

SUPERVISORY PRACTICES IN SCHOOLS: ANTIDOTES TO DEFICIENCY IN TEACHER PROFESSIONAL DEVELOPMENT AND PEDAGOGICAL COMPETENCE AT JUNIOR HIGH SCHOOLS IN THE KUMBUNGU DISTRICT, GHANA

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Abstract

This study examines how supervisory practices can be an antidote to deficiency in teacher professional development and pedagogical competence at junior high schools in the Kumbungu District, Ghana. Qualitative research approach was adopted. The design used was case study. Purposive sampling techniques was used to select ten (10) school heads and twenty (20) teachers from ten (10) different junior high schools in the Kumbungu District. Face-to-face interview was conducted for the samples. Thematic analytical approach was deployed to analyse data collected. Findings revealed teacher supervision is an important activity in the education system as it puts proper checks on teachers' work in schools. Teacher supervisory practices in some schools were weak and inadequate, teachers were difficult, uncooperative and sometimes hostile. Challenges to teacher supervision included low level of supervisory skills by supervisors, inadequate logistics, poor road network, lack of vehicles or motorbikes for monitoring and lack of supervision allowance. Recommendations made included; the Ghana Education Service (GES) organising supervisory trainings for all school heads and circuit supervisors on Clinical Supervision. The GES should train all school heads and circuit supervisors on collegial supervisory skills, constructive supervisory skills and supportive supervisory skills. Teachers in all schools should be sensitized on the need and significance of teacher supervision in the education system. The Ghana Education Service should supply all education units with adequate logistics and they should pay all supervisors monthly supervision allowances.

Keywords: Supervisory, Practices, Professional, Development, Pedagogical, Antidotes

Introduction

Supervisory practices in schools are integral parts of teacher professional development initiatives which are aimed at improving on the pedagogical competence of teachers. Thus, the realisation of quality culture of teaching and learning in all education systems depends on an effective and a realistic supervision of all teachers (Goldhaber, 2006; Glanz, Sallis, Saelens & Frank, 2007). This is because a realistic supervision of teachers in all schools has the power to genuinely improve on teachers' classroom practices, as a result, leads to high level of students' academic performance (Baffour-Awuah, 2011; Kholid & Rohmatika, 2019).

Teacher supervision is a management and

instructional processes involving teachers and school heads with a goal of enhancing the potential of schools in contributing to effective teaching and learning (April & Bouchamma, 2015). Teacher supervision is the act of developing the professional competencies of teachers through supervisory practices aimed at increasing students' academic achievements (Sergiovanni & Starrat, 2002; Mette, Range, Anderson Hvidston, & Nieuwenhuizen, 2015). In Kenya, Jonyo and Jonyo (2019) defined teacher supervision as an educational programme designed where individual school heads observe teaching and learning activities, assist teachers to develop professionally and to ensure students' academic successes. While in Malaysia, Hoque, Kenayathulla, Subramaniam and Islam (2020)

explained that, teacher supervision is an ongoing process in schools where the most experienced teacher (Supervisor) guides the less experienced teachers (Supervisees) towards achieving excellence in the teaching and learning process. Similarly, U-Sayee and Adomako (2021) defined teacher supervision as the process of checking the work of teachers to ensure compliance with regulations and procedures and to maintain loyalty to higher authorities.

The purpose of supervisory practices in schools as explained by Memduhoglu (2012) in Turkey is to guide teachers and to develop their teaching processes. Memduhoglu (2012) clarifies that, teacher supervision should not be seen as an educational programme designed to witch hunt teachers, find errors with their professional work or as a mere evaluation activities. In Larchmont of the New York City, Zepeda (2012) is of the view that, the purpose of supervisory activities in the education system is for school heads to reflect on data collected during an extended teacher observation and to plan future professional development for the teacher.

Ovando (2005), Zepeda (2012), Hawkins and Shohet (2012) posited that the purpose of supervision of teachers' work in schools is to provide practitioner teachers with feedback about their classroom performance and to organise a post-observation conference where teachers feel open to discuss their own strengths and weaknesses. In relations to school heads' feedback after classroom observation, Olivia and Pawlas (2001) in the New York City, state that schools heads' feedback about their teachers' work are focused on both qualitative and quantitative aspects of teaching and learning process during the classroom observation, while in Norwood of Massachusetts, Costa and Garmston (2002) and in the New York City, Ovando (2003) reiterated the fact that, school principals' feedback should aim at praising and acknowledging teachers for their on-going continuous improvement efforts and it should challenge teachers to reflect on their professional practices.

It is important to also highlight here that, studies on teacher supervision and its related significance are dominant in Africa, Asia, Oceania and North America (Okendu, 2012; April & Bouchamma, 2015; Cotton, 2003; Marzano, Waters, & McNulty, 2005; Robinson, 2007). Countries such as Nigeria, Virginia, Canada and Australia are covered by these studies. The significance of teacher supervision in these countries include: opportunities for teachers to

be innovative and to learn new teaching strategies, a platform to achieve the most effective teaching practice, an opportunity to increase teachers' involvement and accountability and an activity to ensure a closer monitoring of students' academic progress and ultimate achievements.

As important as it is, teacher supervision has its own weaknesses and challenges, for example, Aubusson et al., (2007), Borich (2008), Hoque et al., (2020) have the beliefs that classroom visitation by supervisors can cause stress, discomfort and nervousness in teachers. While, Mercer (2006) claims supervisory practices in the form of classroom visitation does not achieve any professional development objectives, it is more on evaluating than developing, it is considered incompetent and threatening.

In Malaysia and China, Izham, Wei, Ahmad, Hanim, Mansor, (2013) are of the views that teachers' effectiveness can be affected if they are not satisfied with the kind of supervisory practices they go through. In India, Malaysia and Thailand, study conducted on instructional supervision by Sharma, Yusoff, Kannan, Binti (2011) revealed that supervisors were more on fault findings and insulting on what teachers do than supportive, encouragement and developmental. In Riyadh, Rashid (2001) believed the difficulties in achieving effective supervision in schools include school heads' lack of supervisory preparedness, weak relations between supervisors and their supervisees and lack of support from education officials.

Furthermore, in Ghana, issues of lack of professional qualifications and lack of continuing training on supervisory skills are some of the challenges to achieving supervisory goals in schools (Ankoma-Sey & Marina, 2016). In Nigeria, Enaigbe (2009) and in Tanzania, Ngole and Mkulu, (2021), claimed the reasons for no realistic performance of supervision in schools include heavy workload of school supervisors, routine administrative roles of supervisors and lessons assigned to supervisors to teach. In Liberia, U-Sayee et al., (2021) and in Ghana, Ampofo, Onyango and Ogala (2019) lament that as a result of supervisors' lack of time, supervision presents a threat to quality teaching and learning since school heads find it difficult to inspect and monitor all teaching and learning activities.

The significance of teacher supervision to quality education can never be underestimated. Surprisingly, there is no much of supervisory activities at junior high schools of the Kumbungu District due to challenges emanating from both the

internal and external environments of the schools. There seems to be less support for teachers' professional and pedagogical development in the schools, as a result, teachers' effectiveness and students' academic performance are seriously affected.

Giving the importance of teacher supervision in the teaching and learning process in schools, this study was designed to examine how supervisory practices in schools are antidotes to deficiency in teacher professional development and pedagogical competence at junior high schools in the Kumbungu District, Ghana. This paper examines how supervisory practices in schools are antidotes to deficiency in teacher professional development and pedagogical competence at junior high schools in the Kumbungu District, Ghana.

Review of Literature

Supervisory Model of the Study

The study was guided by Kadushin's (2002) Model of Supervision. Alfred Kadushin's model of supervision underpinned this study in three supervisory areas, as discussed below:

Administrative Supervision: this model was used by the study to find out if school supervisors do promote and maintain good standards of teachers' work in schools, if school heads as supervisors do co-ordinate educational practices with policies in teacher supervision and whether school heads as supervisors do ensure efficient and effective governance and management of the schools or not (Kadushin 1992). In administrative supervision, school supervisors have the authority to oversee the work of teachers in the implementation of effective curriculum and other educational policies, school heads are to assist supervisees to work to the best of their abilities to ensure high level of students' academic achievements and the maintenance of the good image of the schools (Smith, 2011).

