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Examining the Views of Teachers and Head teachers on Supervision and Collective School Management in Contemporary Ghana

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Abstract:

The need for quality education has become almost an everyday subject of discussion at all sectors in modern day societies as the quest for improved growth and development, particularly in the developing world keeps increasing. Many factors have been identified in cross-section studies as very influential in promoting school quality which largely stick around teachers and school managers as important resources for school efficiency. The various roles being played by teachers and Head teachers, particularly at the Basic level of education are therefore considered in very high esteem, so far as effective school management is concerned. As a result, teachers' works are being monitored through various supervision and inspection activities internally and externally. This descriptive study was an attempt to contribute to the many studies regarding supervision with the aim of gathering the views of teachers and school heads on their various roles in improving quality education through effective Teacher-Head teacher collaborations. Twenty-one (21) public basic schools consisting one hundred and forty (140) teachers including head teachers formed the sample. The study was descriptive, employing the mixed method. The study found that, teachers' perceptions about supervision (internal) were positive due to improved relations and collaborations between teachers and head teachers. It was found that, majority of teachers view instructional supervision positively and would encourage it. Although majority of teachers view their head teachers' supervisory roles as key, other roles like provision of the right instructional materials, effective stakeholder involvement and visionary leadership were equally identified as important leadership responsibilities needed for excellent school growth. It was also found that most head teachers value teachers as very vital resources for effective school management and would encourage teachers' full involvement in school management.

1. Background

The Department for International Development emphasizes the need for evidence of Supervision and support, translating into effective administrative support as an imperative requirement in school growth. This boils down to excellent management of schools which takes a rather broader outlook by its complex nature of overlapping responsibilities of stakeholders. The effective management of school is dependent on many factors, most of which are drawn from the widely acclaimed chain of production in active organizations advocated by management experts, thus, -Input-Process -Product. A key aspect of process in school management is supervision- the act of overseeing something or somebody. Generally, supervision contains elements of providing knowledge, helping to organize tasks, enhance motivation and monitoring activity and results; the amount of each element vary in different contexts. It includes guidance and support with the aim of aiding the one whose work is under supervision (supervisee) to understand and apply concepts, ideas and constructs in the way they should. Its main purpose is to bring out the best in a person in order to meet desired goals. Supervision is a key requirement in the quest for school quality. In most schools, supervision is performed mostly by the head of school, supported by departmental heads or subject specialists and other officers from the local education authority who also draw expertise and authority from higher authorities. In Ghana, supervision activities are not any different. The 1992 Republican Constitution which gave birth to the Free, Compulsory Universal Basic Education (FCUBE) accords serious attention to measures to enhancing management for efficiency of schools at all levels of education. The decentralization of most public institutions including the education sector emphasizes the key role of the Ghana Education Service (GES) in the implementation of national educational policies. Education policy makers set national goals which are then implemented at decentralized levels of governance, where local authorities and schools also set targets and take measures to accomplishing them to wholistically to meet the national goals. At the local level, teachers in both public and private schools at the pre-tertiary level are required to operate under the guidelines of the GES of the Ministry of Education (MOE). Head teachers are by their appointment put in charge of administrative matters with the core responsibility to monitor, supervise and inspect the work of teachers and pupils/students and making sure that important resources are harnessed for effective development of the school. Apart from the head teacher, the Circuit Supervisor (CS) who is put in charge of a number of schools around a defined area of operation (circuit) is required to pay frequent or periodic visits to schools for the purposes of monitoring and supervision in collaboration with the head teacher for further reporting to district, regional and national headquarters of the GES. Quite apart from the normal routine is the inspection of schools, conducted by other officers from the

district, region or national, including the new National Inspectorate Board (NIB), a body born by Act 778 of the 2008 Education reforms of Ghana for the purpose of periodic inspection of schools at the pre-tertiary level. It is generally believed that the school, just as any other human entity is managed by head teachers with the support of teachers, parents and other important stakeholders, all of whom play diverse and important roles to have the school running efficiently and effectively. The role each one of these human resources play and how well they all collaborate to produce school goals is very much of essence. School management in contemporary societies has seen tremendous changes with the embracing of democratic and team –spirited professional approaches to solving common school challenges for improvement; Ghana is no exception.

1.1. Problem Statement

The various roles being played by both teachers and head teachers on a daily basis as regular members of the school community cannot be overemphasized. That notwithstanding, there is the popular view that teachers must be professionally autonomous in order to operate naturally and effectively—that is, allowing the leeway for teachers to plan and deliver instructions with no, or very minimal supervision as evidence of their ability to demonstrate professional competence. Frazer (2000) observes that, many studies reveal that many teachers especially student teachers, newly qualified and the under-qualified teachers may not have mastered sufficient skills for effective teaching, hence the need for instructional supervision. Haris (1985) observes that, it is a general belief that teachers tend to associate instructional supervision with fault-finding as a result of which most teachers tend to be anxious and resentful towards instructional supervision. When teachers are aware of the roles of supervision for their professional development, they are likely to view classroom observation positively; but where teachers' views on supervision are negative, it is most likely that teachers may view such observations as a perfect platform for the supervisor to attack them; Reepen and Barr (2010); Beach and Reinhartz (1989) in Tshabalala (2013); therefore if supervision is such an important component of school management as has been observed by many to be, how then do teachers in contemporary society view it, vis-à-vis the roles school heads and teachers inter-play in order to meet educational goals?

1.2. Objectives of Study

The study sought to achieve the following objectives:

1. To solicit teachers' views on supervision and related activities around their work.
2. To identify the important roles teachers play in the effective management of schools as seen by head teachers.
3. To examine the extent to which head teachers involve their teachers in managing their schools.
4. To identify the various roles school heads play to improve instructional excellence and teacher development.

1.3. Research Questions

2. What is the role of the teacher in school management?
3. What are teachers' perceptions about supervision, inspection and monitoring?
4. What are teachers' views on the school manager's role in instructional development?
5. To what extent do teachers assume responsibility for student learning?

1.4. The Concept and Scope of Supervision and Inspection

The term 'school supervision has been described by UNESCO as a term generally referring to two distinct, but complementary tasks—on the one hand, to control and evaluate and on the other hand, to advertise and support teachers and head teachers. Weebly.com considers Supervision as the effort to stimulate, co-ordinate and guide the continued growth of the teachers in a school, both individually and collectively.

It has also been described as an expert technical service primarily aimed at studying and improving co-operatively all factors which affect the child's growth and development. The main objective of supervision is to improve teachers' instructional practices which may in turn improve student learning.

Weebly.com suggests that improvement of instruction is a cooperative process in which all the teachers participate and the supervisor as an educational leader acts as a stimulator, guide and consultant to the teacher in their effort to improving instruction.

Supervision can be internal or external. Internal supervision is done by school heads/principals, senior teachers, heads of departments, team leaders and sometimes, parents' representatives. Such activities are done, using internal support systems and mechanisms to keep teachers and students on track (i.e. doing what is expected in order for school goals to be met). The supervisor also serves as a liaison agent between schools and the education directorate. Supervisors are responsible for providing help, support and monitoring to schools.

On the other hand, external supervision involves supervisors or officers based outside the school for example, district, regional or national levels paying regular or periodic visits to schools for supervision purposes. Such visits can be brief or comprehensive.

1.5. Supervision and Inspection

School inspection is described by Ogbonnaya, Momoh and Obiweluzor (2013) as the specific occasion when the entire school is examined and evaluated as a place of learning. It also means the constant and continuous process of guidance based on frequent visits which focus attention on one or more aspects of the schools and its organization. Inspection is also seen as an instrument with which

the political and administrative authorities maintain the necessary contact with the schools, teachers, pupils and the community and so ensure that the system is working satisfactorily, Okoro, (1944) in Qbiweluzor et al (2013).

Inspection is also a means of monitoring the quality and standard of an education system. Inspection in most cases involves supervision, measuring and evaluating by observing several aspects of the school system, from the state of classrooms or school building, the general physical environment, the work of teachers and students, school administration and management, availability of resources and materials, to the nature of the community in which the school is situated and their role in building an effective school system. Thus, school, inspection assumes a wider nature than supervision.

The two terms are interwoven due to their similarities of purpose. It has been observed that one strategy for monitoring teaching and learning in schools and for enhancing quality and raising standards which has received a great deal of attention over the years is supervision by inspection. Due to their close relationship, the two terms are sometimes used interchangeably. According to Baffour-Awuah (2011), Supervision was initially described as inspection, which has the connotation of direct control of teachers by school inspectors. The term supervision has gradually taken over inspection but both terms are sometimes used together.

1.6. A Historical Perspective of School Supervision

Supervision in schools have seen several changes since the period before 1900 and has evolved into a more scientific nature rather than traditional. It is no longer an expert-notice kind of encounter where the supervisor or inspector is the 'all-knowing faculty' who dictates the pace at which his/her visit to a class or school will go. It is more of a partnership and a collective engagement that allows for exchange of ideas yet with the one aim of enhancing instructional improvement and the general well-being of school.

Inspection and supervision are no longer considered as fault finding activities or for criticizing as in the past. In modern inspection and supervision, the supervisor/inspector who is the center of affairs at this stage, by virtue of his/her expertise tries to engage teachers in a more professional style, troubleshooting the instructional process from the planning stage to closure. The process is more of a clinical and democratic strategy, guiding the teacher to discover their own strengths and weaknesses and making effort to improving and further discovering even better ways of executing instruction with excellence; making 'the great teacher' through the vehicle of effective team spirited supervision.

Several researchers have come out with various stages and forms of supervision through its evolution in the educational sector including the ideas of Bays (2001) 'Models of evolution of supervision' and Daresh (2006) 'Models of supervision'. Most of these models can be associated with eras or periods of time in which supervision was influenced by social, political and economic movements in the world community.

According to Baffour-Awuah, Bays (2001) presents different models of the evolution of supervision yet most of them are consistent with seven stages:

1. Inspection; 2. Efficiency; 3. Democracy; 4. Scientific; 5. Human relations; 6. Second wave scientific; and 7. Human development.

The models propounded by Daresh (2006) were named 'perspectives'; thus, Inspection, Scientific activity, Human relations activity and Human Resource Development.

One of these groups of models extensively discussed as cited in Baffour-Awuah (2011) are those exclusively postulated by Suvillan and Glanz (2002). They present seven modules, according to the periods within which each was widely practiced. They are:

1. Inspection (Pre-1900); 2. Social efficiency (1900-1919); 3. Democracy (1920s); 4. Scientific (1930-1950s); 5. Leadership (1960s); 6. Clinical (1970-1980s); and 7. Changing concepts (1990s).

