

Evaluating the Impact of Primary School Headteachers' Supervisory Practices on Academic Performance in Githunguri Sub-County, Kenya

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Abstract

The main aim of the study was to examine the relationship between head teachers' instructional supervisory practices and teachers' work performance in primary schools. This study found that teacher supervision plays an important role in this scenario. Therefore, teacher supervision affects the quality of academic performance in primary schools. This study was necessary because its findings can be used by different education stakeholders to help on improving the quality of teaching and pupils' academic performance. This study was conducted at Githunguri sub-county and the target population was from both the public and private primary schools. The head teachers and teachers were the participants. The data was collected mainly through questionnaires that were distributed to the selected schools and were filled by the participants. The findings sought the opinion of teachers and head teachers on how they experienced supervision of instructions in their school as well as how they thought supervision should be practiced. The demographics sought were, category of school, age and gender of the respondents. Descriptive statistics were employed to find frequencies and percentages of responses. Percentage responses were used to draw graphical presentation of responses. Pearson's Chi-square was used to determine whether teacher supervision and pupils' academic performance were statistically significant. Findings from the open ended questions were summarized. From the findings it was found out that supervisory practice of primary school is one of the responsibilities delegated to the head teachers by the Teachers Service Commission. The head teacher is the overall supervisor of all academic and administrative activities in the school and the one responsible for improving and maintain high teaching and learning standards in the school. Teacher supervision can be more effective when teachers are guided and motivated to supervise each other. Both head teachers and teachers agreed that supervision is more effective when teachers are actively involved in it. It was found out that there was a statistically significant difference between supervision on content coverage and pupil's academic performance. This study also uncovered that there was a relationship between pupils' academic performance and the supervision on content mastery.

Keywords: Supervision, supervisory practices, evaluation, head teacher

1.0 Introduction

Every year the Kenya government allocates a substantial amount of the budget to education. This money is used to develop and implement curriculum programs that will ensure that learners in schools acquire the required skills and competencies that lead to development. Free Primary Education (FPE) was implemented in the year 2003. It aimed at ensuring that all children enrolled in schools receives quality Education. For a long time, Kenya has witnessed a significant disparity in K.C.P.E performance between public and private schools. Due to this disparity many parents and other stakeholders are not sure whether the huge investment made in public primary schools yields an appropriate return. Many reasons have been proposed to explain this disparity. Lack of enough learning materials, lack of teachers' motivation in public schools, better salaries and enough materials in private schools are some of the proposed reasons. Head teacher's supervisory practices, has not received enough attention as a factor that can contribute to the disparity in performance.

Supervision is recognized as essential to improving teachers' instruction (Hoy & Hoy, 2006; Oliva & Pawlas, 2004; Dipaola & Hoy, 2008 as cited by Yaw, 2011) and the quality of teachers' instruction is related to student achievement (Dipaola & Hoy, 2008). Supervision practices that enhance improvement in performance should be a core duty of the school leaders. According to the available data for public and private schools in Kenya it is plausible to assume that there is a difference in the way the head teacher carries out their supervisory obligations, which on the other hand could contribute to the difference in performance. If the assumption holds true, it could also be in order to conclude that pupils from private schools have an added advantage in accessing higher education and subsequent job placement. It is out of this, that an evaluation of the impact of supervisory practices on performance was conducted. Githunguri sub-county was selected as the research site because it has quite a number of private primary schools which perform very well both nationally and in the region as compared to other schools which are public.

1.1 Statement of the problem

The primary school head teacher is responsible for creating a school environment where teaching, learning, and

student achievement are central goals. Sackney, Walker, and Hajnal (1998) observed that a characteristic of effective schools is the quality of supervision the head teacher provides. The primary school head teacher performs a number of supervisory tasks including visiting classrooms, reviewing lesson plans, giving feedback on teaching skills, and providing opportunities for professional development. At the heart of supervision is the primary school head teacher's direct assistance to teachers (Glickman, Gordon, & Ross-Gordon, 2004). Dipaola and Hoy asserted that the primary objective of supervision is to improve instruction that leads to student achievement. Primary school head teachers' failure to effectively perform the supervisory role can have an adverse effect on teaching, learning, and student performance. Pupils performance in Kenya's primary schools is an increasing concern among stakeholders, hence the need to focus on head teachers' conduct of supervisory activities. Private schools in Githunguri sub-county have been performing better than the public schools. The study could reveal supervision factors responsible for the difference in performance. Teacher supervision would play an important role in this scenario. The purpose of the study will therefore, to establish the relationship between head teacher supervision on teachers and performance of pupils. The main objective of the study was to determine the relationship between teacher supervision and quality of teaching in primary schools.

