

Supervision And Monitoring Of English Language Curriculum: The Case Of Selected School In Cape Coast Metropolis Of Ghana

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Abstract: The main purpose of the present study is to ascertain the relevance of English language curriculum supervision in senior high schools and its practices in selected schools Cape Coast Metropolis. The study adopted descriptive survey and quantitative paradigm. The accessible population comprises all the heads and their assistants, all English teachers and the English department heads of the ten senior high schools selected for the study. Using multistage sampling technique, schools and participants were selected for the study. Stratified sampling technique was employed in selecting the ten schools for the study while purposive sampling technique was used in selecting participants for the study. Sample size for curriculum leaders was 30 comprising headmasters, assistant headmasters/mistresses and heads of English department. English teachers selected via purposive sampling technique for the study were 70 from the selected schools. Findings of the study revealed that purposes of curriculum supervision are monitoring performance, resolution of thorny issues pertaining to curriculum planning and dissemination of relevant information between the supervisor and supervisees. The study also showed that supervisors should involve teachers in curriculum planning and conduct regular but frequent observation so as to fulfill the focus of curriculum supervision. In view of the findings of this study which emphasizes professional development of teachers through constructive criticism and active involvement during curriculum supervision, it is recommended that supervisors willingly involve teachers in the planning of curriculum supervision and see to it that there is mutual understanding and agreement of his or her procedure to curriculum supervision. It is also recommended that English teachers should see curriculum leaders as partners in progress who is keenly interested in their professional development and improvement in students' performance.

Background to the study

In his insightful article, *Across Culture*, English is the Word, Mydans (2007) indicated that English dominates the world as no language ever has, and according to linguists it will continue to rule other languages around the world. He further intimated that in general terms, 400 million people speak English as their first language, while another 300 million to 500 million (including Ghanaians) speaks it fluently as a their second language, and roughly 750 million are fluent in English as a foreign language.. In harmony with Mydans' expressions above, English enjoys the status of a 'language on which the sun never sets' in the Ghanaian society. According to Nelson and Todd (1992:440), Ghanaians came in contact with English-speaking expatriates as early as the 16th century. Due to colonization, English has historically enjoyed pre-eminence in the Ghanaian society and much emphasis is placed on communication ability in English language than never before. The queen's language, English is an official language in Ghana. It is the language of instruction in Ghanaian schools, colleges and universities. It is also the language of all formal professions in the country. In Ghanaian schools, all subjects such as Information Communication Technology (ICT), science, mathematics, history, geography, social studies, and all the other subjects are taught and learnt through the medium of the English language. It is therefore an undeniable fact that one needs to acquire proficiency in the English language to function irrespective of the subject or area of study or specialization. The Ghanaian school English syllabus states that, one of the aims of the teaching of the language is to assist students to develop confidence to communicate well in the language. English is therefore needed to pursue studies in other subjects, for further studies, for employment, for administrative, social and recreational purposes. The

proficiency in English of graduates from the various levels of our educational system leaves much to be desired. Parents, stakeholders and professionals in the field of education have all expressed concern about the decline in both the spoken and written English standard of our so-called graduates (Nana Aba, 2000; Owusu-Ansah, 2000). The lack of adequate performance in the spoken and written English of graduates from various institutions in the country indicates the lack of competence in the functional/operational use of the English language amongst students in the country. In Ghana, the study of English as a second language focuses on academic skills such as reading comprehension, essay writing and oral communication. The ability to speak English well is, in fact, used as a yardstick in measuring one's ability in the field of education by the non – literate in the Ghanaian community. Being the second level of education in Ghana, it is expected that would have been introduced to the basic language skills such as listening, speaking, reading and writing. These skills must be improved considerably to give students the confidence as they communicate in the language. Another issue worthy of note at the Senior High School level is that students will begin to study some essential rules of language use. (Curriculum Research and Development Division [CRDD], 2007). According to the CRDD (2007), the general aims of teaching English as a subject at the Senior High School level are to: reinforce language skills and competencies acquired at the Junior High School level; develop further the language skills and competencies which were acquired at the Junior High School level; improve the communicative competence of students and give them the confidence to communicate; generate in students the love for reading for pleasure and the development of creative potentials; raise students level of proficiency in English usage and their ability to

