

UNIVERSITY OF EDUCATION, WINNEBA

**EXPLORING THE ROLE OF SCHOOL IMPROVEMENT SUPPORT
OFFICERS IN TEACHING AND LEARNING AT THE BASIC SCHOOLS**

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requirements for the award of the degree of
Master of Education
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DECLARATION

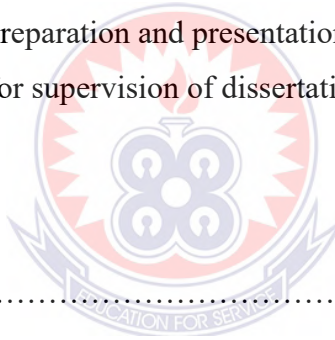
I, Evelyn Koomson, declare that this dissertation, except for quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work were supervised following the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.



Supervisor's Name:

Signature:

Date:

DEDICATION

To my family



ACKNOWLEDGEMENTS

This latest academic pursuit has not just opened a new vista in my career path, but has also made me “ know the causes of things”. I am grateful to the academic faculty, my dissertation supervisor, Dr. Joseph Appianing, my colleagues, and my loving family for the support over the past two years as I embarked on this pursuit.

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ABSTRACT

School improvement is widely considered an essential instrument for achieving the quality of education of a nation to compete in the ever-changing educational development. This study examined the role of School Improvement Support Officers in teaching and learning at the Basic Schools. With the aim of investigating the challenges facing the school inspectors in performing their improvement duties, the study was done based on the directions of the mixed-method approach. To achieve the objective of the study, a convenience sampling was used to select 234 respondents from all circuits in Tema West Municipality. The instruments used were both questionnaires and interview guide. The findings revealed that school inspectors provide professional support to teachers in the form of responsible corrective action in schools. This professional support provided by the school inspectors improves basic teaching skills and encourages the use of teaching and learning materials. The study found that the school inspectors face challenges associated with insufficient funds, lack of transport, inadequate qualified school inspectors and other challenges associated with their working conditions. The study recommended that the government and stakeholders of education should improve guidelines for implementing the school improvement for public basic schools and ensure strict enforcement and effectiveness of the policy.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

School improvement has a long history in the educational system of the world. It can be traced from France under Napoleon's leadership during the 18th Century and then it spread to other European countries during the 19th century (De-Grauwe, 2007). In the United Kingdom (UK), for example, the appointment of the first two school inspectors was in 1883 (Fisher, 2011). In the Netherlands, school improvement was introduced in 1801 (Nyhove, 2014). School improvement is widely considered an essential instrument for achieving the quality of education of a nation to compete in the ever-changing educational development (Ololube, 2014).

School improvement plays a significant role in ensuring the quality of education, as it is almost the sole method by which governments can ensure and evaluate the quality of education. Moreover, governments are unable to implement national policies and goals without school improvement. Nevertheless, by running school improvements, governments can meet the challenges of globalization by creating a competitive workforce (Kemethofer et al., 2017; Wilcox, 2000; Neave, 1987).

The recent education reform of Ghana's education system under the Education Act 778 of 2008 recognizes the work of School improvement Support Officers (SISO's) formerly known as the Circuit Supervisors (CS) at the district levels of Ghana's education structure who are responsible for school supervision. Aside from head teachers who ensure daily supervision of the teaching and learning processes in the various schools at the pre-tertiary level in Ghana; the SISO's are the next immediate supervisory agents of the teaching and learning process at the school level in the

Ghanaian context. Unlike head teachers whose supervisory roles are limited to individual schools or are school-based, the SISO's are assigned to clusters of schools. They supervise classroom teachers as well as the head teachers themselves by moving from school to school in different settings and sometimes in different geographical areas. The SISO's are supposed to have a minimum of two visits to each school within a term, and sometimes as and when they are needed in a particular school should the need arise (Nomah, Issaka, Hammond, &Fiawo, 2022).

The major role of supervision of teaching and learning, the SISO also, visit schools to find out how the schools are doing as against how they should perform. Thus, they report on the state of classrooms, enrolment, staffing, and the general environment of schools to the FAD's. In each of their visits, they are expected to identify factors retarding effective teaching and learning to provide on-the-spot solutions to challenges found if possible. The visits they undertake comprise comprehensive, brief, familiarization, and follow-up visits all meant for supervision for effective teaching and learning (Nomah, Issaka, Hammond,&Fiawo, 2022).

The National Schools Inspectorate Authority (NaSIA) conducted Inspections with a sample of one thousand (1,000) schools in all sixteen (16) regions of Ghana to establish a baseline on teaching practices in the targeted schools, using Part 'A' of NaSIA's Inspection Evaluation Framework (IEF). Part 'A' sets out the evaluation that Inspectors will make during a school inspection about a school's performance. Further, it focuses on three (3) areas namely School Leadership, Lesson observation, and External Assessment Results. However, an additional two (2) areas were added to this Inspection, namely Infrastructure and Food Safety, hence the School Performance Plus Inspection (NaSIA, 2021).

Some of the findings revealed that, of the total of 10,842 teachers across the 1000 schools inspected, 2496 (23%) were absent at the time of the Inspection. In assessing School Leadership which is a measure of how a school is managed; 680 (68%) of the schools inspected rated Unsatisfactory. Apart from this, in assessing the teaching of English, mathematics, and science through lesson observations which seek to assess the act of teaching on the part of the teacher and the act of learning on the part of the learners, 668 (66.8%) of the schools inspected were rated unsatisfactory for the overall quality of teaching and learning. Moreover, the study recommended that the Leadership of the GES must ensure that SISOs are regularly conducting evidence-based routine Inspections using NaSIA's Inspection Evaluation Framework (IEF) to ensure headteachers and their senior leadership teams are enforcing the standards and guidelines set by NaSIA (NaSIA, 2021).

Quality education, which has received a clarion call over the years worldwide has school supervision, precisely, supervision of teaching and learning as a critical factor. School supervision is an important factor in the feasibility of educational goals toward the realization of national development (Onele&Uzoma, 2016). There has been a growing concern about the continuous falling standards of academic performance, of which the discourse largely points to teachers not being willing to provide effective teaching and learning (Esia-Donkor &Ofosu-Dwamena, 2014).

As observed by Mohammed (2015), the inspectors or supervisors from the Ministry of Education communicate policies to teachers and receive feedback on the adequacy of resources implemented by the teachers. They also monitor the development within the system; more so, when measurable expansion is embarked upon within the system. The inspectorate service intimates the government of factors militating against the

government's high expenditure on education. Further, he stated that the Inspectorate personnel from the Ministry of Education also provide professional advice on challenges encountered by teachers in the schools as informed by the teachers themselves.

Supervision must build in teachers the capacity for self-appraisal and initiative taking for becoming innovative in their work, supervision as a social process is meant to stimulate, nurture, and appraise the professional progress of teachers. When teachers reflect on their practices with the help of supervisors or peers, they become more competent in their job. Supervision updates teachers on new development in policies and teaching strategies and curriculum changes, since it creates an opportunity for sharing between formal education workers and the teacher (Abebe, 2014; Unru&Turner, 1970). This keeps teachers abreast with current trends in education, thereby, making them competent in their job. The rationale for supervision is to ensure face-to-face interaction and rapport building between teachers and supervisors and also to promote capacity building within the teacher and his/her institution (Abebe, 2014). Supervision, whichever form it may take eventually targets improvement in the teaching skill of the teacher for an enhanced improvement in learners' achievement and a strengthened educational institution. This implies that teachers' conceptualization of the concept of school supervision, and subsequent development of positive attitudes toward supervisors is a pre-requisite for their cooperation and subsequent promotion of their professional growth and enhancement of their student's learning (Hismanoglu & Hismanoglu, 2010). Based on the above background, the study will examine the role of the School Improvement Support Officer in teaching and learning at basic schools.

1.2 Statement of the Problem

As the background of the study clarifies most of the role played by school improvement officers, it is evidenced that they are very much needed in all most every district across the regions of Ghana. Despite the important roles played by the school improvement support officers “SISOs” their works are under-looked and not really recognised by the government. According to Mohammed (2015), the inspectors or supervisors from the Ministry of Education communicate policies to teachers and receive feedback on the adequacy of resources implemented by the teachers. They are faced with various challenges that if not checked, would go a long way to affect effective monitoring and supervision of schools, thereby affecting the quality of teaching and learning across the country (Nomah et. al, 2022).

Leadership of the GES must ensure that SISOs are regularly conducting evidence-based routine Inspections using NaSIA’s Inspection Evaluation Framework (IEF) to ensure head teachers and their senior leadership teams are enforcing the standards and guidelines set by NaSIA (NaSIA, 2021). It has come to realization that they are poorly motivated, and a poorly motivated SISO would find it highly difficult to ensure the timely implementation of worthwhile educational programmes and projects. This could lead to poor implementation of very important governmental educational policies. It is about time the government notice that the SISOs are heavily tasked with various roles and responsibilities which among them include supervising and monitoring schools within the circuit, collating accurate data from the schools and submitting same to the district education office promptly, submitting quarterly report on monitoring to the metropolitan/municipal /district directors of education, ensuring the general welfare of teachers and pupils in the circuit and among others. On this, if

they are poorly motivated they will feel reluctant to perform these roles and the education system will also lose its value.

There has been a growing concern about the continuous falling standards of academic performance, of which the discourse largely points to teachers not being willing to provide effective teaching and learning (Esiya-Donkor & Ofori-Dwamena, 2014). Some studies have been done in the area of school supervision and how it reflects in the perceived falling standards in learners' academic performance. Other challenges that the SISO complains bitterly about is inadequate office space in the MMDEOs, large size of some circuits leading to large span of control, the absence of routine continuous professional development training programmes, non-payment of additional responsibility allowances, non-payment of out-of-station allowances of which all these prevent them from playing their roles to the fullest.

According to the Government of Ghana (2020), most teachers attest to the fact that, because of the continuous supervision of SISOs in the at the basic schools recently teachers do their work adequately. They write their lesson plans and make sure they teach. Teachers do not waste time to talk while they have a lesson to deliver because they are aware the SISOs can come to the school at anytime unannounced. The school improvement support officers play a maximum role in the Ghana education but unfortunately most people do not know of their importance that is why this research sought to explore the roles played by the SISOs in the teaching and learning outcomes in the basic school. Specifically the research seeks to analyse the effectiveness of these officers in facilitating professional development for teachers implementing curriculum enhancements, and fostering a conducive learning environment (Apambila, 2021). The study also aims to identify challenges faced by

the school improvement support officers in their roles and explore potential strategies for optimising their impact on overall educational quality.

1.3 Purpose of the Study

The main purpose of the study was to examine the role of School Improvement Support Officers (SISOs) at Basic Schools to improve teaching and learning in the Tema West Municipality. Again to assess the effectiveness of the school improvement support officers in positively impacting teaching methodologies and enhancing learning outcomes within educational institutions, identify best practices employed by the school improvement support officers in facilitating teacher development and also investigate challenges faced by the school improvement officers in their roles, including barriers in implementing change resources constraint and other factors.

1.4 Objectives of the Study

The specific objectives of the study are as follows:

1. To find out the kind of support that SISOs provide to teachers to improve the teaching and learning in basic schools in the Tema West Municipality.
2. To assess the basic school teachers' perceptions towards school improvement in the Tema West Municipality.
3. To investigate the challenges that SISOs in the Tema West Municipality face in performing their school improvement duties.

1.5 Research Questions

The study was guided by the following questions:

1. What kind of support do SISOs provide to the teachers to improve the teaching and learning at basic schools in the Tema Municipality?

2. What are the perceptions of basic schoolteachers in the Tema West Municipality towards school improvement?
3. What challenges do SISOs in the Tema West Municipality face in performing their school improvement duties at the basic schools?

1.6 Significance of the Study

To policymakers, this study was expected to be helpful to the Ministry of Education and National School Inspectorate Authority in empowering the School improvement Support Officers (SISOs) department that, sequentially, may improve the teaching and learning in basic schools.

The study is also expected to be helpful to the different educational stakeholders for contributing to new knowledge in the field of school improvement.

The study is also slated to be beneficial to teachers and learners so as to know the roles played by the school improvement officers in the schools so that when the SISO visit the schools it wouldn't be like a punishment or treat to teachers but a way of providing assistant and sharing ideas for quality teaching and learning.

The study is also likely to equip the school inspectors with skills and knowledge so as to monitor effectively the teaching and learning process in schools. Furthermore, the study is expected to be a source of the information for other researchers and future studies.

1.7 Delimitation of the Study

The study was confined to Basic schools in Tema West Municipality in the Greater Accra region. However, the study focuses only on the role of School Improvement Support Officers (SISOs) in teaching and learning at Basic Schools in three (3)

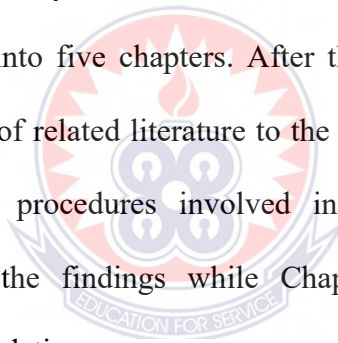
districts of the municipality. The targeted population were SISOs, head teacher and teachers in Tema west municipal district. The total population for the study were 600 and the accessible population who are the respondent of the study were 234.

1.8 Limitations of the Study

The sample used for this study posed a limitation in the ability to generalize the findings of this study to all schools in Ghana, although it was the initial intention to make generalizations about different work settings and differences in how schools are managed in geopolitical districts of the Municipality may further limit the ability to generalize the findings of this study to the larger populations of schools.

1.9 Organisation of the Study

This study is organized into five chapters. After this introductory chapter, