



Employer and Teacher-Related Challenges in Supervision and the Impact on the Quality of Teaching and Learning at Junior High Schools in Krachi Nchumuru

By

Fr. Dr. Thomas Asante¹, Prof. Issah Mohammed², Noah Ngambe Tilibe³

¹Department of Educational Management and Policy Studies, Faculty of Education, University for Development Studies, P. O. Box TL 1350, Tamale, Ghana, West Africa

²Department of Business Education, Faculty of Education, University for Development Studies, Dungu, Tamale, Ghana.

³Department of Educational Management and Policy Studies, Faculty of Education, University for Development Studies, P. O. Box TL 1350, Tamale, Ghana, West Africa



Abstract

The study was set up to investigate the employer and teacher-related challenges in supervision and the impact on the quality of teaching and learning at junior high schools in Krachi Nchumuru. The qualitative research approach was employed alongside the case study as the design for this study. A convenient sampling technique was used to select seven (7) head teachers and fourteen (14) teachers making a sample size of twenty-one (21) participants. Data were collected through face-to-face in-depth individual interviews using tape recording. The thematic analytical method was used to analyze the collected data. The findings included the presence of teacher resistance and negative attitudes towards supervision, teacher inadequate lesson note preparedness, teacher lateness and absenteeism, distrust between teachers and school heads as supervisors, employer inability to effectively supervise teachers, rigidity and authoritative nature in the supervisory process, unfriendly, suspicious, and dominating nature in the supervisory process, inadequate supply of logistics for supervision and inadequate training offered to school heads on supervisory skills. Some recommendations made included the Ghana Education Service should organise supervisory training for all school heads, the Ghana Education Service should provide all schools with the required logistics to achieve effectiveness in supervision, and all school heads should provide ongoing professional development opportunities for all teachers on teacher supervision and lesson note preparation, the Ghana Education Service should work with education practitioners to remove all forms of teacher resistance, teacher negative attitudes, supervisory rigidity, and authoritativeness and they should help to shift the focus of supervision from a top-down approach to a collaborative partnership between school heads and teachers.

Keywords: Supervision, Resistance, Professional training, effectiveness, Quality, Teaching and Learning

Article History

Received: 05/02/2025

Accepted: 14/02/2025

Published: 17/02/2025

Vol – 3 Issue – 2

PP: - 05-12

Introduction

Supervision is a key instrument and a bedrock for monitoring and improving the quality of teaching and learning and students' academic performance in schools (April & Bouchamma, 2015; Cranston, 2009; Acheson & Gail, 2003). It is a powerful instrument that when carried out effectively enhances good employer-teacher relationships, improves teacher ability, students' participations and enhances the educational processes in schools (Cevik & Zepeda, 2020; Amon & Bustami, 2021).

Educational supervisions are designed to assist teachers work to the best of their abilities to ensure a high level of student's academic achievements and the maintenance of the good image of the schools (Smith, 2011). This is why Kadushin (2002), and Hawkins and Shohet (2007) also mentioned that in educational supervision processes, teachers are helped to dispel ignorance while acquiring the necessary knowledge, attitude, and skills to carry out their teaching responsibilities. In the school context, supervision offers professional support in building up good relations, offering a harmonious working environment, ensuring a high level of teacher morale, and job



satisfaction, and offering professional assistance to teachers to overcome job-related stress and burnout (Kadushin 2002).

A comprehensive definition of supervision by Kadushin (1992) is that supervision is an intervention that a senior member of a profession provides to the junior member or members of that same profession. On the other hand, Daresh and Playko (1995) explained that supervision is an instrument used to build effective teachers' professional development. Also, it is an organizational function that seeks the growth of teachers and improvement in teachers' performance and acquired greater student learning (April & Bouchamma, 2015). In educational supervision, there is direct supervision of teachers where all the measures are taken by the school heads to facilitate one-on-one feedback with teachers to enhance instruction and professional capacity (Cranston, 2009; Acheson & Gail, 2003).

It is important to also mention here that supervisory practices are developmental, supportive, democratic in nature, flexible in nature and require commitment, trust, and respect on the part of both the supervisor and the teachers in promoting continuous teacher reflection and growth (Blasé & Blasé, 2000; Sergiovanni, 2019). This is why Wanzare (2000), and Brennen (2008) claimed successful supervisors are those who link interpersonal skills (self-acceptance, morality, trust, and rapport between the two parties) with technical skills to ensure a successful improvement of instruction. In the words of Oliva and Pawlas (2001), the original Latin word for supervision is *supervideo* meaning to oversee; they said that contemporary definitions of supervision stress service, cooperation, and democracy. They conceived supervision as a service to teachers and offered teachers specialized help in improving instruction (Oliva & Pawlas, 2001).