Purpose of the Study

The purpose of the study was to establish the relationship between head teacher supervision on teachers and performance of pupils in primary schools.

The main aim of the study was to examine if there is any significant relationship between head teachers' instructional supervisory practices and teachers' work performance in primary schools. Besides, the study was guided by the following specific objectives:

1. To evaluate the supervisory procedures and practices used by the headteachers.
2. To examine the frequency of supervisory practices and procedures used by the headteachers to enhance pupils academic performance.
3. To assess the extent to which the supervisory practices affect pupils' academic performance.

Research Questions

Three questions were formulated to guide the study. These questions are:

1. Which supervisory procedures and practices are used by the headteachers to enhance pupils academic performance?
2. What is the frequency of supervisory practices and procedures used by the headteachers to enhance pupils' academic performance?
3. To what extent do the supervisory practices affect pupils' academic performance?

2.0 Literature review

2.1. Introduction

Access to primary schools has improved rapidly throughout the developing world since 1990, but learning outcomes have lagged behind (World Bank, 2006). In Kenya the Ministry of Education Science and Technology have been making progress to ensure that teachers, who are key components to education, are supervised. Different countries give different names to those who carry out supervision in schools. In Kenya, head teachers and their deputies are responsible for carrying out supervisory practices. According to a UNESCO report of 2007, it is clear that the head teacher and the teachers are capable of generating quality improvement in learning and make schools responsive to their environment and the needs of their learners. Schools should be allowed to monitor and improve the quality of services they offer. The instructional supervision at the school level can therefore not be ignored but empowered. The head teacher is a key player if the performance of the students is to be enhanced.

2.2 The Concept of supervision

Supervision is the act of ensuring that all things proceed as intended. It is the practice of offering guidance and direction so that correct procedures are followed in arriving at a specified objective. In a school set up, supervision aims at improving the teacher's mode of services delivery which may improve the pupils learning. Beach and Reinhardt (1989) think the focus on supervision provides teachers with relevant information about their teaching so as to develop skills to improve performance.

Also in Bolin and Panaritis' view (as cited in Bays, 2001), supervision is primarily concerned with improving classroom practices for the benefit of students regardless of what may be entailed (e.g., curriculum development or staff development) (Bays, 2001). Further, McQuarrie and Wood (1991) also state that "the primary purpose of supervision is to help and support teachers as they adapt and adopt, and refine the instructional practices they are trying to implement in their classrooms" (p. 49).

The International Institute for Educational Planning (IIEP), a division of UNESCO, observe that supervision practices can be classified under two distinct, but complementary, tasks: to control and evaluate, on one hand,

and to advise and support teachers on the other hand (IIEP/UNESCO, 2007, Module 2). The statement explains that “although the ultimate objective of in-school supervision is to improve the Teaching/learning processes in the classroom, in practice it must cover the whole range of activities taking place in the school: from the most administrative ones (e.g. ensuring that records are properly completed) to purely pedagogical ones” (IIEP/UNESCO Module 6,2007).

2.3 Historical perspective of supervision.

Supervision was initially described as inspection, which provided for the direct control of teachers. The term supervision has gradually taken over inspection, but both terms are sometimes used together. The concept and practice of supervision of instruction has evolved over the years (Glickman, Gordon & Ross-Gordon, 2004; Hoy & Forsyth, 1986; Musaaazi, 1982; Neagley& Evans, 1980; Oliva &Pawlas, 1997. In the 19th century teachers were expected to adhere to an agreed style of teaching. Any deviation from the laid down procedure could warrant a dismissal. This is supported by a study done by Oliva &Pawlas, 1997. There has been a shift from the authoritarian style of inspectors (as they were commonly called) to a consultative style of modern day quality assurance and standards officers (as they are called today).the inspectors used to go to classes for a fault finding mission and punish the teachers for the same, today the teacher and the supervisor has a mutual interaction on the best way to improve the performance of the teachers. Sullivan and Glanz (2000) refer to the first textbook on supervision (Payne, 1875) in which it is stated emphatically that “teachers must be held responsible for the work performed in the classroom and that the supervisor, as expert inspector, would oversee and ensure harmony and efficiency” (p. 8). This according to Daresh, 2006 made the school inspectors very unpopular in the 19th century.

Supervision models

Due to the above negative impacts of the traditional teacher supervision approaches, several scholars started looking for new ways of improving teacher supervision. They came up with different models that explained how supervision should be carried out. Some of the models are explained here.

