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Nexus between Supervision Strategies and Quality Basic Education: Study of Selected Public Basic Schools in Ghana

National Education Week

Reforming the Education Sector for Effective Service Delivery: Embracing Innovations

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Outline of Presentation

- ❖ Context
- ❖ Conceptual Framework
- ❖ Research Hypotheses
- ❖ Methods
- ❖ Key Findings
- ❖ Conclusion
- ❖ Policy Implications

QUALITY BASIC
EDUCATION
(QBE)

Context



School Factors

- Quality of Infrastructure
- School Environment
- Class Size
- Curriculum

Student Factors

- Family Background
- Gender, Age, etc

Teacher Factors

- Academic qualification
- Teaching Experience
- Choice of Pedagogy

NATIONAL
EDUCATION
SUPERVISION &
MONITORING
SYSTEM



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Conceptual Framework

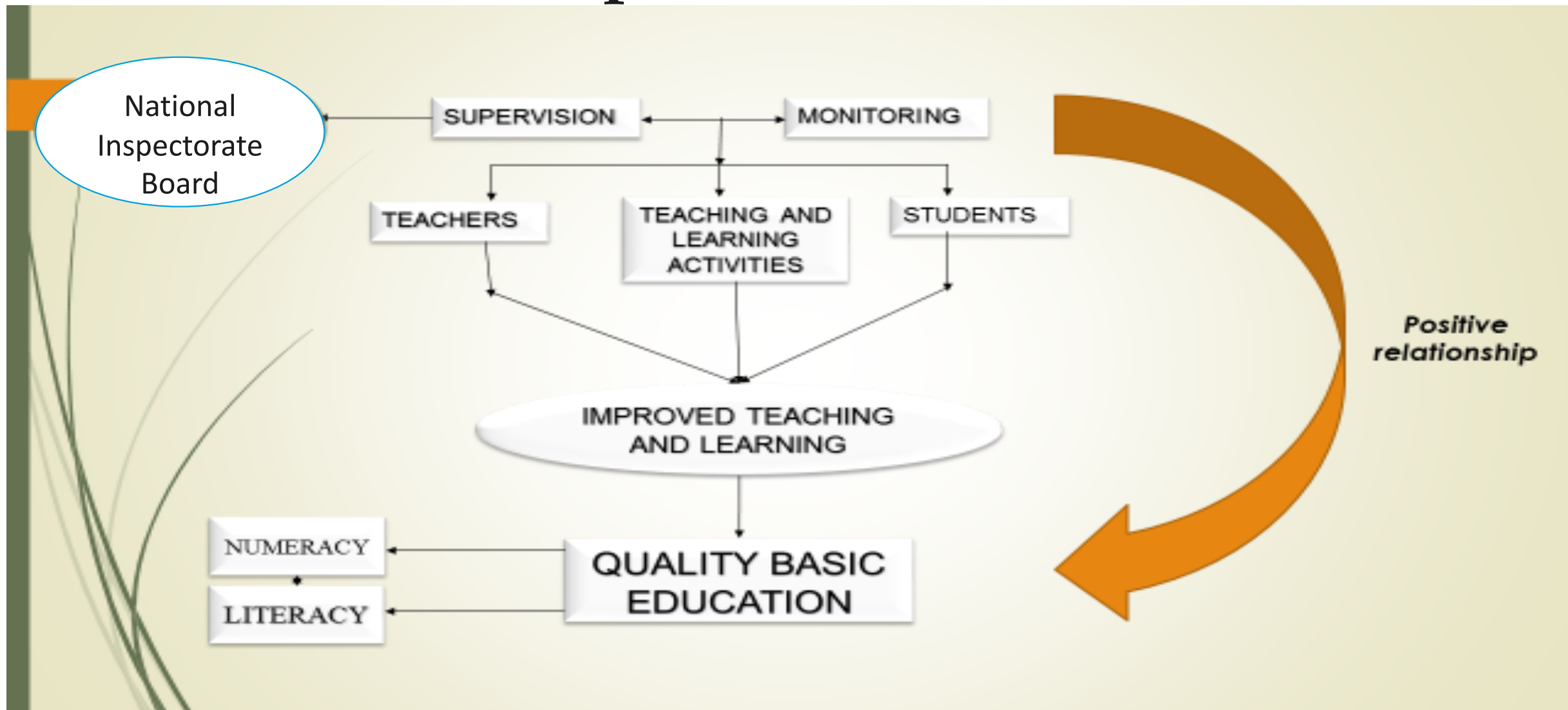


Figure 1: Diagram showing the hypothesized relationship between Supervision and Monitoring and Quality Basic Education

Source: Author's Construct (2019)

Research Hypotheses

- ❖ Based on the conceptual framework developed for the study, the following hypotheses guided the study:
- ❖ H_0 : There is no statistical significant *relationship* between Monitoring and Supervision of teaching and learning and quality basic education.
 H_1 : There is a significant relationship between Monitoring and Supervision of teaching and learning and quality basic education.
- ❖ H_0 : There is no statistical significant *influence* of type of supervisory strategy on the quality of basic education.
 H_1 : There is a statistical significant influence of type of supervisory strategy on the quality of basic education.

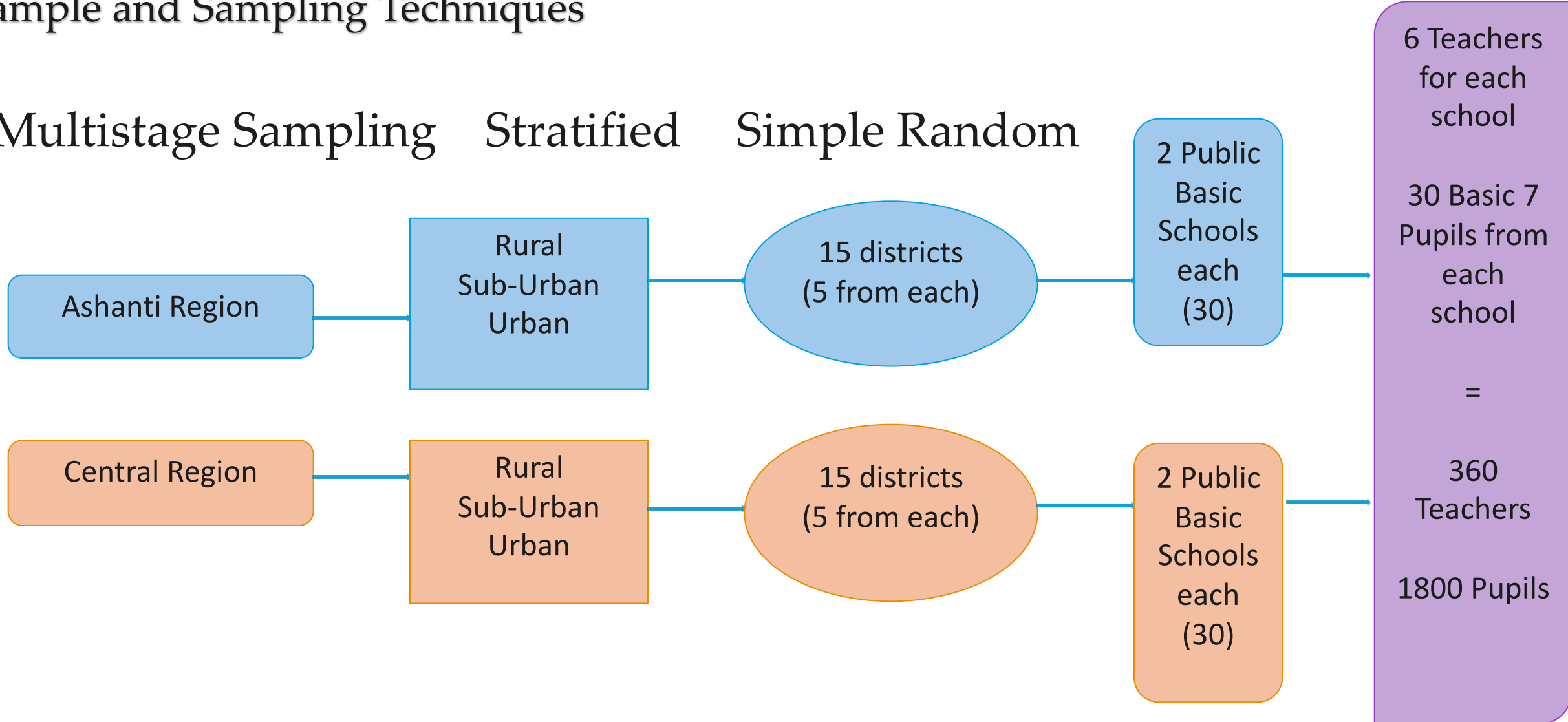
Methods

- ❖ Quantitative Approach
- ❖ Ex-Post Facto or Causal Comparative
- ❖ Population was all Public Basic Schools in the Central and Ashanti regions of Ghana (Teachers and Pupils)
- ❖ Two Research Instruments
 - ❖ Questionnaire for Teachers (Measure Supervision strategies)
 - ❖ Standardized Test Items for the Pupils (Mathematic and English language)(Measure QBE)
- ❖ Data Analysis was carried out using SPSS v. 22. Both descriptive statistics (Frequencies and Percentage) and Inferential Statistics (Pearson correlation and Logistic regression)

Methods cont.