communicate with other users of English; prepare students to function effectively on their own in offices and other work situations and in tertiary institutions; develop in students human values for life and finally, to enable all Senior High School products to deal effectively with the accumulated knowledge of their chosen fields and be able to communicate such knowledge through the speaking and writing of the English language. In order to achieve these goals, it is paramount that both the government and stakeholders in education make concerted effort to improve the quality of schools and the achievements of students since learning outcomes depend on the mode of instruction and its effectiveness. In his study, Barro (2006) posits that national development and economic growth can only be achieved via higher quality of education and De Grauwe (2001) posits that such type of education depend largely on how teachers are trained and supervised in view of their key position in pedagogy. Among other things, De Grauwe stated: "national authorities rely strongly on the school supervision system to monitor both the quality of schools and key measures of its success, such as student achievement (p. 39). In their study, Sergiovanni and Starratt (2002) intimated that supervision and monitoring of instruction at schools cannot be overemphasized because it develops the expertise of teachers and enhances classroom practices which is crucial to students' academic achievement in the English language. Sergiovanni and Starratt further indicated that the nature of supervision and monitoring is very contributive to students' academic achievement because it revolves around a collaborative effort between the supervisors and teachers through effective dialogue with the sole aim of improving classroom instruction. Fisher (2002) further stated that by means of effective supervision of instruction, supervisors can adequately influence and reinforce teaching practices with resultant improvement in student learning. This often requires supervisors to carefully study performance and appropriate data regarding classroom instruction so as to provide meaningful feedback and direction to teachers coupled with appropriate inspection, control and evaluation of their activities (IIEP/UNESCO Module 2, 2007). With this processes in place, classroom instruction will undoubtedly exert immense influence on the teaching and learning process. Fisher further indicated that effective supervision and monitoring is critical to the objective of providing equal access to quality educational programs for all students irrespective of their background. It behooves supervisors or administrators to emphasize the importance of appropriate and well-organized program to all teachers, clearly delineating how teachers can employ diverse teaching techniques to meet the ever changing needs of the students. Tesema (2014) posits that supervisors should see to the enabling of individual English teachers become implementer of effective teaching. In all, Tesema intimated that supervisors should be concerned with the following:

- i. Ensuring curriculum implementation
- ii. Providing direct technical support to teachers
- iii. Providing on-the-job training to teachers
- iv. Conducting teacher performance evaluation
- v. Conducting formative education program evaluation coupled with
- vi. Monitoring and coordination

In Ghana, according to Baffour-Awuah (2011), the Ministry of Education has the overall responsibility for education sector policy formulation, planning, monitoring and evaluation, while the Ghana Education Service (GES) is saddled with the responsibility of service delivery such as the deployment of teachers, allocation of textbooks, and supervision of schools and teachers. The collaborative efforts of the education sector of the Ministry of Education, Youth and Sports and the Ghana Education Service in the implementation of a number of interventions has resulted in the achievement of the lofty goals of the Free Compulsory Universal Basic Education (FCUBE) established in 1992 by the Government of Ghana. Effective supervision in schools is anchored or lies within the jurisdiction of the Inspectorate Division at headquarters and Inspectorate Units at regional and district offices. At each level of education, supervisory structures and practices are kept in place to improve instruction; hence responsible personnel involved in supervision in school are given ample training and equipment so as to augment their competencies and skills via in-service training courses and workshops at the national, regional and district levels. This means, all personnel occupying supervisory positions are required to be abreast effective management techniques so as to horn their supervisory practices in the schools they are assigned. In her study on supervision and monitoring, Anyagre (2016) indicated that the foremost goal of supervision is to fill the need for quality education because it is instrumental to growth and development, especially in developing countries Ghana inclusive. Achieving such goal revolves around teachers and school managers being important resources for school efficiency. At present, the recurrent poor and woeful performance of senior high school graduates in the spoken and written English from various institutions in the country raises a serious question on the adequacy and efficiency of supervisory and monitoring structure in place regarding English curriculum in the country.

Statement of the problem

In their studies, Sergiovanni and Starratt (2002), Baffour-Awuah (2011) and Anyagre (2016) indicated that regular monitoring and supervision of curriculum in public schools is sine-qua-non to students' success since it greatly enhances the professional growth and improvement of teachers. However, Oduro (2008) and Appiah (2009) strongly believes there is still much to be done in this area of pedagogy especially in recent times. The findings of a study conducted by Fraser (2000) revealed that many teachers including student teachers, newly qualified and the under-qualified teachers, are yet to come to grips with requisite skills for effective teaching and these group of teachers, according to a report by Commonwealth Education Partnerships (2010), constitutes a large proportion of teachers in Ghana. This means the need for effective monitoring and supervision especially in core subjects such as the English language cannot be overemphasized. Several studies (Oduro, 2008; Kpatkpa, 2008; Baffour-Awuah, 2011) have shown that there is widespread feeling that academic standards especially in English language are fast failing. Owusu-Ansan and Torto (2013) also indicated that, in recent times, the poor and woeful performance of students in the English language in public school is a source of concern to education

stakeholders. While some blame lack of school infrastructure and socio-economic condition of students for this unfortunate situation in students' outcome in the English language, some attributed it to ineffective supervision and monitoring of the English language curriculum by appropriate authorities. More importantly, most of the studies (Baffour-Awuah, 2011; Donkoh & Ofori-Dwamena, 2014, Anyagre, 2016) in connection with monitoring and supervision in Ghana are usually done at the basic levels; there is shortage or dearth of studies focusing on second cycle schools and specifically on the English language curriculum. As a result, the present study will conduct in-depth investigation into the nature and impact of monitoring and supervision of the English language curriculum at the senior high school level using selected schools in the central region of Ghana.