2.4 Clinical supervision model.

It emerged in the 1970s as a result of the work carried out by Robert Goldhammer and Morris Cogan in a collaborative study of teaching through Harvard University (Miller & Miller, 1987). Goldhammer wrote a book titled “Clinical Supervision” in 1969.Cogan on the other hand wrote a book with the same title in 1973.This is according to (Miller & Miller, 1987). It is around this time that most people were dissatisfied with the traditional way of supervision. This situation gave people an opportunity to reflect on the work of Cogan and Goldhammer. Clinical supervision therefore came about as a result of weaknesses and dissatisfaction with traditional education practice and supervisory methods (Sullivan & Glanz, 2000).

The advocates of this model argue that the teacher should be an active participant in the supervision process (Logan 1963, Goldhammer, 1969).The major aim of this supervision model is to prepare the teacher to be responsible to the extent that he/she can evaluate and analyses his/her own performance and at the same time allow other people (head teachers and colleague teachers) to help him/her. This will ultimately help the teachers to be self-directing (Logan 1973). This model support the view that the teacher cannot live in isolation but rather the involvement of supervisors and other stakeholders in crucial; especially in the process of carrying out his/her duties. According to Acheson & Gall, 1980, this model should strive to bring about face-to-face interaction between the head teachers and the teachers with the sole aim of improving instruction and increasing the teacher’s professional growth. The head teachers should always aim at assisting the teachers to improve their instructions.

2.5 Developmental Supervision model

In this model head teacher/supervisor aims at helping teachers to become reflective and autonomous by carrying out non-directives supervision (Glickman et al 2001). The teacher charts his/her own course and takes full responsibility for his/her own instructional improvement. In this model, the teachers’ developmental level is put into consideration. According to Glickman (2001), this relies on three pre-requisite skills for the head teacher/supervisor: Knowledge, interpersonal skills and technical skills. Glickman et al (2001) further suggests that the head teacher must employ the following tasks to achieve the stated goals and objectives

- a) Direct assistance
- b) Group development
- c) Professional development
- d) Curriculum development
- e) Action research

The model seeks to impart supervisory practices based on individual teacher’s need. This is necessitated by the fact that-

1. Teachers come from diverse backgrounds and therefore their professional development is not the same.
2. The teachers, at different levels requires different approaches to supervision
3. The supervisory practices applied on the teacher should enrich his/her ability to grow to high levels of thought (Glickman 1990). The developmental model encourage the teacher the teachers to be

collaborative in nature. He/she should allow other people in his/her life so that the present abilities can be made better. Although the methods and practices of instructional supervision have varied since the inception of formal supervisory models, its intents and purposes have primarily remained the same to help teachers improve instructional performance as reflected in Okumbe (2007). The broad goals of supervision were:

- To provide teachers with objective feedback on the current state of their instruction.
- To diagnose and solve instructional problems.
- To help teachers develop skill in using instructional strategies.
- To evaluate teachers for promotion, tenure, or other decisions.

To help teachers develop a positive attitude about continuous professional development. (pp. 12-13).

3.0 RESEARCH METHODOLOGY

The study used quantitative method with a descriptive survey design. Two distinct questionnaires were used to collect data, one for the headteachers and the other for the teachers. Convenient sampling method was used where 8 primary schools were picked (4 public schools and private schools). The headteacher and three teachers participated in each school. Data was analyzed using SPSS. Statistical methods were employed in analyzing the data where frequencies and percentages in interpreting the respondents' perception of issues raised in the questionnaires.

RESULTS FINDINGS AND DISCUSSION

Demographic Data

The demographic data are based on selected variables which included category of school (private or public), age, gender and the current position as teacher or headteacher. These are shown in Table 1.

Table 1: Demographic Information of Respondents

Variables		Number of respondents			Percentage
		Teacher	Headteacher	Total	
Age(years)	18-24	2	0	2	6
	25-30	9	0	9	28
	Over 31	13	8	21	66
Gender	Male	8	5	21	66
	Female	8	3	11	34
Category of school	Private	12	4	16	50
	Public	12	4	16	50

The questionnaires were given to 32 potential respondents (24 teachers and 8 headteachers). Table 1 showed that the majority of the respondents were male (66%). The table further shows that the majority of the respondents were aged over 31 years of age.

SUPERVISORY PRACTISES OF THE HEADTEACHERS

Respondents were asked to state whether they conduct teacher supervisory in their schools. The findings showed that the entire 32 (100%) participants indicated that teacher supervisory is conducted in their respective school.

Teacher Supervision as the Task of the Headteacher

The researcher sought to find out whether teacher supervision should be the task of the headteacher. The respondents were as shown in the Table 2 below: a majority (66%) of both groups of respondents (teachers and headteachers) agreed that teacher supervision is the task of the headteacher.

