

**SUPERVISORS AND SUPERVISEES' PERCEPTION OF INSTRUCTIONAL
SUPERVISION: THE CASE OF SELECTED BASIC SCHOOLS IN THE CENTRAL
REGION OF GHANA**

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Abstract: *The study probed supervisors' and supervisee's perception of instructional supervision in ten basic schools in the central region of Ghana. Two research questions guided the study. Quantitative paradigm was used to analyze data, while descriptive survey was employed to analyze closed and opened-ended questions. 100 respondents which comprised 30 supervisors (head teachers and their assistants and head of departments) and 70 supervisees (teachers) from ten basic schools in the Central region of Ghana were selected for the study. It was found that majority of the supervisors and teachers have positive perspectives about instructional supervision in basic school. It also came to the fore that effective supervision is a beacon for teachers' professional development and a potent tool for improved students' academic development and scholastic achievement. Consequently, it was recommended that supervisors and supervisees should check their attitude towards supervision since it is sine-qua-non to effective school management. Supervisees with negative view of supervision should rid themselves of such notion and embrace the liberating and productive (positive) notion inherent in supervision to experience the enduring benefits of pedagogy.*

Keywords: *Supervisors, Supervisees, Management, Instructional, Paradigm*

1. INTRODUCTION

In a bid to underscore the relevance of instructional supervision, the Bicentennial Commission (1985) asserted: A nation is at risk when any of its professions is severely weakened. The basis for the genuine, sound practice of pedagogy is substantial and growing dramatically. If the nation wants to reduce its risk, it must upgrade the teaching profession and the conditions under which teachers practice. The achievement of one goal is inextricably linked to the other (p. 77).

Following the publication of this assertion, Dagley and Veir (2002), indicated that several nations worldwide stipulate the development of new supervision practices and measures to assess the working conditions of teachers and their performance. Glanz (1998) posits that arrangement was put in place enabling traveling educators to evaluate and demonstrate teaching skills to teachers in larger communities. At this point, Tanner and Tanner (Minnear-Peplinski, 2009) indicated that the role of a supervisor was extended to comprise knowledge of teaching and learning by having a teacher supervise other teachers.

In their studies, Pajak (1993) and Blasé and Blasé (2004) indicated that over time, several models of supervision have been introduced with each model placing a different emphasis on procedures for observation, feedback and interactive conferences. Blasé and Blasé posit that some model combine aspects of clinical supervision with scientific evaluation process, while others incorporates the steps of pre-conferencing, observation and evaluation.

These models show the relevance of instructional supervision because it plays a crucial role in the achievement of educational objectives, teachers' professional development and improved students' academic performance (Baffour-Awuah, 2011; Anyagre, 2016). However, there are contrasting views among teachers regarding instructional supervision. Sullivan and Glanz (2000) and Cobbold, Kofie, Bordoh & Eshun (2015) indicated that some teachers see supervision as a fault-finding process where teachers are subjected to unnecessary criticism by supervisors while others see it as a veritable means of improving teachers' skills and efficiency during teaching and learning process and provision of up-to-date information on practical approach to curriculum implementation. Baffour-Awuah (2011) also posits that some supervisors see supervision adopted the position of all-judging moralist thereby distancing themselves from teachers and will not receive any valuable suggestions from teachers.

In her study, Anyagre (2016) intimated that the view of supervisors and those being supervised, the teachers, on supervision as a process is intimately connected and inseparably interwoven with the level of success instructional supervision could attain in any school. Anyagre indicated that when teachers sees supervision from a negative perspective, it often make them defensive, with the notion that the supervisor is just there to criticize them or portray them as incompetent to handle their job assignment which will affect their professional development and students' achievement. On the other hand, when teachers sees supervision as a means of developing professional acuity and improve students' achievement in their various subjects, then their positive outlook regarding supervision will lead to improvement in their professional development and students' achievement. Supervisors' perception of supervision is also relevant if it is positive, with the aim of helping teachers, then the school improves academically, however if it is negative, with the goal of looking for teachers faults, then the school retrogresses academically. This means, according to Reepen and Barr (2010) and Tshabalala (2013), both supervisors and teacher's perspective on supervision of instruction is very crucial to the smooth functioning of a school system.

1.1. Statement of the Problem

In line with the Bicentennial Commission (1985) assertion that if a nation wants to reduce its risk of a failing state, it must upgrade the teaching profession and the conditions under which teachers practice. In response to this assertion, the Ghana Education Service made ample arrangement for effective supervision of instruction so as to improve teachers' professional

experience and students' achievement. However, irrespective of this arrangement, some researchers attributed the poor performance of students in several subjects to the negative perception of supervisors and teachers on instructional supervision (Baffour-Awuah, 2011; Cobbold et al., 2015). These researchers, of which some are educators, indicated that it has led to teachers becoming redundant with nothing worthwhile to offer students since they are not developing professionally due to the way things are handled during the process of supervision of instruction.

Other researchers and educators though, claimed that student's poor performance is due to complexity of factors that may include student's attitude towards subjects, socio-economic condition of students and lack of school infrastructures (Afful, 2000; Qin, 2003; Anamuah-Mensah, Mereku and Ghartey-Ampiah, 2008). In view of this gap in literature, I will conduct in-depth investigation into examining supervisors' and supervisee's perception of instructional supervision in ten basic schools in the central region of Ghana.

1.2 Purpose of the study

In recent times, there is an alarming rate of poor performance among pupils in the basic schools in the Central Region of Ghana. Reasons adduced to this perennial failure created a gap in literature since some felt it is due to student's attitude towards subjects, socio-economic condition of students and lack of school infrastructures. Others felt it is due to poor supervision of teachers due to negative perception of both the supervisors and supervisees. Hence, the purpose of this study is to unravel the factors mitigating students' academic progress and the nature of supervision in selected basic schools in the Central Region of Ghana.

1.3 Objective of the study

The main objective of the study is to critically examine the view of supervisors and supervisees on instructional supervision in the Central region of Ghana. The specific objectives of the study are as follows:

- i. Ascertain the perception of teachers' supervisor (head-teacher) in connection with what constitute effective instructional supervision as stipulated by the Ghana Education Service (GES).
- ii. Verify teachers' perception on the significance of instructional supervision in terms of its impact on students' academic development and scholastic achievement.

1.4 Research questions

The study was guided by the following research questions:

- i. What is the perception of supervisor (head-teacher) and supervisees (teachers) in connection with what constitute effective instructional supervision as stipulated by the Ghana Education Service (GES)?
- ii. What is the perception of supervisors and supervisees regarding the significance of instructional supervision in terms of its impact on students' academic development and scholastic achievement?

1.4 Significance of the study

The significance of a study of this nature (which underscores effective monitoring and supervision of core subjects' curriculum) cannot be overemphasized in view of the perennial failure of senior high school students and the large percentage of newly qualified teachers, under-qualified teachers and hundreds of student teachers in the country. Findings of the study will be beneficial to GES in terms of serving as a template for planning, reorganizing and

providing training and development programmes for current and future educational supervisors via on-the-job training including seminars, short-duration courses, and workshops. It is also envisaged that the findings of the study will broaden the knowledge, understanding and skill of educational supervisors especially in relation to ensuring positive approach to issues pertaining to instructional supervision. Finding of the study will also be helpful to other researchers and other professionals who may be interested in conducting further research on supervision of instruction in the basic schools.

2. REVIEW OF RELATED LITERATURE

In her study, Minnear-Peplinski (2009) indicated that at present supervision takes many different forms and often underscore several factors in the educational spectrum. She intimated that there are several view and understanding in relation to instructional supervision among educationists. For example, Harris (1998) sees supervision from five perspectives, namely: teaching and learning, countering changing external realities, giving teachers needed support; assistance, and feedback coupled with the potency of teaching as a catalyst for spurring school learning and strengthening pioneering practices. On the other hand, Blasé and Blasé (2004) described as a combination of supervisory beliefs and educational philosophies with the aim of building trust, empowering teachers and encouraging feedback.

