EFFECTS OF EDUCATIONAL SUPERVISION ON PROFESSIONAL DEVELOPMENT: PERCEPTION OF PUBLIC BASIC SCHOOL TEACHERS AT WINNEBA, GHANA

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ABSTRACT: *Educational supervision is very vital in the professional development of teachers. The study therefore aims at investigating the perception of public basic school teachers at Winneba, Ghana, on educational supervision in relation to their professional development. In all, 106 teachers of the public basic schools in Winneba who had spent at least a year at their respective schools were randomly selected and used for the study. The questionnaire was used to collect the data. One key finding from the study is that generally, majority of the teachers perceived educational supervision as having a positive impact on their professional development in terms of developing experience; curriculum, teaching methods and materials; classroom management; characteristics of pupils; and assessment. They also perceive educational supervision as helping to identify the needs of teachers and accordingly, plans professional development activities. Another finding is that educational supervisors highlight the strengths of teachers' performance and encourage them to reflect on their challenges through which solutions are found to overcome them. More so, there is no significant difference in the views of male and female teachers of public basic schools at Winneba, in terms of developing their experiences, classroom management, characteristics of the pupils they teach, and assessment techniques. However, there is a significant difference in their responses in terms of curriculum, teaching methods and materials. The study, therefore, recommends that frequent and effective professional development activities should be organized by educational supervisors to enable teachers identify and develop their strengths, and address their weaknesses. Also, educational supervisors should not be interested in finding faults of teachers but more importantly, dialogue with teachers to identify their strengths and weaknesses in order to improve on their professional knowledge, skills and experiences.*

KEY WORDS: perception, educational supervision, professional development, public, basic schools, teachers

INTRODUCTION

The swift changes in knowledge, concepts, technology, and philosophies as a result of the rapid changes in the world have brought about some fundamental changes in education. Education is no longer restricted to considering human needs and the requirements of the present, but it seeks to address and reflect on developing human skills and capacities, and the necessities of the future (Hismanoglu and Hismanoglu, 2010). The present era where the world is considered a 'global village' has seen a great progress of knowledge leading to new and technological ways of teaching and learning. Kankam (2013) supports this by indicating

that the emergence of the information and knowledge-based society has brought a change of mind-set in learning and that new approaches to learning necessitate new approaches to teaching which challenge the teacher's role as a facilitator of learning. This calls for teachers to ensure they undertake continuous and sustained professional development to help improve on educational standards. Similarly, Coskuner (2001) stresses that for teachers to satisfy the expectations of the increasing number of students; they (teachers) need to employ the use of up-to-date teaching methodologies with dedication and enthusiasm (Hismanoglu and Hismanoglu, 2010).

Modern demands of teaching require teachers to undertake life-long development in their profession to update and upgrade their knowledge and skills to improve their teaching delivery. For teachers to maintain a continuous development in their profession they must undertake a lot of effective professional activities either individually or in groups through professional development strategies including study groups, peer-coaching, action research, mentoring, teaching portfolios, team teaching, and in-service training (Hismanoglu and Hismanoglu, 2010). Kankam (2013) also intimates that new approaches to teaching include those that emphasize high order thinking skills, metacognition, constructivists approaches to learning and understanding, brain-based learning, co-operative learning strategies, multiple intelligence, and the use of computer-based and other technology that help students to gain access to information independently. For this reason, he argues that teachers must be committed to and continually engage in pursuing, upgrading, reviewing of their own professional learning and adopting continuous professional development. The quality of education cannot be improved by only adding more resources into the system. It also calls for effective management of these resources at the school level, ensuring an effective system of professional supervision, and preventing the deterioration of essential support structures for teachers. Through quality collaboration, teachers could move from their subjectivity and draw some conclusions about their experiences and views. This makes educational supervision, which is a co-operative problem-solving process a crucial concept in the professional development of teachers (Hismanoglu and Hismanoglu, 2010).

In order for educational institutions to achieve their goals, a mechanism for continuous evaluation of the activities of the institutions, especially, in the instructional process must be put in place. Over the years the Monitoring and Evaluation Division of the Ministry of Education has been responsible for the assessment, evaluation and supervision of educational system in Ghana, and considering the decentralization policy, the function of the external supervision was assigned to the District, Municipal and/or Metropolitan Education Directorates. This function has since been carried out by supervisors and inspectors who have the essential duty of putting educational policies into practice, and ensuring that these policies and practices conform to policies and regulations approved by the government through the Ministry of Education (MOE) and the Ghana Education Service (GES) (Appiah, 2009). These supervisors and inspectors visit schools and classrooms to see the teachers at work, hold occasional conferences with teachers and write reports to their respective District, Municipal and/or Metropolitan Education Directorates. As the administrator of basic schools, the headteacher is also responsible for the internal supervision as one of his administrative functions (Appiah, 2009). Wilkinson (2010) therefore maintains that apart from administrative tasks, the headteacher performs other crucial duties such as supervising students, school activities, and most importantly how teachers use teaching and learning

resources which also include instructional time to enable students acquire the needed skills and knowledge (p. 7).