1. Supervision as inspection (also termed the traditional form), was said to be the dominant mode of administration of schools in the 19th century, according to Suvillan and Glanz (2000). Teachers were viewed as deficient, and inspectors inspected their practices for errors (Glanz 1998). The mode of operation was one of supervisors employing strategies and tools for directing, controlling and overseeing the activities of teachers to ensure that teachers performed their duties as expected, most of whom were females and disenfranchised, and described as "a bedraggled troop- incompetent and backward in outlook" (Bolin and Panantis, 1992, p.8), in Baffour Awuah (2011). The general notion was that teachers were incompetent and needed training and guidance. Most teachers during the period under review were untrained, (pupil teachers, as they are called in Ghana and other African countries).

2. Supervision as social efficiency was a model that emerged in the mid-19th century to early 20th century where technological advancement was the order of the day. It is said that, supervision at the time was influenced by the scientific principles of Industrial management. Thus educational management began to experience ideas espoused by Taylor and other Theorists who propagated scientific management of organizations. The sole objective of this model was to inject efficiency through the effective coordination of school affairs. Suvillan and Glanz (2000) quoted Bobbitt as suggesting a similarity with the supervision by inspection model, claiming that the only difference between the two models is the attempt to introduce impersonal methods in the process of supervision by introducing rating schemes, where supervision relied heavily on teacher rating and evaluation, believing that rating schemes were more objective and purposeful.

3. Democracy in supervision. This model came about as a result of growing opposition to autocratic supervision methods (Suvillan and Glanz, 2000). Supervision between the 1920s and 1940s saw an attempt to make it more a democratic process. According to Bays (2001), supervision at this time was seen as a helping function and aimed at improving instruction through paying attention to human relations. "Suvillan and Glanz (2000) note that democratic supervision was influenced by Dewey's (1929) theories of democratic and scientific thinking as well as Hosisic's (1920) ideas of democratic supervision. This model of supervision advocated respect for teachers and cooperation in supervisory process. Suvillan and colleagues posit that the tenets of democratic supervision assumed that

educators, including teachers, curriculum specialists, and supervisors would cooperate to improve instruction” Baffour-Awuah (2011, p.30).

4. Scientific supervision practice was said to be a dominant model between the 1920s and 1950s. According to Suvillan and Glanz (2000), this model was being advocated by Burton, Barr and Stevens who were of the view that the use of rating cards as a scientific tool for supervising teachers was inadequate. Suvillan and Glanz claimed that Burton (1930) recognized the usefulness of rating scales in some instances and believed it was desirable to devise more objectively pre-determined items to evaluate teaching procedures. Also, Bar (1931) is cited as ‘having stated emphatically that the application of scientific principles “is a part of a general movement to place supervision on a professional basis” (p.16).’ This model suggests that supervisors have a level of expertise and skill to direct instructional processes.

5. Supervision as leadership-This phase of supervision emerged in the 1960s by Leeper (1969) in Suvillan and Glanz (2000), whose series of publications argued against ‘supervision as inspection’ which saw prominence in the production oriented, social efficiency era and bureaucratic supervision. The model of supervision as propounded by Leeper (1969) and others according to Suvillan and Glanz (2000) maintain that supervisors must extend democracy in their relations with teachers and providing leadership in five ways: Developing mutually acceptable goals, expending cooperative and democratic methods of supervision, improving classroom instruction, promoting research into educational problems, and promoting professional leadership.

6. Clinical supervision- “This model emerged in the 1970s and originated from the pioneering work of Robert Gold hammer and Morris Cogan in a collaborative study of teaching through Harvard University” (Miller and Miller, 1987 in Baffour-Awuah 2011). This emerged at a time when supervision was surrounded with uncertainty and ambiguity as suggested by Suvillan and Glanz, (2000), as part of efforts to bring reforms to the practice of supervision and to attempt to seek alternatives to traditional education practice. Suvillan and Glanz (2002) assert that clinical supervision model came as a result of concerns raised about weaknesses and dissatisfaction with traditional education practice and supervisory methods.

The early developers of clinical supervision contend that the focus of supervision should be on the teacher as an active member in the instructional process (Cogan, 1973; and Goldhammer, 1969). Cogan (1973) asserts that the central objective of the entire clinical process is the developments of a professionally responsible teacher who can analyze his/her own performance, open up for others to help him/her, and be self-directing. He advises, however, against the misconception that the teacher can dispense with the services of the supervisor entirely. To him such situations rarely occur, and that almost all teachers need some sort of contributions from supervisors and other personnel occasionally, and at appropriate intervals.

7. Developmental supervision-This model emerged in the late 1990s by Glickman, Gordon, and Ross-Gordon (1998). In this model, the supervisor chooses an approach which will suit the individual teacher characteristics and developmental level. According to Leddick (1994), the notion underlying this model is that, each person is continuously growing in fits and starts in growth spurts and patterns. “The supervisor might choose to use directive, collaborative or non-directive approaches when working with each teacher”, pg. 36. Other contemporary models of supervision as cited in Baffour-Awuah (2011) are the differentiated model of supervision and collegial supervision. Fraser (2000) and Tsabalala (2013) in their various studies found that, most teachers would prefer immediate discussions with their supervisors about the lessons observed. They (Teachers) also expected the supervisor to be caring, understanding and helpful. The relationship between the teacher and the supervisor was expected to be collegial rather than authoritarian. According to teachers, it gave them an idea of what the supervisor’s report would look like, at the same time exposing weaknesses and strengths of teachers, and helping them to improve their teaching methods.

