring circuit supervisors should be adequately remunerated. Further 56% of the study respondent suggested that effective collaboration between teachers and circuit supervisors could improve supervision, however 44% suggested otherwise.

The few of the interview data also supports it. *Supervisors should not belittle teacher, both teachers and head teachers must work together to improve academic performance of pupils in school.* (Head teacher 2). *Some head teachers and teachers complain that some of the circuit supervisors are autocratic and rude, I think it is not nice we should see each other has colleagues so that we can cooperate with one another for a common goal* (circuit supervisor 3). According to Adepoju (1998), many supervisors tend to look down upon teachers with hostility and doubt while some are authoritarian and work with stern purpose, which often lead to cold war between them, teachers and schools’ administrators. All these attitudes lead to poor relationship between circuit supervisors and teachers. There should be a cordial relationship between circuit supervisors and teacher if educational goals are to be realized.

Finally, 28% were of the view that regular assessment of circuit supervisors’ supervisory roles are essential for effective supervision. Ironically, majority of them 68% did not support this view, 4% was indecisive. It is worth mentioning that none of that interview data identified this.

V. CONCLUSION

The research unveiled some challenges that confront circuit supervisors in the Gomoa East district. These were lack educational resources and logistics, irregular in- service training, uncooperative attitudes of teachers and head teachers, poor remuneration, incentives and allowance and irregular visits to school. Such significant challenges could have negative consequences on supervisory role of circuit supervisors. A number of strategies to improve supervision of educational field officers in the Gomoa district were also uncovered. These were adequate funding and provision of materials and logistics, on the job professional training for educational field officers, supervision on regular basis, better remuneration, incentives and allowance for educational field workers and supervision on regular basis and effective collaboration between teachers and circuit supervisors. If these strategies are not well adopted the basic schools within the municipality would suffer poor supervision which may eventually lead to low academic performances of pupils.

VI. RECOMMENDATIONS

In view of the above findings and conclusions, the study makes the following recommendations:

There should be effective supervision of circuit supervisors' supervisory roles by District Directors of Education. Government should recruit highly qualified supervisors and ensure adequate provision of resources and logistics and increase remuneration, incentives and allowance for circuit supervisors. There should be regular, effective and efficient organization of in-service training for all circuit supervisors in the Gomoa East district of Ghana.

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