

**THE EFFECT OF SUPERVISION ON STAFF PERFORMANCE IN GA SOUTH
MUNICIPAL EDUCATION DIRECTORATE**

BY

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DECLARATION

I hereby declare that this submission is my own work towards the CEMBA and that, to the best of my knowledge, it contains no materials previously published by another person nor materials which has been accepted for the award or any other degree of the university, except where due acknowledgement has been made in text.

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ABSTRACT

Although supervision has always been integral to every organization in Ghana, it has either been ignored or received with little attention in the past years. The study was designed to explore the effect of supervision on staff performance in the Ga South Municipal Education Directorate. It investigated the type, nature, challenges and effects. The study argues that while provision of infrastructure and personnel are vital for ensuring quality staff performance; the absence of supervision could lead to low performance. The study employed the descriptive survey as the research design. The simple random and purposive random sampling were used, to gather and collate first hand information relevant to the study from respondents in order to access the effect of supervision on staff performance. In all 50 respondents including directors, external supervisors, circuit supervisors and other staff (training officers, budget officers and administrators). These respondents provided information relevant to the study. The outcome of the study indicated that while majority of internal supervisors preferred and advocate for greater emphasis on internal supervisors, the external supervisors (from regional office) preferred the promotion of both systems in the Education Directorate. It also came to light that supervision cannot be overlooked since it is a major tool for better staff performance giving the right supervisors, right tools and right resources. The study showed that appraisal results are important for counseling sessions since staff expects that they are directed where they fall short. Supervision cannot have effect on performance if staff job satisfaction is down played. For improved performance, supervisors must make staff job satisfaction their top priority.

DEDICATION

I dedicate this thesis to my husband Mr. Hector Osae-Apenteng and my children, Irene Osae-Apenteng, Hector Osae-Apenteng (Junior) and Kevin Aboagye Osae-Apenteng

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I must, however, indicate that I am solely responsible for any shortcomings found in my work.

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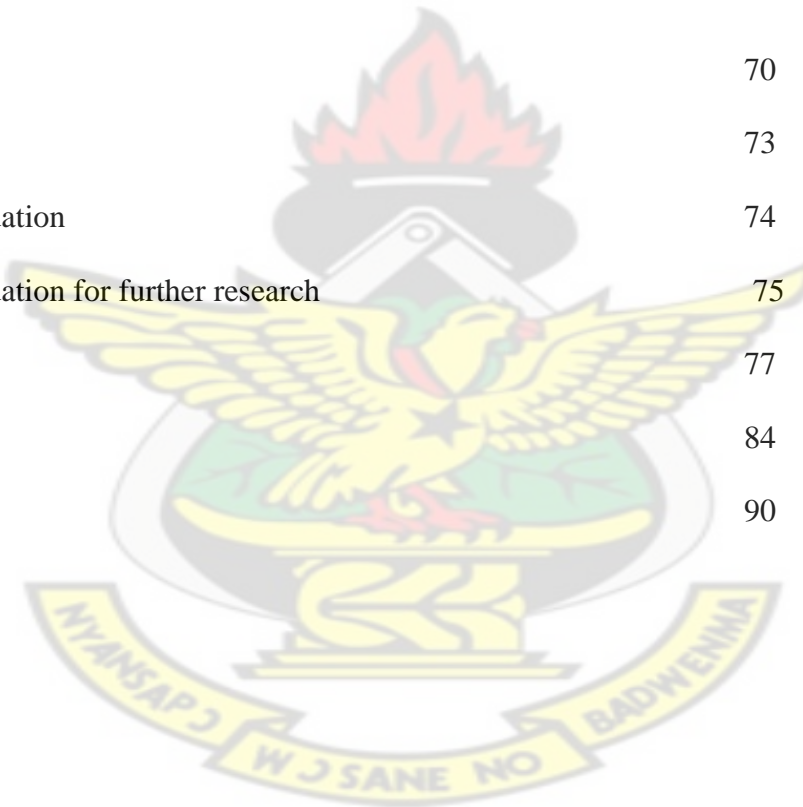
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CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Supervisors have come under pressure, several times on their effect on staff performance. However, no matter what criticisms are leveled against them, their contributions cannot be over emphasised. If supervisors have the responsibility of improving staff performance by equipping them with knowledge, interpersonal skills, and technical skills then one will say that organisations cannot do without supervisors' involvement.

Mills (1997) asserted that supervision has direct effect on staff performance. Supervisors assign task and clear responsibilities of performing those tasks and they in turn expects accuracy and punctuality from assignees. Also supervision gives the right direction to people under supervision to enable them to take initiative and responsibilities to go ahead on their own. Supervision seeks to equip individuals with the necessary knowledge, attitudes and skills to make them useful; not only to themselves but their immediate community and country. Ghana Education Service (GES) becomes the channel through which the aims and objectives of education are carried out. This places greater responsibilities on Ministry of Education (MOE) and that failure to deliver is not only unacceptable but a real disaster to society.

It is important that staff performance are constantly monitored and reviewed for it to be abreast with changes and developments. Today, supervision appears to be sporadic and quite often, serves as a token activity that is unable to achieve the objectives for which it is intended.

Supervision is then seen as a control mechanism which has the task of correcting the activities of individuals and groups to ensure that their performance is in accordance with plans. Plans must be made but in most cases might not be achieved unless activities are monitored, and deviation from plans identified and corrected as soon as they become apparent.

This study is therefore, aimed at finding out whether supervision is helping to support and enhancing individuals to achieve autonomy in performing duties effectively.

The significance of supervision for enhancing the performance of staff in an organisation cannot be ignored in the developmental process of any country. Supervision has been defined in various ways by different authors to suit their audience. Tanner & Tanner (1987) perceive supervision as a vital aspect of organised education. This statement is evident in everyday business. Often, men strive to offer the best supervision to sustain workers' interest for increase productivity.

1.2. STATEMENT OF THE PROBLEM

A critical assessment of the attitude of staff towards work for which they have been employed, make one wonder what the state of supervision in GES has been. Some people who need the services from Ghana Education Service (GES) offices think that performance of staff has not been encouraging due to the fact that they have to spend long hours, if not days, before they are able to receive what they need from those offices. According to Wiles (1967) supervision is an effective tool that could be used to promote good results as far as staff performance is concerned. It is also acknowledged that there is always a link between supervision and effective work, but this will be perfectly true only when the needed resources and commitment are available and are put to judicious use. Though staff performance may not be the only criterion for measuring effectiveness of supervision, it is important that all stake holders of education make it relevant to be used here as a proxy for measuring effectiveness of supervision.

It is generally accepted that structures put in place in every institution must be seen working and to ensure that work is really being done, supervision methods such as monitoring,

support and evaluation must come into play. Records of action plans, monitoring and follow up reports show that supervision goes on in every unit, but unfortunately the effect does not seem to show in the work life of staff. Is supervision being carried out well in the Ghana Education Service? Does this appear to affect the performance of its staff? Are there problems or challenges confronting supervision to such an extent that work performance is not the best? These questions have prompted the researcher to find out ‘The Effect of Supervision on Staff Performance in The Ga South Municipal Education Directorate’.

1.3. RESEARCH OBJECTIVES

The specific objectives of the research are:

1. To identify the nature and practice of supervision in Ga South Municipal Education Directorate.
2. To examine the challenges faced in the cause of supervision in Ga South Municipal Education Directorate
3. To assess the effect of supervision on Ghana Education Service (GES) staff in the Ga South Municipal Education Directorate.

1.4. RESEARCH QUESTIONS

The following research questions guided this research.

1. What is the nature of supervision carried out in Ga South Municipal education directorate?
2. To what extent does supervision have effect on staff performance in the Ga South Municipal Education Directorate?

3. What challenges do supervisors face in the course of discharging their duties in Ga South Municipal Education Directorate?

1.5. SIGNIFICANCE OF THE STUDY

The significance of the study was to investigate into the level of supervisory practices and the competency level of staff. The study also sought to examine the existing level of supervision demonstrated by the four frontline Assistant Directors. Apart from this, the research being the first of its kind in the directorate would go a long way to help to improve upon the supervisory work in order to promote effective and efficient staff performance.

Educational authorities will also gain insight into the state of supervision under the various units. Such activities will also lead to improvement in staff performance, thereby raising the standard of performance in the municipality.

Finally, the study will add to existing literature on supervision and staff performance for the use of the academic community and the general public. The suggestions that would be made shall hopefully, be found useful in policy decisions that would stress the importance of effective supervision and develop an organisational climate that support positive supervisor-supervisee relationships and allow for frequent and mandatory supervisory sessions.

1.6. SCOPE

The study focused on staff of GES, with particular reference to Ga South Municipal Education Directorate. The choice of GES staff was based on the fact that, they occupy a crucial position in the development of society.

Furthermore, supervision with its accompanying counseling section will make the staff better off to discharge their duties as expected of them.

1.7. LIMITATION

Given the limitation of finance and time period involved, the study was limited to only Greater Accra Region. Also, only fifty respondents were reached within the region.

Not all questions were answered correctly, some questionnaires were also not returned by respondents. Aside this some respondents were also not willing to divulge information. In spite of the anticipated problems, information which was gathered was cross checked to ensure that the quality and authenticity was maintained.

1.7. ORGANISATION OF THE STUDY

The study was presented in five chapters. Chapter one discussed the background to the study, the statement of the problem for the research, research objectives, research questions, brief methodology, significance of the study, scope, limitation and organisation of the study. Chapter two looked at the review of literature as it relates to the study. These information were sourced from the internet, documents, both published and unpublished such as books, journals, and newspapers that had useful information on the topic to be reviewed. Chapter three dealt with the methodology which was used in the data collection and how the data was analysed. The sampling technique was also covered. Chapter four constituted data presentation, analysis of results and discussions. Chapter five centered on summary of the study, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

This looked at the literature that gave substantial information about the topic ‘Effect of Supervision on Staff Performance’ comprising, definition, history of supervision, history of supervision in Ghana, mode of supervision, concepts and types of supervision. The review also covered the qualities and roles of supervision as well as factors for effective supervision.

Management and leadership are not only important, but are a large part of today’s business and public works industries. Every public and most private facilities need capable supervisors. One common problem with most supervisors and managers is that they cannot find the time or resources to improve their supervisory skills. There have been many books and articles published recently to keep pace with the increased interest in developing effective supervisors for today’s work force. Most of these books and articles focus on methods and techniques rather than on the human or people effects. In contrast, this study attempts to identify and clarify the importance of including each supervisor’s present personality, knowledge and skills to become the best kind of supervisor they can be.

The front-line supervisor has an immediate and important impact on each employee’s productivity, quality of work and work attitude. Therefore, including supervisor’s inadequate supervisory training is essential for most organisations. Every new supervisor should attend some kind of formal training before costly mistakes or formation of poor supervisory habits take place.

2.2. DEFINITION OF SUPERVISION

Supervision has been defined in several ways by different authors to suit their specific purposes, (Bernard & Goodyear 1992, 2004) defined supervision as a relationship between senior and junior members of a profession that (a) is evaluative (b) extend over time, (c) serves to enhance the skills of the junior person, (d) monitors the quality of services offered by the junior person and, (e) act as gate keeping to the profession. In effect it is managing others through leadership and personal influence. Loganbil et al, (1982) perceive supervision as an intense interpersonal relationship in which one individual is responsible for facilitating the development of another individual. Glickman, et al (2004, p 6.) assert that supervision has traditionally been perceived as an act of controlling teachers instructional behavior, the term supervision portrays a system where teachers deliver instructions in a way and manner designed by higher authorities or a set of principles and procedures. It involves direct and indirect inspection and control of teachers' instructional activities. This concept seems to place emphasis on teachers' compliance with laid down procedures rather than allowing them to develop innovative abilities to work.

Burton. (1930) explained that supervision usually gives right direction to the people under supervision; enable them to take initiatives, take responsibilities to go ahead on their own. He pointed out that one aspect of supervision is to train people, correct them, tell them what to do and also bring improvement in deficiencies in service provision

Furthermore Mills (1997) showed that supervision has direct effect on employee's performance. Supervisors assign tasks and clear responsibilities for performing those tasks and further, they expect from the assignees accuracy and punctuality. From his point of view, managers have the ability to motivate their employees, for this reason they spend considerable amount of time, looking for information about subordinate work. Effective managers regularly

find out what and how employees are doing. They always have a check on employee's jobs and they observe, give feedback to the employees indicating their positives and negatives regarding the employee's performance. Furthermore, enable them to enhance their performance through right direction.(Komaki,1994)

According to Wiles and Bondi (1986 p8) Supervision is an action and experimentation aimed at improving instruction and instructional programmes.

A definition by Sergiovanni and Starret (1979) followed this same theme when they stated, traditionally, supervision is considered the province of those responsible for instructional improvement. While they hold this view, they add to these instructional emphasis responsibility for all school goals which are achieved through or dependent upon the human organisation of the school.

According to British Journal of Hospital Medicine (2009 vol.70) if vision implies 'seeing,' then the word supervision can be read as 'over-seeing', looking over someone's shoulder to check on them and also 'super' in the sense of understanding, is helping someone to extend their professional skills and understanding. Furthermore it states that supervision support professional learning and development, but it also relates to monitoring and improving performance as part of effective clinical governance and standard setting.

King(2002),cited in Glickman et al (2004 p.10) claims that supervision is not only about the act of instructions or teaching students but also the action that enables teachers to improve instruction for students. Tanner and Tarner (1987 p.7) also share this view and propose that supervision is concerned with improvement of teaching and not necessarily the maintenance of school in accordance with the laws.

Supervision according to Ukeje (1992) is the element of administrative process, which is concerned with effort to guide the day to day activities of the work group by stimulating,

directing and coordinating the workers and their efforts cultivating good working personal relationship so that they all work towards means of achieving targets. Based on his view it will be prudent for Ministry of Education to strengthen supervision that aims at guiding and coordinating the work of staff and all connected with school work in such a way that performance targets are achieved. Supervision aims at facilitating learning through planning, devising ways of improving teachers professionally and releasing their creative abilities and talents so that they willingly improve learning situation.

Katz,(1978) and Van Maanen,(1975) are of the view that the role of supervisor is key to new employees job experience. First supervisors control the degree of structure, doubt and conflict in work itself. They also provide informal and formal feedback to employees on their work behavior. Also they control reward and even the job security that employees may enjoy. All these parts of job experience are particularly important to new comers who are trying to orient themselves in a new organisational environment.