Table 2: Supervision is the Task of the Headteacher

	Strongly disagree		Disagree		Agree		Strongly agree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Teacher	3	9	1	3	15	47	5	16	24	75
H/teacher	0	0	0	0	6	19	2	6	8	25
Total	3	9	1	3	21	66	7	22	32	100

Guidance and motivation to teacher to supervise others for effective teacher supervision

On the issue of teacher supervision to be more effective when teachers are guided and motivated to supervise each other, the respondents were asked to agree or disagree and their views are as shown in Table 3 below. Majority of the respondents (46%) agreed that teacher supervision can be more effective when teachers are guided and motivated to supervise each other. Those who strongly agreed were 31%. The results show that both teachers and headteacher have a feeling that for effective teacher supervision in school, teachers should be guided and motivated to supervise each other.

Table 3: Guidance and Motivation of Teachers to Supervise Others for Effective Teacher Supervision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	9.4	9.4	9.4
	Disagree	3	9.4	9.4	18.8
	Undecided	1	3.1	3.1	21.9
	Agree	15	46.9	46.9	68.8
	Strongly agree	10	31.2	31.2	100.0
	Total	32	100.0	100.0	

The frequency of using various methods of teacher supervision

On the issue of teacher supervision methods, the respondents were asked to state how frequently the methods were used in their respective school. These results are shown according to the type of school in Table 4 below.

Table 4: Frequency of Using Various Teacher Supervision Methods

Methods	Category of school	Never		Rarely		Sometimes		Frequently		Total	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Observation in class	Private	1	3	2	6	5	16	8	25	16	50
	Public	0	0	5	16	3	9	8	25	16	50
	Total	1	3	7	22	8	25	16	50	32	100
Guiding colleagues	Private	0	0	0	0	8	25	8	25	16	50
	Public	0	0	2	6	9	28	5	16	16	50
	Total	0	0	2	6	17	53	13	41	32	100
Mentoring colleagues	Private	2	6	3	9	6	19	5	16	16	50
	Public	0	0	4	13	6	19	6	19	16	50
	Total	2	6	7	22	12	38	11	34	32	100
Counseling teachers on how to supervise themselves	Private	0	0	1	3	11	34	4	13	16	50
	Public	0	0	2	6	10	31	4	13	16	50
	Total	0	0	3	9	21	66	8	25	32	100

SUPERVISORY PROCEDURES

Supervision Schedule in schools

This section sought to find out the supervisory procedures and practices in schools. Respondents were asked to state whether supervision practices is carried out regularly in their respective schools. Their responses are shown in Figure 1 below:

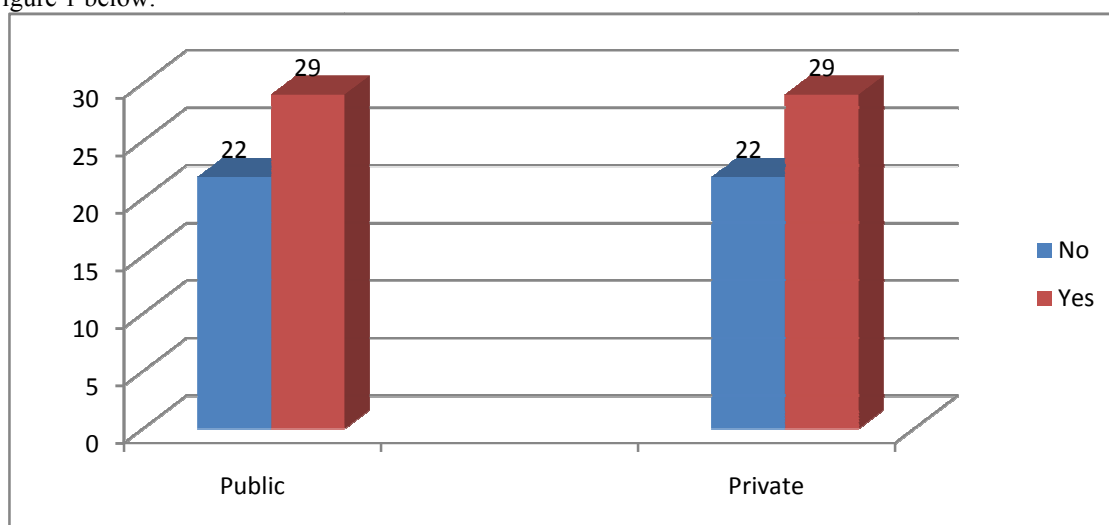


Figure 1: Supervision Schedules in Schools

From figure 1, it is evident that majority (private (29%) and private (29%)) of the respondent from both private

and public school indicated that they have a regular schedule in their school that they follow in supervising teachers. Almost a similar number of respondents (22%) seem not be aware of such a schedule in their respective schools.