On the significance of supervision in the education system, Nwaogu (2006) mentioned that the significance of educational supervision includes the improvement of teachers' competent, the provision of guidance and professional development to teachers, the provision of most of the teachers' needs, and enlisting the co-operation of all teachers in serving their own needs and those of others to prevent teaching difficulties. One of the most important reasons for supervision as identified by Smith (2005) is to ensure that teachers perform their duties as assigned to them and to improve the effectiveness of teachers to enable them to contribute their maximum quota to attain the goals of education.

In Kenya, a study by Wanzare (2011) claims the significance of supervision is to improve the quality of teachers and teaching students' academic performance and to provide the opportunity to mentor teachers' instructional work. Hismanoglu and Hismanoglu (2010) mentioned that some of the significance of teacher supervision include the development of teachers' competencies in curricula development, professional development, development of teaching methods and techniques, supervision of novice teachers, and evaluation of the educational process.

Despite the significance of educational supervision, there are challenges to effective supervisory activities in schools. For

example, in Ghana, the Ghana Education System (GES) cited in Sekyere, (2014), indicated that some challenges to effective supervision are characterized by absenteeism, lateness, poor use of instructional time, and inadequate supervisory training for supervisors to function effectively. Carron and De Grauwe (1997) explain that supervisors need regular training but they are seldom provided with pre-service or in-service training. They note that in the history of supervision, training of supervisors has been considered important (Carron & De Grauwe, 1997).

De Grauwe (2001) notes that the challenge to school heads' supervision is that they focus their attention on administrative work rather than pedagogy because they have much power over administrative decisions. Recent studies depict that, inadequacies in the amount and quality of supervision make teachers develop negative attitudes and a sense of disappointment towards the supervision process and hence serve as a challenge (Choy, Chong, Wong & Wong, 2011). A study by Hismanoglu and Hismanoglu, (2010) revealed that teachers believe that, their supervisors aimed at finding fault in their classroom practices instead of engaging them in discussions to address their challenges and concerns.

According to Jacob and Lefgren (2006), the negative attitude of teachers towards school heads with low levels of supervisory skills is one of the challenges to effective supervision in schools. In Ghana, a realistic performance of supervision in schools by school improvement support officers (SISO) is affected by the un-cooperative attitudes of teachers, teachers' lack of lesson notes preparedness, and their lateness and absenteeism from schools (Osei, Mensah & Agbofa, 2020).

The challenges to supervision in schools from the perspectives of Kenya and that of the United States of America are that most supervisory activities in schools are rigid, authoritative, suppressive to teachers' independence, unfriendly, suspicious, and do turn supervisors (either school or district level supervisors) into domineering who evaluate how teachers teach and subsequently impose solutions to their pedagogical lapses (Jonyo & Jonyo, 2019; Glanz & Heinmann, 2018). In support of these views, in Trinidad and Tobago, James and Massiah (2019) are of the view that supervision in schools is time-consuming and has elements of distrust throughout the supervisory relations.

To bring to the fore, most studies have focused more on the general challenges to educational supervision in schools; this study, on the other hand, has focused on the employer and teacher-related challenges in teacher supervision and their effects on the quality of teaching and learning. Also, there has never been a study on employer and teacher-related challenges in supervision and the impact on the quality of teaching and learning at junior high schools in Krachi Nchumuru. The question is: What are the employer and teacher-related challenges in supervision and the impact on the quality of teaching and learning at junior high schools in Krachi Nchumuru?

The paper examines the employer and teacher-related challenges in supervision and the impact on the quality of teaching and learning at junior high schools in Krachi Nchumuru. Despite the significance of supervision in the education system, there are challenges emanating from both employer and teacher-related challenges at junior high schools in Krachi Nchumuru that negatively affect the effective supervision of teaching and learning. These to a large extent, have negative impacts on the quality of teaching and learning and the general academic performance of learners in Krachi Nchumuru.

Given the importance placed on educational supervision in enhancing teacher competence, motivation, collaboration, professional development, effective teaching and learning, and high level of learners' academic success, this study was designed to ascertain the challenges to effective supervision of teaching and learning at Junior High Schools in Krachi Nchumuru. The paper is organized as follows: Section One deals with the methodology, Section Two presents the results and discussions, and Section Three discusses the recommendations and conclusions.

Theoretical Framework

The study is guided by the transformational leadership theory; the theory was adopted to see how school supervisors inspire and empower teachers as supervisees to achieve effective teaching and learning and learners' academic success. In transformational leadership, supervisors as leaders strive to transform teachers as supervisees in implementing modern and best practices in the education system (Kleinmans, 2017; Hodgetts & Hegar, 2008). A transformational leader as a supervisor will remove all barriers by creating visions for supervisees in supervisory relations, supporting individual teachers, and stimulating their intellectuals toward effective teaching and learning (Ayub, Manaf & Hamzah, 2014; Adams & Galanes, 2009).

Transformational leaders as supervisors always carry out their supervisory activities by creating exciting supervisor-supervisee relations, building strong and effective communication networks (that include a culture of listening, openness, feedback, relationship-building, and participation) with teachers, and selling the idea of the significance of supervision in the education system with supervisees (Kleinmans, 2017; Hodgetts & Hegar, 2008; Men, 2014). Transformational leaders assist teachers in seeing problems in the supervisory relations and processes as challenges, transformational leaders as supervisors channel their energy into forward-thinking to renew and improve teachers' morale and effective teaching and learning in schools (Odumeru & Ifeanyi, 2013).

The transformational leader theory was used because a transformational leader in a supervisory role takes the welfare of teachers seriously, motivates them, and ensures the creation of opportunities for professional growth to understand them and to help solve the problems that affect their practices (Men, 2014; Özera & Tınaztepe, 2014). The theory was adopted because in supervisory relations the need for

mutually, stimulating, and engaging relations is emphasized, which are also the hallmarks of transformational leadership (Krishnan, 2012).

Methodology

The study adopted the interpretive paradigm to understand the participants' feelings, experiences, and viewpoints regarding the employer and teacher-related challenges to effective supervision of teaching and learning. The qualitative research approach was used to also describe the life experiences of participants concerning the employer and teacher-related challenges to effective supervision of teaching and learning. The case study research design was used to describe and explain the phenomenon of interest (Denzin & Lincoln, 2008).

The population of the study comprised all head teachers and teachers of junior high schools in Krachi Nchumuru. The sampling method used was convenience sampling. A convenient sampling technique was used to select seven schools based on the percentage obtained from (BECE) result analysis in three different years which indicates that, all these seven schools fell within the same bracket in the percentage wide. Based on this, seven head teachers were selected since they were the same heads who had been running these schools for five to six years but the problems of examination failure continued to perpetuate. Two teachers apart from the head teacher were selected based on the longevity of their services in these same schools even though the outcome of children continues to dwindle. The sample size for the study was twenty-one (21).

Face-to-face in-depth individual interviews were used to gather in-depth information from respondents and to provide an opportunity for the respondents to express themselves openly, thus leading to "rich" information that was collected (McMillan & Schumacher, 2006). Data were collected using tape recording. The researcher established a rapport by first greeting and asking each interviewee and also by projecting a positive image of a sincere person engaged in a harmless but important task. Each interview lasted for 30 minutes. The thematic analytical method was used to analyze the collected data. Through the process of coding, the researcher places the raw data that were transcribed into logical, meaningful categories and holistically examines them (Berg, 2004; Creswell, 2009). The next stage was re-examining the themes and categorized and then interpreting and synthesizing the organized data into a general conclusion or understanding (White, 2005).

Results and Discussion

The paper's results and discussions presented below are based on the following two questions:

1. What are the teacher challenges to effective supervision of teaching and learning?
2. What are the challenges emanating from the employer (the Ghana Education Service) that affect effective supervision of teaching and learning?

Results and Discussions of the Teacher Challenges to Effective Supervision of Teaching and Learning

Results

The results of research question one are: (i) Negative attitudes of teachers towards supervision, (ii) Teacher inadequate lesson notes preparedness, (iii) Teacher lateness and absenteeism, (iv) Distrust between teachers and school heads as supervisors, and (v) Teacher resistance to supervisory activities.

Discussions

Negative Attitudes of Teachers Towards Supervision

The findings were that teachers put up negative attitudes towards their heads, which makes them unable to coach, guide, and mentor them, as such, effective teaching and learning are affected. It was also found that because of teachers' negative attitudes toward supervision, there is a reduction in morale and job satisfaction and a decrease in accountability and professionalism among teachers. A teacher said the following: Most teachers in the schools do not like heads supervisions when teaching and this is making it very difficult for school heads to effectively play their roles as supervisors. These findings have been supported by Osei, Mensah and Agbofa (2020), that the effectiveness of supervisors' supervision is hampered by the un-cooperative attitudes of teachers in supervisory relations.

A head teacher claimed that: *When teachers have negative attitudes toward their supervisors, it leads to poor motivation and a lack of trust in the leadership. This result is low teacher and student performance.* Another head mentioned that: *The negative attitudes of teachers towards school heads' supervisors' roles and functions in schools hinder effective communication, undermine trust, and prevent collaborative efforts which affect the overall performance of the school. Most teachers do not take instructions from their supervisors and challenge them as well.* To confirm these findings, Jacob and Lefgren (2006) mentioned that the negative attitude of teachers towards school heads with low levels of supervisory skills is a challenge to effective supervision in schools.

Teacher Inadequate Lesson Notes Preparedness

The study revealed inadequate preparation of lesson notes among teachers as part of the supervisory activities. The findings were that the lesson note is supposed to guide the teacher in delivering his/her lesson, when the note is not prepared, the supervisor may not know what the teacher is intended to teach, hence, coaching and guiding are affected and also lead the teachers to struggle to deliver their lessons, lack of lesson note preparedness leads to ineffective classroom management, missed learning objectives. A voice from a respondent was: *It makes teaching and learning effective for supervision. Also, heads normally find it difficult to assess teachers teaching without lesson notes. When teachers do not prepare their lesson notes, it becomes difficult for supervisors to assess and get proper feedback on teaching and student' outcomes.*

The study found that lack of lesson note preparation makes it difficult for supervisors to assess and get proper feedback on teaching and student outcomes, supervisors struggle to assess the alignment of teaching methods with the curriculum, areas for improvements are not identified and this can hinder the effective instructional support and limit the effectiveness of supervision in schools. Another voice was: *Without lesson notes, supervisors may struggle to assess the alignment of teaching methods with the curriculum. Again, areas for improvement will not be identified and this can hinder effective instructional support and limit the effectiveness of supervision in schools.* Based on the above findings, in Ghana, Osei, Mensah and Agbofa (2020) claimed that a realistic performance of supervision in schools by circuit supervisors is affected by the uncooperative attitudes of teachers and their lack of lesson note preparedness.

Teacher Lateness and Absenteeism,

Furthermore, the study revealed that teacher lateness and absenteeism affect effective supervision in schools. It was found teachers' lateness and absenteeism from school disrupt instructional time when it is consistent, it may increase the workload for supervisors, limit the time available to them, there will be inconsistency and lack of accountability within the school, it disrupt the smooth functioning of the classroom and may require supervisors to step in and fill the gaps and diverting their attention from other important supervisory roles and responsibilities, Some feelings from a teacher were: *Due to lateness and absenteeism of teachers to the school, it prevents supervisors from having enough or maximum time to supervise teachers' work in the school. Lateness and absenteeism badly affect supervision because there will be inconsistency and a lack of accountability within the school.* A school head claimed that *it disrupts the smooth functioning of the classroom and may require supervisors to step in and fill the gaps, diverting their attention from other important supervisory roles and responsibilities. Supervision relies on consistent monitoring and feedback. If teachers are frequently absent or late, it becomes difficult to provide timely and relevant feedback to support their professional development.* These findings are corroborated by Osei, Mensah and Agbofa (2020), who claimed that the quality of supervision in schools is always affected by teachers' lateness and absenteeism from schools.

Distrust Between Teachers and School Heads as Supervisors

It was also found that distrust between teachers and their school heads affects the quality of supervision in schools. The findings were that when there is distrust between teachers and supervisors, they will not be able to work together to achieve the school's goals, it impairs communication breakdown between teachers and school heads when there is mistrust during supervision, mistrust can also lead to the reduction of job satisfaction and moral conduct, it leads to discomfort, poor communication and poor collaboration which affect supervision. A voice from a respondent was: *When there is a lack of trust, it creates a negative working environment, thereby leading to poor communication and collaboration*

between teachers and their headteachers. This breaks down the supervisory process. This is because a lack of trust between teachers and heads of teachers brings about discomfort in teachers which can hinder supervisory work.

Also, another participant claimed that: *The school head roles rely on trust to foster a supportive relationship, and without it, the ability to provide feedback, guidance, and development may be compromised. This can hurt the school. Because of a lack of trust, no teacher will be willing to voice out his emotions to another teacher basically because the person will be double-minded that their emotions will be discussed in a public setting.* In support of these findings, in Trinidad and Tobago, James and Massiah (2019), are of the view that supervision in schools is time-consuming and has elements of distrust throughout the supervisory relations.