Educational Supervision: The study used this model through eliciting information on whether teachers are being helped professionally by their supervisors or whether through supervision, teachers are assisted to dispel ignorance while acquiring the necessary knowledge, attitude and skills in carrying out their teaching responsibilities (Kadushin, 2002; Hawkins & Shohet 2007).

Supportive Supervision: This aspect was carried out when the study investigated on the kinds of relations and support teachers receive from their supervisors in the education system. It is important to highlight here that, teachers on daily basis are

faced with numerous job related stress and burn out, as such, teachers need a high level of professional support from their supervisors. In supportive supervision, supervisors are expected to ensure harmonious working relationships with supervisees, a high level of teacher moral and job satisfaction and the cultivation of esprit de corps in the schools (Kadushin 2002).

Supervisory Practices in Schools

In Liberia, the kinds of supervisory practices engage in by school principals as supervisors do include the inspection of teachers' lesson notes, teachers' punctuality, the organization of in-service training and the inspection of teachers' classroom managerial skills (U-Sayee & Adomako, 2021). Additionally, supervisory practices according to Egwunyenga (2005) in the Beninese schools include inter-school visitation, seminar organisations and micro teaching.

Supervisory activities in schools do come in different forms and types, for example, in Canada, April and Bouchamma (2015) are of the views that supervision in schools includes the monitoring of students' progress, conducting class observation, providing teachers with constructive feedback, supporting and guiding teachers towards their professional developments. In Malaysia, Hoque, et al. (2020) claim supervisory activities in schools include classroom visitation, organization of educational workshops, seminar and training courses which help to meet teachers need as well as improve on their professional and pedagogical practices.

Significance of Teacher Supervision

Several educationists have written on the relevance of teacher supervision in the education system, for example, in Nigeria, Akinwumi (2002) claims educational supervisions are carried out by school heads and other leaderships in the education system to meeting school goals. In Liberia, U-Sayee and Adomako (2021) are of the views that school heads do carry out supervisory activities in schools to assist teachers improve on their pedagogical competences, also, UNESCO (2007) points out that supervision in the education system are geared towards helping teachers improve upon their professional obligations.

Also, In New Jersey, Nolan and Hoover (2008) categorically stated that while the significance of formative teacher supervision is to help teachers develop their professional competencies in order to

improve on students' academic performance, summative teacher supervision on the other hand is directed towards the promotion, retention and personal decision making of teachers. Teacher supervision must at the end provide teachers the growth opportunities to learn, to cooperate better with colleagues, to care and to become more effective in the classroom (Sergiovanni & Starrat, 2006; Mette, et al.; Stronge, Ward, & Grant, 2011).

Furthermore, Zepeda (2012), Mette, et al., (2015) are of the views that the significance of post-observation conference during teacher classroom supervision is to set the course for future teacher professional development opportunities and growth. Also, Spillane, Healey and Parise (2009) opined that the significance of supervisory activities in schools is to help supervisors set both short and long term professional goals with teachers. In summary, Hawkins and Shohet (2012) claimed the critical focuses of supervisory activities in schools include the creation of enable environments for supervisees to see how they teach, how they develop their teaching skills, how they explore and express personal distress, how they re-stimulate themselves in the teaching profession, how they use their soft skills and how they develop professionally as an individual and as a group in schools.

Challenges to Effective Supervision in Schools

The significance of teacher supervision in schools as a key instrument for monitoring and improving the quality of teaching and learning as well as students' academic performance is met with numerous internal and external challenges. For example, in Canada, Bouchamma and Basque (2012), April and Bouchamma (2015) and, Cranston (2009) are of the concern that some school heads are not adequately trained in teacher supervision and they lack the skills and the time to properly carry out their supervisory activities with their teachers. DuFour and Eaker (2004) also lament that some school heads are more focused on administrative duties, have no time for supervisory activities and they faced a challenge of balancing pedagogical guidance and authority in their role as leaders.

It has also been found by Jacob and Lefgren (2006) that, the negative attitude of teachers towards school heads with low level of supervisory skills is another challenge to effective supervision in schools. Teachers have the tendencies of refusing feedback from their school heads after they have been supervised or visited in classrooms (Jacob & Lefgren, 2006). In Ghana, a realistic performance of

supervision in schools by circuit supervisors is affected by un-cooperative attitudes of teachers, teachers' lack of lesson notes preparedness and their lateness and absenteeism from schools (Osei, Mensah & Agbofa, 2020).