How often teacher supervision is done in schools

On the subject of how often teacher supervision is carried out, the research researcher asked the respondents to state whether supervision is carried on daily, weekly, monthly, once a term or when only the need arises. The responses to this issue are indicated in Table 6 below:

Table 6: Frequency of teacher supervision

	Category of school				Total	
	Private		Public			
	Freq.	%	Freq.	%	Freq.	%
Daily	0	0	1	3	1	3
Weekly	8	25	2	6	10	31
Monthly	1	3	5	16	6	19
Once a term	1	3	0	0	1	3
As need arise	6	19	8	25	14	44
Total	16	50	16	50	32	100

Table 6 above shows that supervision is mostly (25%) done in private schools on weekly basis and mostly (25%) done in public school only when the need arises. In public school, 16% indicated that supervision is done in their school on monthly basis. The results shows that the frequency at which teacher supervision is done in higher in private schools compared to public schools.

Standard used for teacher supervision

The respondents were required to state how frequently the standard given is used for teacher supervision. Table 7 below shows the responses as per category of school under public and private schools.

Table 7: Standard used for teacher supervision

What is checked		Category of school				Total	
		Private		Public			
		Freq.	%	Freq.	%	Freq.	%
Proper use of time	Never	0	0	0	0	0	0
	Rarely	0	0	0	0	0	0
	Sometimes	1	3	2	6	3	9
	Frequently	15	47	14	44	29	91
	Total	16	50	16	50	32	100
Teaching document	Never	1	3	0	0	1	3
	Rarely	0	0	0	0	0	0
	Sometimes	3	9	5	16	8	25
	Frequently	12	38	11	34	23	72
	Total	16	50	16	50	32	100
Lesson presentation	Never	1	3	0	0	1	3
	Rarely	1	3	4	13	5	16
	Sometimes	5	16	4	13	9	28
	Frequently	9	28	8	25	17	53
	Total	16	50	16	50	32	100
Rapport with students	Never	0	0	0	0	0	0
	Rarely	0	0	2	6	2	6
	Sometimes	4	13	5	16	9	28
	Frequently	12	38	9	28	21	66
	Total	16	50	16	50	32	100
Content coverage	Never	0	0	0	0	0	0
	Rarely	1	3	0	0	1	3
	Sometimes	2	6	1	3	3	9
	Frequently	13	41	15	47	28	88
	Total	16	50	16	50	32	100
Content mastery	Never	0	0	0	0	0	0
	Rarely	1	3	4	13	5	16
	Sometimes	8	25	7	22	15	47
	Frequently	7	22	5	16	12	38
	Total	16	50	16	50	32	100

In private majority of the respondents stated the check of the standard used for teacher supervision is done frequently, proper use of time (15%), teaching documents (12%), lesson presentation (9%), rapport with students (12%) and content coverage (13%) but on content mastery (22%). In public schools majority of the respondents stated the check of the standard used for teacher supervision is done frequently: proper use of time (44%), teaching documents (34%), lesson presentation (17%), rapport with students (28%) and content coverage (47%) but on content mastery (15%) is done sometimes.

Accountability through regular teacher supervision

The researcher sought to find out whether regular supervision was capable of making teachers more accountable. Figure 2 below shows the responses.

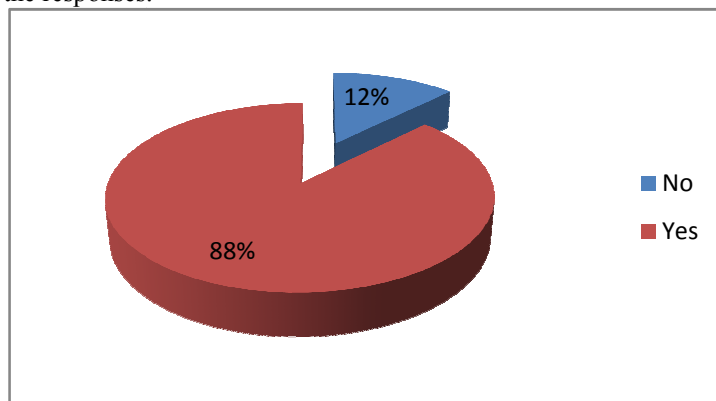


Figure 2: Teacher supervision can make them more accountable

Figure 8 shows that majority (88%) of the teachers agreed that regular teacher supervision can made them more accountable. Twelve percent (12%) disagreed. This indicates that teachers would be more accountable if teacher supervision is on regular basis.

Pre and post teacher supervision conferences

Respondents were required to state whether they use pre and post teacher supervision conference to make the exercise more effective. Their responses are shown in Figure 3 Below.