Teacher resistance to supervisory activities

The study found teacher resistance to have effects on the quality of supervision in schools. It was revealed that teachers do resist supervision of their work because they do not prepare before their lesson delivery, they do not know where to start, and the appropriate steps to deliver the lessons, as such, teachers resist the supervision of their work. A teacher said the following: *Yes, because teachers and their heads do not have good connections. Yes, some teachers do resist. This is so because of several reasons such as lack of trust, misunderstanding, teachers having different teaching philosophies, and other reasons.* To support these findings, Hismanoglu and Hismanogul, (2010) revealed that teachers resist supervision because they believe their supervisors aim at finding fault in their classroom practices instead of engaging them in discussions to address their challenges and concerns.

Also, another teacher and a head lamented that: *Yes, some teachers do resist their school head's supervision due to a lack of trust, differences in teaching philosophies, and previous negative experiences. Yes, this is because some head teachers are not up and doing. Moreover, some teachers are arrogant to the extent that they refuse to take reflections from their supervisors.* To confirm these findings, Borich (2008), Hoque et al., (2020), and Aubusson et al., (2007) have opined that teachers do resist supervision because of the beliefs that supervision causes lots of stress on teachers.

Results and Discussion of the Challenges Emanating from the Employer that Affect Effective Supervision of Teaching and Learning

Results

The results are: (i) Employer inability to effectively supervise teachers, (ii) Rigidity and authoritative nature in the supervisory process (iii) Unfriendly, suspicious, and dominating nature in the supervisory process (iv) Inadequate supply of logistics for supervision and (v) Inadequate training offered to school heads on supervisory skills.

Discussions

Employer inability to effectively supervise teachers

The study revealed that the Ghana Education Service (GES) is not able to effectively supervise teachers. The GES is not able to effectively supervise teachers due to inadequate resources and finances and due to a large number of teacher-to-supervisor ratios. It was also found that newly recruited teachers are not given induction and newly appointed headteachers are not also given training on how to supervise their teachers. The study revealed that the only motive for any supervision is to find faults and intimidate teachers, GES does not supply the logistics items and equipment to the teachers or the schools, and due to this, they cannot supervise their employees well. Two teachers mentioned the following: *The Ghana Education Service is not able to effectively supervise teachers due to inadequate resources and finances. Also, due to a large number of teacher-to-supervisor ratios supervisors are not able to carry out their supervisory activities as expected, And: Newly recruited teachers are not given induction and newly appointed headteachers are not also given training in administrative roles. Therefore, if they want them to supervise teachers effectively, they should go through training before being appointed.* A school head was found saying that: *To a large extent very true. This is because it appears as though the only motive for any supervision is to find faults and intimidate teachers. It is true because the GES does not supply the logistics items and equipment to the teachers or the schools, due to this, they cannot be on their employees.* To confirm these findings, Wanzare (2012) claimed the challenges that frustrate practices of instructional supervision in Kenya relate to a lack of resources and questionable supervisor practices.

Rigidity and authoritative nature in the supervisory process

It was revealed that GES indeed make supervisory activities very rigid and authoritative because of the manner they check lesson notes, the manner the supervisors expect teachers to do what they are told, their supervisory activities seem to put fears, their supervisory activities seek to highlight only the shortfalls of teachers and give out their directives to teachers. Comments presented by two teachers were: *Most supervisors do not have a direct experience within their jurisdiction and therefore, do not know the challenges teachers face to minister effective teaching and learning. Supervisors expect teachers to do what they are told. And: To a large extent. The nature of supervisory activities seems to put fear in teachers anytime there is going to be supervision. This is not to mean that teachers are not up and doing but because the supervisory activities seek to highlight only the shortfalls of teachers rather than building on the teacher's ability and supporting them to achieve desirable results.* Comments presented by a school head were: *Their supervisory is more rigid and autocratic because when they give out their directives to their employees, the employee cannot come out with his/her ideas.* To corroborate these findings, Jonyo and Jonyo, (2019) mentioned that the challenges to supervision in

schools are that, most supervisory activities in schools are rigid and authoritative.