Objective of the study

The main objective of the study is to critically examine the relevance and state of monitoring and supervision of the English language curriculum in the senior high schools in the Central region of Ghana. The specific objectives of the study are as follows:

- i. Ascertain the perception of teachers' supervisor (head-teacher) and English teachers about the essence or importance of curriculum supervision as stipulated by the Ghana Education Service (GES).
- ii. Investigate curriculum supervision practices among curriculum leaders and teachers in the Cape Coast Metropolis in connection with English teachers' professional development and students' achievement.

Research questions

The study was guided by the following research questions:

1. What is the perception of teachers' supervisor (head-teacher) and English teachers about the essence or importance of curriculum supervision as stipulated by the Ghana Education Service (GES)?
2. What is the nature of curriculum supervision practices among heads and teachers in the Cape Coast Metropolis in connection with English teachers' professional development and students' achievement?

Significance of the study

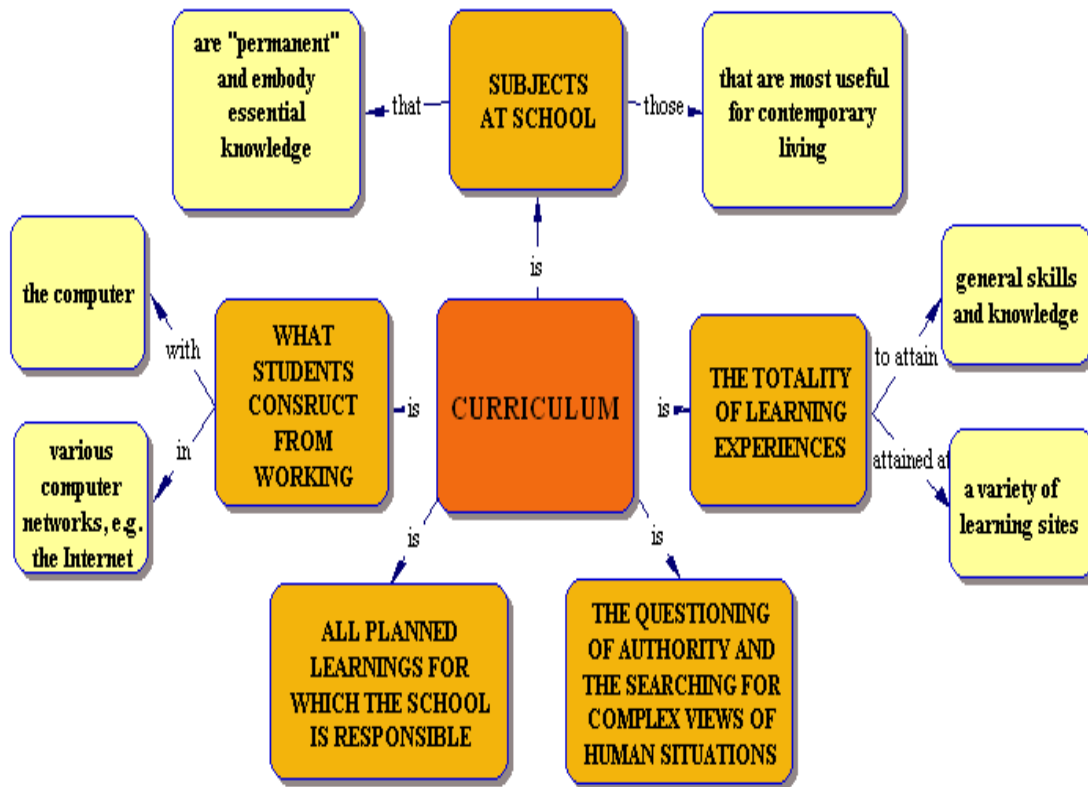
The significance of a study of this nature (which underscores effective monitoring and supervision of core subjects' curriculum) cannot be overemphasized in view of the perennial failure of senior high school students and the large percentage of newly qualified teachers, under-qualified teachers and hundreds of student teachers in the country. Findings of the study will be beneficial to GES in terms of serving as a template for planning, reorganizing and providing training and development programmes for current and future educational supervisors via on-the-job training including seminars, short-duration courses, and workshops. It is also envisaged that the findings of the study will broaden the knowledge, understanding and skill of educational supervisors especially in relation to the English language curriculum culminating in improving the effectiveness of supervision and organization of professional development of teachers in this aspect of pedagogy. Finding of the study will also be helpful to other researchers and other professionals who may be interested

in conducting further research on the monitoring and supervision of the English language curriculum.

Literature Review

Concept of Curriculum

There are several schools of thought as far as curriculum is concerned. Hence, Su (2012) posits that what is implied by the expression 'curriculum' is hardly conclusive because educators, administrators, researchers and evaluators comes in with their own agenda of emphasis in pedagogy. The lack of uniformity shows that curriculum as a concept is complex and difficult to explain. For example, Stoner (1978) sees curriculum as an innovative force when he defines it as a learning process through which teachers and students can systematically reconstruct knowledge and experiences. Seeing curriculum from the perspective of its inherent features and complexity, Goodson (1994) described curriculum as "a multifaceted concept, constructed, negotiated and renegotiated at a variety of levels and in a variety of arenas (p. 111). Providing a similar but extended form of Stoner's definition of curriculum, the University of Prince Edward Island (2005) stated that it refers to "the skills, performance, attitudes and values pupils are expected to learn from schooling: including statements of desired outcomes, description of materials and the planned sequence that will be used to help students attain the outcomes" (p. 1). Describing curriculum from the perspective of pedagogy that cuts across most of the definition provided above, Su (2012) posits that curriculum can be seen as a way of "achieving specific educational goals and objectives" (p. 154). This means, the term "curriculum" refers to a checklist of desired outcomes. In achieving the desired outcomes of educational goals and objectives, Marzano (2003) indicated that curriculum requires a contextual framework of which multiple layers of the school community are involved. This is very necessary so as to guarantee educational goals and objectives, because there is a strong connection between academic achievement and a guaranteed and viable curriculum. This harmonizes with the definitions provided by the University of Prince Edward Island (2005) and Su (2012) that curriculum comprises description of materials or checklist and the planned sequence that will be used to help students attain educational goals and objectives or desired outcomes. Marzano (2003) further indicated that the difference between the intended curriculum and the implemented curriculum creates an avenue to decipher important factors associated with students' achievement in the given course or at a particular grade level. In this regard, Bennett (2007) stated that since the focus of curriculum is create an avenue wherein students' learn so as to attain the desired educational outcome in a given course or a particular grade level, there is greater need for guaranteed and viable curriculum to provide ample direction and guidance regarding content for specific courses and specific grade levels.

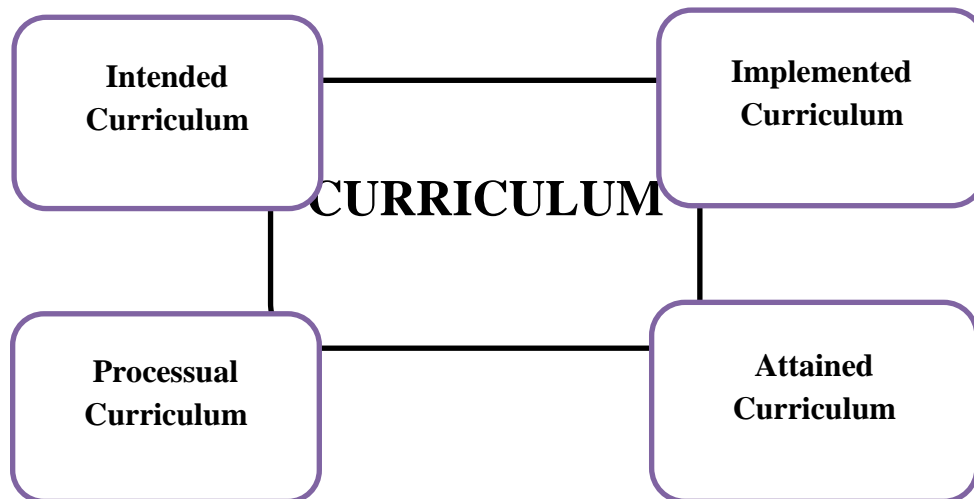
Figure 1: Concept of Curriculum

Source: Adapted from Marsh, 2004

Hence, Marsh and Willis (2003) asserted that curriculum is such ‘permanent subjects such as grammar, reading, rhetoric, logic, calculus, and the relevant books that best embody essential knowledge. This means curriculum refers to those subject or courses that are very instrumental to living in contemporary society because it is all planned learning for which the school is responsible, all experience learners have under the guidance of the school and it refers to the totality of learning experiences given to students in order that they can attain general skills and knowledge at a variety of learning sites. In order to develop a convergent focus of curriculum, Marsh (2004) conceptualizes the curriculum as shown in Figure 1 so as to underscore the implications of curriculum in pedagogy. A careful study of the figure 1 shows that development of general skills and learning experiences gained in conducive environment was highlighted. Marsh shows that though all the subjects which embodies essential knowledge are very important, but subjects embodying knowledge useful for contemporary living are extremely important. Much importance was attached to what students can conceive based on questioning and searching for complex views of human situation. The figure also shows that the school and especially the teachers play a significant role in carefully planning and monitoring learning so as to achieve educational goals and objectives. This facilitates students’ ability to develop requisite skills and competencies to survive in the competitive world. Providing additional insight regarding curriculum, Print (1993) developed seven