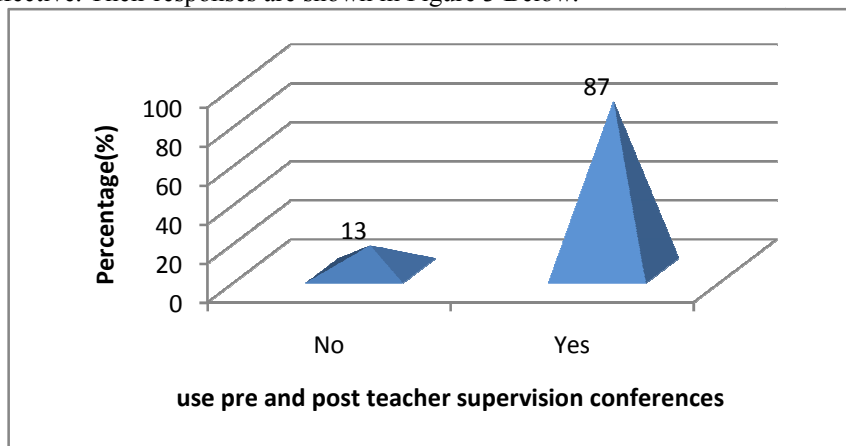


Figure 3: Use pre and post teacher supervision conferences

The researcher found out that the majority (87) of the respondents use pre and post teacher supervision conferences to make the exercise more effective. Thirteen percent don't use pre and post teacher supervision conferences.

Timely and constructive feedback after teacher supervision

On the issue of timely and constructive feedback after teachers supervision, the respondents were asked to state if they give timely and constrictive feedback. Figure 4 below shows their responses.

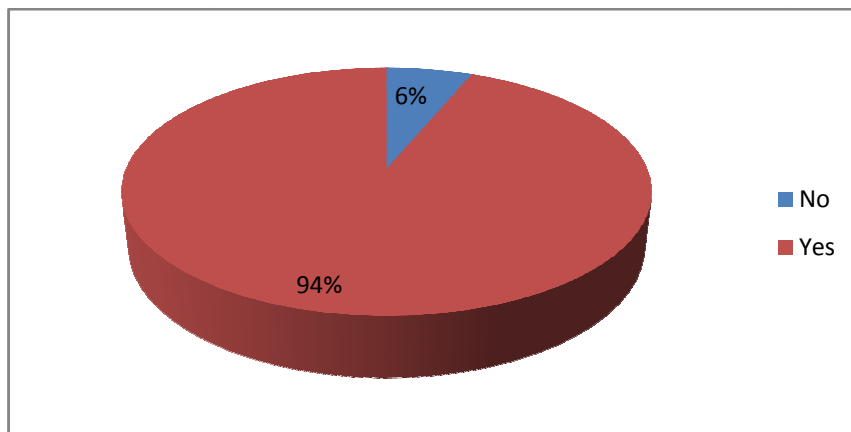


Figure 4: Timely and Constructive Feedback

Figure 4 show that the majority of respondents (94%) give timely and constructive feedback after teachers' supervision. The rest (6%) don't do so.

THE IMPACT OF TEACHER SUPERVISION ON PUPILS' ACADEMIC PERFORMANCE

This section was used to assess the extent to which supervision practices affect pupils' academic performance in primary schools.

Table 9: The effect of teacher supervision on pupils' academic performance.

Effect of teacher supervision	S. Agree		Agree		Undecided		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Improves quality of instruction	5	16	26	81	0	0	1	3	0	0	32	100
Increases accountability for instructions	5	16	26	81	0	0	1	3	0	0	32	100
Raise pupils academic performance	6	19	24	75	0	0	2	6	0	0	32	100
Can improve school mean grade	10	31	20	63	0	0	2	6	0	0	32	100

From Table 9, it is depicted that majority of the respondents agreed that teacher supervision had an effect on academic performance of the pupils. 81% of the respondents agreed that it improved quality of instruction, 81% of the respondents also agreed that it increased accountability for instruction, 75% agreed that it raised pupils' academic performance and 63% agreed that it could improve the school mean grade.

Table 10: Proper Use of Time and Academic Performance.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.208 ^a	2	.901
Likelihood Ratio	.294	2	.863
Linear-by-Linear Association	.001	1	.977
N of Valid Cases	32		

To determine the effect of proper use of time on academic performance, the data was analyzed using Chi-square statistics. The Chi-square test of significance revealed that, there was no relationship between pupils academic performance and the supervision (check) on proper use of time ($\chi^2=0.208$, $df=2$, $p=0.901$).

Table 11: Teaching Documents and Academic Performance (Chi-Square Tests)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	64.000 ^a	4	.000
Likelihood Ratio	44.303	4	.000
Linear-by-Linear Association	31.000	1	.000
N of Valid Cases	32		

Chi-square test was used to determine the relationship between the supervision on teaching documents and pupils academic performance. The Chi-square test of significance revealed a statistically significant difference between supervision on teaching documents and pupil's academic performance ($\chi^2=64.000$, $df=2$, $p=0.000$).