According to Kpatakpa (2008) there is a widespread feeling that academic standards are fast falling and the blame is shifted to the teacher, who is seen not to be providing effective teaching and learning. What then might have gone amiss to affect the performance of the teachers so much so that their performances affect negatively the general output of pupils in the schools? The challenge is placed at the door post of "effective supervision" (pp. 9-10). This is corroborated by a non-governmental organization in Ghana, Integrated Social Development Centre (ISODEC) (2011) which indicates that one of the major causes of fallen standards of education in northern Ghana is weak supervision of teachers in public schools. According to ISODEC, most teachers, knowing that they are not strictly supervised do not either attend school regularly to teach or render poor teaching to the school children and that is affecting educational standards. This situation seems to be the same in all regions in Ghana, hence, the statement by the Minister of Education that the Ministry is taking steps to improve supervision in public basic schools in Ghana (*Daily Graphic*, 2010:15). It is assumed that effective supervision in the basic schools is likely to improve the teachers' professional performance and consequently enhance the general output of pupils in the schools. Many researchers, as postulated by Sergiovanni and Starratt (2002) believe that supervision of instruction potentially improves classroom practices, and contributes to student success through the professional growth and improvement of teachers (Baffour-Awuah, 2011). According to Appiah (2009) it could be deduced from the introduction of the educational reforms in Ghana that the need for effective supervision is more crucial in recent times than ever before. Supervision is an effective method that could help achieve good results as far as teaching and learning are concerned. This means that it is very important for teaching and learning procedures to be constantly monitored and reviewed to ensure the total achievement of the objectives. It is for this reason that educational supervision and instruction in the basic school is very necessary. The study thus, investigated the perception of public basic school teachers at Winneba, Ghana, on the effects of educational supervision on their professional development.

The findings of the study may be of help to other researchers who may like to pursue further research on the effect of educational supervision on professional development of basic school teachers. Apart from adding to knowledge, and literature on educational supervision and professional development, the findings may be beneficial to the Ghana Education Service (GES) since it may serve as a framework for planning, reorganizing and providing training and development programmes for present and future educational supervisors through seminars, workshops, and short courses. Thus, the findings of the study may broaden the knowledge and skills of educational supervisors which will go a long way to improve supervision and organization of professional development programmes for basic school teachers. The findings of the study may also help to understand relevant issues in educational supervision at Winneba, and in the Efutu Municipality in the Central Region of Ghana in general. The study therefore sought to answer the following questions:

- What perceptions do public basic school teachers at Winneba, Ghana hold on the effect of educational supervision on their professional development in terms of developing teachers' experiences in the teaching field?

- How do public basic school teachers at Winneba, Ghana perceive the effect of educational supervision on their professional development in terms of curriculum, teaching methods/techniques, and teaching materials?
- How do public basic school teachers at Winneba, Ghana perceive the effect of educational supervision on their professional development in terms of classroom management?
- In what way do teachers of public basic schools at Winneba, Ghana perceive the effect of educational supervision on their professional development in terms of the characteristics of the pupils they teach?
- What perception is held by public basic school teachers at Winneba, Ghana on the effect of educational supervision on their professional development in terms of assessment?

Hypothesis

- H_0: There is no significant difference between the perception of male and female teachers in public basic schools at Winneba, Ghana on the effect of educational supervision on their professional development in terms of development of experiences in the teaching field.
- H_0: There is no significant difference between the perception of male and female teachers in public basic schools at Winneba, Ghana on the effect of educational supervision on their professional development in terms of curriculum, teaching methods/techniques, and teaching materials.
- H_0: There is no significant difference between the perception of male and female teachers in public basic schools at Winneba, Ghana on the effect of educational supervision on their professional development in terms of classroom management.
- H_0: There is no significant difference between the perception of male and female teachers in public basic schools at Winneba, Ghana on the effect of educational supervision on their professional development in terms of the characteristics of the pupils they teach.
- H_0: There is no significant difference between the perception of male and female teachers in public basic schools at Winneba, Ghana on the effect of educational supervision on their professional development in terms of assessment.

LITERATURE REVIEW

Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organisations (Nyarko, 2009) and for Segun (2004) the importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence of education. As a result, there is a great interest in the day-to-day operations of the school system (Bessong and Ojong, 2009). Hismanoglu and Hismanoglu (2010) assert that there is a difficulty in the agreement of a specific definition of the term "educational supervision" since there are some differences in orientations, perceptions, comprehension and familiarity with aspects of the framework and also analysis of its content (p. 18). This is substantiated with the description of educational supervision by Daresh (2001) as a dynamic process leading to studying and improving all factors that affect the education situation, while Kilminster, Jolly & Van der Vleuten (2007) explain educational supervision

as the provision of guidance and feedback on matters of personal, professional and educational development in the context of trainee's experience.

Segun (2004) contends that supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction (Bessong and Ojong, 2009). Dodd (2008) also explains supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their co-operation to enable supervisors become successful in their supervision tasks (Bessong and Ojong, 2009). Modern educational supervision, as expressed by Bailey (2006) is characterized among others as a technical process which seeks at improving teaching and learning through the care, guidance and simulation of continued development for not only teachers but also any other person having an impact on the educational context. Bailey (2006) also sees educational supervision as a collaborative process in different stages because it welcomes various views that represent the proper relationship between the supervisor and the teacher so as to address the educational problems and find appropriate solutions to them. From the definitions of educational supervision, various functions could be outlined (Smith, 2005), and according to Hismanoglu and Hismanoglu (2010) these functions are grouped under six main categories namely, development of curricula, supervision and organisation of the educational setting, supervision of the teachers' professional development, supervision of the teaching methods and techniques, supervision of the novice teacher, and evaluation of the educational process.