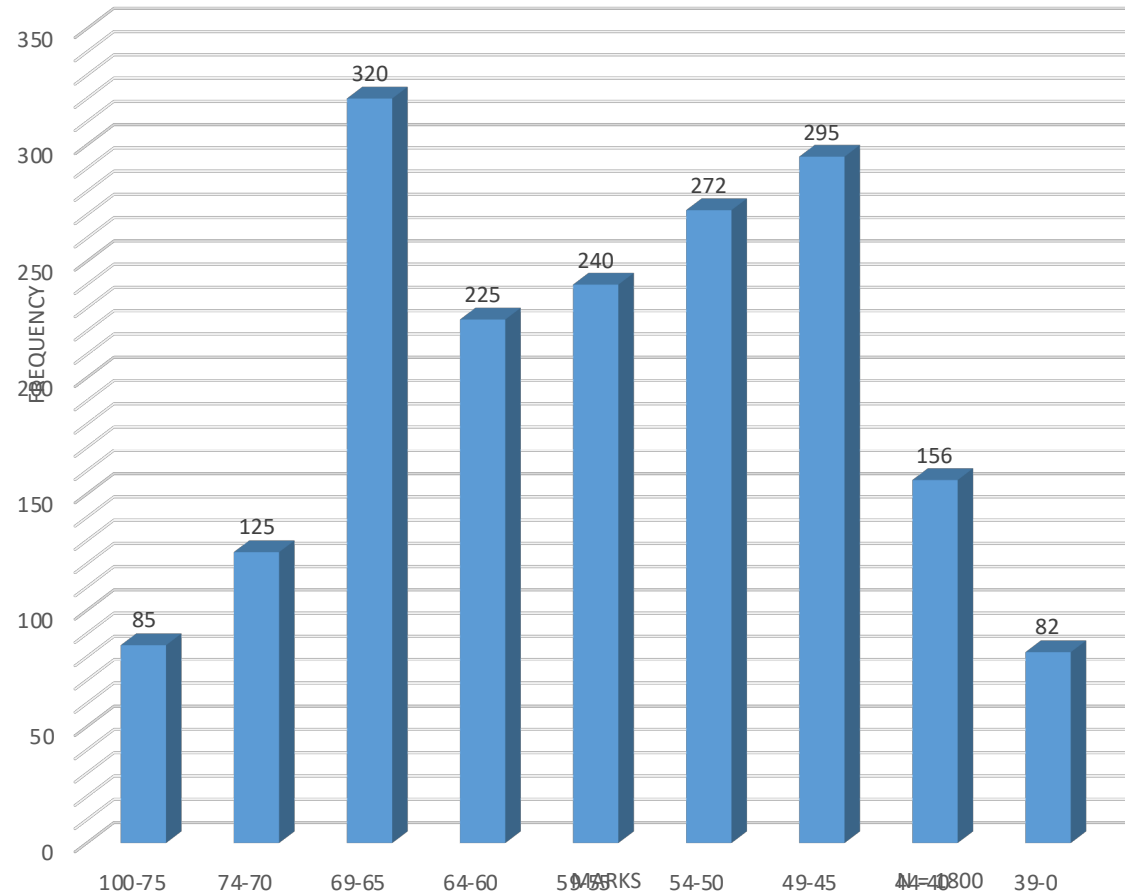
Sample and Sampling Techniques

Multistage Sampling Stratified Simple Random

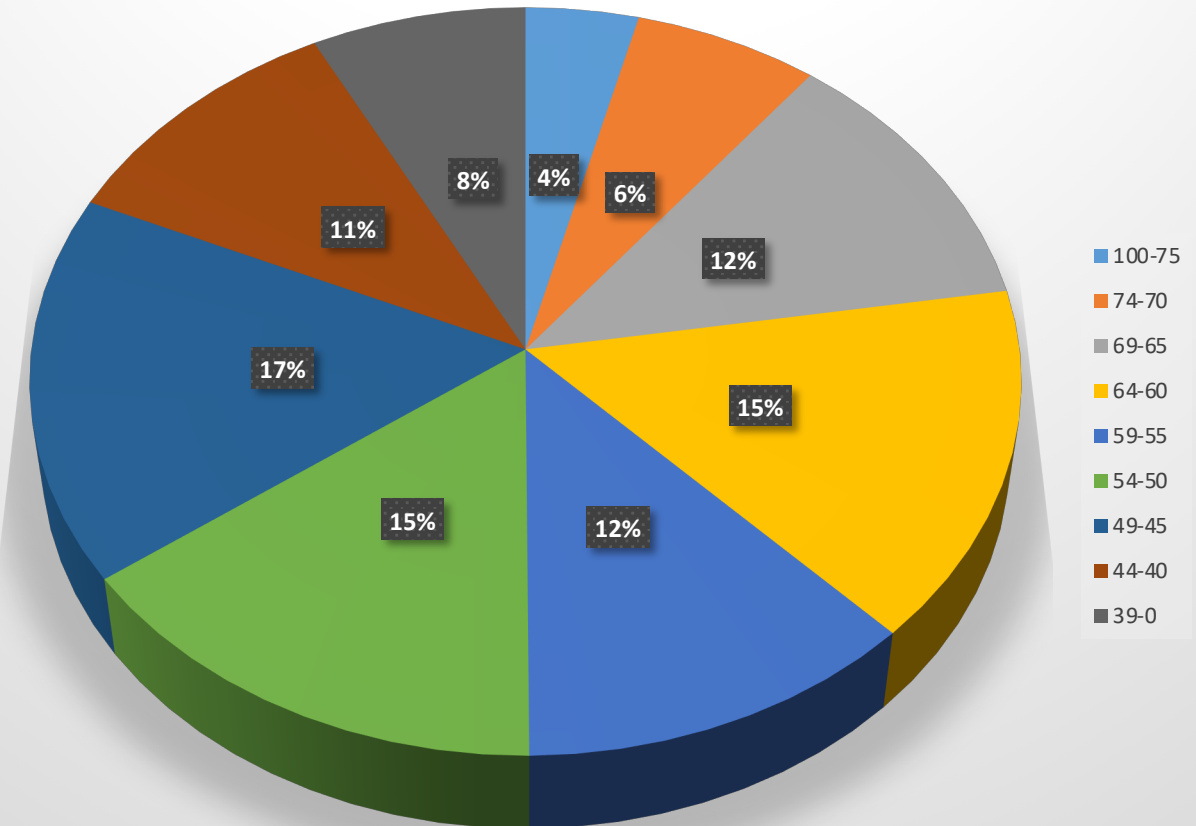


Wide variation in students' performance in Math and English

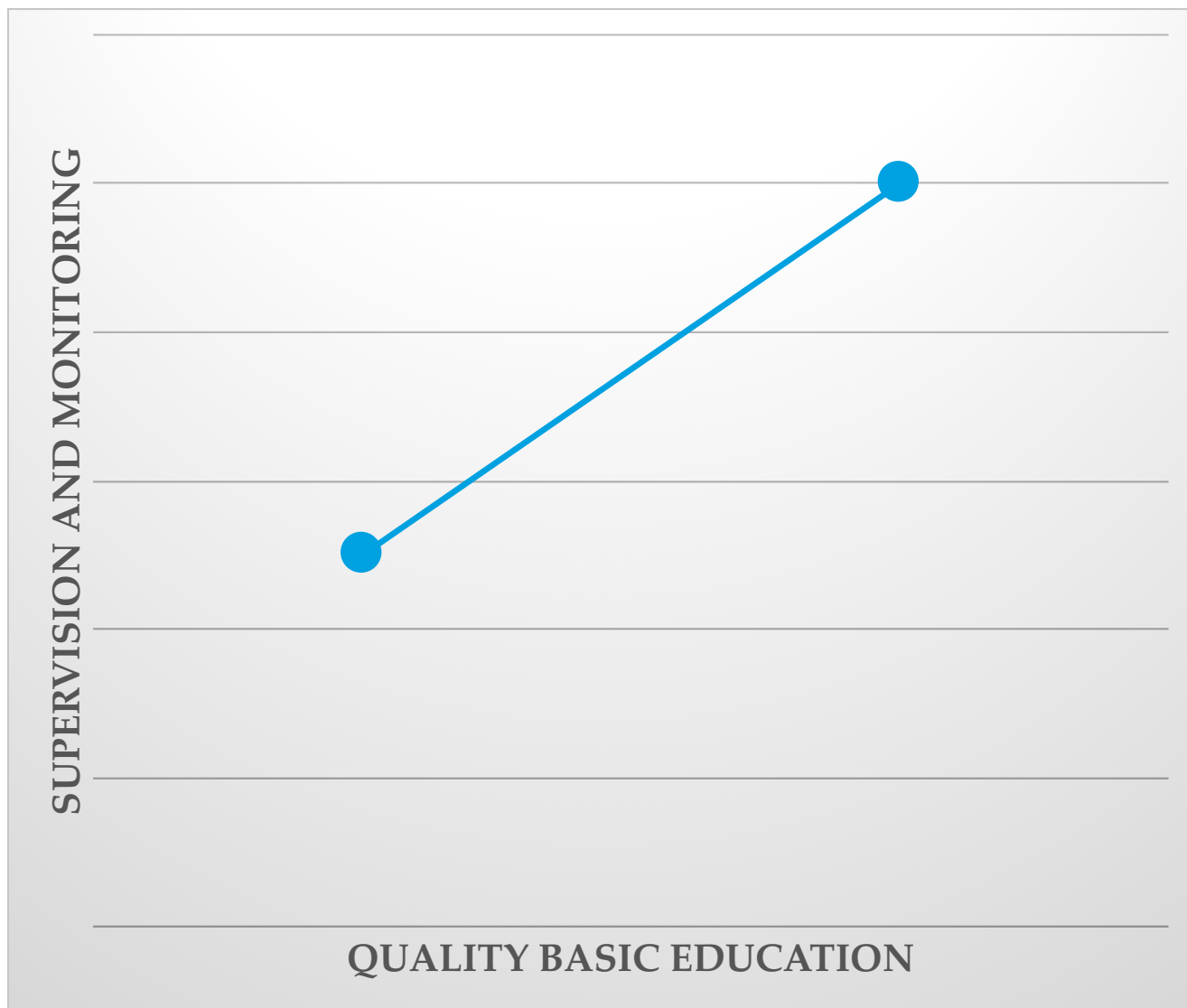
Performance in Mathematics



Performance in English Language

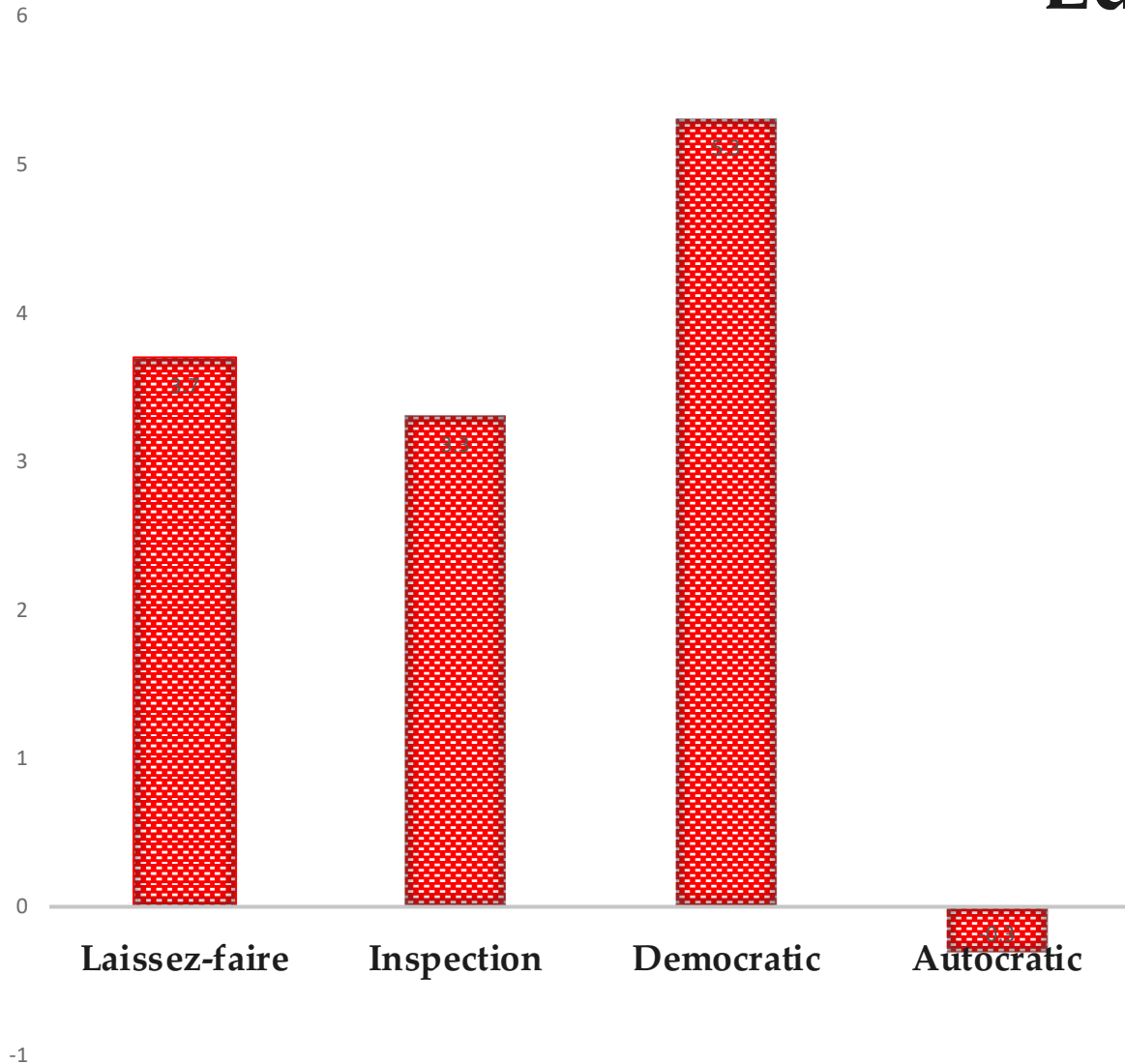


RELATIONSHIP BETWEEN SUPERVISION AND QUALITY EDUCATION



Strong positive
relationship
between
Monitoring and
Supervision and
Quality Basic
Education

Influence of Supervisory Strategies on Quality Basic Education



- **Strong positive effect** of democratic supervisory strategy on quality basic education
- **Negative effect** of autocratic supervisory strategy on quality basic education
- Note that other variables were controlled by the model.

Democratic vs. Autocratic supervisory strategies



The supervisor and the teacher together decide on the best approach to improve the teaching/learning situation



The supervisor believes there is only one way of delivering instruction and that is the most effective and efficient way and expects teachers to do exactly that

Conclusion

- ❖ The openness, collaboration and involvement of teachers as a strategy adopted by supervisors affect the effectiveness of supervision and monitoring leading to improvement in instructional delivery.
- ❖ This, therefore, appeal to teachers positively because they become part of the supervision exercise.
- ❖ It can be concluded that, supervisors who “**partner**” teachers during instructional delivery are perceived to improve teaching and learning than supervisors who “**police**” teachers during lesson delivery.

Policy Implications

- ❖ **Repositioning and Resourcing** the NIB by the Ministry of Education to enable them carry their mandate fully.
- ❖ **Training processes** for supervisors by the NIB should surround **current practices and trends** in school and instructional supervision.
- ❖ **Recruitment of supervisors** should be targeted, well structured and managed to enable NIB get the best for supervision assignments
- ❖ The Ministry of Education should foster **collaboration** between NIB and other agencies like NaCCA, NAB, and GES and organize quarterly interaction meetings between these agencies to compare notes
- ❖ More focus should also be on **internal supervision, peer review and teacher collegiality** and Head teachers should be equipped to deliver this mandate (*Innovative supervision*).



Thank you



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