2. Methodology

The study was conducted, using the mixed method; quantitative and qualitative techniques with the use of questionnaire consisting questions demanding straight- forward responses and others, (open-ended), demanding in depth responses. These views were put under themes to produce coherent trends and tendencies. The sample of the study comprised one-hundred and forty (140) teachers and head teachers in twenty-one (21) Public Basic schools in the Greater Accra region of Ghana. Data analyses were mainly descriptive, using statistical tables.

3. Findings

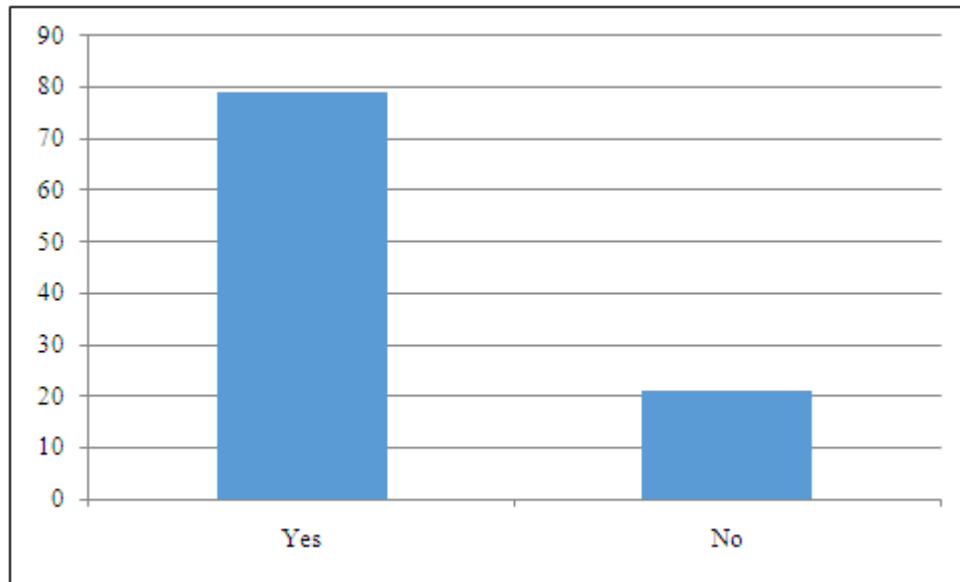


Figure 1: Teachers' support for supervision in instruction

Figure 1 above shows the number of teachers who either supported or objected to the need for instructional supervision. Eighty (80) percent of teachers thought that supervision was needed in schools. And that, the head teacher or supervisor had a high propensity to influence student learning or general instructional progress; while a not-too low percentage (20 %) thought the head or supervisor couldn't be in a position to influence student learning outcomes.

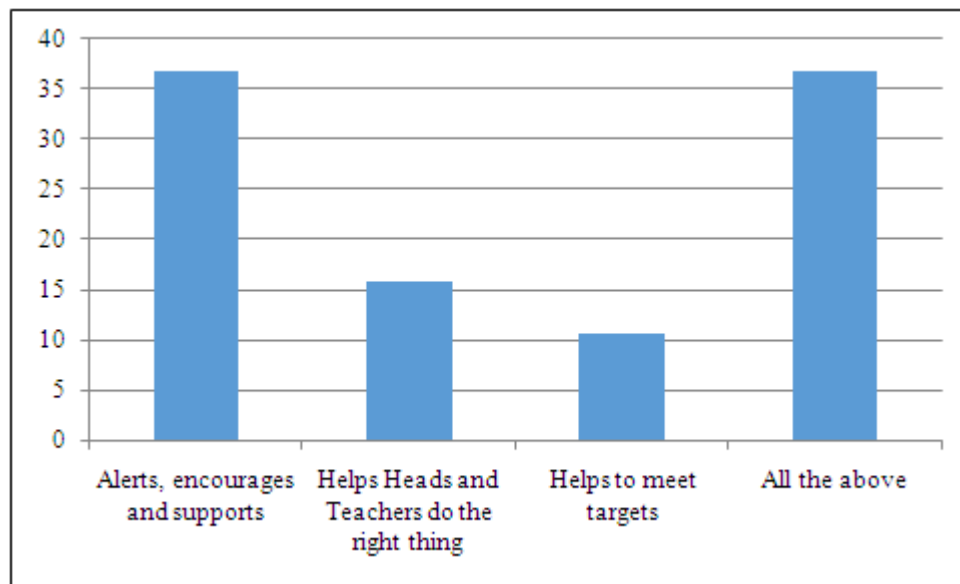


Figure 2: Teacher's perception about supervision

It was obvious from the responses of teachers, as shown in Figure 2 above, on the issue of supervision, that a good number of them had very favorable responses as to why the supervisor and supervision are very important components in school growth. Quite a good number of teachers, (37%) held the view that, supervision alerts, supports and encourages teachers to do better. Another reason given to the importance of supervision, with 16%, was the fact that, it helps teachers and headteachers to do the right thing. One other common response with 11% of teachers was the need to meet set targets. (40%) of respondents saw all three factors (mentioned earlier) as major reasons supervision of teachers' work and that of students is of high essence. A combination of all the responses reveal that, either a zero number of teachers or very insignificant number would view supervision in a negative light. This therefore indicates a very positive work attitude, a key factor for building school culture and for enhancing productivity.