Considering the new educational reforms in Ghana, especially at the basic level, it is prudent to have effective supervision to promote and enhance the quality of instructions in schools. Again, with the upsurge of the use of Information Communication Technology (ICT) in basic schools, modern instructional materials are being introduced and used in the instructional process in schools. These call for effective supervision in deciding the nature and content of the curriculum, in the selection of patterns of school organization, and leaving materials that ensure educational growth and development of both students and teachers (Bessong and Ojong, 2009). One of the most important reasons for educational supervision as identified by Adesina (2001) is to see to it that each teacher performs the duties assigned to him or her and improve the effectiveness of teachers to enable them contribute their maximum quota to attain the goals of a school (Bessong and Ojong, 2009). Other reasons for educational supervision outlined by Nwaogu (2006) include improving incompetent teachers, providing guides for staff development, helping teachers to see the problems and needs of pupils and help them solve these problems and provide as far as possible for most of their needs, enlisting the co-operation of all staff members in serving their own needs and those of others to prevent teaching difficulties, and knowing the effectiveness of classroom management by teachers and improving methods of teaching and learning (Bessong and Ojong, 2009). Alemayehu (2008) asserts that supervision in most schools in the world, from the era of neo-scientific management, have focused on inspection and control of teachers. Supervision, when carried out in a manner which shows direction and development rather than judgment and criticism will go a long way to improve performance (Wilkinson, 2010). This shows that the improvement of the teaching learning process is dependent upon teacher attitudes toward supervision, and noted that unless teachers view supervision as a process of promoting professional growth and student learning, the supervisory practice will not bring the desired effect.

Glickman, Gordon and Ross-Gordon (2005) propose that developmental supervision which is explained as the application of certain knowledge, interpersonal skills and technical skills to the tasks of direct assistance, group development, curriculum development, professional development, and action research enable teachers to teach in a collective, purposeful manner uniting organizational goals and teacher needs and provide for improved student learning. This view of supervision represents a paradigm shift from mere inspection of people as subordinates to encouraging collegial interactions. Sergiovanni and Starratt (2007) argue that no matter how capable supervisors are, as long as supervision is viewed as nothing of value to teachers, its potential to improve schools will not be fully realized (Tesfaw and Hofman, 2012:14). According to Sergiovanni and Starratt (2007) instructional supervision is effective when the attention of supervisors is focused on building the capacity of supervisee, giving them the autonomy they need to practice effectively, and making them responsible for helping students to be effective learners (Tesfaw and Hofman, 2012). Several authors such as Sergiovanni and Starratt (2007) and Zepeda (2007) argue that teachers' attitude and satisfaction toward instructional supervision greatly depends on several factors such as smooth teacher-supervisor relationship, availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors (Tesfaw and Hofman, 2012:15). Substantiating this, Kutsyuruba (2003) in a study on beginning teachers' perception of instructional supervision revealed that beginning teachers desire more frequent use of instructional supervision that meets their professional needs, promotes trust and collaboration, and provides them with support, advice and help (Tesfaw and Hofman, 2012).

Recent studies depict that inadequacies of the amount and quality of instructional supervision make teachers develop negative attitude and a sense of disappointment toward supervision processes (Choy, Chong, Wong and Wong, 2011). A study by Hismanoglu and Hismanoglu (2010) revealed that English language teachers in Northern Cyprus showed a very positive attitude towards professional development since it helps them to learn new trends in teaching, and as such become aware of other opportunities in teaching. The study however showed that lack of time and inadequate financial resources were seen as two major impediments on teachers' professional development. Again, the nature of professional development activities as perceived by the respondents appeared to consist of 'one-shot' workshops which aimed at helping teachers to master prescribed skills and knowledge. This is however considered by the teachers as boring and irrelevant since they forget a lot of the things they learn. Last but not least, the study revealed the teachers' belief that their educational supervisors aimed at finding faults of teachers in the classroom instead of engaging them in discussions to address their challenges and concerns.

The overall purpose of instructional supervision is to help teachers improve, and this could be on what teachers know, the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Sergiovanni and Starratt, 2007). For Nolan and Hoover (2008) instructional supervision is a crucial tool used in building effective teacher professional development. It is also seen as an organizational function that seeks the growth of teachers and improvement in teaching performance and greater student learning (Tesfaw and Hofman, 2012). This proves the point that every profession requires continuous improvement in methods and skills that necessary for employee performance. This means that teacher professional development is vital for the success of every school (Carter, 2001;

Zepeda, 2007). Zepeda (2007) intimates that a clear connection of instructional supervision to professional development is needed and that the various approaches of instructional supervision such as clinical supervision, peer coaching, cognitive coaching, mentoring, etc. enhance teachers' professional development. As stressed by Burant (2009) findings of researches on instructional supervision suggest that there is a significant relationship between instructional supervision and professional development (Tesfaw and Hofman, 2012).

METHODOLOGY

The research design used for this study was the descriptive survey because it focuses on providing an accurate description of the characteristics of a situation or phenomenon, and that the focus of descriptive research is not to only look out for cause-and-effect relationships but rather, describes the existing variables in a given situation and, sometimes, the relationship that exist among those variables (Johnson and Christensen, 2012:366). The target population of the study was all public basic school teachers at Winneba, in the Efutu Municipality in the Central Region of Ghana. The purposive sampling technique was used to select all public basic school teachers at Winneba, Ghana, who had spent at least a year in their various schools. The reason was that apart from the school-based supervision, such teachers would have also attended a professional development programme in the form of in-service training, workshop or seminar, and as such would have had a fair idea of educational supervision in their schools. The simple random sampling technique was then used to select 120 teachers as the sample for the study.