Table 12: Lesson presentation and academic performance (Chi-Square Tests)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.888 ^a	6	.558
Likelihood Ratio	4.990	6	.545
Linear-by-Linear Association	.020	1	.889
N of Valid Cases	32		

Table 13: Rapport with students and academic performance (Chi-Square Tests)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.600 ^a	4	.031
Likelihood Ratio	10.214	4	.037
Linear-by-Linear Association	6.123	1	.013
N of Valid Cases	32		

To determine the impact of check of rapport with students during supervision on pupils' academic performance, the data was analyzed using Chi-square statistics. The Chi-square test of significance revealed that, there was a relationship between pupils academic performance and the supervision on rapport with pupils ($\chi^2=10.600$, $df=4$, $p=0.031$).

Table 14: Content Coverage and Academic Performance (Chi-Square Tests)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	34.990 ^a	4	.000
Likelihood Ratio	11.388	4	.023
Linear-by-Linear Association	14.879	1	.000
N of Valid Cases	32		

Chi-square test was used to determine the relationship between the supervision on content coverage and pupils academic performance. The Chi-square test of significance revealed a statistically significant difference between supervision on content coverage and pupil's academic performance ($\chi^2=34.990$, $df=4$, $p=0.000$).

Table 15: Content mastery and academic performance (Chi-Square Tests)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.264 ^a	4	.010
Likelihood Ratio	15.018	4	.005
Linear-by-Linear Association	1.759	1	.185
N of Valid Cases	32		

To determine the impact of check on content mastery during supervision on pupils' academic performance, the data was analyzed using Chi-square statistics. The Chi-square test of significance revealed that, there was a relationship between pupils academic performance and the supervision on content mastery ($\chi^2=13.264$, $df=4$, $p=0.010$).

4.0 DISCUSSION OF FINDINGS

From the study it was found out that supervisory practice of primary school is one of the responsibilities delegated to the head teachers by the Teachers Service Commission (TSC). The head teacher is the overall supervisor of all academic and administrative activities in the school and the one responsible for improving and maintain high teaching and learning standards in the school. Teachers therefore perform their duties under the direction and guidance of the headteacher. Most the respondent said, "He is in-charge of day to day running of school", "He is the overall school manager", "He/she is directly answerable to the TSC".

On the issue of whether teacher supervision could be more effective when teachers are guided and motivated to supervise each other, the results showed that teacher supervision can be more effective when teachers are guided and motivated to supervise each other. When respondents were asked to give reasons why they agreed, they gave the following views such as "the teachers are the ones to perform and are the ones on the ground", "they will not feel intimidated when supervised they are supervised by their peers and will take it positively", "it encourages teamwork", "not all the teachers have the call of duty hence need motivation and guidance."

On the issue of effectiveness of teachers' supervision when teachers are actively involved in planning, the study revealed that both head teachers and teachers agreed that supervision is more effective when teachers are actively involved in it. When asked to give reasons why they felt so, the respondents highlighted the following: "teachers feel part and parcel of the whole process thus motivated", "teachers already know what is expected of them and are able to effect what is needed", "teachers will be able to speak up their minds given a chance to express his/her ideas", "teachers won't look at it as witch-hunting"

On the supervision procedures, the study found out that both private and public schools have a regular supervisory schedule that they follow in supervising teachers. On the subject of how often teachers supervision is carried out in school the study revealed that supervision is mostly done in private schools on weekly basis and mostly done in public school only when the need arises. The results showed that the frequency at which teacher supervision is done is higher in private schools compared to public schools. The participants highlighted reasons why supervision is carried out on daily, weekly, monthly, once a term or on when need arises. On daily basis one respondent said, "learning takes place daily and monitoring and evaluation is required everyday", on weekly basis one said "to ensure that syllabus is strictly covered on time", on monthly basis one said, "monthly supervision is done because there is enough work to supervise and it gives teaches time to self-supervise on daily basis", "in order to give a comprehensive report". On Once a term one respondent said, "To avoid unnecessary interruption, like having pupils' books when they are supposed to be using them". Most of the public school carried out supervision during when the need arises. When asked why they said, "it feels comfortable to work under minimal supervision", "most of the teachers are self-driven and they do need to be supervised unless a need arises", "they only do it when expecting school inspectors from the ministry"

On the standard used for teacher supervision the study found out that in private school, the check of the standard used for teacher supervision is done frequently, proper use of time (15%), teaching documents (12%), and lesson presentation (9%), rapport with students (12%) and content coverage (13%) but on content mastery (22%). In public schools majority of the respondents stated the check of the standard used for teacher supervision is done frequently: proper use of time (44%), teaching documents (34%), lesson presentation (17%), and rapport with students (28%) and content coverage (47%) but on content mastery (15%) is done sometimes.