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

Methodology

The study used qualitative research approach and case study as a design to gather data on selected thematic areas of teacher supervision at Junior High Schools in the Kumbungu District, Ghana. There are concerns of irregular supervision of teachers work in schools, inadequate support giving to teachers' professional and pedagogical developments, school heads and circuit supervisor inability to carry out regular supervisory activities in schools, as such, teachers' effectiveness, school functionality and students' academic performance are all adversely affected.

The study adopted purposive sampling techniques to select ten (10) school heads and twenty (20) teachers from ten (10) different junior high schools in the Kumbungu District. School heads and teachers were selected based on the fact that they have lived experience in supervision, possess rich information on supervisor and supervisee relations and also have adequate knowledge on how supervision practices are being carried out in the District. Permissions were sought from the District Education Office, the school heads and from the teachers. Face-to-face in-depth individual interviews were conducted to collect data. Open-ended questions were asked with the purpose of providing respondents the opportunity to express themselves freely and to probe responses where necessary. Interview proceedings were recorded using note taken and data collected were analysed thematically.

Results

The results of the study based on the research objective are: (i) significance of teacher supervision (ii) impact of regular supervision on teachers' professional development (iii) effects of weak supervisory practices on students' academic performance (iv) school heads' supervisory competency (v) supervisors support in curriculum implementation (vi) attitude of teachers towards supervision in schools and (vii) challenges to effective supervision in schools.

Significance of Teacher Supervision

The study revealed that teacher supervision is an important educational activity that puts proper checks on teachers' work, it increases teachers' professional commitment in schools and also introduces teachers to better methods of teaching as well as increases their pedagogical competence in the teaching and learning process. In relations to this finding, a head teacher said the following:

The supervision of teachers in our schools is important in the sense that it keeps the teachers properly checked, improves on their professionalism and introduces them to better methods of teaching.

This finding has been supported by Kayıkçıl, Yılmaz and Şahin (2017) who state that supervisory practices in schools do enhance teachers' pedagogical competence in the teaching and learning processes.

Also, a teacher said the following:

What we know is that with proper supervision of our work we become committed, as such; we do diligent work in class.

To corroborate with the findings, Kassahun (2014) claims effective teacher supervision leads to improvement in how they teach. Another school head had this to say:

I think it ensures quality in delivering and also new teaching methods are adapted to suit prevailing situations.

Mulatu (2016) concurs with these findings by highlighting that effective supervisory practices in schools do ensure adequate achievement of educational standards.

It was also revealed that the supervision of teachers work in school does serve as a constant reminder to teachers of their important duties and responsibilities in schools, it helps to improve on teachers' morals and motivation to work effectively and efficiently, it leads to the sensitization of

teachers on punctuality and regularity in school and in the classroom, teacher supervision does eliminate laziness in teachers and helps to build on their capacity. A teacher said the following:

Teacher supervision helps to remind us of our professional responsibilities as well as building on our capacity which leads to better teaching and students' academic achievement in our schools.

To concur with these findings, Whetton (2009), Ngole and Mkulu (2021) have highlighted that supervisory assessment of teaching staff helps them to get professional help in areas such as educational approaches and strategies to ensuring high quality level of students' academic success.

Some comments made by a school head were:

It enhances both the performance of teachers and pupils, reduces absenteeism and boosts the morals and motivational level of teachers to teach efficiently and effectively.

This finding has also been confirmed by De Grauwe and Gabriel (2004) when they elaborate that the establishment of any supervisory activities in schools are aimed at improving on teachers' professionalism and the achievement of quality teaching and learning.

Impact of Regular Supervision on Teachers' Professional Development

As important as it is, the impact of supervision on teacher professional development has been found by the study, the study revealed that regular supervision of teaching and learning in schools has a greater positive impact on the culture of teaching and learning, it has the power of encouraging teachers to reflect on how they teach, it creates rooms for classroom visitations by supervisors and it encourages feedback and suggestions on the work of teachers. A teacher's claims were that:

If there is regular supervision in schools, it helps to shape how we teach and also helps to prepare us professionally to teach better.

To corroborate with the findings, Glickman (2004) states that when there are effective supervisory activities in schools, there is bound to be an enlargement of teachers' knowledge, skills and an understanding of how teaching and learning is effectively carried out.

It was also revealed that supervisory activities do impact on teachers' professional development through the provision and availability of adequate and appropriate teacher learner support material in schools and how to use those materials effectively to

achieve quality in class. It was also found that through effective teacher supervision, capacity building exercises are organized for teachers in areas where they have lapses. Another teacher presents the following views:

I think after a school head has visited a teacher in class, the teacher's work is assessed and suggestions given to help the teacher teach better next time and sometime we do have capacity building training.

As important as supervision is to the professional development of teachers, Wanzare (2011), U-Sayee and Adomako (2021) are of the views that instructional supervision does enhance teacher professional development through the process of checking their work for compliance with educational regulations and procedures.

Effects of Weak Supervisory Practices on Students' Academic Performance

It was found that in a school system where there is weak and irregular supervisory practices, there is eventually bound to be low level of teacher moral and output, teachers will lack the skills in lesson planning and preparation, there will be teacher absenteeism, lateness, teachers may deviate from teaching the right syllabus, as such, which subsequently impact negatively on the academic performance of all students. Lamentation from a school head on this finding was:

Yes, weak supervision breeds poor planning, preparation and low output due to teacher absenteeism.

A teacher had the following to say:

You see, when we are not supervised we may not write lesson notes and may not follow the syllabus, thus, teaching out of context.

In support of this finding, Kassahun (2014) states that weaknesses in teacher supervision can likely impact negatively on the quality of teaching and learning in class.

The study also revealed that the weaknesses of teacher supervision in the district is that teachers are not supervised more than twice in a term, meaning, what teachers teach in class is not being monitored or supervised to find out if the right contents have been taught to the students or not. A teacher claims that: What I can say is that: in terms how many times teachers are supervised, it is not good because the supervisors come only few times in a term, meaning that, authorities do not check on if teachers are doing well in class or not.

School Heads' Supervisory Competency

It was found in the study that few of the junior high school heads are competent in carrying out their supervisory roles such as checking and vetting of lessons notes, checking and monitoring of teachers school attendance and classroom effectiveness, checking on how teachers assess students, issuing of queries where necessary and being around teachers to give them moral and professional support when necessary. A head teacher's opinion on the finding was:

Yes, some of us do supervise our teachers work starting from their attendance, lesson notes preparation and teaching in class. An opinion from a teacher was: Our school head and some few heads do supervise teachers work well, meaning that they are competent.

To concur with this finding, Gothrie and Reed (1991) are of the views that school heads should have the competency to ensure effective teaching and learning through effective supervision of teachers work.

Findings were also that some of the supervisors have moderate supervisory knowledge, they lack skills in terms of the content teachers teach, hardly visit teachers in class to evaluate how they teach, thus lacking professional support. A teacher's voice was:

I think they lack supervisory knowledge and skills in term of the content we teach. While a school head said the following: Averagely yes, but some heads do not supervise teachers but allow them to do their work at their own pace.

In confirmation, Cranston (2009) claims majority of school heads lack adequate supervisory skills and knowledge for the implementation of effective professional development initiatives.

Supervisors Support in Curriculum Implementation
It was revealed that some supervisors do organize in-service training for teachers to keep them abreast with curriculum demand, they do organize adequate curriculum tools and materials for teachers, they do check on lesson notes preparation to ensure teachers' compliance and supervisors do ensure the employment of the right number of qualified teachers to effectively implement a given curriculum. Views from a school head was that:

We do support teachers by organizing INSET for them and providing them with new curriculum tools and materials.

In support of this finding, Ovando (2000) is of the view that to improve on teachers' instructions in the implementation of a curriculum, supervisors

must assist and collaborate with teachers in this regard.

A teacher's opinion was also that:

Supervisors in our schools do check on our lesson notes and also do organize capacity building workshop for us.

To confirm with this finding, Kassahun (2014) states that there are evidences where in some schools teachers are not adequately supported by their supervisors in tackling curriculum implementation challenges. While, Smith (2011) claims that, in support of teachers' curriculum implementation, supervisors must establish the right support structures with the potential of ensuring continuing training and development of all teachers in all areas of curriculum implementation.