One type of questionnaire adapted from Hismanoglu and Hismanoglu (2010) was used to collect data from the respondents. The questionnaire sought to investigate the perception of public basic school teachers at Winneba, Ghana on educational supervision on teachers' professional development, and how educational supervision could be improved. The questionnaire was validated by some professors of University of Education, Winneba (UEW), Ghana. Comments and observations made by these professors were noted and used to improve the questionnaire. The questionnaire was pre-tested in a public basic school at Apam in the Gomoa West District of the Central Region of Ghana. The reliability co-efficient obtained after analysing the data from the pre-test of the questionnaire was 0.89 (standardized item alpha) which is mathematically written as $α=0.89$ and falls within the accepted range of more or equal to 0.70 (Dörnyei and Taguchi, 2010). One hundred and twenty questionnaires were distributed to the sampled respondents but 106 of them correctly filled and submitted their questionnaires indicating a returning rate of 88.3%. Version 16 of the Statistical Package for Social Sciences (SPSS) was used in coding the questionnaires and analysis of the data. In analysing the data, frequency count, and simple percentages were used. Also, the chi-square was used in determining if there were no significant differences in the views of male and female teachers in terms of their responses to the research questions.

DATA ANALYSIS AND RESULTS

The respondents used for the study were public basic school (primary and junior high school) teachers at Winneba, Ghana. The number of respondents was 106 and the breakdown is shown in Table 1.

Table 1

Number of Respondents by Gender and Level

Gender	Level		
	Primary	JHS	Total
Male	25 (23.6%)	18 (17.0%)	43(40.6%)
Female	40 (37.7%)	23 (21.7%)	63(59.4%)
Total	65 (61.3%)	41 (38.7%)	106(100.0%)

Source: Fieldwork (Dec. 2013)

The data in Table 1 shows that out of the 106 public basic school teachers used for the study, 43(40.6%) of them were males. Out of this number, 25(23.6%) were teachers in the primary schools while 18(17.0%) were in the junior high schools. The number of female teachers used for the study were 63 (59.4%) and this was made up of 40(37.7%) in the primary schools and 23(21.7%) in the junior high schools. The table further depicts that 65(61.3%) of the teachers were in the primary schools while 41(38.7%) were in the junior high schools. The deduction that could be made from this analysis is that there seem to be more female teachers in public basic schools at Winneba, Ghana than their male counterparts.

Research Question 1: What perceptions do public basic school teachers at Winneba, Ghana hold on the effect of educational supervision on their professional development in terms of developing teachers' experiences in the teaching field?

It is believed that the more experience gained by teachers, the likelihood for them to perform very well to ensure effectiveness in the teaching and learning process which ultimately results in the pupils understanding what is taught in the classroom. Thus, Research Question 1 sought to find out how educational supervision ensures that the requisite experiences needed by teachers in performing their duties effectively are gained. Responses to the question are shown in Table 2. It is observed from the data obtained in Table 2 that majority of the respondents agreed to almost all the statements. This shows that generally, the responses given by the teachers used for the study showed their agreement that educational supervision has a positive effect on the development of their experience in the teaching profession.

This revelation is essential since it can create good reasons for public basic school teachers to accept the relevance of educational supervision in their professional development. For instance, a specific look at the second item in Table 1 suggests that as many as 89(84.0%) respondents are of the opinion that teachers in the municipality are made aware and encouraged by their educational supervisors to be abreast with current issues in education and help exchange successful experiences with their colleagues. This substantiates Hismanoglu and Hismanoglu's (2010) finding that 89% of their respondents (teachers) believed that they are encouraged by their educational supervisors to be aware of the latest educational issues.

Table 2

Effects in Terms of Developing Teachers' Experience in the Teaching Field

Educational Supervision/Supervisor(s) …:	SA	A	D	SD
prepares teachers' mind to accept the development by explaining importance of latest educational issues**	32(30.2%)	62(58.5%)	10(9.4%)	2(1.9%)
encourages teachers to be aware of latest educational issues in order to exchange successful experience with colleagues	36(34.0%)	53(50.0%)	14(13.2%)	3(2.8%)
holds meetings with teachers to study and discuss educational circulars sent by GES and MOE	21(19.8%)	60(56.6%)	20(18.9%)	5(4.7%)
encourages teachers to do self-learning to update their professional experience	40(37.7%)	48(45.3%)	13(12.3%)	5(4.7%)
encourages teachers to pursue higher education programmes to raise their academic/professional levels**	36(34.0%)	44(41.5%)	20(18.9%)	6(5.6%)
organises educational workshops, in-service training programmes, seminars and conferences for teachers*	31(29.2%)	58(54.7%)	13(12.3%)	4(3.8%)
nominates teachers to attend educational workshops and in-service training to develop professionally	28(26.4%)	58(54.7%)	13(12.3%)	7(6.6%)
assesses, evaluates, identifies and specifies teachers' professional needs*	11(10.4%)	43(40.6%)	46(43.4%)	6(5.6%)
advises teachers to participate in different courses to update their educational experiences*	19(17.9%)	58(54.7%)	27(25.5 %)	2(1.9%)