De-Grauwe (2007) also defined supervision as the promotion and maintenance of good standards of work, co-ordination of practice with policies of administration, the assurance of an efficient and smooth-running office and educational functions. These entail educational development and supportive functions as a means of enhancing both professional improvement and harmonious working relationship with other teachers or professionals. Several educationists supported the notion of instructional supervision being for educational objectives and administrative/supportive objectives. However, does supervision has a link with improved instruction at schools.

In his study, Ebmeter (2003) conducted in-depth research linking teachers' competence to effective supervision. In this regard, he described competence as an individual's belief about his or her own capabilities to achieve a certain end. Going by Ebmeter's description, teachers had positive perception regarding supervision because they felt it facilitates provision of feedback, encouragement, emotional support, reinforcement, as well as modeling experiences. The teachers indicated that when supervisors maintain balanced and good supervisory behavior, teacher's competence or professional improvement increased.

Seeing supervision from the perspective of professional growth, Kilminster, Jolly and Van der Vleuten (2007) stated that supervision is the provision of guidance and feedback on matters of personal, professional and educational development in the context of trainee's experience. Also, Segun (2004) and Bessong and Ojong (2009) intimated that supervision refers to the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction. These authors indicated that supervision entails monitoring and evaluation, instructing and advising, modeling, consulting, supporting and sharing. How do these features of supervision influence supervisors and supervisees' perception of supervision? Explication of these components of effective supervision is provided below.

2.1 Supervisor and supervisees' perception of supervision

Providing insight into what constitute positive perception of supervision, Holloway (1995) indicated that individuals charged with the responsibility of supervision are required to oversee the work of individual supervisee and provide a formative and summative evaluation in fulfilling the first function of supervision. Regarding the first function of supervisors, Baffour-Awuah (2012) stated that most teachers and educationist sees supervision as an instrument for controlling teachers in view of the dictionary definition of supervision as “to direct”, “to watch-over”, and “superintend”. Other researchers indicated that because supervision is rooted in the industrial notion of bureaucracy with the intent of increasing production, several supervisees view supervision in management as meaning controlling or manipulating their lives, this has resulted, according to Ingersol (2003), in several teachers recoiling at the mention of supervision.

In relation to the second function of supervisors - instructing and advising, Cobbold et al. (2015) indicated that it centers on the hierarchy of the relationship between supervisors and supervisees which suggests wide interpersonal gap which may have negative effect on the manner in which advice is given and received. Hence, such gap should be reduced to the barest minimum by the supervisor through being a good role model that attracts and not dispel supervisees. This leads to the third function of supervision with its primary emphasis on supervisors being a role model in terms of professional behavior and practice; this will facilitate cordial relationship between supervisors and supervisee heightening collaborative efforts between them so as to achieve educational goals and objectives.

In the area of consulting, which forms the fourth function of supervisors, Holloway (1995) posits that, it enhances “problem solving of clinical and professional conduct as information and opinion of the supervisee(s) are sought” (p. 32). Collaborative efforts are still required in this aspect since it will reduce antagonistic behavior (as a result of mistrust) and encourages sympathetic approach to issues (as a result of respect for each other's role).

With trust and respect existing between supervisor and supervisees, it will be easy for supervisor to support and share pertinent information coupled with encouragement and constructive criticism with the supervisees. This is very important for trainees' professional development since it will provide an opportunity to give adequate attention to aligning their actions, emotions and attitude to curriculum delivery and achievement of educational goals and objectives.

Considering the several benefit of supervision, Baffour-Awuah (2012) indicated that teachers can greatly improve curriculum delivery by means of supervision with the ultimate goal of improving students' achievement. However, Oliva and Pawlas (1997) contended that supervisors should not see the process as a means of manipulating teachers rather as a means of providing specialized training to teachers in specific areas where they may need help and suggestions. Oliva and Pawlas were of the opinion that supervision should be directed towards improving teachers skill and approach to teaching and learning.

Hence, irrespective of these contrasting view, several researchers and educationists also sees supervision as an important component of school management which is complex in nature and comprises overlapping responsibilities of education stakeholders including teachers. In her study, Anyagre (2016) indicated that supervision, as an aspect of excellent management of

schools, entail the provision of knowledge, facilitation of task organization, enhancement of motivation and monitoring activity and results. Sergiovanni and Starratt (2002) also indicated that supervision of instruction at schools cannot be overemphasized because it enhances classroom practices which are crucial to students' academic achievement at the both the Junior and Senior High schools. In their study, Sergiovanni and Starratt further indicated that the nature of supervision is very contributive to students' academic achievement because it revolves around a collaborative effort between the supervisors and teachers through effective dialogue with the sole aim of improving classroom instruction.

Fisher (2002) further stated that by means of effective supervision of instruction, supervisors can adequately influence and reinforce teaching practices with resultant improvement in student learning. This often requires supervisors to carefully study performance and appropriate data regarding classroom instruction so as to provide meaningful feedback and direction to teachers coupled with appropriate inspection, control and evaluation of their activities (IIEP/UNESCO Module 2, 2007). With this processes in place, classroom instruction will undoubtedly exert immense influence on the teaching and learning process. Fisher further indicated that effective supervision and monitoring is critical to the objective of providing equal access to quality educational programs for all students irrespective of their background. It behooves supervisors or administrators to emphasize the importance of appropriate and well-organized program to all teachers, clearly delineating how teachers can employ diverse teaching techniques to meet the ever changing needs of the students.

Baffour-Awuah (2012) also indicated that while several definitions and interpretations have been assigned to supervision, almost all of these conceptions revolve around a common aim or objective. This objective is to improve teachers' instructional practices, which can be very instrumental to improving students' achievement in the given subject or grade level. For example, Daresh (2001) sees supervision as a "dynamic process leading to studying and improving all factors that affect the education situation" (p. 22), while Dodd (2008) sees it from the perspective of providing effective guide, advise, refreshment, encouragement, stimulation, improvement and co-ordination of a particular groups of individuals with the aim of getting their cooperation so that one overseeing them can achieve the essence of supervision.

3. METHODOLOGY

The study employed quantitative paradigm for analysis of research data. Descriptive survey was adopted as research design for the study and questionnaire containing closed and open-ended questions was the main instrument for data collection. Babbie (2001) opines that descriptive survey is useful for generalizing from a sample to a population so that inferences can be made about the characteristics, attributes or behavior of the population.

Moreover, Fraenkel and Wallen (2000) intimated that descriptive survey has the advantage of producing good amount of responses from a wide range of respondents. It provides a more accurate and meaningful picture of events and seek to explain people's perception and behavior on the basis of data gathered at a particular time. Such data is analyzed quantitatively.

3.1 Population

Participants for the study comprise 100 teachers from ten basic schools in the Central region of Ghana. Population of the study entails selected teachers of basic schools in the Cape Coast Metropolis. Also included in the population are the heads of public basic schools, heads of

departments. The accessible population comprises all the heads and their assistants, head of departments and selected teachers in the participating schools.

3.2 Sample and Sampling procedure

Using multistage sampling technique, schools and participants were selected for the study. Stratified sampling technique was employed in selecting the ten schools for the study while purposive sampling technique was used in selecting participants for the study. In all, 100 participants were selected for the study. This comprised 30 supervisors (head teachers and their assistants and Head of departments) and 70 supervisees (teachers).

3.3 Research Instrument

In order to achieve the objective of the study, set of questionnaires were used to elicit relevant information from participants. The first set of questionnaire was developed for supervisors while the second set was designed to collect data from teachers. Each of the two sets of questionnaires had three sections, namely A to C. Section A of the questionnaire dwelt on biographic information of the respondents, Section B elicited information regarding the perception of respondents' on the essence of instructional supervision, while the last section (C) elicited information regarding teaching and learning practices. The questionnaire comprises close-ended questionnaire measured on the five points Likert scale. In all, 100 participants responded to the questionnaire in line with the objectives of the study.

3.4 Data analysis

Data collected were sort and properly arranged. The data was analyzed quantitatively based on the research questions and comprised descriptive statistics such as frequency, charts, tables, and percentages.

4. RESULTS AND DISCUSSION

The *raison d'être* (objective) of this study was to critically examine the view of supervisors and supervisees on instructional supervision in the Central region of Ghana. In a bid to achieve the objective of the study, three specific areas were covered under data analysis, this comprises, personal attributes of respondents, occupation of leadership position and answers to research questions.

4.1 Demographic Attributes of Participants

Some attributes were considered in relation to respondents during the study. This includes years of work experience, pre-service and in-service orientations and leadership positions occupied. This attributes are important in a study of this nature because it can greatly influence the perception of an individual regarding a particular phenomenon and their approach to such phenomenon or activity (Robbins, 2009; Lai, 2014). In this regard such phenomenon refers to the art of supervision.

4.2 Supervisors

Finding of the study revealed the following: On the part of the supervisors, result of the study showed that 45% are females while 55% were males. Findings also revealed that 32% of the respondents (supervisors) have spent 12-16 years, 24% have spent 7-11 years, 21% have spent between 17-21 years, 18% have used over 22 years and above in the education field.

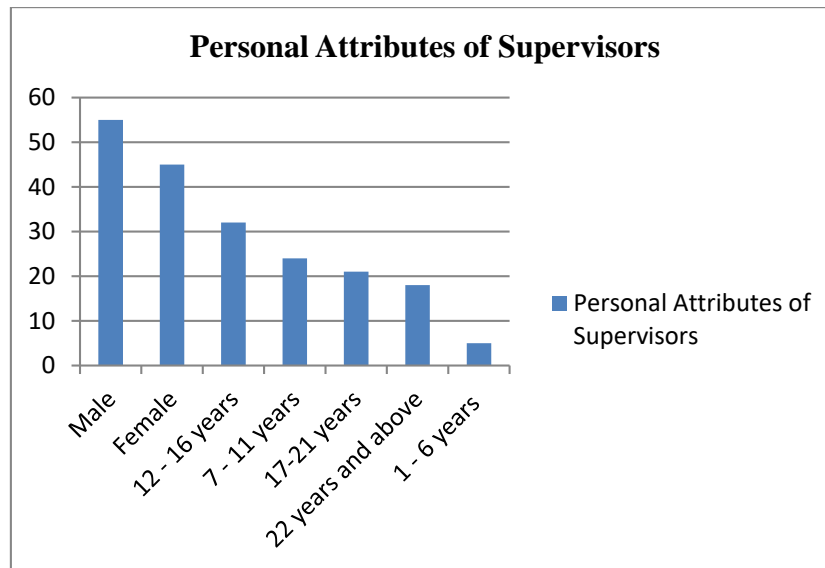


Figure 1: Personal Attributes of Supervisors
(Source: Field work, 2017)

4.3 Supervisees

Data collected from the teachers showed that 42% are females while 58% were males. Findings also revealed that 35% have used between 1 to 6 years, 22% used 7-11 years, and 18% have spent 12-16 years while the remaining 15% used 17-21 years.

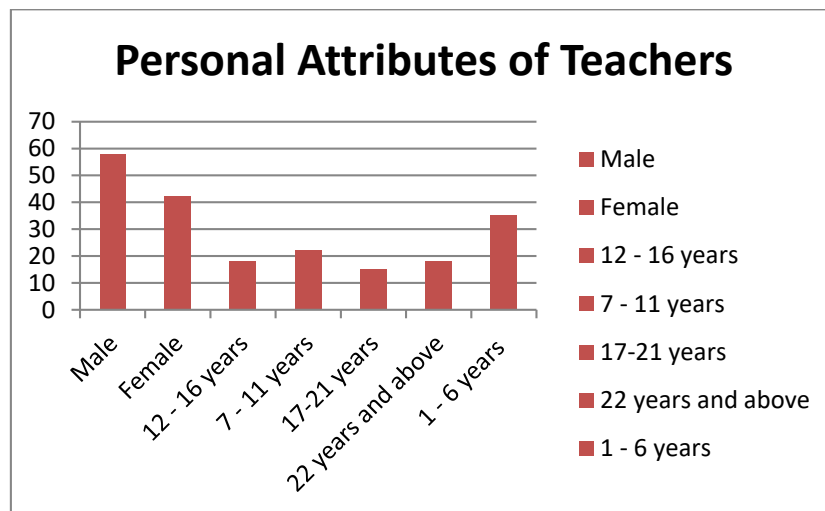


Figure 2: Personal Attributes of Supervisors
(Source: Field work, 2017)

In terms of personal attributes, findings of the study, as depicted in figure 1 and 2, it was shown that most of the respondents both as supervisors and teachers are highly experienced workers in the education field. This finding provides an avenue for rich contributions from respondents that will solidify the overall result of the study in relation to the perception of these experienced educators in the like of supervisors and supervisees.

4.4 Leadership positions

Leadership positions occupied by participants is also very relevant to this study because the approach to schools' management by head teacher, their assistants and head of departments goes a long way to influence their perception of supervision and most important their mode of approach to it (Glanz, 2007; Leithwood, 2004). Results of the study, on leadership position, revealed that 16% of the respondents are Heads of schools, 20% were Assistant Heads while the remaining 64% were Heads of Departments. These individuals saddled with the responsibility of supervision are also experienced because findings revealed that 58% of the Heads have been supervisors between 1-5 years. In relation to whether respondents had orientation on leadership before the resumption of current leadership position, findings revealed that 57% of these supervisors never had any orientation on curriculum leadership before their resumption into leadership positions. This finding tally with a report on school leadership by Darling-Hammond, LaPointe, Meyerson, Orr & Cohen (2007) that study after study have demonstrated that the training supervisors typically receive before assuming office "doesn't do nearly enough to prepare them for their roles as leaders of learning." (p. 3). Darling-Hammond et al. further stated that about 80 percent of supervisors stated that even when there is training it is often out of touch with the realities heads are facing in present times. Essentially, according to Cobbold et al. (2015), most of the heads adopted trial and error supervisory style since it works for them.

4.5 Analysis of research questions

Research Question 1: What is the perception of supervisor (head-teacher) and supervisees (teachers) in connection with the importance of instructional supervision as stipulated by the Ghana Education Service (GES)?

The crux of this question is to decipher how supervisors and those being supervised feel regarding effective supervision of instruction in the classroom. Participants responded to the close ended question structured according to the five Likert scale: Very Effective (VE), Effective (E), Undecided (U), Less Effective (LE) and Not Effective (NE).

Results from Table 1 revealed that agreement exists between supervisor and teachers in relation to the essence of supervision of instruction. For example, 29 representing 97% of the heads perceive supervision was effective for monitoring performance of teachers, although 1 representing 3% of the heads felt otherwise. Similarly, 66 representing 95% of the teachers agreed that supervision is effective for monitoring teachers' performance. This tally with the findings of Anyagre (2016) that supervision of instruction is fundamentally driven by the goal of monitoring performance. The second item in Table 1 regarding sharing vital information through supervision, 30 representing 100% of the supervisors agreed to the notion, in a similar vein, 60 representing 86% of the teachers agreed that sharing information constituted effective supervision, although 10 representing 14% disagreed with the notion. This finding tally with the expression of Holloway (1995) that communication between supervisors and supervisees is often controlled by the supervisor as he or she provides relevant information to teachers in relation to improving their professional status, sometimes leading to interpersonal distance between the two. Hence, sharing of information creates a peaceful and cordial relationship between the two.

Table 1: Effectiveness of Supervision

Item	Supervisors										Supervisees									
	VE		E		U		LE		NE		VE		E		U		LE		NE	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1) Monitoring performance	18	60	1	37	-	-	1	3	-	-	48	6	1	2			4	5		
2) Sharing information	16	53	1	47	-	-	-	-	-	-	49	7	1	1			10	1		
3) solving problem	20	67	1	33	-	-	-	-	-	-	51	7	1	2				4		
4) Professional development	16	53	1	40			2	7			40	5	2	2			6	9	4	5
5) offering support services to subordinates	17	57	1	37	-	-	2	6	-	-	39	5	1	2			13	1		
6) Assessing competence of teachers	19	63	1	37							42	6	1	1			11	1	5	7
7) Ensure strict compliance with rules	11	37	4	13	-	-	14	4	1	3	26	3	7	1	1	2	30	4	6	8
8) Detecting and correcting teachers' weakness	10	33	3	10	2	7	14	4	1	3	21	3	3	4	4	6	26	3	16	2
9) Harmonious working relationship with others	19	63	1	37							42	6	1	1			11	1	5	7

n=100 (Supervisors=30; supervisees=70)

VE=Very Effective; E=Effective; U=Undecided; LE=Less Effective; NE=Not Effective

Results from Table 1 (Item 4) revealed that majority 28 (93%) of the heads agreed with the notion that supervision aids teachers' professional development, however few 2(7%) disagreed with the notion. Similarly, majority 60 (86%) of the teachers agreed that supervision facilitates their professional development, although 10 (14%) do not see curriculum supervision as useful or instrumental to their professional development. This finding is in consonance with results of studies conducted by Baffour-Awuah (2011), Cobbold et al. (2015) and De Grauwe (2007) that teaching and learning is powerfully driven by the need to aid teachers' professional development through regular update and information on how to improve their daily experience in the classroom.

However, the finding from Table 1 (item 7) shows that 15 representing 50% of the heads perceive supervision as a means of ensuring strict compliance with rules while the remaining

15 representing 50% perceived otherwise. On the other hand, 36 representing 51% of the teachers do not perceive supervision as a means of ensuring strict compliance with rules although 33 representing 47% of the teachers perceive supervision as important to ensuring strict compliance to rules. 1 representing 2% of the teachers was undecided regarding this issue. Finding of the study in Table 1 (Item 9) also revealed that 30 representing 100% of the curriculum leaders perceived that supervision is a qualitative means of maintaining harmonious working relationships. On the other hand, 54 representing 77% of the teachers perceived supervision as a means of concretizing harmonious working relationship, although 16 representing 23% do not perceive supervision in the same way. Studies conducted by Glanz (2000) and Cobbolt et al. (2015) lend credence to these findings that harmonious working relationships coupled with the cultivation of a spirit of cooperation is a prime factor in effective supervision of instruction.

Research Question 2: What is the perception of supervisors and supervisees regarding the significance of instructional supervision in terms of its impact on students' academic development and scholastic achievement? The raison d'être of the question is to elicit relevant information regarding how school heads and teachers perceive instructional supervision in relation to student's performance in the school. Figure 2 provides ample information regarding this point as depicted below.

A closer look at the chart in figure 2 shows that most of the teachers see supervision as vital to students' achievement and also contributes to teachers' growth professionally. Finding reveal that 92 percent of the teachers perceive supervision as significant because it provides an avenue to receive frequent and regular training. Although 8% of the respondents disagree with the notion, it could be inferred that majority of the teachers appreciate the training provided them by head teacher or designated supervisor during supervision. Such training according to Glatthorn (1997) helps the teachers continually improve in their professional attainment.

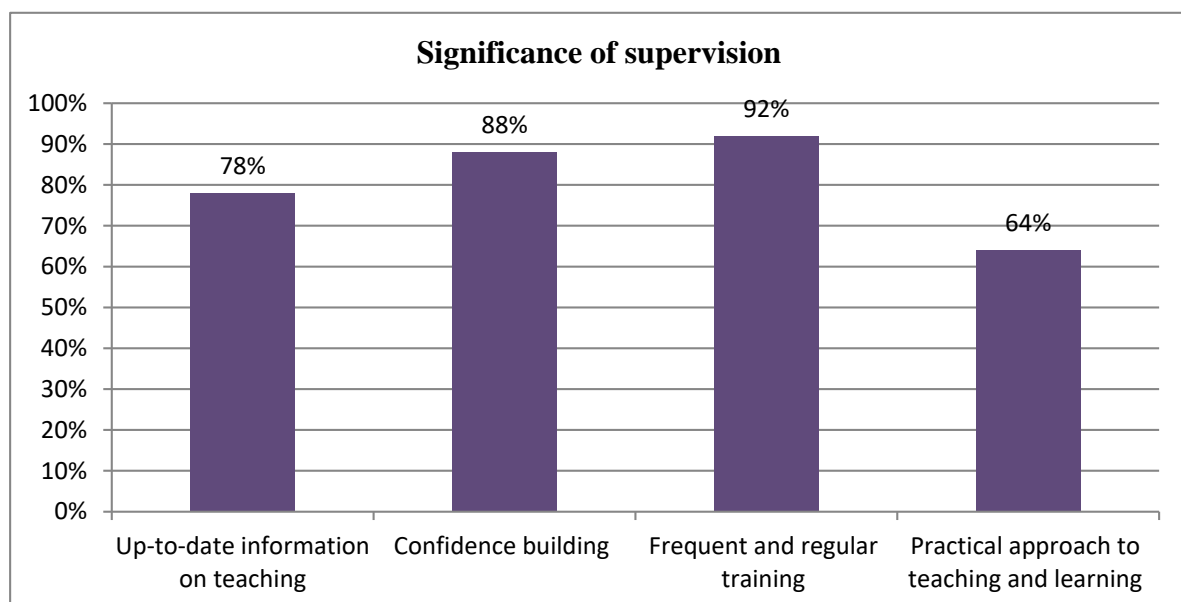


Figure 3: Significance of Supervision of Instruction
Source: Field work, 2017.

Finding of the study also showed that 88% of the respondents agreed with the notion that by means of supervision, teachers build their confidence. Though 12% disagreed with the notion, majority agreed. Commenting on the importance of confidence in approaching any educational task, Tuncel (2015) and Arshad (2015) indicated that there is a well-established link generally between achievement and self-confidence in creative teaching and learning. Moreover, according to Awang and Ismail(2010) teaching competency shows the level of confidence a teacher have in his ability to successfully perform specific teaching proficiencies, in other words, teachers are catalyzed on to greater achievement in relation to students' learning when they have strong conviction in their teaching ability through effective supervision. Finding of the study also revealed that most (64%) of the respondents agreed with the notion that supervision offers practical approaches to teachers so as to augment their effort to improve students' performance. Cobbold et al. (2015), Baffour-Awuah (2012) and Anyagre (2016) indicated that during supervision, teachers learn of new and practical approaches they can employ to enhance students learning. By means of supervision they also become aware of impractical methods they may have been using and can either discard it or improve upon it so as to achieve school target of improving students learning experience.

5. CONCLUSION

Findings of the investigative study demonstrated that majority of the supervisors and teachers have positive perspectives regarding instructional supervision in basic school. This is sharp contrast to the popular opinion among some supervisors and supervisees, who see supervision of instruction in a negative light as representing the means through which supervisors wield power unnecessarily over supervisees. The study shows that when supervisors encourage active involvement of teachers in supervision it often result in cordial relationship between supervisor and supervisees leading to effective implementation of curriculum via identification of areas needing improvement. The study also demonstrated that supervision often invigorates and stimulate teacher towards qualitative instructional programme with effective management of school and facilitation of educational goals. Unequivocally, findings of the study demonstrated that effective supervision is a beacon for teachers' professional development and a potent tool for improved students' academic development and scholastic achievement.

5.1 Recommendations

In view of the result of the present study, it is recommended that both supervisors and supervisees should check their attitude towards supervision since it is sine-qua-non to effective school management. Supervisors are enjoined to actively involve teachers in the planning and execution of instruction supervision in all its facets and create a friendly and motivating environment conducive to teachers' professional development and improved students' achievement. Supervisees with negative view of supervision should rid themselves of such notion and embrace the liberating and productive (positive) notion so as to experience the enduring benefits of pedagogy.

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