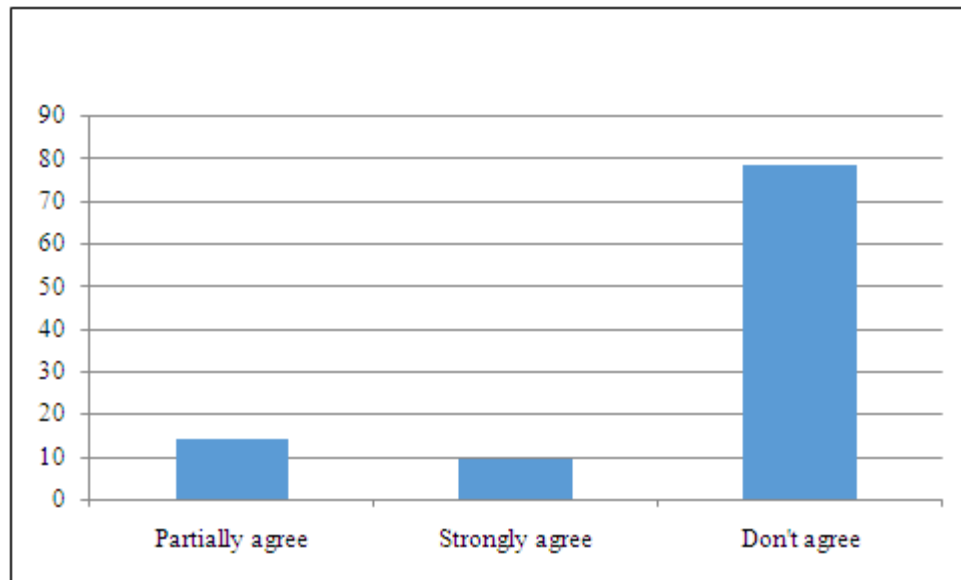


Figure 3: Head teachers' influence on teachers' work

Figure 3 above shows responses from the statement, Head teachers have no influence on Teachers'. It was intended to solicit the views of teachers about the extent to which heads and supervisors influence instructional processes. A very significant number of them disagreed with the assertion that head teachers have no influence on instructional process, affirming the position of the head or supervisor as very important for improving performance. It is very necessary not to ignore the view of other respondents (more than 22%) who really don't consider the magnitude of the supervisor's role to instructional progress as others do.

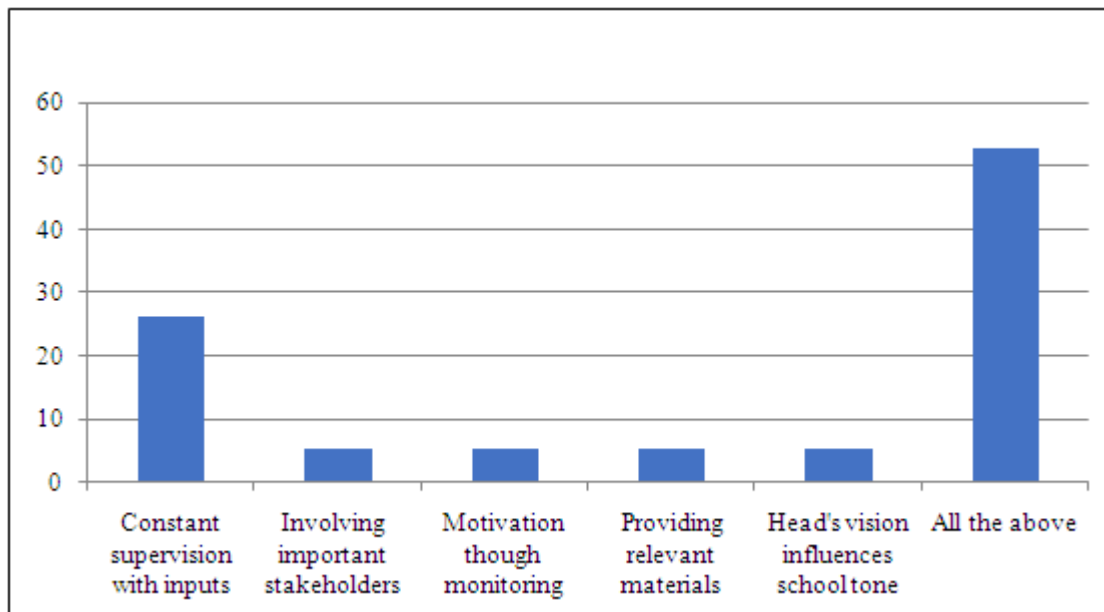


Figure 4 : Head teachers' impact

From the responses in figure 4 above on the extent to which heads of school's influence are able to influence learning outcomes are first, the head's supervisory and monitoring activities that generate new ideas and inputs for improvement, the head's ability to involve and network with important stakeholders such as parents in decision making concerning their wards and for support. Other equally important reasons provided were, the head's ability to motivate both teachers and students to work harder, the provision of Instructional/Teaching and Learning Materials(TLMs), and the head's vision as a leader to be able to transform the school community and built a strong positive culture that keeps the school in a positive tone always. A huge 53% of respondents considered all the above mentioned factors as reasons for their belief in the role of the head teacher as pivotal in improving instructional outcomes.

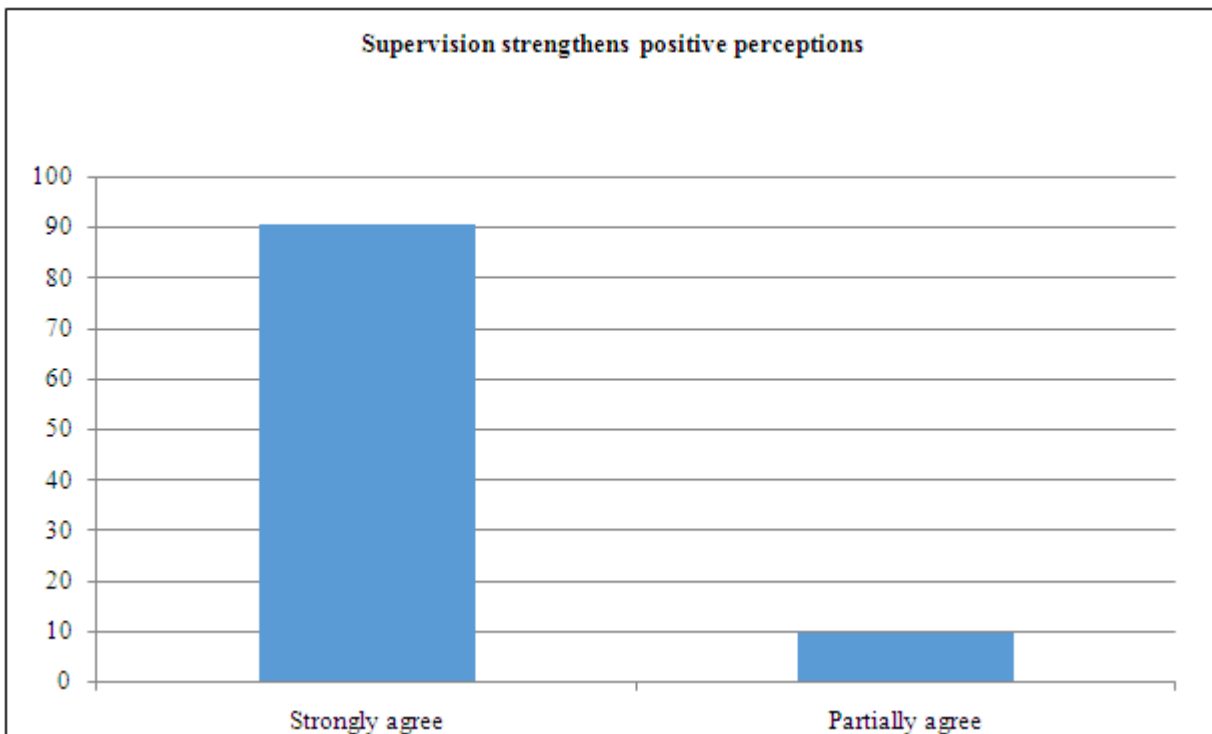


Figure 5: Impact of supervision on Teacher perceptions

In an attempt to get teachers' views pertaining to the impact of supervision, inspection and monitoring in the building of positive perceptions, a whopping 90% of respondents' as shown in Figure 5 supported the statement that supervision activities generally help to strengthen positive perceptions and attitudes as teachers' dispositions could go a long way to affect their responses to task. Perceptions about their work, for instance, their students, colleague teachers, school goals and targets, teachers' own ability to influence effective student learning (efficacy), create the right learning environments to suit every context, group, or individual learning situation and their ability to mobilize resources to enhance instruction and whole-school development among others.