Unfriendly, suspicious, and dominating nature in the supervisory process

The study also found the GES's Unfriendly, suspicious, and dominating nature in the supervisory process to be a challenge and also affect the quality of supervision in schools. The findings were that some Directors of Education are very unfriendly, suspicious, and have dominating behaviors that create an uncondusive school environment. As a result of these, there is a negative atmosphere in the school whereby teachers do not open up to supervisors, there is unreliable information from teachers, teachers do not contribute even if chances are given to them in decision making, and some will even find some excuses to travel when they would have otherwise not done so, some do not participate to co-curricular activities due to emotional trauma. Feelings presented by two respondents were: *The unfriendly, suspicious, and dominating behavior creates a negative atmosphere in the school whereby teachers will not open up to supervisors. This generates unreliable information and affects the effectiveness of supervision and therefore academic performance in general. And: Teachers will not be open to the supervisors, they will not contribute even if chances are given to them in decision making, and some will even find some excuses to travel when they would have otherwise not done so. Most will not participate in co-curricular activities due to emotional trauma.*

It was also found that it makes some teachers lose their self-confidence, most teachers become actors who only try to meet the expectations of the GES supervisors rather than finding real solutions to existing educational challenges in their schools and classrooms. Feelings presented by some respondents were: *It makes some teachers lose their self-confidence. Also, most teachers become actors who only try to meet the expectations of the GES supervisors rather than finding real solutions to existing educational challenges in their schools and classrooms. And: Some of them, their behavior affects the supervision in the schools because some of them are autocratic due to that, it does not create friendship between them and their employees.* To corroborate these findings, Glanz and Heinmann (2018) state that the challenges to supervision in schools are supervisors are suppressive to teachers' independence, they are unfriendly and are suspicious and domineering who evaluate how teachers teach and subsequently impose solutions to their pedagogical lapses.

Inadequate supply of logistics for supervision

The study also found that there is an inadequate supply of logistics for supervision, there are no books and materials to teach the students, there haven't been enough training materials for headteachers, and also less technology for data collection and analysis, there is limited resources and support to ensure effective monitoring and evaluation of teaching and learning activities. It was also revealed that teachers are forced to buy themselves, for example, books, lesson notebooks, and chalk, and very little has been done about the

provision of logistics for effective supervision of teaching and learning. The following views came from two respondents: *There haven't been enough training materials for headteachers and also less technology for data collection and analysis. There are also limited resources and support to ensure effective monitoring and evaluation of teaching and learning activities. And: Teachers are forced to buy them by themselves, for example, books, and lesson notebooks, there was a time when teachers were asked to buy chalk. Apart from the syllabus, all other teaching and learning materials are bought by teachers. Very little has been done concerning the provision of logistics for effective supervision of teaching and learning.* To corroborate these findings, Abdulai, Mohammed and Bidzakin (2022) mentioned that lack of logistics, resources such as funds, and teacher-learner support materials are the reason why there are ineffective supervisions in schools.

Inadequate training offered to school heads on supervisory skills

Last but not least, the study revealed that there is inadequate training offered to school heads on supervisory skills. The findings were that there is poor training of heads to help them acquire the skills to carry out effective supervision in schools and the GES has failed to plan and organize more workshops for school heads. A response from a school head was: *The GES has trained school heads to know to supervise but there is poor training of heads to help them acquire the skills to carry out effective supervision in schools.* To confirm these findings, Ankoma-Sey and Marina (2016), and April and Bouchamma (2015) highlighted that issues of lack of professional qualifications and lack of continuing training on supervisory skills affect the quality and effectiveness of supervision. A teacher claimed that: *I have been in teaching for over twenty years and have not attended any workshops in any form. They only call for a workshop which will attract them money from teachers.* Another teaching reiterated that: *The GES should have planned and organized more workshops for the school headteachers and also, equipped them with the necessary equipment for effective supervision.* Rashid (2001), and Cranston (2009) have concurred with these findings by mentioning that ineffectiveness in supervision is affected by supervisors' lack of training, preparedness, and support from the education authorities.

Conclusion

The study highlights a range of obstacles that impede effective supervision and also affect the quality of teaching and learning in schools. The teacher-related challenges identified include teachers being resistant to the idea of supervision, their tendency to put up negative attitudes towards their school heads as supervisors, their inadequate preparation of lesson notes, lateness and absenteeism from schools, and the distrust between the teachers and their school heads as supervisors. The employer-related challenges identified include the inability of the employer (GES) to effectively supervise teachers due to an inadequate supply of logistics including teaching and learning resources and finance, the tendency of the employer to make supervisory

activities very rigid and authoritative, the unfriendly, suspicious, and dominating nature in the supervisory process and inadequate training offered to school heads on supervisory skills by the employer.

Recommendation

To overcome teacher resistance, distrust, and negative attitudes toward the supervision of teaching and learning, all school heads should encourage open dialogue with their teachers to address concerns, clarify expectations, and build mutual understanding around the supervision of their work. School heads should create regular opportunities for feedback sessions, where teachers can express their views and concerns in a supportive environment.

The Ghana Education Service should assist in establishing the role of school heads in supervision provide transparent guidelines on evaluation criteria, and feedback mechanisms, and ensure that teachers attend school regularly, so they understand the purpose and benefits of supervision in improving teaching practices and student outcomes. The Ghana Education Service should organise supervisory training for all school heads, they should also provide all schools with the required logistics to achieve effective supervision in all schools.

All school heads should provide ongoing professional development opportunities for all teachers on teacher supervision and lesson note preparation. They should also empower teachers to enhance their skills and confidence, reinforcing the value of supervision as a tool for professional growth. The Ghana Education Service should work with education practitioners to remove all forms of supervisory rigidity and authoritarianism and they should help to shift the focus of supervision from a top-down approach to a collaborative partnership between school heads and teachers. There should be collaborative goal-setting, self-reflection, and action planning to address areas of improvement and promote continuous learning.

References

- Abdulai, R., Mohammed, I., & Bidzakin, V. K. (2022). Supervisory Practices in Schools: Antidotes to Deficiency in Teacher Professional Development and Pedagogical Competence at Junior High Schools in the Kumbungu District, Ghana. *Journal of Educational Review*, 14 (1), 52-62
- Achson, K. A., & Gail, M. D. (2003). *Clinical Supervision and Teacher Development. Preservice and In-service Applications (5th ed.)*. New York: John Wiley & Sons, Inc.
- Adams, K., & Galanes, G. J. (2009). *Communicating in Groups: Application and Skills*. 7th ed. New York: McGraw-Hill.
- Amon, L., & Bustami, M. R. (2021). Implementation of School-Based Management in Curriculum and Learning Processes: A Literature Review. *Jurnal Pendidikan Dasar Dan Menengah (Dikdasmen)*, 1-11
- Ankoma-Sey, V. R., & Marina, B. (2016). The Role of Effective Supervision on Academic Performance of Senior High Schools in Ghana. *J. Arts Humanit.*, 5 (4), 73-83
- April, D., Bouchamma, Y. (2015). Teacher Supervision Practices and Principals' Characteristics. *Alberta Journal of Educational Research*, 61 (3),329-346
- Aubusson, P., Steele, F., Brady, L., Dinham, S. (2007). Action Learning in Teacher Learning Community Formation: Informative or Transformative? *Teacher Development*, 11 (2), 133-148.
- Ayub, S. H., Manaf, N. A., & Hamzuh, M. R. (2014). Leadership: Communicating Strategically in the 21st century. *The International Conference on Communication and Media*, 2014 (iCOME'14):502-506. Retrieved January 4, 2025, from https://www.researchgate.net/publication/269576857_Leadership_Communicating_Strategically_in_the_21st_Century
<http://www.soencouragement.org/clinical-supervision-case-study.htm>
- Blasé, J., & Blasé J. (2000). *Empowering Teachers: What Successful Principals do (2nd ed.)* Thousand oaks, CA: Corwin.
- Borich, G. D. (2008). *Observation Skills for Effective Teaching*. Prentice Hall.
- Brennen, A. M. (2008). *Clinical supervision and case study*. Articles and Resources on Educational Administration and Supervision.
- Çevik, S., Yıldırım, S., & Zepeda, S. J. (2020). Leadership for Socially Just Supervision in K- 12 Schools in the Context of the United States. *Multicultural Education Review*, 12(4), 306-32
- Carron, G., & DeGrauwe, A. (1997) *Current Issue in Supervision: A Literature Review*. Paris: IPE/International Institute for Educational Planning. 72.
- Choy, D., Chong, S., Wong, A. F. L., Wong, I. Y. F. (2011). Beginning Teacher's Perceptions of their Level of Pedagogical Knowledge and Skills: Did they Change Since their Graduation from Initial Teacher Preparation? *Asian Pacific Educational Review*, 12 (1), 79-87
- Cranston, J. (2009). Holding the Reins of the Professional Learning Community: Eight Themes from Research on Principals' Perceptions of Professional Learning Communities. *Canadian Journal of Educational Administration and Policy*, 90 (1),1-22.
- Dares, J. (2007). *Supervision as Proactive Leadership*. (4th ed.) Long Grove, IL: Waveland Press.
- De Grauwe, A., Gabriel, C. (2004). Reforming School Supervision and Support for Quality Improvement. <http://unesdoc.unesco.org/images>.

18. Denzin, N. K., & Lincoln, Y. S., (2008). *Collecting and Interpreting Qualitative Materials*. (3rd ed.). Thousand Oaks: SAGE.
19. Glanz, J., & Heinmann, R. (2018). *Encouraging Reflective Practice in Educational Supervision through Action Research and Appreciative Inquiry*. New York: Wiley & son, Inc
20. Glickman, D. C., Gordon, S. P., & Rose-Gordon, J. M. (2003). *Supervision and Instructional Leadership*. (6th ed.) Boston: Allyn & Bacon.
21. Hawkins, P., & Shohet, R. (2007). *Supervision in the Helping Professions. An Individual, Group and Organizational Approach*. Milton Keynes: Open University Press/Maidenhead.
22. Hismanoglu, M., & Hismanoglu, S. (2010). English Language Teachers' Perceptions of Educational Supervision in Relation to their Professional Development: A Case Study of Northern Cyprus. *Novitas-ROYALS (Research on Youth and Language)*, 4 (1), 16-34.
23. Hodgetts, R. M., & Hegar, K. W. (2008). *Modern Human Relations at Work*. 10th ed. OH, USA: Thomson South-Western.
24. Jacob, B., & Lefgren, L. (2006). When Principals Rate Teachers: The Best and Worst Stand out. *Education Next*, 6(2), 58-64.
25. James, F., Massiah, A. (2019). Using Clinical Supervision as a Professional Development Mechanism: Capabilities, Concerns and Challenges. A paper Presented in ECER 2019 Organized by European Educational Research Association. <https://eera-ecer.de/ecer-programmes/conference/24/contribution/47916/>
26. Jonyo, O. D., & Jonyo, B. O. (2019). Curriculum Supervision and Implementation in Kenya: The Role of Secondary School Heads. *European Journal of Educational Sciences*, 6 (2), 1857- 6036.
27. Kadushin, A. (2002). *Supervision in Social Work* (4th. ed.). New York: Columbia University Press.
28. Mankoe, J. O. (2007). *Educational Administration and Management in Ghana* (2nd ed.). Kumasi: Payless Publication Limited.
29. McMillan, J. H., & Schumacher, S. (2010). *Research in Education: Evidence-Based Inquiry*. Person.
30. Men, L. R. (2014) Strategic Internal Communication: Transformational Leadership, Communication Channels, and Employee Satisfaction. *Management Communication Quarterly*, 28(2), 264-284.
31. Nolan, J. F., & Hoover, L. A. (2008). *Teacher Supervision and Evaluation: Theory into Practice*. (2nd ed.). New Jersey: John Wiley & Sons, Inc.
32. Nwaogu, J. I. (2006). *A Guide to Effective Supervision of Instruction in Nigeria Schools*. Enugu: 4th Dimension Publishing Co. Ltd.
33. Odumeru, J. A., & Ifeanyi, G. O. (2013). Transformational vs. Transactional Leadership Theories: Evidence in the Literature. *International Review of Management and Business Research*, 2(2):355-361
34. Oliva, P.F., & Pawlas G. E (2001). *Supervision for today's schools*. New York: Wiley and Sons.
35. Osei, E., Mensah, D. K. D., & Agbofa, F. J. (2020). Circuit Supervision in Gomoa East District of Ghana: Key Issues to Consider. *Int. J. Innov. Res. Educ. Sci.*, 7 (6), 467- 478.
36. Özera, F., & Tmaztepe, C. (2014). Effect of Strategic Leadership Styles on Firm Performance: A Study in a Turkish SME. *Social and Behavioral Sciences*, 150(9):778-784
37. Sekyere, E. A. (2014). Teachers' Guide on Topical Issues for Promotion and Selection Interviews for Teachers and Non-Teaching Staff and General Professional Update. Kumasi: Afosek Educational Consult.
38. Smith, M. K. (2005). Functions of Supervision: The Encyclopedia of Informal Education. Retrieved January 12, 2025, from <http://infed.org/mobi/the-functions-of-supervision/>.
39. Smith, M. K. (2011). The Functions of Supervision: The Encyclopedia of Informal Education. Retrieved January 10, 2025, from <http://infed.org/mobi/the-functions-of-supervision/>.
40. Sergiovanni, T. J, and Starratt, R. J. (2007). *Supervision: A edefinition*, (8th ed.). New York: McGraw-Hill Companies Inc.
41. White, C.J. (2005). *Research: A practical Guide*. (1st ed.). Pretoria: Inthuthuko Investment.
42. Wanzare, Z. (2011). Instructional supervision in public secondary schools in Kenya. *Educational Management Administration and Leadership*, 40(2), 188–216.