Source: Fieldwork (Dec. 2013) SA→ Strongly Agree. A→ Agree. D→ Disagree. SD→ Strongly Disagree. N = 106, * Significant *p < .001, **p < .05*

It is however seen from the data in Table 2 that 54(50.9%) of the respondents agreed that educational supervision/supervisor identifies, assesses and specifies professional needs of teachers as opposed to 52(49.1%) respondents who disagree that their professional needs of teachers are identified, assessed and specified by their educational supervisors. The number of teachers who disagreed with this assertion is very significant and it suggests that in most cases, professional needs of public basic school teachers at Winneba, Ghana are not specified during educational supervision. This contradicts with the finding of Hismanoglu and Hismanoglu (2010) who observed that as many as 92.5% of their respondents (teachers) perceived their educational supervisors as professionals who specify the needs of teachers and based on these needs, planned professional development activities. To show the need of specifying the professional needs of teachers during educational supervision, Kutsyuruba (2003) in a study observed that beginning teachers desire more frequent use of instructional supervision that meets their professional needs, promotes trust and collaboration, and provides them with support, advice and help (Tesfaw and Hofman, 2012).

A chi-square test was conducted to determine if there was no significant difference in the views of the male and female teachers on the effect of educational supervision on their professional development in terms of developing experiences. Table 3 shows the results.

Table 3
Chi-square Results on Developing Experiences

Description	Male (actual)	Female (actual)	Male (expected)	Female (expected)	Total	χ^2 Value
Strongly Agree	90	140	95.71	134.2903	230	
Agree	216	268	201.41	282.5935	484	19.18
Disagree	77	99	73.24	102.7613	176	
Strongly Disagree	4	36	16.65	23.35484	40	
Total	387	543			930	

The results of the test were significant at a 0.05 level, χ^2 (3, N = 106) = 7.81. The calculated χ^2 = 19.18 was greater than $\chi^2_{0.95}$ = 7.81 for 3 degrees of freedom, and since χ^2 = 19.18 > 7.81, the H_0 was rejected. The conclusion was that there is significant difference in male and female teachers' attitude on their agreement of relevant strategies for enhancing their professional knowledge.

Research Question 2: How do public basic school teachers at Winneba, Ghana perceive the effect of educational supervision on their professional development in terms of curriculum, teaching methods/techniques, and teaching materials?

This research question sought to seek the opinion of public basic school teachers in the municipality on how their professional development is impacted by educational supervision, considering the curriculum, teaching methods, and teaching and learning materials at their disposal for use in the teaching and learning process. Answers to the question are derived from the data in Table 4.

Table 4
Effects In Terms Of Curriculum, Teaching Methods, and Teaching Materials

Educational Supervision/Supervisor(s) …:	SA	A	D	SD
trains teachers to use modern teaching techniques and methods	27(25.5%)	56(52.8%)	16(15.1%)	7(6.6%)
trains teachers to develop pupils' communication and thinking skills	15(14.2%)	60(56.6%)	25(23.6%)	6(5.6%)
give opportunities to teachers to use suitable teaching techniques/methods for their pupils	28(26.4%)	54(50.9%)	20(18.9%)	4(3.8%)
conducts workshops, seminars, in-service training and micro-teaching to teachers in their various schools	20(18.9%)	65(61.3%)	21(19.8%)	0(0.0%)
makes teachers familiar with latest updated issues about the school	31(29.2%)	45(42.5%)	28(26.4%)	2(1.9%)

curriculum encourages and involves teachers in the curriculum development process*	19(17.9%)	34(32.1%)	34(32.1%)	19(17.9%)
encourages teachers to discuss ways of solving any problem with the school curriculum*	14(13.2%)	40(37.7%)	45(42.5%)	7(6.6%)
directs teachers to learn about results of educational researches on appropriate teaching techniques	8(7.6%)	58(54.7%)	29(27.3%)	11(10.4%)
advises and helps teachers in the preparation of scheme of work and teaching/lesson plans	19(17.9%)	61(57.5%)	22(20.8%)	4(3.8%)
directs teachers to use the classroom activities which develop the pupils' thinking skills**	10(9.4%)	75(70.8%)	15(14.2%)	6(5.6%)
advices and encourages teachers to carry out extra curricula activities	8(7.6%)	72(67.9%)	24(22.6%)	2(1.9%)

Source: Fieldwork (Dec. 2013): SA→ Strongly Agree. A→ Agree. D→ Disagree. SD→ Strongly Disagree. N = 106, * Significant *p < .001, **p < .05*

From the data in Table 4, it is realized that apart from the sixth and seventh statements which did not show majority of the respondents agreeing to them, all the other nine statements had majority of the respondents indicating agreement. This means that generally, public basic school teachers at Winneba, Ghana believe that educational supervision positively impacts on their professional development in terms of curriculum, teaching methods, teaching and learning materials and teaching activities, corroborating the findings of Hismanoglu and Hismanoglu (2010). Specifically, it is clearly seen from the data in Table 4 that half (53) of the respondents, indicating 50.0% disagreed that educational supervision/supervisor encourages and involves teachers in the curriculum development process. Also, as many as 52(49.1%) of the teacher respondents disagreed that educational supervision/supervisor encourages teachers to discuss ways of solving any problem with the school curriculum. These two specific situations which contradict the findings of Hismanoglu and Hismanoglu (2010) have significant implications. For teachers to carry out their duties very well, they need to understand the curriculum very well. That is, teachers need to be aware and understand how the curriculum must be implemented to achieve school and educational goals. Hence, for as many as 49.1% of the teachers to indicate that they are not encouraged to discuss ways of solving any problem with the school curriculum could be very worrying. Thus, it appears teachers are not involved in discussing how challenges faced with the implementation of the school curriculum could be addressed. Probably, this substantiates the fact that 53 (50.0%) of the teachers contend that they are not involved in the process of developing the school curriculum.

It is however refreshing to note that at least 70.0% of the teachers specifically agree that educational supervision/supervisor trains teachers to use modern teaching techniques and methods, trains teachers to develop pupils' communication and thinking skills, gives opportunities to teachers to use suitable teaching techniques/methods for their pupils, conducts workshops, seminars, in-service training and micro-teaching to teachers in their various schools, makes teachers familiar with latest updated issues about the school

curriculum, advises and helps teachers in the preparation of scheme of work and teaching/lesson plans, directs teachers to use the classroom activities which develop the pupils' thinking skills, and encourages teachers to carry out extra curricula activities. Sergiovanni and Starratt (2007) maintain that the overall purpose of instructional supervision is to help teachers improve, and this could be on what teachers know, the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions.

A chi-square test was conducted to assess whether there was no significant difference in the views of male and female teachers on the effect of educational supervision on their professional development in terms of curriculum, teaching methods, and teaching materials. The result is seen in Table 5.

Table 5
Chi-square Results on Curriculum, Teaching Methods and Materials

Description	Male (actual)	Female (actual)	Male (expected)	Female (expected)	Total	χ^2 Value
Strongly Agree	54	145	80.7264	118.2736	199	
Agree	267	353	251.5094	368.4906	620	0.00
Disagree	141	138	113.1792	165.8208	279	
Strongly Disagree	11	57	27.58491	40.41509	68	
Total	437	693			1166	

The results of the test were significant at a 0.05 level, χ^2 (3, N = 160) = 7.81. The calculated χ^2 = 0.00 was less than $\chi^2_{0.095}$ = 7.81, therefore, the study failed to reject the H_0. The conclusion was that there was no significant difference in the views of male and female teachers on the effect of educational supervision on their professional development in terms of curriculum, teaching methods, teaching materials and activities.

Research Question 3: How do public basic school teachers at Winneba, Ghana perceive the effect of educational supervision on their professional development in terms of classroom management?

Classroom discipline and management is very paramount in the effective teaching and learning process. It is the effective use of all resources in the classroom to achieve the objectives of teaching and learning. Thus, the study aimed at determining the views of the respondents on how educational supervision/supervisor impacts on their professional development in terms of classroom management. The answer to the research question is seen in the data presented in Table 6.

Table 6

Effects in Terms of Classroom Management

Educational Supervision/Supervisor(s) …:	SA	A	D	SD
makes teachers familiar with different techniques of classroom management	14(13.2%)	67(63.2%)	20(18.9%)	5(4.7%)
guides teachers to encourage their pupils to express their ideas and feelings	8(7.6%)	66(62.3%)	31(29.2%)	1(0.9%)
directs teachers to establish a positive rapport/cordial relationship with pupils	8(7.6%)	76(71.7%)	17(16.0%)	5(4.7%)
explains to teachers the ways of considering and teaching pupils with mixed abilities	11(10.4%)	76(71.7%)	13(12.3%)	6(5.6%)

Source: Fieldwork (Dec. 2013): SA→ Strongly Agree. A→ Agree. D→ Disagree. SD→ Strongly Disagree. N =106, * Significant, **$p < .05$

It is depicted from the data in Table 6 that most of the respondents agreed to all the statements, implying that generally, the teachers perceive a positive impact of educational supervision on their professional development in terms of the pupils they teach and classroom discipline and management. It is gratifying to note that 81(76.4%) of the teachers agreed that educational supervision makes them familiar with different techniques of classroom management, 84(79.3%) agreed it directs them to establish a positive rapport/cordial relationship with pupils, while 87(82.1%) believed it explains to teachers the ways of considering and teaching pupils with mixed abilities. The findings of a study conducted by Hismanoglu and Hismanoglu (2010) that English language teachers have a positive perception of educational supervision on their professional development in terms of students and classroom management confirm the findings of this study.

The deduction that could be made is that educational supervision helps teachers to ensure that an enabling environment is provided for students to express their views, thereby encouraging active participation of pupils during the teaching and learning process. This presupposes that through educational supervision, teachers are encouraged to establish a cordial relationship between them and the pupils they teach, and also put in place new ways of ensuring classroom discipline and management. Apart from this, teachers are urged to use current and creative classroom activities that will expose the pupils to new information which will help improve their thinking skills. Nwaogu (2006) intimates that reasons for educational supervision among others, include improving incompetent teachers, helping teachers to see the problems and needs of pupils, and help them solve these problems and provide as far as possible for most of their needs, and knowing the effectiveness of classroom management by teachers and improving methods of teaching and learning (Bessong and Ojong, 2009).

A chi-square test was conducted to assess whether there was no significant difference in the views of male and female teachers on the effect of educational supervision on their professional development in terms of classroom management. The result is seen in Table 7.

Table 7

Chi-square Results on Classroom Management

Description	Male (actual)	Female (actual)	Male (expected)	Female (expected)	Total	χ^2 Value
Strongly Agree	11	30	16.63208	24.36792	41	
Agree	120	165	115.6132	169.3868	285	14.58
Disagree	40	41	32.85849	48.14151	81	
Strongly Disagree	1	16	6.896226	10.10377	17	
Total	172	252			424	

The results of the test were significant at a 0.05 level, χ^2 (3, N = 106) = 7.81. The calculated χ^2 = 14.58 was greater than $\chi^2_{0.95}$ = 7.81 for 3 degrees of freedom, and since χ^2 = 14.58 > 7.81, the H_0 was rejected. The conclusion was that there is significant difference in the views of male and female teachers on the effect of educational supervision on their professional development in terms of classroom management.

Research Question 4: In what way do teachers of public basic schools at Winneba, Ghana perceive the effect of educational supervision on their professional development in terms of the characteristics of the pupils they teach?

Table 8

Effects in Terms of Characteristics of Pupils

Educational Supervision/Supervisor(s) …	SA	A	D	SD
guides teachers to identify pupils' developing characteristics to create positive learning attitudes	12(11.3%)	62(58.5%)	32(30.2%)	0(0.0%)
directs teachers to develop their skills in dealing with pupils' varied behaviours	8(7.6%)	56(52.8%)	40(37.7%)	2(1.9%)
guides teachers to use effective methods to help pupils to overcome their learning difficulties	16(15.1%)	73(68.9%)	17(16.0%)	0(0.0%)
assists teachers on how to deal with brilliant pupils and discuss how to address pupils' weaknesses	20(18.9%)	60(56.6%)	26(24.5%)	0(0.0%)

Source: Fieldwork (Dec. 2013): SA→ Strongly Agree. A→ Agree. D→ Disagree. SD→ Strongly Disagree. N=106,

* Significant

From the data in Table 8, it is realised that 74(69.8%) of the respondents agreed that educational supervision guide teachers to identify pupils' developing features which eventually assists in creating positive learning attitudes among pupils. It is also seen that 64(60.4%) of the respondents indicated their agreement to the statement that educational supervision directs teachers in developing the skills needed for dealing with different behaviours of pupils. Again, 89(84.0%) of the teachers were of the opinion that through educational supervision, they are guided to use effective methods that help pupils in

overcoming their learning difficulties. More so, 80(75.5%) opined that they are assisted to know how to deal with brilliant pupils and discuss ways of addressing pupils' weaknesses.

The results from the data in Table 8 suggests that teachers expect educational supervision to help them address challenges pupils go through which will eventually boost their professional development. One striking thing is that apart from 2(1.9%) teachers strongly disagreeing with the statement that educational supervision directs teachers to develop their skills in dealing with varied pupils' behaviours, none of them strongly disagreed to the other items shown in Table 8. The fact that some of the teachers disagreed with the items clearly suggests that some teachers find it difficult dealing with students in the classroom. The foregoing substantiates what Hismanoglu and Hismanoglu (2010) and Ghapanchi and Baradaran [n.d.] found in their respective studies.

A chi-square test was conducted to assess whether there was no significant difference in the views of male and female teachers on the effect of educational supervision on their professional development in terms of characteristics of the pupils they teach. The result is seen in Table 9.

Table 9
Chi-square Results on Characteristics of Pupils

Description	Male (actual)	Female (actual)	Male (expected)	Female (expected)	Total	χ^2 Value
Strongly Agree	23	33	22.71698	33.28302	56	
Agree	106	139	99.38679	145.6132	245	3.38
Disagree	43	78	49.08491	71.91509	121	
Strongly Disagree	0	2	0.811321	1.188679	2	
Total	172	252			424	

The χ^2 results of the test were significant at a 0.05 level, χ^2 (3, N = 106) = 7.81. The calculated $\chi^2 = 3.58$ was less than $\chi^2_{0.95} = 7.81$ for 3 degrees of freedom, and since $\chi^2 = 3.58 < 7.81$, the study failed to reject the H_0. The conclusion was that there is no significant difference in the views of male and female teachers on the effect of educational supervision on their professional development in terms of the characteristics of the pupils they teach.

Research Question 5: What perception is held by public basic school teachers at Winneba, Ghana on the effect of educational supervision on their professional development in terms of assessment?

Table 10
Effects in Terms of Assessment

Educational Supervision/Supervisor(s) …:	SA	A	D	SD
assists and makes teachers familiar with various assessment techniques	26(24.5%)	60(56.6%)	16(15.1%)	4(3.8%)
encourages teachers to take notes of pupils' performance for assessment records	11(10.4%)	64(60.3%)	29(27.4%)	2(1.9%)
trains teachers to design effective class exercises, tests and examinations	17(16.0%)	56(52.8%)	22(20.8%)	11(10.4%)
provides teachers with the various current assessment techniques	7(6.6%)	54(50.9%)	34(32.1%)	11(10.4%)
trains teachers to ask variety of oral questions suitable to the teaching and learning situation	14(13.2%)	60(56.6%)	28(26.4%)	4(2.8%)
guides teachers to use practical ways of diagnosing pupils' strengths and weaknesses	15(14.2%)	62(58.5%)	26(24.5%)	3(2.8%)
encourages teachers to benefit from the assessment results to suggest ways and solutions for pupils' difficulties	19(17.9%)	51(48.1%)	25(23.6%)	11(10.4%)

Source: Fieldwork (Dec. 2013): SA→ Strongly Agree. A→ Agree. D→ Disagree. SD→ Strongly Disagree. N=106, * Significant, *$p < .001$, **$p < .05$