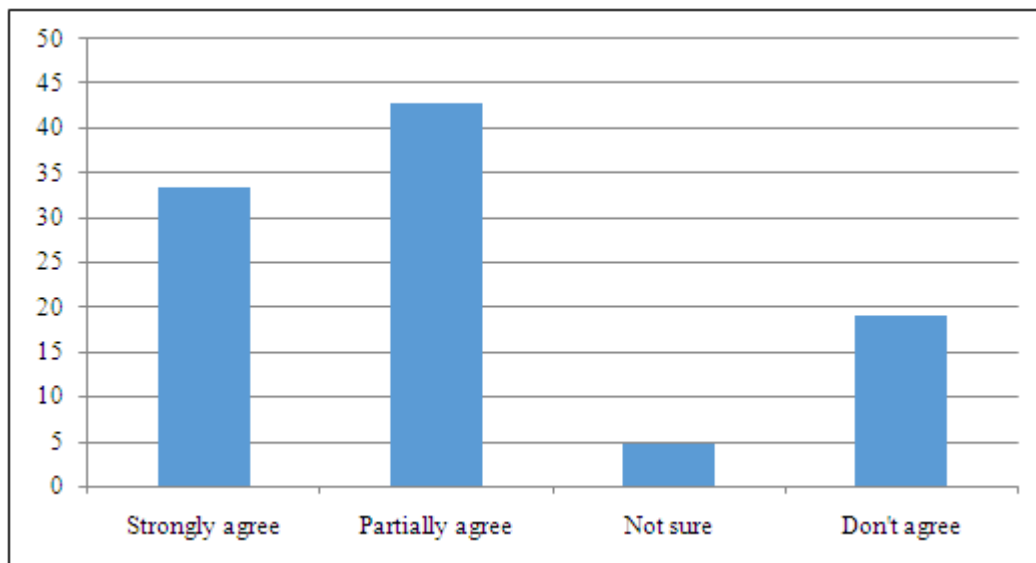


Figure 6: Supervisors' role in Teacher confidence

One important observation of teachers on the contribution of the head teacher/supervisor to school improvement is their role in developing the professional competencies of the teacher. Teachers consider the head teacher or supervisor as a strong force in the formation and development of strong professional aptitudes including confidence building. The intriguing revelation from the responses of the teachers is the majority of them who partially agree (43%) against those who strongly agree with 33%. It is not entirely clear if teachers really believe their heads and supervisors have the greatest responsibility to have them build their self-confidence, as many also disagree with the stand. It emerges to be a very dicey issue probably due to the fact that although the

supervisor could play a meaningful role, they don't actually possess the power to exert a firm position of having the greatest ability to build a person's confidence: That perhaps could be more of an individual effort with some amount of external support.

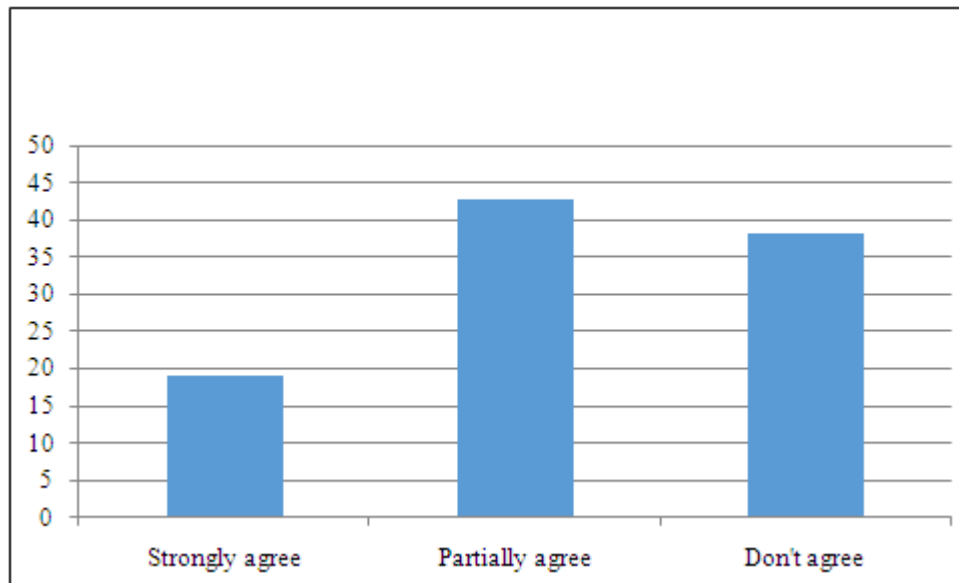


Figure 7: Teachers' sense of responsibility for student learning

From figure 7 above, about 60 percent of respondents either strongly agreed (19 percent) or partially agreed (43 percent) to the statement that teachers had the most responsibility for student learning. This has a significant implication that most teachers would assume a great sense of responsibility for the progress or otherwise of their students, notwithstanding the possible contextual constraints within which they may find themselves regarding their work as managers of the classroom and diverse kinds of students. Quite a substantial number of respondents, (over 35 percent) of teachers had an emphatic NO for an answer. They did not agree to the statement probably for some reason(s). This group of teachers could probably fall under the school of thought that students are most responsible for their own learning, and that the teacher can only do little to facilitate the learning process.

In their response as to whether or not Teachers were important in school management, there was an overwhelmingly unanimous affirmation to the fact that head teachers viewed the role of Teachers with considerable importance in the management of schools.