Attitude of Teachers towards Supervision in Schools

It was found in the study that most teachers are so difficult and too hostile, they do not like to be supervised by their heads and officials from the district level, do not want to use better communication channels to explain why they do not want to be supervised, dislike being reprimanded when their work is below expectations, they are threaten when supervisors are around and some teachers see supervision as witch hunting to unveil their weaknesses. A teacher claims:

Some of us do get threaten by the presence of these supervisors as such we hate to be supervised.

Kassahun (2014) concurs with these findings by stating that a kind of supervision where holes are picked here and there, where there is witch hunting and where there are inconsistencies do make teachers unhappy. James and Massiah (2019), Jonyo and Jonyo (2019) also concur with the findings by claiming that in some schools there is lack of trust between supervisors and supervisees in the supervisory practices, as such; there exist poor relationship and unfriendliness. While Hoque et al., (2020), Fraser (1980) mentioned that the perceptions and attitudes of teachers towards supervision do affect how they learn from the feedback of their supervisors.

A school head also mentions this:

What I can say is that some of the teachers feel great and motivated towards supervision but majority are hostile and become emotional and tag us as witch hunters.

Jacob and Lefgren (2006) concur with the

findings by stating that some teachers do not take supervisory feedback serious when they doubt their school heads' supervisory skills and fairness in assessing their strengths and weaknesses. The reasons why some teachers are so hostile to teacher supervision practices have been highlighted by Jonyo and Jonyo (2019), that most educationists have criticised supervision as being rigid, authoritarian and too routine.

Challenges to Effective Supervision in Schools

The study found the following as some of the challenges to effective teacher supervision in the junior high schools of the district: inadequate logistics, less staff who are trained on supervisory skills, poor teacher attitudes, lack of commitment and zeal from school supervisors and district level supervisors, poor supervisory skills and knowledge on supervision, poor road network for easy movement of district level supervisors, lack of vehicles or motorbikes, lack of supervisory allowances, natural occurrence such as rain and poor feedback to teachers on supervision. Some lamentations from a head teacher were:

There is a lack of logistic, there is bad road and sometimes natural occurrences like rain do contribute to poor supervision in our schools.

In support of the findings, U-Sayee and Adomako (2021) made it clear that the effectiveness of supervision in the education system has been affected by lack of resources, poor teacher attitudes and inexperienced teachers. A teacher's words were:

I can say we have less staff who are qualified or trained to supervise teachers in the schools.

To corroborate with these findings Kassahun (2014) is of the view that effective supervisory practices in schools have been impeded by limited skills and expertise in supervision and the lack of adequate resources.

Conclusion

An effective implementation of supervisory practices in schools has the power to develop in teachers, a high level of professionalism and adequate pedagogical competence. Regular supervision of teaching and learning activities in schools will assist teachers to reflect on how they teach and the impact of their professional practices on students' academic success. It is important to state that, effective supervisory activities in schools are dependent on high level of supervisors' supervisory competency, positive teachers' attitude

and the quality of support from education ministry. A school system that fails to ensure the implementation of effective supervisory practices is prone to low teacher moral, inadequate teacher professional development and pedagogical competency as well as students' low academic achievement.

Recommendations

The Ghana Education Service (GES) should organise trainings for all school heads and circuit supervisors on Clinical Supervision and other best supervisory models and practices to equip them with modern supervisory skills. In the same trainings, school heads and circuit supervisors should be educated on the important roles they can play in achieving quality teaching and learning in all schools. Various School Management Committees in conjunction with the Ghana Education Service should also organise trainings for all teachers on the need and significance of teacher supervisory practices in schools and the roles each teacher can play to ensure success in its implementation.

The Ghana Education Service should work with various education managers and managers in other organisations who are experts in supervision to train schools heads and circuit supervisors on collegial supervisory skills, constructive supervisory skills and supportive supervisory skills in all schools and in all districts. Last but not least, it is recommended that there should be adequate number of trained supervisors in schools and in all educational offices, there should be adequate vehicles or motorbikes as well as monthly supervision allowances for all school heads and circuit supervisors to facilitate their execution of supervisory activities in all schools.

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