From the foregoing, we may conclude that supervision is not just about the position one occupies in an organisation or the delivery of instructions to satisfy the achievement of educational system objectives, but rather supervision is a developmental process to support and enhance individuals' acquisition of the motivation, autonomy, self-awareness, and skills necessary to effectively accomplish the job at hand.

2.3. THE HISTORY OF SUPERVISION.

The evolution of any profession certainly sets the boundary to its history. Educational supervision started from school supervision which has gone through phases of development and redefining tasks and roles of the supervisor. Understanding the status of supervision today requires that one looks back into history. Wiles and Bondi (1986) identified some phasal

development of supervision in American schools. From the 20th to 21st century, their findings have been summarized by Tanner and Tanner (1987) that during the early years of 19th and 20th century the task of supervision was teaching and management of facilities as well as reviewing school curricula. Lay people were selected to form a board to supervise such activities in the schools. They periodically reviewed the state of school facilities and progress of school performances. Relationship between the lay Board and teachers were very stern and strict. Assessment of teachers' performance was done by following guidelines developed by the lay high educational authorities. Gradually, the lay board system of school supervision gave way to individuals, appointed as superintendent to oversee the classroom instructional aspect of teachers' output. Some superintendents gradually moved away from teaching to become complete administrators or managers of schools.

Tanner and Tanner, Ibid. asserted that from the twentieth century onwards, the task of supervision has become more administrative work than improving classroom instructions. Supervision is dynamic and hence the need to explore its state presently for development in the future.

2.4. THE HISTORY OF SUPERVISION IN GHANA

According to MacWilliam and Kwamena-Poh (1975) the history of supervision (Education) in Ghana began in the 1940's with the appointment of visiting teachers by the Mission school authorities, to assist large number of untrained teachers especially in schools in the rural areas. MacWilliam and Kwamena-Poh went on to say that with the launching of Accelerated Development Plan in 1951, the number of schools increased and therefore more untrained teachers were employed. The government had to employ visiting officers called Assistant Education Officers (AEOs) in 1952. By 1963, principal teachers were selected from the

ranks of senior teachers to assist in the supervisory exercise in schools. Their duties, apart from other duties, the supervisor may sometimes be called upon to perform from time to time the main duties of the principal teacher and to improve the teacher's standard of the pupils in the schools assigned to him by the district education officer under whom he works.

The Ministry of Education (MOE) in 1984 saw the need to give more attention to supervision. The inception of the education reforms of 1987 also called for more supervision work to be done. This led to the appointment of circuit monitoring assistants. Education reform review committee (1995)

Furthermore, with the Free, Compulsory and Universal Basic Education (FCUBE), one could say that the need for effective supervision is more than ever before, not only to ensure that the curriculum is on course but also to ensure that a high standard level of education is attained through better performance of staff of Ghana Education Service. Education Act of 2008,(Act 778) makes provision for school supervision and inspection.

2.5. CONCEPT OF SUPERVISION

It is believed that an effective supervisor can be a business' most valuable asset. The well trained supervisor who excels at managing employees can make everyone around him or her more effective and efficient. Several supervisory skills directly affect employee's development, helping them to achieve their potential while gaining skills that are valuable to the organisation

Typically, the performance of each individual should create an impression in the entire organisation and like the business organisations, staff of Ghana Education Service are supposed to contribute effectively in their performance. The performance that each staff might contribute represents the various factors such as the functions and roles assigned to them; the organisational structure in which they operate; their workload; and work management. In addition, the

performance of the staff can be supervised according to the tasks or responsibilities given to them (Henderson & Gysbers, 2006). The researcher is in support of this concept in that each individual's work adds up to achieving goals of the organisation. It is therefore crucial for administrators to set standards for the staff to keep them aligned in their field of work or to formulate the kind of motivational approaches to increase the performance of the individual. Therefore, supervision of the Ghana Education Service staff is the most effective way that the administration perceives to successfully aim their targets of improvement among their staffs. In support of this, it is clear that the attitudes and competencies of supervisors can influence the staff through training and support provided in their profession.

Staff supervision, also known as staff coaching, is described to be one of the components of professional development. This includes the variety of education, training, and development activities. The common goal of staff supervision is to increase the knowledge and skills of the staff in order to facilitate the improvement in their performance (Burkhauser & Metz, 2009).

According to Circuit Supervisor's Handbook (2002) the performance of an individual lies in his ability to cope with changes and adopt the working conditions. But one cannot be successful without the direction or guidance coming from their superior. The most common presentation of supervision is guiding the subordinates to achieve the expected outcome. Supervision of staff has its own unique procedures that are equally influential in the career opportunities. However, the supervision services coming from the superiors or other GES officials might be difficult, for it has to be with a direct contact on the daily work of the staff. Still, the supervisors are looking forward to deliver the appropriate outcome for the staff and create a positive effect on the staff performance.

There are many questions that can be asked on the efficacy of supervision, but in the examination on the school settings from various countries, the supervision and the associated

actions or concern on supervision services depends on the situation of the country or their traditions, the specific roles and functions of the supervision, control and support of supervision. The supervisors' roles are also changed and sometimes called as the “advisors” of the staff. The contribution of supervisors in staff performance creates an impact, especially in organising the different services (UNESCO, 2007).

Based on the various coaching theories, the supervisor should have the knowledge in the area of the staff and have to build the relationship. This is the reason for which supervisors should build the respect, trust, and collegiality that increase the interaction abilities of the staff. Both staff and the supervisor should engage in wide variety of activities. Through the help of the guidance and supervision program, the staffs are allowed to experiment, practice, and learn through their mistakes. All of the experience that the staff can gather is effective reference or sources for his sole decision making. The school administration should thereby, promote the supervision initiatives with the aim of long-term professional development strategy (Burkhauser & Metz, 2009) If all supervisors will guide and develop employees or staff, it will go a long way to improve performance.

Appraising the performance of the staff is the duty of the supervisor to determine the improvement on the staff performance as well as the involving complexity. The appraisals are set in order to supervise the accomplishment of the job, goals, and standards. This can also be done in day-by-day basis, as far as it is responding on the changing needs of the staff and their phases of improvement (PATH, 2003).

Supervision is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. Ogunsaju (1983). Supervision is essentially the practice of monitoring the performance of workers or staff, noting the merit and demerits and

using befitting and amicable techniques to correct the flaws while still improving on the merits thereby increasing the standard of staff performance and achieving the ultimate goals.

The term supervision is derived from the word “Super video” meaning to oversee, Adepoju (1998). It is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and group. According to Harris (1975) in order to measure the performance of a worker, a supervisor has to observe the worker on the job over a period of time. It is inferred that the supervisor is familiar with the individual with regard to performance and the fact that he has had the opportunity to observe the actual performance for a long time.

Ryan (2004), states that supervision is an enquiry into practice. It is a compassionate, appreciative inquiry. He further states “in supervision we re-write the stories of our own practice, it wakes us up to what we are doing. When we are alive to what we are doing, we wake up to what is, instead of falling asleep in the comfort stories of our clinical routines”

According to Lane and Corrie (2006) supervision is a form of experimental learning. Supervision is reflection on action or indeed, reflection-in-action to result in reflection for action. In the present we consider the past to influence the future. They continue to summarize their assertion into these benefits of supervision. They are of the view that supervision offers reflective space to practitioners (insight for improvement) Furthermore it offers opportunity to keep up to date with professional development and finally helps to identify strengths and weaknesses.

2.6. SUPERVISION MODES

2.6.1. PEER SUPERVISION

Peer supervision was developed within social work, mental health and counseling fields in developed countries. During supervision sessions peers usually maintain equal status and supervision focuses on restorative elements (i.e. encouraging collegiate and supportive relationships). The empirical evidence from these fields is methodologically weak and does not show strong support for of an impact of peer supervision (Spense et al, 2001).

In low income countries peer supervision is less focused on the restorative elements and more on formative (learning new skills) and normative (quality assurance) elements. Innovative approaches using a peer focus include:

1. Peers observing consultations and providing feedback.
2. Peers supporting weaker colleagues (e.g. through on the job training).
3. Peers discussing issues and problem solving.
4. Peers being promoted to a more formal supervisory role.
5. Non Community Based Agent (CBA) peers selected by the community who serve as a CBA buddy. Strachan (2010)

Peer strategies were mentioned in the inSCALE in-country reports as desirable and in Uganda many peer approaches have already been tried. The international stakeholder interviews Strachan (2010) highlighted that peers can empathize with the perspective of other Community Based Agents and that they thus may make the best supervisors. This was suggested as being particularly important when power imbalances between traditional supervisors and CBAs can inhibit learning and problem solving. Having a supervisor from the community may also lead to a higher degree of CBA-community trust.

Four low income country studies were located which used a peer supervision approach. The first two used peers in a discussion and problem solving approach, the third peer observation and the fourth stronger peers supporting weaker ones. All suggested some impact of peer supervision, although impacts were small in some settings:

1. A qualitative study of peer group supervision amongst Trinidadian psychiatric nurses found that the nurses, who met weekly using a manual with suggested activities, were more mindful of how they interacted with clients, were more satisfied with their work and had enhanced roles. However behavior change was difficult in busy and overcrowded wards (Lakeman & Glasgow 2009).
2. A controlled trial with Indonesian family planning providers compared self-assessment to self-assessment and peer group meetings and found only small changes in communication between those receiving self-assessment only and those receiving self-assessment and group meetings Kim et al (2000).
3. In Mali health worker who completed self-assessment with peer observation had 10% higher compliance to care standards compared to a non-random control group ($p < 0.001$) (Kelley et al, 2003).
4. In Indonesia immunization nurses who had low coverage or incomplete records hosted experienced nurses from nearby clinics for 1-2 weeks who provided on the job training. Vaccination coverage increased from 42 to 68% (26%) in the non-randomly selected intervention areas compared to 58% to 60% in the control areas ($p < 0.001$). The intervention was popular as it tackled real problems but relied on having data available to identify poor performers (Robinson et al, 2001).

No empirical data was located on the promotion of well performing peers to formal supervisory roles but this strategy is posited as a means of reducing attrition by providing a career pathway for CBAs Rahman et al, (2010). However, innovations that take this approach would need to manage the expectations of those not selected Strachan (2010). Similarly no empirical data on using a buddy system was located.

Using m-health for peers to discuss issues and frustrations was suggested by international stakeholders Strachan (2010) and has been used in developed country settings to reduce feelings of isolation (Mason & Hayes, 2007, Nickson, 2008). Sustaining these virtual groups proved difficult in Australia due to time commitments and the format not meeting the participants needs (Nickson et al, 2008).

Concerns have been raised that peer supervision may create tension between staff members (Bose et al, 2001) and that effectiveness may be compromised because peers may not challenge each other enough for optimum reflection and learning and may suffer from the same weaknesses and issues (Lakeman & Glasgow, 2009).

2.6.2. GROUP SUPERVISION

Group supervision involves a group of CBAs meeting together with a supervisor. The focus of the meeting is usually performing regular supervisory activities (collecting data, discussing problems and continuing education) but in a group rather than in an individual context. Strachan (2010)

The international stakeholder interviews identified group supervision as an important approach highlighting the motivational benefit of working in a team and its efficiency in terms of time and logistics. Groups were reported as a useful arena for problem solving approaches allowing both peer support and technical guidance from a supervisor to be provided Strachan (

2010). Group supervision was mentioned in the in-country reviews suggesting that there is support for these types of innovations within the inSCALE countries.

Program reports from Ecuador suggest that group supervision makes action taking more likely. In this setting individual supervision of health workers was found to be a barrier to participation in local health activities. When the focus of supervision was changed to group supervision, participation increased and teams were able to see the connection between supervision and planning (Benavente & Maden, 1993).

Only two low income country studies were located exploring the impact of group supervision, one suggested an impact on performance and another that group supervision was logistically easier than individual supervision and had no detrimental impact. A study in Guatemala evaluated group supervision of family planning providers (Vernon et al, 1994) by replacing one of two annual supervisory visits with a group meeting that focused on training. The intervention group had an 11% increase in couple of years protected, compared to a 22% decrease in the control group (difference was non-significant). In Kenya group supervision was as effective as individual supervision and allowed supervisors to cover a larger geographic area at a lower cost (Jacobson et al, 1987), reported in(Lantis et al, 2002).

2.6.3. THE COMMUNITY

There is a small body of literature on improving the delivery of services through community involvement. It is based on the premise that communities can hold providers accountable and can pressure and monitor them through social rewards and sanctions if they have relevant information about the status of the delivery of services and community entitlements (Bjorkman & Svensson, 2009).

The importance of the community as the work place of the CBA has led to suggestions that the idea of ‘community participation’ should be replaced by ‘health systems participation’. That is supervision should focus on developing the relationship between the CBA and the community – for example by the supervisor assisting the CBA to collect their own data on community needs, heightening their visibility and designing information systems that are based on sharing information with the community (Robinson & Larson, 1990).

The international stakeholders interviewed Strachan (2010) also stressed the importance of the community in monitoring and supervising CBAs. Many of the interviewees proposed the establishment of health committees who supervise and monitor CBAs as an effective way of both engaging the community and encouraging ownership. It was suggested that such groups should review data as it was argued that this allows workers and volunteers to see that they are making a difference which is motivating. An approach suggested as having achieved this end was the Community Based Health Information System (CBHIS) initiated by AMREF with the Ministry of Health in Kabwese in South West Kenya Strachan (2010).

Only one study was identified examining the impact of community monitoring, this suggest that community monitoring can be very effective. This RCT from Uganda included communities discussing data on health facility performance and their rights as patients. They then worked with the facility to develop an action plan for the facility and a way of monitoring providers. This led to increased quality and quantity of primary health care in the intervention compared to the control areas and changes in mortality and morbidity. E.g. Significant difference in weight of infants, a 33% reduction in under-5-mortality in the treatment communities and 20% higher utilization of outpatient facilities (Bjorkman & Svensson, 2009).