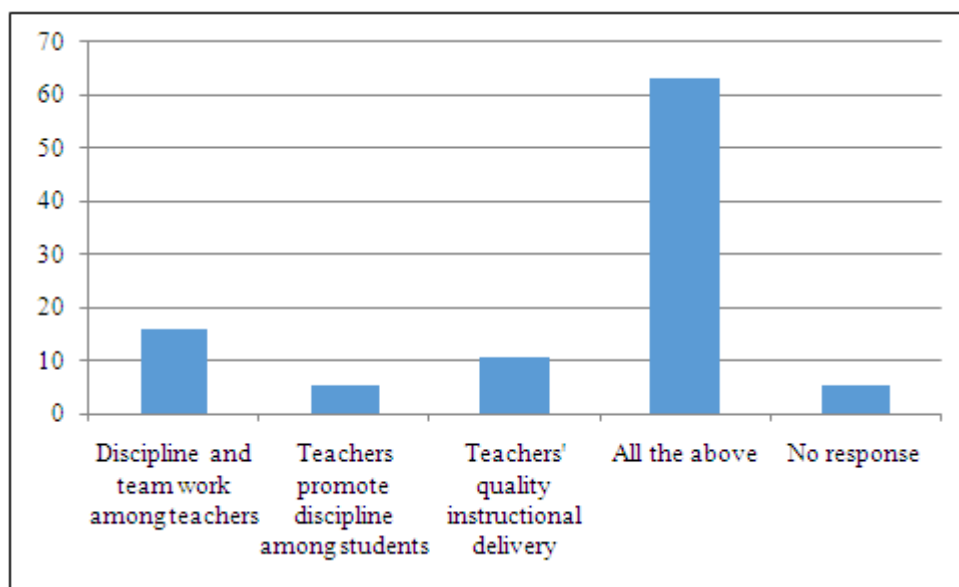


Figure 8: Teachers' role in school management

Figure 8 shows some important points identified by school heads as major roles teachers play in school management. An overwhelming majority of head teachers,(63 percent)held the following views as reasons they believe teachers do play very important roles in school management; teachers' discipline, and team spirit enhance school outcomes; obviously for the fact that a bad conduct or unacceptable behavior does hamper organizational harmony and achievement; teachers quality instructional delivery as an

important role in enhancing student learning outcomes and school management, and teachers' contribution to reducing truancy and indiscipline among students. Of all the responses, Teachers' professional conduct, thus promoting discipline and team work among staff, appeared to be the most considered factor, 15.79 per cent, followed by Teachers' quality instructional delivery 10.53 per cent and Teachers' contribution to discipline among students, 5.263 per cent in that order. It is also worth noting the surprisingly quite significant number, 5.263 per cent of head teachers who chose to be silent on the role of teachers, suggesting that they were either not in close working relationship with their teachers or they themselves had no idea what Teachers' contributions were in the management of their schools.

4. Discussion and Implications

The study revealed that most teachers and heads strongly believe that head teachers are highly likely to influence student learning through their supervisory activities, contrary to the perception that, head teachers' do little in that regard. A majority of both teachers and head teachers agreed to the fact that they all need to be supervised. It is also worth noting that up to twenty percent of teachers objected to the statement that supervision does have an influence on student learning. Although the response has a positive implication on teachers' professional attitude, there is still the need for continuous professional orientation for teachers and head teachers to value their various roles in enhancing instructional excellence and to foster collective efficacy.

A majority of teachers disagreed to the statement that, head teachers had no or little influence on teachers. Their response goes to confirm the earlier point that most teachers view supervision and the role of head teachers positively, an indication that, heads of schools and teachers are most likely to influence instruction if they could collaborate effectively, and hence supporting regular and informed supervision activities. That notwithstanding, quite a number, (over 20%) viewed the head's position as having no influence in work as teachers (not to be ignored).

The head teachers' extent of influence was greatly seen in their ability to conduct constant supervision and monitoring with feedback, confirming the findings by earlier studies conducted by Fraser (2000) and Tsabalala (2013).

Head teachers' roles in collaborating with important stakeholders (e.g. parents) motivating teachers and students, and the provision of instructional materials amidst a strong vision were notable points teachers associated with the head teacher.

Majority of teachers agreed that supervision strengthens positive perceptions instead of negative ones. This implies that heads of schools and supervisors must employ prudent techniques in conducting supervisory exercises in order not to adversely affect the perception teachers might be developing due to certain unhealthy practices.

The role of supervisors in building the confidence of teachers was an overwhelming affirmation, pointing to the fact that supervisors can make or unmake teachers. The findings confirmed an earlier study that concluded that, teachers associate the head teacher with authority and legitimacy and view the principal as their experienced colleague who should supervise them in order to guide and advise them. (Cramer 1999; Mark 1985).

The implication therefore is that anyone who is put in such a situation must be conscious of the impact of their actions and inactions during the process and focus on the soul aim of supporting teachers to be what is expected of them and not condemn them. The supervisor therefore has a lot to do in building the professional competence and confidence of teachers.

Most teachers alluded to the statement that, the teacher assumes a bigger responsibility for student learning. This was quite significant and encouraging as teachers themselves exhibit a high sense of professional responsibility regarding student learning. This implies that teachers in contemporary society are beginning to see the vital role they play in promoting excellent learning outcomes through the use of the right materials and techniques in their various instructional activities. It is heart-warming to observe teachers exhibiting such attitudes, and not entirely putting blames on students or parents. This also implies that when teachers are given the needed motivation and resources, schools will see instructional excellence, yielding excellent learner outcomes.

It was also revealed that majority of school heads find teachers as valuable resources for efficient and effective school management, due to various enormous roles most teachers play in instilling and sustaining discipline and promoting learning amidst other important functions outside the immediate classroom.

5. Conclusion

The findings gathered revealed a lot of positive perceptions teachers and head teachers in Ghanaian Public schools have regarding supervision, contrary to the perception that teachers view supervision activities, particularly with their head teachers in a negative light. It shows that there is improved relationship and improvement in head Teacher-Teacher relations resulting in mutual trust, respect and confidence in one another as important partners in school growth. There is therefore the need for continued professional development of teachers and school leaders to improve their competence levels and enhance better collaboration among teachers themselves and with other important stakeholders, particularly parents and guardians for excellence performance in Ghanaian public schools.

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