categories of curriculum in line with their purposes and these are: Attained Curriculum, Ideal Curriculum, Entitlement Curriculum, Intended Curriculum, Available Curriculum, Implemented Curriculum and Achieved Curriculum. Similarly, Tripp (1994) also categorizes curriculum into seven compartments but he extended its relevance by discussing the ‘implicit’ curriculum and the ‘meta-curriculum so as to provide ample insight on how curriculum should be understood. Although, Print and Tripps insight on curriculum are useful in understanding the concept of curriculum, it is difficult to comprehend and offers little in terms of concrete definition of curriculum and its manifestations. As a result, in a bid to clearly explain a complex concept, Marzano (2003, p. 28) and Cobbold, Kofie, Bordoh and Eshun (2015, p. 123) provided a concise, clear and uncluttered description of curriculum via the following categorizations as depicted in Figure 2:

- i. The Intended Curriculum – content specified by the state/region, district or school, which must be adequately addressed in a particular course such as the English language or at a particular grade level.
- ii. Implemented Curriculum – content actually delivered by the teacher.
- iii. Attained Curriculum – content actually learned by students.
- iv. Processual Curriculum – content entailing school plans and facilities directed towards providing personal meaning to learners, with much emphasis on personal growth and self-actualization via experiential learning.

Figure 2: Classification of curriculum

Source: Marzano (2003) and Cobbold, Kofie, Bordoh and Eshun (2015)

Descriptions and essence of curriculum provided above shows that it should comprise pre-determined content which must be strictly followed or complied with by educators or professionals. By these descriptions, Cobbold et al. shows that for the purposes of being accepted socially, it is expected that a learner knows “what should be” or “what ought to be” underscoring the notion that curriculum comprises carefully selected content materials and mode of instruction which stakeholders in education, especially teachers, should adopt during the teaching and learning process. Joseph, Bravmann, Windschiti, Mikel and Green (2000) also stated that curriculum should be seen as a series of interwoven dynamics of which “belief system, behaviours, values, language, the environment in which education takes place and the norms that affect our sense about what is right or appropriate, plays major role” (p. 19). This means curriculum is revolving around teachers, students, materials and the environment where teaching and learning takes place, and in line with Glen (2007), it is similar to a mirror that reflects cultural beliefs, social and political values and the organization. Cobbold et al. (2015) compared curriculum with a product that should be “consumed” or “assimilated” scrupulously by learners irrespective of individual students’ actual experiences or ambitions in relation to the programme or course of study. In order to strictly follow and comply with the pre-determined content of curriculum of a given subject such as English, monitoring and supervision of curriculum cannot be overemphasized

Concept of Monitoring and Supervision of Curriculum

In their notable work on curriculum supervision, Cobbold et al. (2015) intimated that this process has undergone several changes in the way it is seen and described. In the past, some educationist refers to it as school supervision, school inspection, instructional supervision and curriculum monitoring. In this regard, Adentwi (2005) indicated that these broad view descriptions of the term are as a result of the various ways curriculum is defined in the sense of what

happens in educational institutions. As a result, Cobbold et al. asserted that “Curriculum supervision therefore exists within school supervision, monitoring or even inspection” (p. 123). Hence, Education Encyclopaedia (2009) indicated that monitoring and supervision of curriculum has evolved slowly as a distinct practice in connection with institutional, academic, cultural and professional dynamics with tremendous impact on schooling worldwide. Underscoring one of the several reasons for monitoring and supervision of curriculum, Cobbold et al. posit that there is an obvious lack of professional unity among supervisors and supervisees on acceptable purposes or conception of curriculum supervision, as well as its core functions (p. 123). This is due in part, according to Hismanoglu and Hismanoglu (2010), to the vast differences in orientation, perceptions and comprehension in terms of educational systems and institutional frameworks. However, considering the importance of curriculum supervision as an administrative tool which individuals as well as groups of educators and professionals employ in the day-to-day administration of schools and work, then it is paramount that there should be singleness of an ultimate purpose so as to engender a functional curriculum delivery. In his study, Baffour-Awuah (2012) indicated that while several definitions and interpretations have been assigned to supervision, almost all of these conceptions revolve around a common aim or objective. This objective is to improve teachers’ instructional practices, which can be very instrumental to improving students’ achievement in the given subject or grade level. For example, Daresh (2001) sees supervision as a “dynamic process leading to studying and improving all factors that affect the education situation” (p. 22), while Dodd (2008) sees it from the perspective of providing effective guide, advise, refreshment, encouragement, stimulation, improvement and co-ordination of a particular groups of individuals with the aim of getting their cooperation so that one overseeing them can achieve the essence of supervision. In his study, Baffour-Awuah (2011), indicated models of supervision refer to the periods of time in which supervision was primarily