Community participation can be acceptable and feasible with community members reporting that they are ‘proud’ to be part of the program (Sennun et al, 2006)

2.6.4. SELF ASSESSMENT

Interest in Self-Assessment (SA) began in the 1970's and it has been widely used in the education, management and health fields in developed countries. Studies suggest that SA shows promise as a means of improving performance in these settings. SA may result in 4 types of benefits:

1. Learning from experience.
2. Functioning more efficiently.
3. Strengthening commitment to performance.
4. Fostering self-agency (e.g. by increasing provider participation and giving providers greater ownership over the evaluation process). (Bose et al, 2001)

SA usually focused on completing a knowledge test or a self-assessment checklist to identify activities done and/or strengths and weaknesses in specific areas of performance. The checklist can be completed about performance in general or about performance in a particular consultation. The latter is done by completing the checklist after the consultation through recall or by reviewing a video or audio tape of the consultation (Bose et al, 2001).

SA can be done as a post training activity, between supervision visits or as part of a supervisory visit. It is proposed that SA can enhance the effectiveness of supervisory visits as providers have already thought about their performance. When done with a supervisor, the supervisor may review the provider's SA checklist or may compare the provider's checklist with one they have completed through observation. Peers can also meet to review the SA checklists or can observe consultations and compare an SA checklist with one completed by a peer. Generally some level of external support is provided with very few studies using SA as a standalone tool (Bose et al, 2001).

Questions of validity around SA stem from different theoretical stances on self-assessment. Some theories posit that people will distort their performance to view themselves favorably whilst other theories state that people will assess themselves from the perspective of others and are not likely to inflate their abilities/performance. When compared to external measures SA has been found to have low to moderate validity of SA (Bose et al, 2001).

Three low income county studies using SA were located. The first used a checklist to evaluate communication in family planning consultations in order to identify behavior to improve, the second was similar in nature but used a SA tool that included a teaching element and also included audio-taping consultations and regular supervisor visits, the third used SA of a fever consultation and peer observation. All suggested some impact of SA, although impacts were small in studies where SA was not complimented by ongoing support:

- A controlled trial with Indonesian family planning providers compared self-assessment to consolidate training skills to controls who received training only. The SA covered a different communication skill each week for 16 weeks and included identifying behaviors to improve. Providers were trained on SA for half a day prior to the intervention. During the intervention problem solving was recognised as a weakness and training on defining behavioral goals and problem solving was initiated. Levels of facilitative and active communication increased by 3% in the intervention group but not in the control group ($p < 0.001$) (Kim et al, 2000).
- In Mexico medical students were trained in interpersonal communication (IPC) before starting their rural rotations. A control group received standard 2 monthly supervision visits and in an intervention group supervisors were trained in IPC and the students conducted twice monthly self-assessments between supervisory visits. The self-assessment included audio recordings of consultations and a job aid that covered essential

skills, explained the importance of the skill and provided information on how to perform the skill. The doctors in the intervention group used 13 more facilitative phrases per consultation than the control doctors and provided 63% more biomedical information ($p < 0.001$), a small subset of doctors had pre and post intervention data which confirmed these findings (Kim et al, 2002).

- In Mali compliance to care standards were 10% higher in an intervention group that conducted self-assessment with peer observation than in a non-randomized control group ($p < 0.001$) (Kelley et al, 2003).

Group self-assessment has been utilized in several settings but has not been evaluated (Bose et al, 2001)

There is some evidence that providers need to learn self-assessment skills, especially as there may initially be some resistance/distrust around the method. Providers with poor abilities to perform may also be less able to assess themselves accurately, which may reduce the utility of SA (Bose et al, 2001). Questions on the durability of behavior change that results from SA, the type of behaviors that can be influenced and the best format for SA requires further research (Bose et al, 2001).

Feasibility issues with self-assessment include finding time to complete the forms and fatigue when the forms are used repeatedly (Kelley et al, 2003, Kim et al, 2000) and initial embarrassment when conducting SA by reviewing audio-tapes (Kim et al, 2002).

Evidence from developed countries suggest that to be effective SA requires supervision and ongoing support, that checklists should not be overly long and should target specific rather than general criteria that are clearly defined and discussed with the provider before the SA (Bose et al, 2001).

Self-assessment was not suggested in the international stakeholder interviews nor in the in county reviews.

2.7. SUPERVISION IN GHANA

Supervision generally refers to two distinct but complementary tasks. On one hand it is to control and evaluate and on the other hand it is to support staff.

2.8. TYPES OF SUPERVISION

In exploring supervision the study looked at the two types of supervision, internal and external supervision, as practiced in the context of Ghana's educational system

2.8.1. INTERNAL SUPERVISION

Internal type of supervision is conducted within the various institutions by institutional heads. According to Neagley and Evans (1970). Internal supervision is where heads or principals in present day public school organisation become the chief school administrator and supervision is conducted from the local, district, regional or national offices.

From the point of view of Neagley and Evans (1970) head teachers, headmasters and principals in present day public school organisation are the administrators in their schools and therefore have the mandate to see to the day to day administration as well as supervise the work of their staff.

Head teachers' handbook (2002) emphasises on internal supervision as the sole responsibility of the administrator (head teacher). With the head teacher's position as the administrator and supervisor, has that duty to improve upon teacher's professional competencies, techniques and skills in specific area of teaching and learning, addresses common needs of

teachers with regard to teaching and learning and providing a new form of pedagogy to improve teaching and learning.

2.8.2. EXTERNAL SUPERVISION

External supervision deals with supervision by officers from the educational office (District, Regional or National). The external supervision is of various types, it includes brief, follow up, familiarization, assessment for promotion, special (investigative) and comprehensive visit. Circuit Supervisor's Handbook (2002)

2.9. TYPES OF EXTERNAL SUPERVISION

Brief visit: A brief visit is where the officer goes to give or collect some information from staff of Ghana Education Service.

Familiarization Visit: this kind of visit is conducted by a newly appointed supervisor who visits school within the circuit to get acquainted with staff, pupils and the various communities. It can also be a visit to newly established school for the same purpose.

Special Visit: Special visit deals with a visit by a supervisor to investigate a malpractice or an allegation made against staff in any educational Institution. It is special and sometimes called investigative visit.

Comprehensive or intensive Visit: This kind of visit involves looking at all aspects of organisation. It focuses on diagnosing all environmental conditions necessary for effective work

and giving the staff and all concerned with the educational enterprise the necessary guidance and advice as well as encouragement.

Follow up Visits: This follows a comprehensive visit. It is carried out to find out how far the recommendations made in a previous report have been implemented and to make further recommendations where necessary. Follow up visits help to reinforce with workers that, issues found during the last visit are still important. Through follow up visits workers are supported if problem found have not been fixed. Furthermore it is a way of checking if past on the spot training has been effective. Also it ensures that performance of worker is being monitored. Circuit Supervisor's Handbook (2002)

Halpin (1956) sees external supervision as playing a complementary role in the supervisory process. He looks at external supervision as complementary role and duties of the internal supervisor by providing professional advice and guidance to workers. The Circuit Supervisor's Handbook indicates that, the duties of the external supervision are making the worker more effective through improved working conditions such as, better materials for instruction, improved methods of teaching, preparations of course of study, supervision of instruction through direct contact with the classroom teacher.

2.10. QUALITIES AND ROLES OF SUPERVISORS

Different schools of thought have arisen on the subject of qualities and roles of supervisors. According to Wiles and Bondi (1986 p. 17), the best supervisors, regardless of their title, orientation, or job requirements, possess special areas of competence. They therefore identified eight skill areas of supervisors, out of which five are reproduced below.

2.10.1. SUPERVISORS AS DEVELOPERS OF PEOPLE

The best educated supervisors never forget that schools are learning environments designed to help children to grow up. Such sensitivity to the growth of children requires a thorough knowledge of the development process as well as the special character of various groups of children in school. Supervisors are expected to have knowledge of the abilities of children and their differential attitudes towards learning. These qualities, good supervisors acknowledge and learn to apply that knowledge in order to bring up the children in the right state of mind for successful growth. Supervisors, as teachers, are able to identify the abilities of the children in their care and are able to design teaching techniques to develop all the children. The stock of knowledge about children's growth and behavior, properly utilized makes one people developer.

2.10.2. SUPERVISORS ARE HUMAN RELATIONS WORKERS

According to Asiedu Akrofi (1978), supervision work is formal and person-to-person. It involves communicating with the staff. For these reasons and others, supervisors must be specialists in basic human relations. Thus, supervisors must be particularly good listeners, hearing not only what is said but also what is not said. Supervision also includes a special capacity to motivate others to work. Supervisors must possess a special series of conferencing ability as they work in small groups to improve performance. Finally, supervisors are regularly public relations specialists. Through supervisors at the directorate, management hear the voice of subordinates.

2.10.3. SUPERVISORS ARE STAFF DEVELOPERS

Joyce and Showers (1988) asserted that if the primary task for instructional supervisors is to improve learning opportunities for workers and if supervisors work most often at work place with their staff, then a major role is that of staff development or in-service specialist. Supervisors need the skill of being able to 'see' workers need when planning staff development. Thus, there must be a way of profile to the development of individual workers so that growth can be continuous in scheduling in-service assistance. Making in-service work, is a skill of the instructional supervisor. For improved learning opportunities, unit heads first conducts needs assessment, which reveals weaknesses and strengths of staff. Though this appropriate session is organised for staff which in turn sharpen the skills of employees, make them confident in delivering for the best performance.

2.10.4. SUPERVISORS ARE ADMINISTRATORS

One of the most difficult tasks for the teacher-turned supervisor is to accept an administrative role in education. As administrators, supervisors need basic administrative skills. They should be able to manage information and establish effective record keeping in the instructional areas. They should be able to work effectively with other administrators; they must be able to think like administrators. In short, the supervisor as an administrator is an attitude as well as a set of skills. Tanner and Tanner (Ibid) mentioned that from the twentieth century onwards, the task of supervision has become more administrative work. this behavior of supervisors allows them to perform administrative roles such as setting standards for quality work, drawing action plan and evaluate performance and set new target.

2.10.5. SUPERVISORS ARE MANAGERS OF CHANGE

Today's supervisor is often perceived as a manager of meaningful change and is certainly held accountable for his or her actions. Supervisors are under some degree of pressure to get result. Even without the pressure of the state law, a general system mentality has taken hold in the area of instruction. Punctuality, regularity, effective use of instructional time, output of work and test results are tied directly to performance, and thus making the cycle of curriculum development a cycle of accountability. Monitoring these results and making adjustments in the system is now a regular part of supervision. The management of budgets, through the use of categorical funding has furthered the mechanical approach to instructional improvement. Overall, this management function of supervision means that the instructional supervisors must be sharp with numbers, organised and able to see all the pieces as an interacting whole. Supervisors scan the organisational environment and know exactly what the situation is, using the managerial processes: planning, organising, directing, coordinating, evaluating, adapt means of meeting organisational and social changes. (Management: Principles and Policy, p 299)

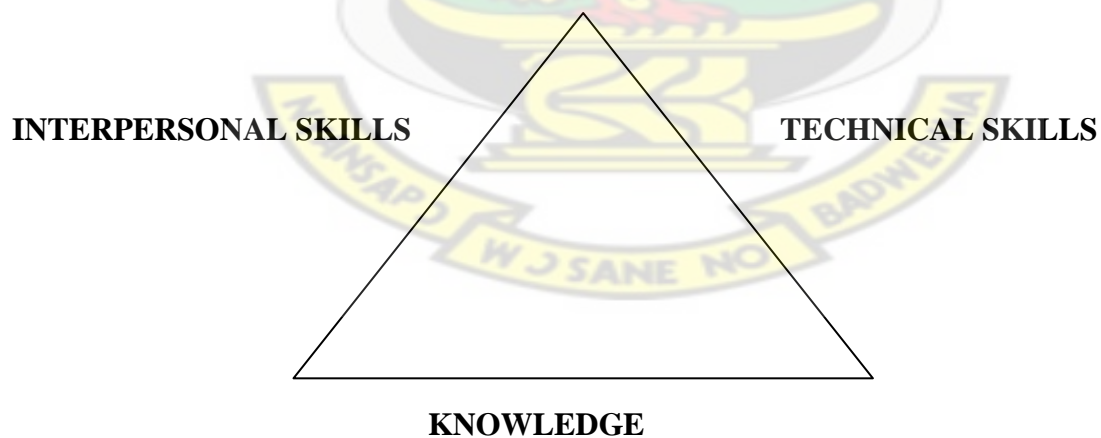
2.10.6. SUPERVISORS ARE EVALUATORS

Previously stated roles collectively place the supervisor in a constant position of evaluation. Assessing staff performance, program outcomes, tests and materials consultant performance and analysis of test result- all are parts of the evaluation role. Supervisors are regularly expected to initiate general needs assessment and to conduct community surveys and follow-up studies of graduates. The organisation of this information and translation of this data into curriculum management plans or school improvement plans are expected roles for an instructional supervisor. Finally, supervisors are expected to keep up with overall research in education and to translate these findings for other administrators and teachers. These skill areas,

according to Wiles and Bondi (1986), then form the foundation for supervisory competence in today's educational systems.

(Glickman et al, 2004 p 129) are also of the view that knowledge of what needs to be done for teacher growth and school success is represented by the base of a triangle (see fig. 1) with interpersonal and technical skills forming the other arms of the triangle. Supervisors at end of monitoring section evaluate their work or subordinates' work. The actual work is compared with the set standard, if the actual performance fall short the research personnel under the planning unit takes a serious research in that area. The findings are used for decision making to be used by all departments. In summary supervisors possess certain qualities and roles as indicated by Wiles and Bondi (1986 p. 17). If these roles are well exhibited by supervisors, they will be able to bring up children in the right state. They can also set their own network for information to disseminate, as staff developers aim at organising the appropriate training to meet the needs of the subordinates.

FIGURE 2.1. PRE-REQUISITE DIMENSION FOR A SUPERVISOR



Source: Glickman et al (2004) p. 129

Knowledge needs to be accompanied by interpersonal skills for planning, assessing, observing and for evaluating instructional improvement.

Supervisors need to understand the exception; what teachers and schools can be in contrast to the norms. What teachers and schools are typically made of. They need to understand how knowledge and adults and teacher development and alternative supervisory practices can help break norm of mediocrity found in typical schools.

Secondly, there is also an inter-personal base. Supervisors must know how their own interpersonal behaviors affect individuals as well as groups of teachers and study ranges of inter personal behaviors that might be used to promote positive and change oriented relationship.

(Glickman, et al. 2004 p 131) spelt out the derived categories of supervisory behaviors as listening, clarifying, encouraging, reflecting, presenting, problem solving, negotiating, directing, standardizing, and reinforcing. Definition of each category is as follows

2.11. SUPERVISION BEHAVIOURS.

Listening: The supervisor should be able to sit and look at the staff and nod his or her head to show understanding;

Clarifying: The supervisor should be able to ask questions and make statements to clarify the subordinate's points of view. e.g. 'would you explain this further?'