The data in Table 10 reveals that many of the respondents agreed that educational supervision positively impacts on their professional development in terms of assessment. For instance, 86 (81.1%) of the respondents agreed to the assertion that educational supervision helps teachers to be familiar with various assessment techniques. This is welcoming because it suggests that the teachers are exposed to various forms of assessment which will greatly help them in assessing/evaluating their pupils. The implication is that educational supervision helps in updating the knowledge of teachers on the various modern assessment techniques. Thus, through educational supervision, teachers are assisted in setting the right test items to suit current trends in assessment in education. Hence, teachers are helped to identify and evaluate the strengths and weaknesses in the various test types and modify them in line with the teaching and learning situations (Hismanoglu and Hismanoglu, 2010; Ghapanchi and Baradaran, [n.d.]).

A chi-square test was conducted to assess whether there was no significant difference in the views of male and female teachers on the effect of educational supervision on their professional development in terms of assessment. The result is seen in Table 11.

Table 11
Chi-square Results on Assessment

Description	Male (actual)	Female (actual)	Male (expected)	Female (expected)	Total	χ^2 Value
Strongly Agree	21	88	44.21698	64.78302	109	
Agree	183	224	165.1038	241.8962	407	26.84
Disagree	82	98	73.01887	106.9811	180	
Strongly Disagree	15	31	18.66038	27.33962	46	
Total	301	441			742	

The results of the test were significant at a 0.05 level, χ^2 (3, N = 106) = 7.81. The calculated χ^2 = 26.84 was greater than $\chi^2_{0.95}$ = 7.81 for 3 degrees of freedom, and since χ^2 = 26.84 > 7.81, the H_0 was rejected. The conclusion was that there is significant difference in the responses of male and female teachers on the effect of educational supervision on their professional development in terms of assessment.

CONCLUSION

The findings of the study seems to depict that teachers at the public basic schools at Winneba, Ghana, agree that generally, there is a positive effect of educational supervision on their professional development in terms of developing experiences, curriculum, teaching methods and materials, classroom management, characteristics of pupils they teach, and assessment techniques. Based on this, it could be concluded that through educational supervision, the teachers are assisted to improve on their previous activities by learning new trends in the teaching profession, discussing experiences with colleague teachers, and reflecting on their teaching. Another conclusion that could be made from the findings of the study is that most teachers in public basic schools at Winneba, Ghana, are of the view that educational supervision results in emergent outcomes to the whole teaching and learning process where collaborative relationship is established to enable teachers reflect and share teaching experiences (Glickman, Gordon and Ross-Gordon, 2007). It is also concluded that there is no significant difference in the views of male and female teachers of public basic schools at Winneba, Ghana, in terms of developing their experiences, classroom management, characteristics of the pupils they teach, and assessment techniques. However, there is a significant difference in the perception of male and female teachers of public basic schools at Winneba, Ghana, in terms of curriculum, teaching methods and materials.

RECOMMENDATIONS

- Educational supervision should be organized with the view of helping teachers to develop experiences in the teaching field. This could be achieved when educational supervision seeks to explain the importance of current educational issues, discuss circulars from the Ghana Education Service (GES) and Ministry of Education (MoE) with teachers, identify teachers' professional needs, and encourage teachers to do self-learning to update their professional knowledge, skills and experience.
- Educational supervision should help teachers to understand the curriculum, and adopt appropriate and varied teaching methods. Thus, teachers should be trained to use modern teaching techniques and methods that are suitable for their pupils. Again, teachers should

be given the opportunities to engage in micro-teaching or peer-teaching during school-based and cluster-based in-service training programmes. Also, educational supervisors should not be interested in finding faults of teachers but more importantly, teach by demonstrating the use of modern teaching strategies during professional development activities. More so, teachers should be encouraged to discuss ways of addressing challenges identified in the school curriculum, and advise teachers in preparing scheme of work and lesson plans.

- Educational supervision should help teachers in managing their classrooms effectively. This means that teachers should be made aware of the different techniques of classroom management. Teachers should also be encouraged and assisted to establish positive rapport with their pupils to enable them (pupils) express their ideas and feelings, and more especially, explain to teachers, the various ways of considering and teaching pupils with mixed abilities.

- During educational supervision activities, teachers should be assisted to identify and understand the characteristics of their pupils. That is, teachers should be guided to identify pupils' characteristics to create positive learning attitudes, develop the skills in dealing with pupils' varied behaviours, and help teachers to use effective methods to assist pupils to overcome their learning difficulties.

- Educational supervision programmes should expose teachers to various and current assessment techniques. This will help teachers to design effective classroom exercises, tests and examinations. Again, it will guide teachers to use practical ways of diagnosing the strengths and weaknesses of pupils, and suggest ways and solutions for pupils' difficulties.

- Educational supervision should stress on reflection since it is considered as an essential phenomenon which must be encouraged, and promoted to make teachers curious about certain aspects of the teaching and learning processes, give construction feedback, identify alternatives, foster autonomy, appraise themselves and others, and manage their time.

- Regular and effective professional development activities should be organized by educational supervisors to enable teachers identify and develop their strengths, and address their weaknesses. Also, educational supervisors should not be interested in finding faults of teachers but more importantly, teach by demonstrating the use of modern teaching strategies during professional development activities such as school-based and circuit-based in-service training programmes.

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