influenced by political, social and economic movements in human society and educational fields. Several studies such as Glanz (1996), Sullivan and Glanz (2000) and Bays (2001) revealed that supervisory practices have undergone several changes since the colonial time and its effectiveness in terms of improving instruction depends largely on supervisors' responsiveness to the needs of teachers and students alike. Due to the dynamic nature of supervisors' responsiveness and approaches and the conception surrounding supervisory roles, Oye (2009) indicated there is always need to build upon or modify existing approaches or strategies with the single purpose of improving teachers' practices especially in curriculum implementation. These studies demonstrated that school supervision has undergone several modifications and has passed through many changes as a result of differentiated circumstances and environment around the world. Literature revealed that the concept of supervision was strongly viewed by many teachers and supervisors as a means of monitoring, evaluating and controlling teachers' performance and achieving school improvement. The review shows that instead of clinging to the view of seeing supervision as a job or responsibility of one person, it should be seen as a dynamic process wherein teachers requires regular and consistent guidance and support. Moreover, teachers should also be seen as part of the supervision process since they can greatly do their part in improving their professional development. Hence, the general view regarding supervision has shifted from that of external school supervision or monitoring to in-school instructional supervision. In-school in this sense involves curriculum supervision. By curriculum supervision ample assistance is provided teachers in connection with description of materials or checklist and the planned sequence a teacher employs in the classroom to facilitate student understanding and eventual achievement of education goals or desired outcomes. Literature reviewed showed that there is need for further studies on the relevance of supervision on teachers' professional development and students' achievement because some studies considered supervision from the perspective of the entire school and not in terms of curriculum implementation while some elicited information from a section of those involved in supervision which makes the one-sided. Moreover, some studies employed only quantitative paradigm for the study which limits elicitation of rich data for analyses. Instrument employed by some researchers do not really match the nature of their study since it may hamper, coarse or intimidate respondents into giving inaccurate information. Considering these gaps in literature, the present study will conduct in-depth study into ascertaining the essence of supervision and monitoring of the English language curriculum.

Methodology

The study adopted descriptive survey so as to achieve the objectives of the study. Quantitative paradigm was adopted for the study. Population of the study entails the English teachers of Senior High Schools in the Cape Coast Metropolis. Also included in the population are the heads of public senior high schools, heads of English department. The accessible population comprises all the heads and their assistants, all English teachers and the English department

heads of the ten senior high schools selected for the study. Using multistage sampling technique, schools and participants were selected for the study. Stratified sampling technique was employed in selecting the ten schools for the study while purposive sampling technique was used in selecting participants for the study. Sample size for curriculum leaders was 30 comprising headmasters, assistant headmasters/mistresses and heads of English department. English teachers selected via purposive sampling technique for the study were 70 from the selected schools. In order to achieve the focus of the study, set of questionnaires were used to elicit relevant information from participants. The first set of questionnaire was developed for curriculum leaders while the second set was designed to collect data from English teachers. Each of the two sets of questionnaires had three sections, namely A to C. Section A of the questionnaire dwelt on biographic information of the respondents, Section B elicited information regarding the perception of respondents on the essence of curriculum supervision, while the last section (C) elicited information regarding curriculum practices. The questionnaire comprises close-ended questionnaire measured on the five points Likert scale. In all, 100 participants responded to the questionnaire in line with the objectives of the study.

Results and Discussion

The overarching purpose of this study was to ascertain the relevance of supervision and monitoring of English language curriculum and how it is perceived by curriculum leaders and teachers. In a bid to achieve the focus of the study, three specific areas were covered during data analysis, this comprises, demographic attributes of respondents, relevance and objectives of curriculum supervision and monitoring coupled with curriculum supervision practices in the Cape Coast Metropolis of Ghana.

Demographic Attributes of Participants

Attributes of respondents pertaining to years of work experience, pre-service and in-service orientations and leadership positions occupied can greatly influence the perception of an individual regarding a particular phenomenon and their approach to such phenomenon or activity. In this regard such phenomenon refers to the art of supervision and monitoring of curriculum. Finding of the study revealed the following: On the part of curriculum leaders, result of the study showed that 9 (30%) of the respondents (curriculum leaders) have spent 12-16 years, 7 (23%) have spent 7-11 years, 6 (20%) have spent between 17-21 years, 5 (17%) have used over 20 years, while the remaining 3 (10%) have spent barely 6 years in the education field. Data collected from the teachers revealed that 24 (34.3%) have used between 1 to 6 years, 14 (20%) used 7-11 years, 12 (17.1%) have spent 12-16 years while the remaining 20 (28.6%) used 17-21 years. Findings of the study revealed that most of the respondents both as curriculum leaders and teachers are highly experienced workers in the education field. This finding provides an avenue for rich contributions from respondents that will solidify the overall result of the study in relation to the perception of these experienced educators in the like of curriculum leaders and teachers. Results of the study, on leadership position, revealed that 5 (16.7%) of the