The study also revealed that it is only through regular teacher supervision that the teachers will be made more accountable. Asked why so, the respondents gave the following reasons, "Keeps teachers on their toes, cautious in everything they do", "no teacher will want to be in trouble", "they work well when they realize that they are being monitored", "Teachers are made to stick to the laid down syllabus", "makes them have a sense of responsibility".

The study found out that that the majority of the respondents use pre and post teacher supervision conferences to make the exercise more effective. Asked why they use pre and post teacher supervision they said, "pre-supervision enables them to be thoroughly prepared before they tackle the task and post-supervision enables them to review on their weaknesses and enable them to positively change", "pre-supervision, enlightens the teachers on areas to be covered, post-supervision helps the teachers to improve on those areas", "so that the headteacher can know the strong and weak areas on which to supervise", "give proper guidance and areas to rectify"

The study also revealed that timely and constructive feedback is given after teachers' supervision. Giving reasons for that the respondents said, "to avoid any future problem which may arise such as poor performance in exams", "to immediately correct the mistakes noted", "to enable supervised teacher to act on the identified areas

on time”, “to form a positive motivation to the teachers who are doing well when they are commended”, “timely and constructive feedback enables teachers to change to the better part they are also able to correct their mistakes and learn from their weakness and strength” “it allows for feedback and way forward”.

The study also sought to find out challenges encountered during regular teacher supervision. It was found that indeed there exist a number of challenges faced during supervision in primary schools. They said, “some teachers fail to agree on what is correct and rebel”, “It is a challenge to deal with people especially adults”, “some teachers don’t take the feedback positively but take it as witch-hunting “, “It is time consuming and it need enough time”, “regular supervision creates hatred”, “some teachers are not cooperative”, “lack of enough resources such as money and man power, there are few teachers to implement policies made”, “some teacher write good teaching documents to please the supervisor but not delivering to pupils”, “some members are ignorance”, “lack of support from stakeholders such as the government”

On the impact of teacher supervision on academic performance, the study found out that there was no relationship between pupils’ academic performance and the supervision (check) on proper use of time. It was found out that there was a statistically significant difference between supervision on teaching documents and pupils’ academic performance. The study also revealed that that there was a relationship between pupils’ academic performance and the supervision on rapport with pupils. It was found out that there was a statistically significant difference between supervision on content coverage and pupils’ academic performance. The study also uncovered that there was a relationship between pupils’ academic performance and the supervision on content mastery. A demographic data is provided below.

5.0 CONCLUSIONS

This study found out those supervisory practices of primary school is the work of the head teacher as part of his/her duties given by the Teachers Service Commission. The head teacher is the overall supervisor of all academic and administrative activities in the school and the one responsible for improving and maintain. High teaching and learning standards in the school. He/she guides and directs the teachers in performing their duties. It has also been found that teacher supervision is more effective when teachers are guided and motivated to supervise each other as shown in the results this is because they will not feel intimidated as they supervise each other. Both head teachers and teachers agreed that supervision is more effective when teachers are actively involved in it. Teacher supervision will be friendlier.

Moreover, the study found out that both private and public school have a regular supervisory schedule that they follow in supervising teachers. On the standard used for teacher supervision the study found out that in private school, the check of the standard used for teacher supervision is done frequently. The study also revealed that it is through regular teacher supervision that the teachers will be made more accountable. It also found out that the pre and post teacher supervision conferences are important in order to make the exercise more effective. Pre-supervision enables the teachers to be thoroughly prepared before they tackle the task and post-supervision enables them to identify areas of weaknesses

The study also revealed that timely and constructive feedback is given after teachers’ supervision. Constructive feedback enables teachers to change to the better and they are also able to correct their mistakes and learn from their weakness and strength” “it allows for feedback and way forward.”. Finally it was found out that there was a statistically significant difference between supervision on content coverage and pupil’s academic performance. The study also uncovered that there was a relationship between pupils’ academic performance and the supervision on content mastery.

6.0 RECOMMENDATIONS

Following the finding of this study, the following is recommended:

1. It is recommended that teacher supervision be done more frequently and regularly in public primary schools in order to make the teachers more accountable in content delivery and thus improve the performance.
2. It is recommended that teachers be more involved in the planning of supervision and in the actual supervision so that the supervision will be friendlier.
3. Supervisors do pre and post-supervision conferences so that the teachers can be well prepared before supervision and also get proper and timely feedback.
4. Finally, it is recommended further research on the same study be conducted at the secondary school level for the purpose of comparison.

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