Encouraging: the supervisor should be able to provide acknowledgement responses that will help the worker to explain his or her position. e.g. "yes I am following you"

Reflecting: The supervisor should be able to summarize and paraphrase the workers' message for verification of accuracy.

Presenting: The supervisor should again be able to give his or her own ideas about the issue being discussed. e.g. "this is how I see it"

Problem solving: The supervisor should be able to take initiative, usually after preliminary discussion of the issue or problem, in pressing all those involved to generate a list of possible solutions. This is usually done through statements like "what ideas do you have to solve the problem?"

Negotiating: The supervisor should be able to lead the discussion from possible, probable solutions by discussing the consequences of each proposed action, exploring conflicts or priorities.

Directing: The supervisor should be able to tell the participants either what the choices are or what should be done.

Standardizing: The supervisor should be able to set the expected criteria and time for the decision to be implemented.

Reinforcing: The supervisor should be able to strengthen the directive or the criteria to be met by telling of possible consequences. Possible consequences can be positive, in the form of praise:

“I know you can do it”. Consequences can also be negative: “if not done on time we will lose the support of...”

They further explain that the fore-going categories of interpersonal supervisory behaviors move participants towards a decision.

Thirdly, technical skills deal with planning, assessing, observing and evaluating. Planning and assessing skills are useful for a supervisor in setting goals for him as well as others.

2.12. THE SUPERVISOR’S ROLE IN SUPERVISION.

According to Asiedu-Akrofi (1978) the supervisor’s role is to work co-operatively with workers to create favorable circumstances for learning in schools.

To him the supervisor basically does the following;

1. The supervisor looks for workers hidden talent and encourages it to come out.
2. The supervisor should establish good rapport between his co-workers since that will ensure the smooth running of the organisation. The supervisor’s skill and experiences should readily be placed at the service of other workers.
3. The supervisor must have great respect for workers’ initiative, experimentation and sense of creativity. Thus the circumstance under which every worker’s actions take place in the organisation, needs clear understanding before the supervisor can give any relevant advice.

Tanner and Tanner (1987 p. 94) explain the role of the supervisor as:

- a. Creating atmosphere where workers are free to experiment.
- b. Release time for workers performance development at work.
- c. Commissioning of outside consultant service where necessary.

Neagley and Evans (1970) suggest the following as some of the activities that a supervisor should concern himself with.

1. Individual worker conference.
2. Regular departmental visitation
3. Action research in the organisation
4. Co-ordination of special activities.
5. Demonstration and substitute work on occasion.
6. Planning and presenting in-service programmes
7. An active role in staff development.

It can be concluded that the supervisor should, at least, devote half of his time to planning for staff conference, department visitation, action research, staff development and other supervisory activities.

2.13. FACTORS FOR EFFECTIVE SUPERVISION

From the review done so far, it is glaring that supervision has the greatest potential in enhancing or developing staff performance. However this must start with the involvement and behavior re-orientation of all stakeholders who are much concerned with the effectiveness practiced in schools. A search through the literature on supervision in organisation presents the following that have impact on supervision Circuit Supervisor's Handbook (2002)

1. **Conducive atmosphere:** The environment should be made free of tension and emotional stress. The atmosphere should be given incentives for work.

2. Staff orientation: Orientation is the personnel activity which introduces new employees to an enterprise and to their task, superiors, and workforce do not know the job, how the pattern for supervision, or whom to see to get job done. In view of this, new supervisors should be imbibed into the work system in order to make them effective. The quality and quantity of their work must be specified in clear terms. They should be made to understand clearly what they are expected to do or not. New supervisors must be given the necessary orientation to enable them reach set standards sooner. They should have a schedule to know where to get information and materials to assist them perform their work efficiently.

3. Training: Training is said to be a systematic procedure of altering the behavior of employees in a direction that will achieve organisation goals. Training is related to one's present job skills and abilities. It has a current orientation and helps employee master specific skills and abilities needed to be successful. Ivancevich, (1998). In the light of this, acquisition and using knowledge for effective supervision is critical. In-service training, conferences and workshops which are significant for improving knowledge of supervisors, must be carried out in a way that will equip them with current tools of supervision. Tanner and Tanner (1987 p.206) are of the view that for supervision to achieve its objectives the quality of the supervisor should be considered paramount.

4. Immediate recognition of good work: Good work should be recognised. This implies that the acknowledgement of any good work done must be immediate and made public to others which will then serve as incentive to others. Incentive of merit, recommendation for promotion, etc. improve performances.

- 5. Constructive criticisms:** Supervisors must criticize poor work done by a subordinate constructively. Advice and personal relationship should be given to the affected staff. It needs be stated here that such criticisms should be made private and with clear mind.
- 6. Opportunity for improvement:** Supervisors should give opportunity to subordinates to prove their worth and for aspiring higher. They should therefore be allowed to use their initiatives in performing their jobs and taking decision . It will give them the motivation to work much harder.
- 7. Provision of logistics:** Logistics are the engine on which supervision thrives. Availability of logistics and materials for work are critical, in the sense that it creates confidence in supervisors and staff. Lack of logistics can greatly hinder the work of supervisors or slow down progress of work, as motivation is likely to dwindle. Halpin (1956) is of the view that supervision can effectively be carried out when logistics are provided to support it.
- 8. Team work:** Team building is of great importance to any successful business. Supervisors must collaborate with staff in a manner that will bring all partners together as a team. The team must learn and share a common goal or vision, belief and work together as professional

2.14. JOB PERFORMANCE

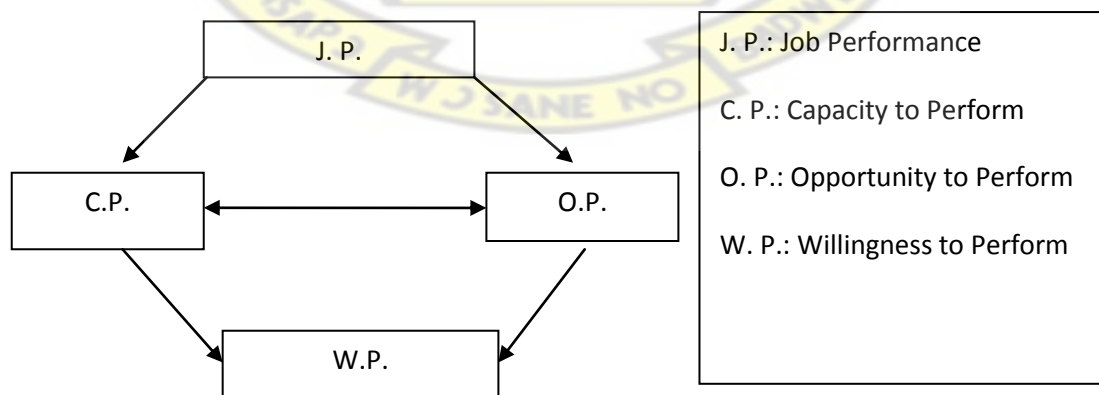
Performance is simply the production of valid results, in other words employees produce the results expected of them. Top performers get job done with amazing ease. They are never

chased up for results, they just get it done (<http://www.performance-management-made-easy.com/what-is-performance.html>) . Llydle Byars, Leslie W. Rue, Op, cit, P-257, defined performance as the degree of accomplishment of the task that make up an employee's job.

2.15. Determinants of Job Performance

From the figure below, the determinants of job performance are: capacity to perform, opportunity to perform and the willingness to perform. Capacity relates to the degree to which an individual possesses task related skill, abilities, knowledge and experiences. Opportunity on the other hand is the availability of chance to perform, but poor decisions and outdated attitudes may prove to be an obstacle for an employee to lack performance. In the figure, the third factor is willingness. This relates to the degree to which an individual desires and is willing to exert effort towards attaining job performance which is also motivation to employees. No combination of capacity and opportunity will result in high performance in the absent of some level of motivation or willingness to perform.

FIGURE 2.2: DETERMINANTS OF JOB PERFORMANCE



Source: Journal of Managerial Sciences. Volume 1 number 2

2.16. Job description

According to Wane F. (2003) job description is the overall written summary of task requirement. According to Robert Clarke and Jeremi Seaward, (2002) a job description outlines what is expected of the employee in the performance and outcomes of position, how performance will be accessed and the boundaries of the position in terms of personal responsibilities and organisational supervision lines.

2.17. Job satisfaction

Eugene McKenna ,(2005) indicates that job satisfaction is associated with how well our personal expectations at work in line with outcomes. Organisations, as a social systems requires that some benefits are received by its participants as well as its customers and clients. Satisfaction is a term referring to the extent to which the organisation meets the needs of employees. Some elements of job satisfaction include employee absenteeism; turn over, grievances and attitude.

2.18. Performance Appraisal

Cole (1991) defines performance appraisal as a formal and structured system by which management measures, evaluates and accesses an employee's job related attribute, behaviours and outcomes. PA is undertaken to discover how productive an employees is and whether the employee can continue to perform in future to help achieve the organisation's goals.

2.18.1. Significance of Performance Appraisal

The main objective of performance appraisal is to facilitate management in carrying out administrative decisions relating to promotions, firings, lay-offs and pay increases. Currently, job performance of an employee is the most significant consideration for determining whether or not to promote a worker. Productivity experts recommend that when training ends, performance begins and its appraisal performance merges into support productivity increase. Supervisors must recognise that employee development is a continuous cycle of setting performance goals providing training necessary to achieve the goals, assessing performance as to the attainment of the goals and setting new and higher goals. A performance improvement plan is made up of the following components. Lloyd et al, (2004)

- a. Where are we now? An answer to this question comes from performance appraisal process.
- b. Where do we want to be? In this the evaluator and the person being evaluated should mutually agree on the areas that should be improved.
- c. How does the employee get from where he she is now? This particular step is critical to performance improvement plans. The appraiser and appraisee must have a close consensus on the specific steps to be taken. These steps may include training the employee to improve performance. It should also contain the system adopted by the appraisal, and finally the evaluator must assist the employee in the achievement of performance goals. (Lloyd et al, 2004)

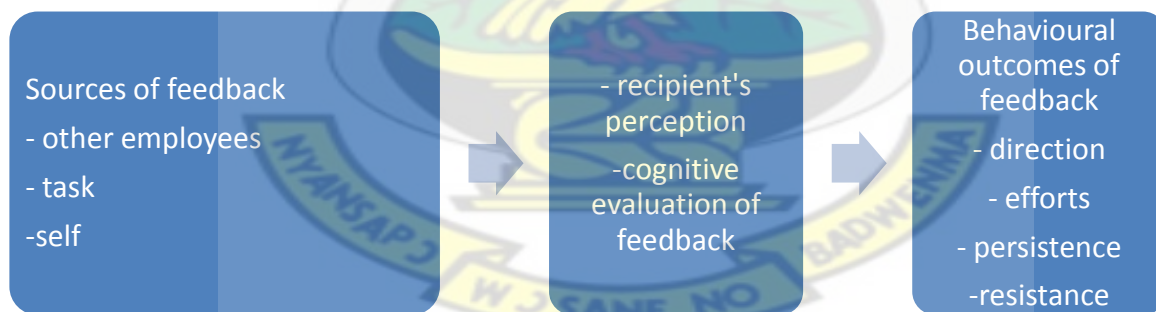
2.18.2. Reasons for Appraisal Failure

Organisations use different rating skills to conduct performance appraisal of their employees. It is important that human factor is free from the element of subjectivity and should be reasonable objective and accurate in the assessment. The following are some of the failures.(Cole, 1991)

1. Central tendency: Some appraiser rates all their personnel within a narrow range. In other words there is the tendency that most employees are appraised closer to the middle of the performance scale
2. Unclear standards: Different appraisers may derive different meanings from the phrases “good performance, fair performance and so on. Aside these traits such as quality of work, creativity or integrity may carry different meanings for different appraisers.
3. Halo effect: Is a situation in appraisal where the appraiser turns to assign the same rating or level to each factor for an employee. If appraisers like certain employees better than other, this can influence the rating they give for example, racial, sexual, religious and other biases results in unfavorable considerations for promotions and pay.
4. Lack of Feedback: Feedback is the extent to which an individual receives direct and clear information about how effectively he or she is performing on the job. The extent to which an individual receives direct and clear information about how effectively he or she is performing on the job is termed feedback. Internal rewards are obtained by individuals when they learn (knowledge of results) that they personally (experienced responsibility) have performed well on task that they care about (experience meaningfulness). The more that these three psychological states are present, the greater will be employee’s motivation, performance, and job satisfaction, and the lower their absenteeism and

likelihood of leaving the organisation. Productivity and total quality experts have reached the conclusion that the need of the hour is to work smarter, not harder. No doubt sound education and appropriate skill training are needed if one is to work smarter, but the process does not end there. Employees of present era need instructive and supportive feedback and designed rewards if they are to translate their knowledge into improved productivity and superior quality. The importance of Feedback can better be understood by carefully examining the following diagram. Unfortunately, in most of the public sector organisations no positive feedback is given to the employees to improve their performance. Mostly negative feedback is given to harass or punish the employees. Negative feedback is typically misperceived or rejected. Feedback needs to be tailored to the recipient. Cole (1991)

Figure 2.3. Conceptual feedback model on job performance



Source: Tailor et al., (1984)

The model shows that employees receive feedback from different sources. The recipient is required to screen feedback received. People evaluate factors such as accuracy and credibility of the source. The most critical factor in feedback is whether it is negative or positive. It is

important to consider the ultimate impact of the feedback on the employee's motivation and behavior.

2.19. SUMMARY

From the various literatures on the study, it showed clearly that the term supervision is generic. It has been defined in different ways by different authors depending on their disciplinary area. While some school of thought attempt to equate supervision to administration of schools, others perceive it as the act of instructing people to get a job done. Supervision may be a blend of these two extreme observations.

Key to the achievement of the objective of supervision is the creation of an enabling environment where staffs can freely interact. From the foregoing, supervision is not just about the position one occupies in an organisation or the delivery of instructions to satisfy the achievement of educational system objectives but rather the activities one perform in order to enhance teaching and learning in the education. Supervision can also be conducted internally and externally. Performance was also seen as the production of valid results. For supervision to have effect on performance, supervisors must ensure job satisfaction at work. Also employees need to be appraised annually to identify the weakness or strength of staff to give a clue to how the supervisee should be helped. This has been the desire of all supervisors at the directorate.

Conclusion drawn from the literature review revealed that supervision has great potential to improving staff performance through the creation of an interactive environment conducive enough for work.

CHAPTER THREE

METHODOLOGY

3.1. INTRODUCTION

This chapter focuses on the processes and methods that were adopted in carrying out the data collection. It describes the research design, research instrument, population and the selected sample. The chapter further outlines the development and design of instruments used in the data collection. It also examines the technique used to administer the questionnaire.

3.2. THE STUDY AREA

Ga South Municipal Education Directorate was carved out from Ga West Municipal in the year 2008. It is currently under the Weija constituency. The constituency is bordered in the north by Akwapim South District, Ga West in the east, Accra Metropolis in the south, Ewutu Efutu Senya District in the west and the Gulf of Guinea in the south. It has urban communities to the east and south and per-urban and rural communities to the west and north respectively.

The directorate is headed by Municipal Director of Education, assisted by four frontline Assistant Directors who are in charge of supervision in their departments

3.3. POPULATION AND SAMPLING TECHNIQUES

The whole staff of the Municipal Educational Directorate, numbering fifty-five formed the population of the study. They comprised the front line Deputy and Assistant Directors in charge of Inspection, Finance and Administration, Human Resource and Statistics, Planning, Research and Monitoring units, external supervisors and other workers.

A sample size of fifty was considered. By means of simple random sampling, the researcher selected nine staff under each of the four main departments. This technique was used

because every individual of the population had an equal and independent chance of being part of the sample, again the purposive sampling was used to select four key respondents namely unit head of Supervision and Management, Human Resource, Finance and Administration and Statistics, Planning, Research and Monitoring. The choice of this sample size was informed by the decision of the researcher to focus more on supervision and staff performance which is the main subject of the study. Again; the unit heads were purposively selected because they are at the helm of affairs in the municipal and circuits. They also carry out supervision in their area of work and they are in a better position to give adequate information about supervision.

Furthermore, to find out whether supervision has effect on staff performance, eight Circuit Supervisors from the Municipal Education Directorate were also selected. These were selected because they also perform supervision after they have been equipped.

3.4.DATA COLLECTION PROCEDURE

Administration of questionnaire and personal interaction which sought views on the topic for discussion. The Effect on Supervision on staff performance in Ga South Municipal Educational Directorate was the major features of the field survey.

Permission was sought from the Municipal Director through the head of supervision to carry out the study. The researcher first met the unit heads and explained to them, the purpose of the study. They in turn informed their subordinates and encouraged them to cooperate with the researcher. The researcher went ahead and collected basic information including list of staff, qualification, age, rank and work experience. The researcher arranged for the agreed date and time for the administration of the questionnaires.

Questionnaires designed were based on relevant issues in the literature review as well as research questions to be answered. Also some questions came up because of the purpose of the

study. Two groups of questionnaires were designed, one for staff of the various units and the other for clients who are mostly teachers who require services from the office staff. Questionnaires were designed in two sections. The first part looked at demographical data such as gender, qualification, rank, age and work experience. The second part looked at supervisory roles and the effects on staff performance.

The set of questionnaires were handed personally to respondents. This created the opportunity to explain the purpose of the study and most importantly to offer all the necessary clarifications required by respondents. Unit heads were interviewed in their area of work, using the interview guide. Officers at the municipal education office were also given their questionnaire at their office. Respondents were given two weeks for the instrument to be collected, this was to allow them time to answer all questions.

In all forty-six questionnaires were distributed. Categories of the targeted groups had different questions printed for them. (The questionnaires are found in the appendix)

Apart from the questionnaire, personal interaction in the form of interview on the topic was held with respondents who felt reluctant to offer written information. The interviewees were interviewed at their own convenient places. Forty out of the forty-six questionnaires were received on the day of collection.

The responses gave much reliable information. In most cases; respondents provided similar answers to most of the questions, which was an indication that their information was objective and reliable.

3.5. RESEARCH INSTRUMENTS

The main instruments used to obtain data for the study were questionnaire and interview guide developed by the researcher. In the case of the questionnaire, both open-ended

and close-ended questions were asked to gather information from respondents questions, respondents were given the opportunity to organise their information and expressed their view on the subject of the study. The close-ended questions on the other hand were designed in a way to guide respondents to choose from possible responses given on the questionnaire. Each respondent answered an average question of twenty. The interview guide had twenty items for respondents who occupied special positions. The questionnaires were read through by the supervisor and other colleagues to validate them.

Both primary and secondary sources of data were used for the study. Questionnaires, interviews and observation formed the primary data. Whilst internet source materials, journals, textbooks and the directorate Annual Development Plan formed the secondary data. The data is presented in table 1.

Table 3.1: SOURCES OF DATA

PRIMARY DATA	SECONDARY DATA
Questionnaire/Interviews	Internet
Observation	Journals
	Annual development Education Plan Report (2012)
	Text Books

Source: field data

The secondary data assisted the researcher to compare the study with related literature as well as the guiding analysis of the study. The primary data on the other hand provided a clear description of the reality of ‘Effect of Supervision on Staff Performance at Ga South Municipal Education Directorate.

3.6. RESEARCH DESIGN

For the purpose of this study, a descriptive survey design was used. In other words the study was mainly descriptive, describing the nature of supervision in the Ga South Municipal Education Directorate. The design was also meant to collect information on the nature of supervision and how it affects performance of staff in the Directorate.

Based on the objectives, the study looked at how supervision is done rather than establishing relationship between various forms of supervision. The study focused on the opinions, perceptions, attitudes and behavior of respondents with respect to the objectives of the study.

3.7. DATA ANALYSIS

Data obtained from the questionnaires and other sources of information were analyzed using tables and charts. Each question on the questionnaire was considered as separate from the others and analyzed independently. Questions which demanded ‘Yes or No’ answers were grouped separately on each table and percentages were used to determine their validity. The questions which demanded the expression of respondent’s views and suggestions, the central facts were compiled and analyzed using graphs, charts and tables.

The personal interview conducted, and the questionnaire method of collecting data embarked on, is an indication that, the information obtained was valid and reliable.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1. INTRODUCTION

This chapter presents the results of the survey on the Effect of Supervision on staff performance in the Ga South Municipal Education Directorate in the Greater Accra Region, and analysis of the data.

4.2. BIO-DATA OF RESPONDENTS

The bio-statistical data presented in the study include gender, age, working experience and rank and qualification of staff.

4.2.1. GENDER DISTRIBUTION OF RESPONDENTS

Table 4.2.1, shows the gender distribution of staff of the directorate selected as respondents. Out of the fifty (50) staff sampled, four comprising two females and two males were supervisors. The table shows that there is gender equity of 2(50%) indicating that there is equal opportunity for both males and females to occupy management position. Furthermore 22(47.8%) were females staff and 24(52.2%) were males staff. Though there is a general perception of gender discrimination on the job market , there is a fair distribution of female and male staff at the directorate. There is no gender bias.

Table 4.2.1. GENDER DISTRIBUTION OF RESPONDENTS

	Frequency		Percentage	
Female	2	22	50	47.8
Male	2	24	50	52.2
Total	4	46	100	99.95

Source: Field data, 2012

4.2.2 AGE DISTRIBUTION OF RESPONDENTS

The age distribution data (Table 4.2.2.) from the study revealed that most of the staff was middle aged representing 56.5%. These were found in the 40-49 range. The survey indicated that the unit heads were found in the (50-59) years. This indicated that generally the unit heads are older than those they supervise. In Ghana age commands respect and therefore the age difference between staff and unit heads could be used as facilitating tool in terms of relaying instruction from supervisors who are unit heads to other staff members. It also indicated that supervisors are experienced people.

Table 4.2.2: AGE DISTRIBUTION OF RESPONDENTS

Age	Supervisors	Percentage	Staff	Percentage
20-29	0	0	0	0
30-39	0	0	16	34.8
40-49	1	25	26	56.5
50-59	3	75	4	8.7
Total	4	100	46	100

Source: Field data, 2012

4.2.3 ACADEMIC QUALIFICATION OF SUPERVISORS AND STAFF

Table 4.2.3. shows that 2(50%) of supervisors and 8(17.39%) of staff have their second degree. Also 2(50%) of supervisors and 31(67.39%) of staff have also obtained their first degree. From the table the lowest qualification of respondents are Diploma in education. It is worth noting that though selection for supervision position is based on professional background and rank in Ghana Education Service, which is also determined by the length of service and not

necessarily academic qualification, the crop of staff at the Municipal Office are highly commendable for their academic qualification. The results revealed that in future leadership for management position will not be a major issue to border about

TABLE 4.2.3. ACADEMIC QUALIFICATION OF SUPERVISORS AND STAFF

Qualification	Supervisors	Percentage	Staff	Percentage
GCE/WASSE	0	0	0	0
A 3yr Post Sec	0	0	0	0
Diploma	0	0	1	2.17
HND	0	0	6	13
Degree	2	50	31	67.39
MA/MBA	2	50	8	17.39
Total	4	100	46	99.95

Source: Field Survey, May, 2012

4.2.4 WORK EXPERIENCE

The table shows that all the unit heads have more than 25 years of work experience with 1 (25%) and 3 (75%). This indicates that they are well experienced in the work they do, and their long serving experience influence staff greatly.

TABLE 4.2.4: WORK EXPERIENCE

DURATION	SUPERVISORS	PERCENT	STAFF	PERCENT
1-5	0	0	6	13
6-10	0	0	10	22
11-15	0	0	0	0
16-20	0	0	14	30
21-25	0	0	9	20
26-30	1	25	5	11
31-35	3	75	2	4
TOTAL	4	100	46	100

Source: Field data, 2012

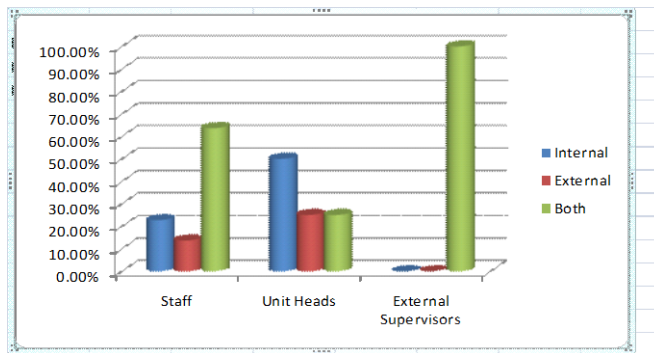
RESEARCH QUESTION 1

WHAT IS THE NATURE OF SUPERVISION PRACTISED IN GA SOUTH MUNICIPAL EDUCATION DIRECTORATE?

4.3 SUPERVISION PRACTICED

Figure 2 shows a summary of unit heads, staff and external supervisors. The study showed that 2(50%) unit heads, 2(100%) representing external supervisors and staff 28(63.63%) asserted that both internal and external supervisions were being practiced, a few respondents indicated their awareness of only a single type either (internal or external) supervision was practiced.

FIGURE 4.1: SUPERVISION PRACTICED

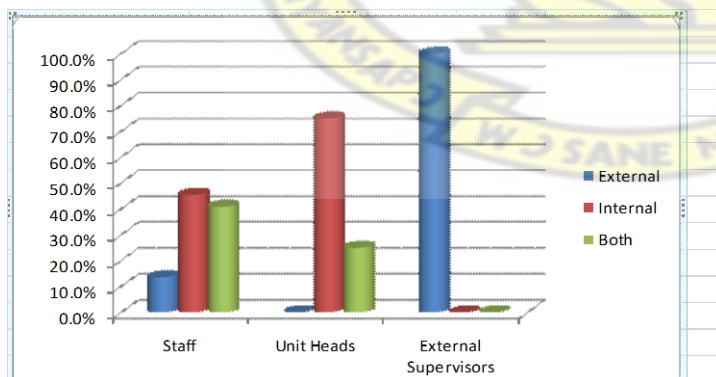


Source: Field data, 2012

4.4 SUPERVISION PREFERRED

Significantly, the data from respondents' preferences in terms of type of supervision preferred revealed that majority of unit heads and staff supported internal type of supervision rather than external. Figure 3: shows that while 13.63% preferred only external supervision, 45.45% preferred internal form of supervision and the remaining 40.9% preferred both. None of the unit heads showed support for external supervision as the preferred form of supervision.

FIGURE 4.2: SUPERVISION, PREFERRED



Source: Field data, 2012

Majority of staff claimed that though, the presence or even the mere mention of the visit by external inspectors who were more or less seen as ‘strangers, who only visit once a while. The external supervisors on the other hand were all in favor of both types of supervision in the directorate. The external supervisors claimed that each type of supervision complement the other and ensures that best practices are thoroughly followed. This confirms Halpin (1956) assertion that external supervision plays a complementary role in the supervisory process. Given workers or staff some autonomy in terms of management, can be appreciated but complete autonomy may lead to practices that would compromise standards at the work place.

It became obvious from the discussion that supervision, as a form of control from outside the directorate, was not the best in terms of facilitating staff performance. It often concentrates more on strict adherence to government programmes and scrutiny of staff work, rather than the performance.

While some external supervisors held the notion that external supervision help to monitor and evaluate the performance of unit heads and staff. Majority of staff perceived external supervision as a mechanism that could limit quality work, in terms of staff or employee developing flexible innovative ways of performing task, though it was agreed that external supervision complements internal supervisors’ work, consensus emerging from the discussions maintained that external supervision should be conducted in a more flexible and participatory manner.

The external supervisors were of the view that employing both types of supervision was necessary in enhancing the quality of work done and not to be seen as independent of, or supplementary to the other, but rather complementary to each other. They asserted that while management level personnel usually supervised internally, government policies need to be monitored by external person, hence the need for external supervision.

RESEARCH QUESTION 2: HOW DOES SUPERVISION AFFECT STAFF PERFORMANCE?

4.3.INTRODUCTION

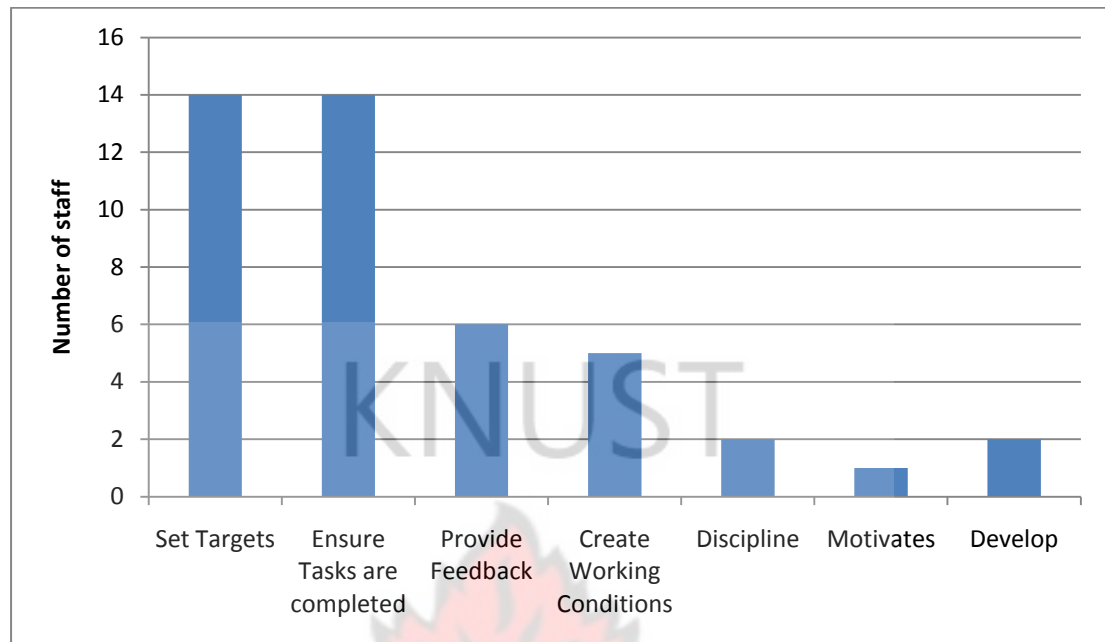
The question sought to find out from respondents, the common supervisory roles exhibited by department heads. Respondents were therefore required to indicate their views on the issue.

4.5 UNIT HEAD ROLES: STAFF VIEWS

The heads of department perform certain common roles as far as their work is concerned. Respondents are of the view that among the roles, setting of target and ensuring that tasks are completed representing 15(33%) for each role are the top most priority of the supervisors: Aside these, giving feedback to supervisors is very important. The supervisee need to know whether work has been done well or needs improvement. From the figure 6(13%) showed that supervisors do give feedback when task is completed.

These roles of supervisors confirm or agree with Mills (1997) that supervision has direct effect on employees' performance, since they assign tasks and clear responsibilities for performing activities. Providing feedback brings to bare Komaki's (1994) assertion that supervisors check on employees indicating their positives and negatives regarding the employee performance through the right direction. The figure also revealed that 5(11%) represent how supervisors create working environment, motivation represent 1(2%) and developing the staff 2 (4%).

FIGURE 4.3: UNIT HEAD ROLES: STAFF VIEWS



Source: Field data, 2012

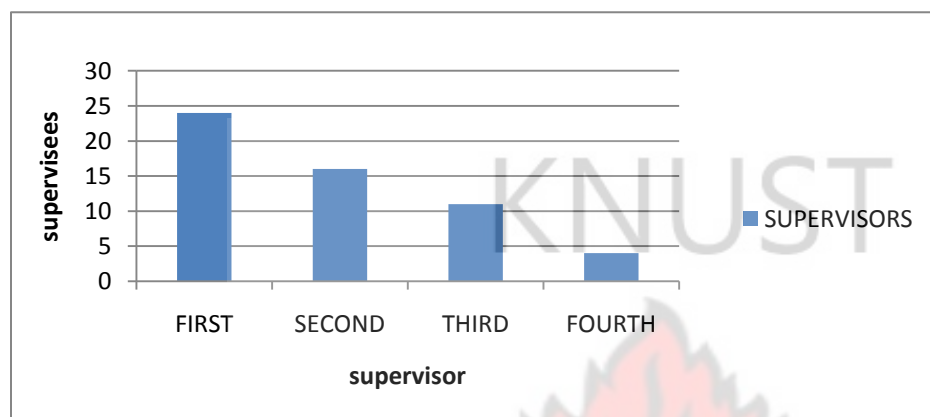
From these responses, the researcher deduced that, there was not much extrinsic motivation ranging from praise to provision of appropriate tools and equipment to carry out assigned duties, but for intrinsic motivation performance would have been nothing good to talk about. Individuals or groups work must be recognised, for this alone will boost their morale to do much better. For supervision to have effect on staff performance, all the supervisory roles mentioned above must be given equal attention.

4.7. DISTRIBUTION OF SUPERVISOR TO SUPERVISEES

One supervisor has 24 supervisees representing 43.63%. Another has 16 workers representing 29.1%. The third supervisor has 11 (21%) while the fourth has only 4 (7.27%) workers he supervises. It is worth noting that each of the supervisees perform a distinct work from the other and reports directly to their supervisor. There are no lines or operational

supervisors. The findings show that supervisors do not have so much on their hand and as such, supervision ought to be done effectively given the needed logistics.

FIGURE 4.4: DISTRIBUTION OF SUPERVISOR TO SUPERVISEES



Source: field data, 2012

4.8. PROFESSIONAL DEVELOPMENT

Continuous support for professional development at work is widely acknowledged. However, such support services are not forthcoming even though they are considered essential to improving staff work performance. Departmental heads as well as staff under their supervision require on the job training to make them competent.

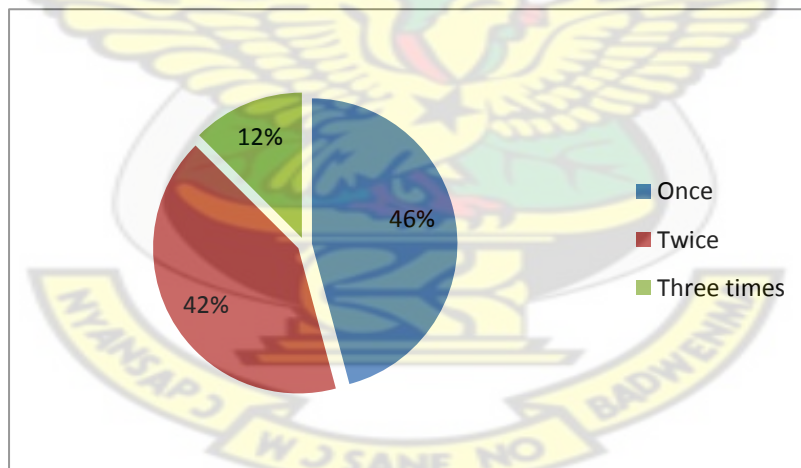
As supervisors will be providing on the job training to the staff members at the educational directorate, it is important that they (supervisors) are themselves well informed and trained: conferences, workshops and seminars are essential for equipping both heads of department and their staff to improve their own work performance continuously.

The study found out that even though on-the-job training and workshops were organised for staff, the number of times they were organised in a year was woefully inadequate.

4.9.FREQUENCY OF ON-THE-JOB-TRAINING PER YEAR

In response to the question on frequency of on- the- job training 22(45.8%) of the respondents stated that on-the-job-training was organised once in a year, while 20(41.6%) indicated that it was organised twice and 6(12.5%) said, it was organised thrice a year. From the study it was revealed that the number of times staffs of Ga South Municipal Educational Directorate are trained is inadequate. From the literature review Ivancevich (1998) stated that training should be related to one's present job, skills and abilities. He went on to say that, it has current orientation and helps employees' master specific skills and abilities needed to be successful. It was no surprise when respondents called for improvement in the frequency of career guidance and training.

Figure 4.5. FREQUENCY OF ON-THE-JOB-TRAINING PER YEAR



Source: Field data, 2012

4.10. IMPORTANCE OF ON THE JOB TRAINING TO UNIT HEADS AS WELL AS STAFF

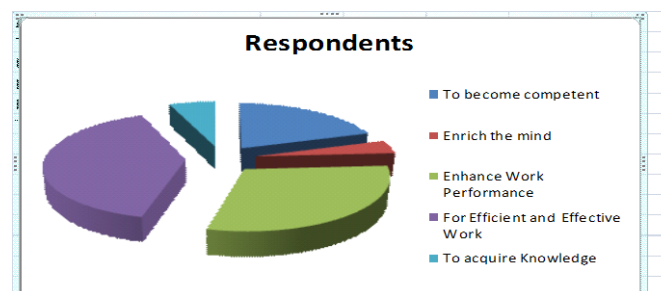
The study looked at the importance of on-the-job training from the point of view of respondents. The chart shows that 20(40%) of the respondents are of the view that on -the- job training enable staff and supervisors become effective and efficient in the work they do. 2(4%) agreed that it enriches one's mind.

TABLE 4.3. IMPORTANCE OF IN SERVICE TRAINING TO UNIT HEADS AS WELL AS STAFF.

Aspect of importance	respondent	%
To become competent	10	20
Enrich the mind	2	4
Enhance work performance	15	30
For efficient and effective work	20	40
To acquire knowledge	3	6
Total	50	100

Source: Field Survey, May, 2012

**FIGURE 4.6. IMPORTANCE OF ON- THE -JOB TRAINING
(Percentage of Respondents)**



Source: Field data, 2012

4.11. PERFORMANCE MEASUREMENT

Interview conducted to find out how supervision affect performance unveiled a whole lot of performance indicators of workers' performance. Based on the different units and the kind of work each unit is in charge of, respondents gave different responses. Supervisor of Human Resource judged the effect of supervision on the level of complaints or favorable reactions from client and also on the quality of training courses organised for staff. That is if complaints are minimal and favorable reactions are high, then performance is good and vice versa. Another supervisor said he looked at the current or actual results and compare with planned target or norm for achievement. 2(50%) indicated that they use progress overtime as a measure of performance. From the findings it was revealed that there was no one particular way of measuring performance but depending on what the supervisors use as performance indicators. Once the supervisor is satisfied that the results of staff fits into the chosen indicator, then this means that supervision is having effect on staff performance and hence good performance.

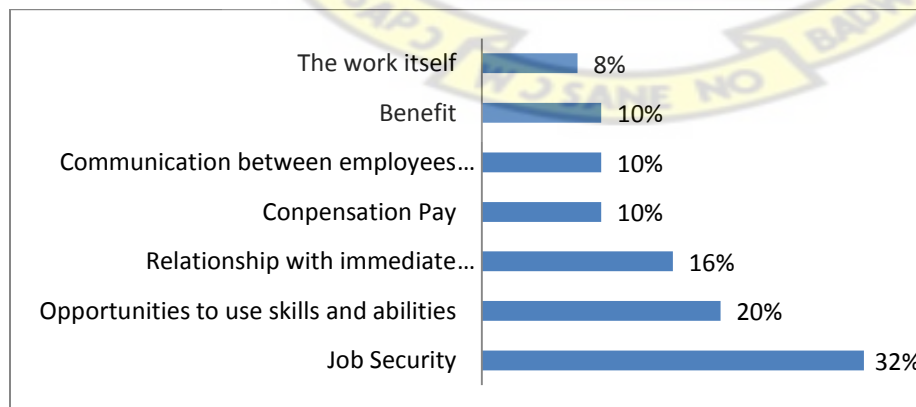
TABLE 4.4: PERFORMANCE MEASUREMENT

Performance measurement	Unit Heads	Percentage
Progress overtime	2	50%
Actual or current results with planned target	1	25%
Level of complained or favorable reaction	1	25%

4.12. JOB SATISFACTION

The survey on the effect of supervision of staff performance brought to light the importance of job satisfaction to employee at the directorate. One supervisor mentioned that job satisfaction relates to how employees feel about their compensation, benefits, work environment, career development and relationship with management. In response to the question on job satisfaction on 50 respondents revealed that 16 (32%) rated job security as the top concern among staff members. This was followed by opportunities to use skills and abilities 10 (20%). The 3rd important contributor to job satisfaction was relationship with immediate supervisor representing 8 (16%). The least but important factor is recognition of employee job performance. This was also followed by the work itself 6 (12%). The municipal education directorate has employees whose jobs are secured. Also, majority of the staff members have skills and abilities beyond the position for which they have been hired. The age distribution table shows large number of middle aged staff. Employees who are engaged are focused and have sense of urgency. If unit heads of the directorate will take steps to discover the skill sets of the staff and use them, performance would be improved.

FIGURE 4.7. ASPECTS OF EMPLOYEE JOB SATISFACTION

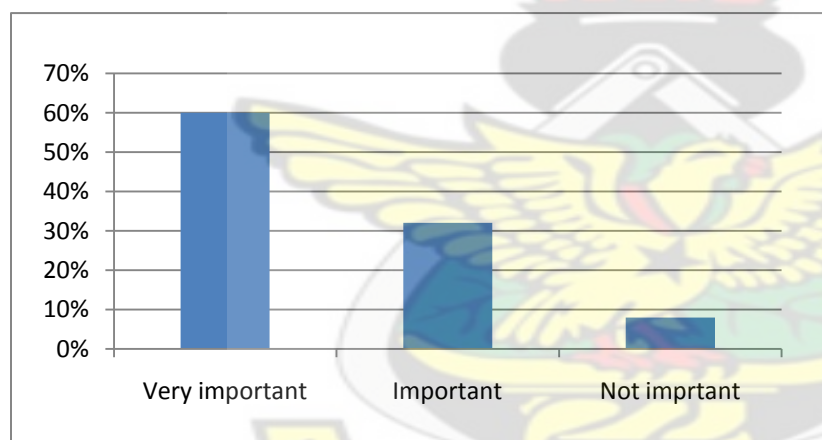


Source: field data, 2012

4.13. Importance of Employee Opportunity to use skill and abilities

In response to the question on job satisfaction, 30 (60%) respondent rated opportunity to use skills and abilities as the most important factor to their job satisfaction. 16 (32%) indicated this factor as important while 6 (8%) said the factor is unimportant. The study reveals that generally, employees feel good about their jobs, when they are using their skills and abilities and contributing to the organisation. In Ga South Municipal Education Directorate, staff members are given the chance to take the place of people who are not available. They are allowed to use their initiative talents and abilities to come up with better performance.

FIGURE 4.8: IMPORTANCE OF OPPORTUNITY TO USE SKILLS AND ABILITIES



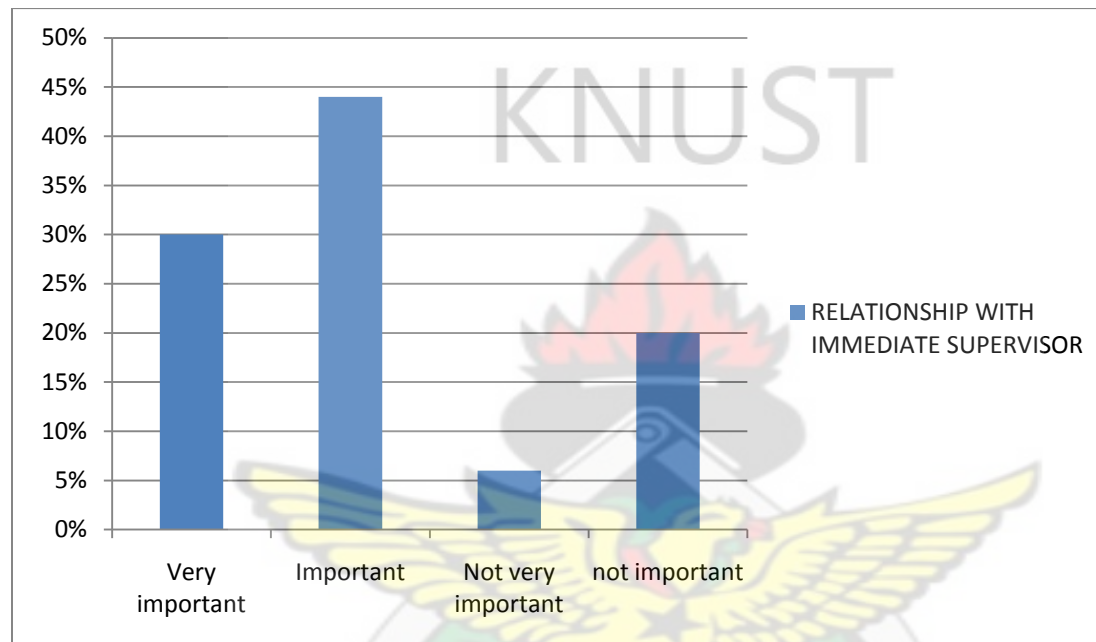
Source: Field data, 2012

4.14. Staff relationship with immediate supervisors

Staff rated their relationship with their immediate supervisor as more important to their job satisfaction. The relationship employees have with their immediate supervisor is a strong pillar in an organisation. Employee behavior largely corresponds with the way they are managed by their supervisor. With good relationship, line of communication is opened and supervisors can respond more effectively to the needs and problems of employees. Also effective communication

can provide work force with direction, management recognition of employee's performance through praise, awards and incentives to boost employee moral for better performance. Supervisees at the education directorate have good relationships with their supervisors.

FIGURE 4.9. RELATIONSHIP WITH IMMEDIATE SUPERVISOR



Source: Field data, 2012

RESEARCH QUESTION 3: WHAT CHALLENGES DO SUPERVISORS FACE IN DISCHARGING THEIR DUTIES?

4.15. PROBLEMS OF SUPERVISION

Table 4.5 indicates that a great number of units head representing 2 (50%) and staff 14(30%) mentioned lack of logistics as a very big challenge to supervisors. As Halpin (1956) stated that for supervision to be effective logistics must be provided to support it. No wonder work slows down and sometimes deadlines are not met.1 (25%) of supervisors who took part in the study indicated that lack of funds and travelling expenses are not paid by Ghana Education

Service at the right time, often supervisors have to pre-finance programmes that they have scheduled. Those who wait for funds to be released eventually tend to do nothing. Some staff members indicated lack of personnel which represent 11(24%) while 10(22%) mentioned the problem of travelling allowances not being paid to them when they have to move to a place outside the office for official duties. From the table 8(17%) of staff members has a big problem with space. The findings on the challenges show that the entire directorate faces a lot of challenges. A number of staff does not get to work on time because of the smaller space which is competed for by many staff members. Workers do not feel comfortable because of overcrowding in the offices. Field officers come to the main office only when they are presenting reports or attending meetings. The reason is that they do not have seats to sit on. Due to lack of funds, most planned programmes durations are often reduced. Also non committed workers have a lot of excuses whenever they are queried on poor work performance

TABLE 4.5: PROBLEMS OF SUPERVISION

Nature of problem	Unit heads	Percentage	Staff	Percentage
Attitude of workers	0	0	0	0
Lack of funds	1	25	0	0
Lateness to work	0	0	3	7
Space	0	0	8	17
Personnel	0	0	11	24
Logistics	2	50	14	30
Travelling allowance	1	25	10	22
Total	4	100	46	100

Source: field data, 2012

4.16. SOURCE OF FUNDS TO THE DIRECTORATE

The Figure below shows the sources of funds to the education directorate. With all these sources available to the Directorate, there shouldn't have been the problem with funds. Funds from development partners such as USAID, District Assembly are regular but these monies come with specific activities attached to them. Internally generated funds such as private school license and renewal fees could have supported the directorate since it has the chunk of private schools. Unfortunately the method put in place to recover these monies has not been effective, since most of these schools have not registered with the education Directorate and so cannot be traced. Although funds from Government of Ghana. (GOG) is the major source of funds, unfortunately funds from this source delays, this stifles supervision activities.

TABLE 4.6: SOURCE OF FUNDS TO THE DIRECTORATE

SOURCE OF FUNDS	YES	NO
Government of Ghana	YES	-
Development partners	YES	-
District assemblies	YES	-
Private school license	YES	-
Religious bodies	-	NO

Source: field data May, 2012

4.17. HOW ARE FUNDS DISBURSED

From the study, it was found out that funds are not disbursed anyhow. A budget is prepared and fused into that of Municipal Assembly. To this 7(34.83%) strongly agreed. Also 10(20.83) indicated that they strongly agree that a memo is raised and approved by the Municipal

Director of Education. Again 10(20. 83%) strongly agreed that money requested for are not released on time and it is also slashed.

An interview with the Director in charge of Administration and Finance revealed that the budget prepared is a strait jacket type, that is the directorate is given an amount to work within and therefore one cannot move outside it. Due to this, planned activities needs to be prioritized and re-prioritized. Sometimes planned activities are canceled because amount needed has been slashed. It can be concluded that due to the straight jacket form of budget, activities to be organised are also restricted hence the frequency being low.

TABLE 4.7. HOW ARE FUNDS DISBURSED?

Procedure	Agree	Strongly agree	Disagree	Strongly disagree	No option
Budget is prepared	-	7	-	-	-
Memo raised and Approved	-	10	-	-	-
Money is released promptly	-	8	-	10	-
Feedback ensured	-	6	-	-	-
Amt. Requested is reduced	-	-	-	10	-
Returns are made promptly	-	-	4	-	-

Source: Field Survey, May, 2012

4.18. SUPERVISION PROCESS AND THE SKILLS EXHIBITED BY SUPERVISORS

Through the personal interview conducted on what supervisors do each day, respondents, mainly supervisors had this to say. The Finance and Administration Director said he endorses all funds that are allocated to the directorate that is funds from Government of Ghana (GOG),

Internally Generated (IGF), funds from donors, and Capitation Grant. He also checks from receipt books with the procurement officer to see if the items which should be purchased have been purchased genuinely. He checks the quantity on items at the store to find out if there are shortage and therefore the need to replace. He also inspects requisition books and distribution list to satisfy him that items distributed get to the right place. Another in charge of planning said he oversees his supervisees to collate and plan all activities of all units in the directorate and come out with a composite plan and recommends for research where necessary. Another respondent in charge of Human Resource mentioned that she sees to it that the filling is done in chronological order, works on correspondence and deliver information on letters received and also sees to the training needs of staff. Another also said she supervises all field officers by monitoring their action plans and itinerary, takes monthly report from them and report to her superior.

On the issue of skill exhibited in the course of supervision, one said he listens and inspires workers. Another said she adopts shared expectation and support. One on the other hand mentioned good communicative skill, inter personal relationship and communicate in a way they understood. Another said he exhibit tolerance and respect for subordinates, he also listen to their question and answer them. This indicated that supervisors work closely with supervisees and gave information on event and processes.

4.19. SATISFACTION WITH WORK LOAD

In response to questions on satisfaction with workload, respondents had this to say.1 (25%) said workload was very high but she was managing by delegating some of the activities to subordinate. The remaining 3(75%) said their workload were not very high. They however noted that occasionally when workload becomes high they had to adjust work schedule.

From the responses it could be concluded that supervisors did not have too much work on their hands. It could also mean that there were many hands and less work to do. Some respondents said they had many subordinates who did not work very much. To them some of the staffs come to work without having any work to do. The table explains supervisors' satisfaction with workload.

TABLE 4.8. SATISFACTION WITH WORKLOAD

Satisfaction with workload	Frequency	Percentage
Very high	1	25
Not very high	3	75
Very low	0	0
Not very low	0	0
Total	4	100

Source: Field data, 2012

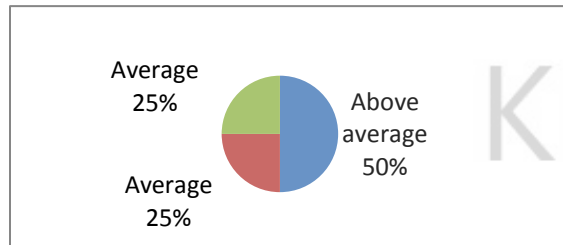
4.20. PERCEPTION OF SUBORDINATE COMPETENCY

2 (50%) said they do not have any problem on competency level of supervisees. The supervisor said their competency level is good. Some need little or no clarification of work to be done above average.

1 (25%) of the respondent had this to say. Another supervisor said the supervisees who have been on their schedule for a long time could now do the work with ease, but the newly recruited ones will need clarification on a number of times before an efficient work could be done. Their competency level is average.

The last supervisor 1 (25%) said majority of the supervisees are adults, although they are competent in terms of manual work they have a problem with the use of the computer and this renders them averagely competent .

FIGURE 4.10. PERCEPTION OF SUBORDINATE COMPETENCE



Source: Field data 2012

4.21. WHAT SUPERVISORS LOOK FOR IN SUBORDINATES

The respondents mostly supervisors look out for these when they are supervising: one out of four supervisors said she looked at supervisees' punctuality to work; good inter personal relation and good performance.

Another also said he expects them to show respect to authority and concentrate on the work. This may mean that some personnel use work hours to do their personal work. Again one said he looked out for dedication to duty, hard work, discipline, loyalty and commitment, furthermore, another supervisor expect ability to work with less supervision and being creative: in a nut shell all the supervisors looked out for efficiency, effectiveness and competence.

4.22. PERCEPTION OF PERFORMANCE

Selected respondent had different view about the term performance as coming up with valid results, others are of the view that performance is meeting target.

In response to the general performance at the directorate, one respondent said performance is average because of low morale and lack of logistics to work with. Another one said performance is low due to the lack of personnel, lack of tools of equipment. There is lack of space so people leave the work place long before the actual time for closing. One other said performance is improving because client's complaints are minimal. Another mentioned that performance of Circuit Supervisors have improved, the reason for this, is the favorable feedback they get from their clients. The circuit supervisors also attribute the high performance to the quality of on- the-job training they have gone through.

4.23. PERFORMANCE APPRAISAL

Performance appraisal or performance evaluation is a formal and structured system by which management measures, evaluates, and assesses an employee's job related attributes, behaviors and outcomes. It is undertaken to discover how productive the employee is and whether the employee can continue to perform in future to help achieve the organisation goals.

Some reasons for appraisals are to identify an individuals' current level of job performance, identifying employee strength and weakness. It also enables employees to improve their performance. Appraisal also provide basis for rewarding employees in relation to their contribution to organisational goals.

It is rather unfortunate that unit heads (supervisors) never appraised employees. The only time a staff member was appraised was when the person is due for promotion.

4.24. HOW SUPERVISORS APPRAISE STAFF AT THE MUNICIPAL EDUCATION OFFICE

The type used is trait appraisal. The unit heads are expected to complete appraisal report on staff members, grading them with regard to certain skills punctuality, communicative skills, relationship with others, personality. A well-structured question on these traits is used. The supervisor marks the quality under one of the grading labelled very good, good, satisfactory, and poor. The complete report may or may not be discussed.



CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY OF FINDINGS

The study explored the effect of supervision on staff performance using Ga South Municipal Education Directorate study. Having as case examine the issue through responses from respondents, it has come to bare that the work of supervisors in organisations cannot be overlooked.

The study looked at type and nature of supervision carried out in the Ga South Municipal Education Directorate and ways in which the identified supervision affects staff performance in the directorate. The study used a descriptive survey design, through selected respondents at the Education Office, to examine how supervisors went about their work. The purpose of the study was to find out the effect of supervision on staff performance.

The study showed a wide divergence in the age structure between staff and the unit heads (supervisors) while majority (75%) of supervisors were in the middle age group in the 50-59 range. This showed that the supervisors have experience in the work they do. They have clear vision in their area of supervision. They showed commitment to their duties. They however, were not able to exhibit the appropriate supervisory roles due to challenges they faced in the cause of doing their work. The age structure showed a dominant (56.5%) adult population of staff in the directorate. The study indicated a slight general dominance of males over females in the directorate. Generally the qualification of supervisors and the staff were very high. Most staff and supervisors held higher certificates of education and had on the average taught for over 10 years.

In general all respondents demonstrated their knowledge and awareness of the system of supervision being practiced in the Educational Directorate. Though all three categories of

respondents (external supervisors, staff, unit heads) accepted the importance of both external and internal supervision in the directorate, majority of staff (20%) and unit heads (57%) showed their preference for internal supervision over external supervision.

The study revealed that, the external supervisors showed their open appreciation for the work of the internal supervisors (unit heads). The internal supervisors were rather dissatisfied with the activities of the external supervisors. The reason being that they are rarely seen and the duration they spend on a visit is very short. They were poorly rated 13.63%.

The external supervisors mentioned poor and low remunerative, allowances, lack of transportation and lack of logistics as some of the major problems they face. It also came to light that all the criteria for promoting effective supervision fell short and therefore the need for improvement. If supervision which is a driving force to performance is lacking then automatically supervision will not be effective hence non-satisfactory performance.

The study also revealed that the unit heads (supervisors) performed major roles such as setting targets (14%); provide feedback (6%) and other roles. They had clear vision about their roles and had commitment to them. They were however not able to provide the appropriate supervisory roles to their subordinates due to a number of challenges they face.

The study however made it clear that on-the-job training was important in the life of every staff since it is a major tool for achieving good performance. Furthermore the study showed that on-the-job training organised by supervisors, equip employees with skills, makes them knowledgeable about their work and finally leads to effective and efficient work.

From the findings it was revealed that supervision is the channel through which plans are implemented. Supervisors direct and coordinate activities of supervisees to achieve set targets.

The study also showed that supervisors create enabling environment for staff members. They listen and inspire, share expectation and support them. Supervisors use good communicative skills and have respect for subordinates.

The study showed that supervisors did not have common way of measuring performance; it was identified with their departments. Generally they observed that performance was low and this was due to mostly lack of funds and logistics

It became evident that the workload for supervisors was not very high. This could have accounted for the flexibility in supervision. Workload is more closely connected to the number of tasks employees have to complete within a specific period.

The sources of funds and how they were disbursed were identified. Funds from government were not regular; other sources which were regular had specific activities attached.

Finally a number of challenges were unveiled of which the following were mentioned, lack of funds, logistics, nonpayment of travelling expenses and personnel among others. The study also shows diversity of supervision approaches that have been tried and demonstrated. Overall study revealed that supervision can improve performance.

Job performance and its determinants; capacity, opportunity and willingness to perform, although are important, no two determinants can be combined to achieve better performance, unless supervision comes into play. Appraisal failures include central tendency, unclear standards, halo effect and lack of feedback. Employee job satisfaction was brought to the fore front as a pivot around which performance can be improved.

5.2.CONCLUSION

The study brought to bear the importance of supervision on staff performance. It indicated that the effect of supervision on staff performance in Ga South Municipal Education Directorate is so crucial that attention has to be paid to develop it.

As indicated in the findings, it can be concluded that the general feeling of respondents, particularly supervisors and staff was that internal supervision should be given greater attention as both groups understand best the situation on the ground and how to deal with them.

It was inferred from the study results that most staff and supervisors saw supervision as more of administrative responsibility. Majority of staff and supervisors perceived the approach as control oriented rather than participatory. According to respondents, particularly staff and supervisors, this control and visit oriented supervision by external supervisors had little impact on staff performance and should be changed.

Staff and unit heads preference on internal supervision must not be taken for granted and brushed under the carpet. Again, the fact that majority of staff and unit heads preferred internal supervision to external supervision did not mean the external supervision should be eliminated as both internal and external supervision reinforces or complements each other. It would be in the right direction that policy makers take pro-active steps at improving the conditions of both internal and external supervision levels to make their activities attractive and also to win the commitment of supervisors. The level of dissatisfaction for the work of external supervisors by staff and unit heads shows a clear weakness in the performance of external supervisors.

Supervisors must attach great importance to staff job satisfaction as indicated in the research findings. Supervisors in each department must make employee job satisfaction their concern to boost staff morale, as this in the long run will lead to good results of work done. Also appropriate method of appraisal should always be used. It should be devoid of any human factor

in order to achieve the purpose for which it was used. More importantly, staff members cherish feedback since it reveals their position on the work they do. It also assists them to strategize for good performance.

Supervisors should not be taken for granted, for their challenges are never ending. There may be weaknesses with their supervision, but it is the organisation which would have to alleviate these weaknesses. They need to be properly managed to make them acquire the sense of working to improving performance.

5.3.RECOMMENDATION

The following recommendations are made:

1. Supervision plays a major role in ensuring better staff performance and all the players must be encouraged to do what they are doing well. Because each individuals task contributes to achieving better performance. From the findings, supervisees must be satisfied with their work as well as feeling engaged, and then they will be willing to perform well with the assistance of supervision.
2. Supervision must be more of ideas sharing and participatory than conventional or control oriented in order to improve on performance. In order to gather a wide range of knowledge as well as technical and inter personal skills, as indicated that when staff members are given the opportunity to use their abilities and skills, they unearth their talents and perform wonderfully.
3. Both internal and external supervisions must make conscious efforts at revising and adopting new attitude focused on developing the staff toward positive work performance. In other words appropriate staff development must be organised periodically to make staff become competent on their jobs.

4. The activities of external supervisors must be brought down to the door steps of the educational directorate, internal administrators and staff level through regularization of visits and participation of external supervisors in activities of the directorate. From the findings it was revealed that external supervisors hardly visit, and when they do they are so rigid; relationship gap is large. If external supervisors can come up with flexible and innovative ways of supervising, criticism would be accepted and the necessary corrections made.
5. On-the- job training and re-fresher courses must be given the necessary attention.
Supply of training materials must be improved to enable supervisors to organise adequate training for staff.
6. The findings showed that the frequency of on the job training was inadequate, for this reason the researcher recommends adequate training to sharpen the skills for better job performance. Again as supervisors stated, funds and logistics have been some of their major hindrance to organising training for staff. It is the wish of the researcher that funds will be released at the right time, accompanied with necessary logistics.
7. The study revealed that performance appraisal is being down played. For good performance, appraisal should be done half a year to ascertain staff performance on their job.
8. Appraisal results must be used at counseling sessions to assist staff who fall short of expectation. This is totally lacking.
9. Staff job satisfaction should be the top priority of supervisors. When staff members feel secured, recognised and allowed to use their skills and abilities better performance is assured.

5.4. Further Research

Despite the numerous limitations, the study offers invaluable information regarding the relationship between supervision and staff performance. A significant relationship was evidenced between supervision and performance. For further research, the gap between external supervision and supervisees should be looked at in order to make supervision more participatory and ideas sharing.



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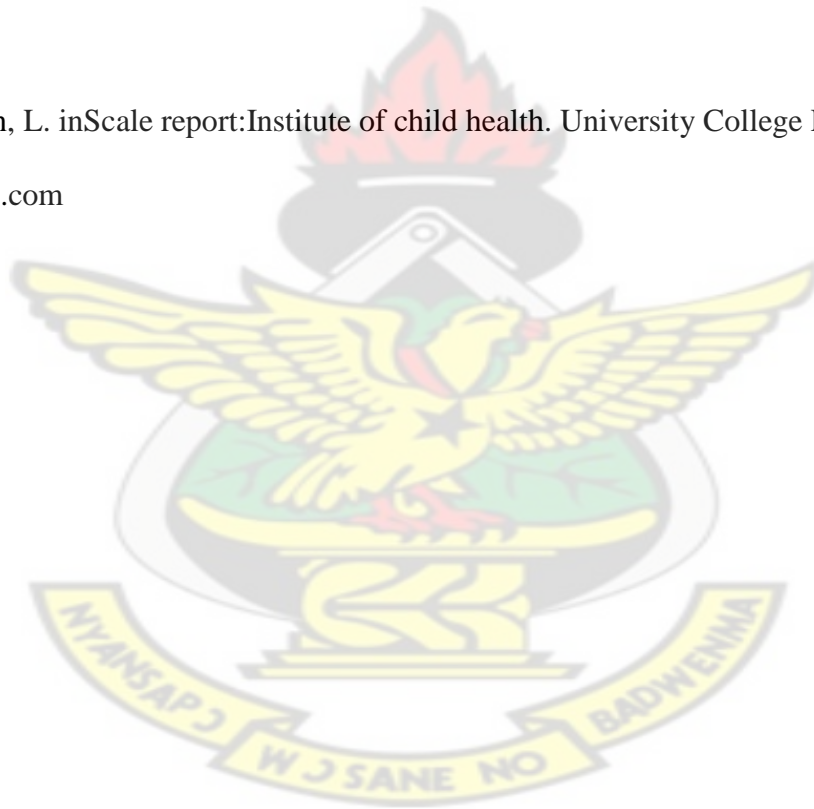
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APPENDIX I

QUESTIONS FOR FRONT- LINE DIRECTORS AND CIRCUIT SUPERVISORS

1. Age: { } 20-29years
 { } 30-39years
 { } 40-49 years
 { } 50-59years

2. What is your present position or rank?

Director { }

Assistant Director { }

Principal Superintendent { }

Senior Superintendent { }

Superintendent { }

3. What is the nature of supervision carry out in Ga South Municipal Education Directorate

4. How were you selected for your position?

a. Appointed { }

b. Interviewed { }

c. Poached { }

5. How long have you been on your present position?.....years

6. How many officers do you supervise?.....

7. What tools do you normally use for your supervisory work?

.....

8. What type of supervision do you know off

- a. Internal
- b. External
- c. Both

9. Which type do you normally conduct?

- a. External
- b. Internal
- c. Both

10. Which one do you perceive to be the most effective?

- a. External
- b. Internal
- c. Both

11. Give reason for your answer.....

12. How do you carry out your supervisory roles?

.....
.....
.....

13. Are there any policy documents or directives on how supervision is conducted?

.....

.....

14. As a supervisor, do you consider your leadership as key to influence staff performance?

If yes, what in your opinion has shaped this identity?

.....

.....

15. How does supervision affect staff performance?

.....

.....

16. How will you generally describe your role as a supervisor?

.....

.....

.....

17. In real terms how do you play your role as a supervisor?

.....

.....

.....

18. How do you carry out your day to day roles?

.....

.....

.....

19. How often do you carry out those roles?

- a. Everyday { }
- b. Most often { }
- c. Occasionally { }

20. Where specifically do you perform those roles?

.....

.....

21. Why do you carry out your supervisory roles?

.....

.....

22. Do you institute any disciplinary action against staff whose work performance fall short

Yes []

No[]

23. If yes, in what form?

24. How quickly is action taken on report sent to regional /headquarters?

- a. Supervision report.....
- b. Inspection report.....

25. What major problems do you face in doing your work?

- a. Lack of resources
- b. Lack of funds
- c. Lack of co-operation from staff
- d. Lack of transportation
- e. Inadequate training
- f. Government policies

26. How does effective supervision shape the attitude of staff?

.....

.....

.....

.....

27. What are the conditions at your work place that you think have promoted high staff performance

.....

.....

28. How have you contributed to shape these conditions?

.....

.....

.....

29. What conditions or factors motivate and inspire staff to work better?

.....

.....

30. How would you rate the general performance of staff after supervision and inspection?

- a. ☐ Very good
- b. ☐ Good
- c. ☐ Satisfactory
- d. ☐ Unsatisfactory

31. How would you rate staff response to counseling activities after supervision and inspection?

- a. ☐ Very Good
- b. ☐ Good
- c. ☐ Satisfactory
- d. ☐ Unsatisfactory

APPENDIX II

QUESTIONNAIRE FOR OTHER STAFF

BIO-DATA

1. Sex ☐ male

☐ female

2. Age ☐ 20-29 years

☐ 30-39 years

☐ 40-49 years

☐ 50-59 years

3. Highest Qualification

☐ 4yrs Cert A

☐ 3yrs P/S

☐ Dip in edu/HND

☐ BA/Msc/Med/Mphil

4. Rank in GES

☐ Cert A Teacher

☐ Deputy Director

☐ Supt ii/I

☐ Director

☐ Snr Supt ii/i

☐ Principal Supt

☐ Assistant Director

5. What is the nature of supervision carry out in Ga South Municipal Directorate?

.....

.....

.....

6. What type of supervision do you know of?

Supervision where officers come from outside your work place []

Supervision performed by head of department []

Both []

7. Which type is mostly used at your work place?

Internal []

External []

Both []

8. Which one do you perceive to be the most effective?

External []

Internal []

Both []

9. Give reasons for your Answers

.....

.....

.....

10. How is supervision carried out at your work place or department?

Your supervisor sets clear targets and standard for work Yes [] No []

Follow up to see that I actually try to meet them. Yes [] No []

Encourages me when I do well Yes [] No []

Supervisor demands feedback for work assigned Yes [] No []

11. In what way do you see your head of department contributing to staff performance?

.....

.....

12. Do you think supervision contribute in any way to staff performance? Give reasons

.....

.....

.....

.....

13. To what extent does supervision have affect on staff performance ?

.....

.....

14. Do you perceive supervision to be of any importance in your work life ?

Yes [] No []

b. If yes what are your reasons

.....

.....

c. If no what is your reason

.....

.....

.....

KNUST

15. What supervisory roles do you see your head of Dept. Often play? Mention them

.....

.....

.....

.....

.....

16. How often are the listed supervisory roles performed?

.....

17. For what reason do you think your head of Dept. carries out those roles

.....

.....

18. Are you able to meet deadlines?

Yes []

No []

19. Do you perceive your unit to be doing well? Yes [] No []

20. Staffs in your unit have good attendance record. Yes [] No []

21. Are you punctual to work? Yes [] No []

22. Tick under any of the following

	Agree	Disagree	Strongly disagree	No option
In your opinion recruitment is done fairly and transparent				
Positions are normally advertised				
Candidates are interviewed and selected on merit				
Vacant positions are filled in a timely manner				
Newly recruited staff help to improve performance in the organization				

23. What challenges do supervisors face in the cause of doing their work

.....

24. What are some of the key factors that influence supervisors work? List them.

.....

.....

.....

.....

25. How do these factors if any effect the supervisor's work

.....

.....

26. New staff members are oriented to induct them into the unit.

Yes []

No []

27. Staffs are often trained to sharpen their skills.

Yes []

No []

28. Staffs in your unit are motivated to do their work.

Yes []

No []

29. Logistics for work are readily available.

Yes []

No []

30. What perception do you and others have about supervisors at your work place? list them

.....

.....

.....

31. How does supervision shape attitude of staff for better performance

.....
.....

32. How are supervisors selected for their position

- a. ☐ appointed
- b. ☐ poached
- c. ☐ interview

33. What tool do you see supervisors use for their supervisory work

.....
.....

34. Is there any policy document or directives on how supervision (both, internal &external)
be conducted

Yes ☐

No ☐

35. What are they?

.....

36. Do supervisors institute any disciplinary measures against staff if they are found not
doing the right thing?

Yes ☐

No ☐

b. If yes, in what form

.....

.....

37. What behavior do you expect from your supervisors which in a way make supervision effective

.....

38. State in your opinion some key factors that will make supervision effective

a. My supervisor sets clear target Yes[] No[]

b. Makes follow up to see whether the right thing is being done.

Yes[] No[]

c. Supervisor demands feedback as scheduled. Yes [] No []

39. What are your opinion on performance appraisal? State them.

.....

.....

.....