respondents are Heads of schools, 6 (20%) were Assistant Heads while the remaining 19 (63.3%) were Heads of Departments. These individuals saddled with the responsibility of supervision are also experienced because findings reveal that 40 (57.1%) of the Heads have been curriculum leaders between 1-5 years. In relation to whether respondents had orientation on leadership before the resumption of current leadership position, findings revealed that 17 (56.7%) of these crop of supervisors never had any orientation on curriculum leadership before their resumption into leadership positions. This finding tally with a report on school leadership by Darling-Hammond, LaPointe, Meyerson, Orr & Cohen (2007) that study after study have demonstrated that the training curriculum leaders typically receive before assuming office "doesn't do nearly enough to prepare them for their roles as leaders of learning." (p. 3). Darling-Hammond et al. further indicated that about 80 percent of curriculum leaders stated that even when there is training it is often out of touch with the realities heads are facing in present times. Essentially, according to Cobbold et al. (2015), most of the heads adopted trial and error supervisory style since it works for them.

Effective Supervision of English language Curriculum

This section provides answer to the first research question which is directed toward ascertaining the essence or relevance of English language curriculum supervision and

monitoring. Participants responded to the close ended question structured according to the five Likert scale: Very Important (VIm), Important (Im), Undecided (U), Less Important (Lim) and Not Important (NIm). Findings from Table 1 showed that agreement exists between curriculum leaders and teachers in relation to the essence of curriculum supervision. For example, 29 representing 97% of the heads perceive curriculum supervision was important for monitoring performance of English teachers, although 1 representing 3% of the heads felt otherwise. Similarly, 66 representing 95% of the teachers concurred to the notion that curriculum supervision is important for monitoring teachers' performance. This tally with the findings of Baffour-Awuah (2011) that curriculum supervision is fundamentally driven by the goal of monitoring performance. The second item in Table 1 regarding sharing vital information through curriculum supervision, 30 representing 100% of the curriculum leaders agreed to the notion, in a similar vein, 60 representing 86% of the teachers agreed with the notion that supervision aids the sharing of relevant information, although 10 representing 14% disagreed with the notion. This finding tally with the expression of Holloway (1995) that communication between supervisors and supervisees is often controlled by the supervisor as he or she provides relevant information to teachers in relation to improving their professional status, sometimes leading to interpersonal distance between the two

Table 1: Relevance of curriculum supervision

Item	Curriculum Leaders										Teachers									
	VIm		Im		U		Lim		NIm		VIm		Im		U		Lim		NIm	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1) Monitoring performance	18	60	11	37	-	-	1	3	-	-	48	69	18	26			4	5		
2) Sharing information	16	53	14	47	-	-	-	-	-	-	49	70	11	16			10	14		
3) solving problem	20	67	10	33	-	-	-	-	-	-	51	73	19	27						
4) Professional development	16	53	12	40			2	7			40	57	20	29			6	9	4	5
5) offering support services to subordinates	17	57	11	37	-	-	2	6	-	-	39	56	18	26			13	19		
6) Assessing competence of teachers	19	63	11	37							42	60	12	17			11	16	5	7
7) Ensure strict compliance with rules	11	37	4	13	-	-	14	47	1	3	26	37	7	10	1	2	30	43	6	8
8) Detecting and correcting teachers' weakness	10	33	3	10	2	7	14	47	1	3	21	30	3	4	4	6	26	37	16	23
9) Harmonious working relationship with others	19	63	11	37							42	60	12	17			11	16	5	7

n=100 (Curriculum leaders=30; English Teachers=70)

Vim=Very Important; Im=Important; U=Undecided; Lim=Less Important; NIm=Not Important

Results from Table 1 (Item 4) revealed that majority 28 (93%) of the heads agreed with the notion that curriculum supervision aids teachers' professional development, however few 2(7%) disagreed with the notion. Similarly,

majority 60 (86%) of the teachers agreed that supervision facilitates their professional development, although 10 (14%) do not see curriculum supervision as relevant to their professional development. This finding is in consonance

with results of studies conducted by Baffour-Awuah (2011), Cobbold et al. (2015) and De Grauwe (2007) that curriculum is powerfully driven by the need to aid teachers' professional development via regular update and information on how to improve their daily experience in the classroom. However, the finding from Table 1 (item 7) shows that 15 representing 50% of the heads perceive curriculum supervision as a means of ensuring strict compliance with rules while the remaining 15 representing 50% perceived otherwise. On the other hand, 36 representing 51% of the teachers do not perceive curriculum supervision as a means of ensuring strict compliance with rules although 33 representing 47% of the teachers perceive supervision as important to ensuring strict compliance to rules. 1 representing 2% of the teachers was undecided regarding this issue. Finding of the study in Table 1 (Item 9) also revealed that 30 representing 100% of the curriculum leaders perceived that supervision is a qualitative means of maintaining harmonious working relationships. On the other hand, 54 representing 77% of the teachers perceived supervision as a means of concretizing harmonious working relationships although 16 representing 23% do not perceive supervision in the same way. Studies conducted by Glanz (2000), Kadushin (1992) lend credence to these findings that harmonious working relationships coupled with the cultivation of a spirit of cooperation are fundamental to curriculum supervision and monitoring.

Perception of curriculum leaders and English teachers on practices constituting curriculum supervision

The overriding purpose of this section is to provide answer to question three regarding curriculum supervision practices obtainable among the selected curriculum leaders and teachers participating in the study. For this section, participants responded Strongly Agree, Undecided, Agree, Strongly Disagree and Disagree. Results were tabulated in Table 2. Findings from Table 2 revealed that majority 22 (73%) of the curriculum leaders agreed that curriculum supervision should be planned together by both the supervisor and supervisees. This tally with the findings of Sullivan and Glanz (2000) that teachers should not be sidelined as far as curriculum planning is concerned; they should be actively involved since they are at the forefront of curriculum implementation often with much experience on how to design an effective and functional curriculum with students' achievement as the main focus. Findings from Table 2 (Item 2) showed that there was agreement between supervisors and supervisees on the issue of teachers knowing and agreeing to supervisor's procedure during curriculum supervision. The table showed that 28 (93%) of the heads agreed that supervisees should be aware and in consonance with any decision made by supervisor in relation to curriculum supervision. The teachers also shared similar views because 57 representing 82% indicated their agreement to the notion that they should be aware and agree to supervisor's procedure, when they are unaware it leads to serious setbacks in students' achievement. Table 2 (item 4) also revealed that 30 representing 100% of the curriculum leaders agreed with the notion that special orientation is needed for effective curriculum supervision. Concurring to this stand by curriculum leaders, 54 representing 77% of the teachers

agreed that supervisors should be given special orientation so as to facilitate their supervisory work, although 16 representing 23% disagreed with this notion. Finally, in Table 2 (item 5), 26 representing 87% of the curriculum leaders agree with the notion that observation should be frequent and regular so as to get results in terms of improvement in teachers' professionals' development and students' achievement, although 4 representing 13% of the heads disagreed with the notion. On the other hand, 70 representing 100% of the teachers agreed that observation should be frequent and regular so as to achieve the objectives of supervision and monitoring of curriculum. Findings in Table 2 lend credence to the result of several studies (Baffour-Awuah, 2011; Donkoh & Ofori-Dwamena, 2014; Anyagre, 2016) that supervisors should be pro-active in their approach to supervision and be willing to improve their learning experience especially in maximizing the benefit of intermittent training so as to identify and resolve thorny issues pertaining to the objectives of curriculum supervision. They should be friendly with teachers and be willing to involve them in supervisory procedure so that the ultimate objectives of curriculum supervision can be achieved – professional development of teachers and improvement in students' achievement in the English language.

Table 2: English language curriculum supervision practices

Item	Curriculum Leaders										Teachers									
	SA		A		U		SD		D		SA		A		U		SD		D	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1) Supervisor and supervisee plan schedule together	20	67	2	6	-	-	8	27	-	-	48	69	18	26			4	6		
2) Supervisees should know and agree with supervisor's procedure	16	53	12	40	2	7	-	-	-	-	46	66	11	16			13	18		
3) Supervisees should be observed informally to get results	8	27	3	10	-	-	15	50	4	13	15	21	2	3	1	2	37	53	15	21
4) Special orientation is needed for effective curriculum supervision	19	63	11	37							42	60	12	17			11	16	5	7
5) Observation should be frequent and plenty to get results	20	67	6	20	4	13	-	-	-	-	51	73	19	27	-	-	-	-	-	-

n=100 (Curriculum leaders=30; English Teachers=70)

Vim=Strongly Agree; A=Agree; U=Undecided; SD=Strongly Disagree; D=Disagree

Conclusions and Recommendations

Based on the objectives of the present study, the following conclusion was reached:

- i. The overarching purposes of curriculum supervision are monitoring performance, resolution of thorny issues pertaining to curriculum planning and implementation and dissemination of relevant information between the supervisor and supervisees.
- ii. Practices of curriculum supervision include, but not limited, 1) to planning of curriculum supervision schedules to be carried out by both the supervisor and supervisees, 2) Supervisees must be aware of supervisors' procedure during curriculum supervision and a consensus reached before the implementation of such procedure, 3) Supervisors should be transparent in their dealings with supervisees so as to reduce interpersonal gap between supervisees and supervisors, 4) supervisors should maximize benefits of intermittent training they often receive in connection with proper orientation regarding their supervisory duties so as to facilitate teachers' professional development, 5) Finally, observation should be frequent and regular thereby providing teachers ample opportunity to horn their professional touch and improve students' achievement in the English language. In view of the findings of this study which emphasizes professional development of teachers through constructive criticism and active involvement during curriculum supervision, it is recommended that supervisors willingly involve teachers in the planning of curriculum supervision and see to it that there is mutual understanding and agreement of his or her procedure to curriculum supervision. It is also recommended that English teachers should see curriculum leaders as partners in progress who is keenly interested in their professional development and improvement in students' performance.

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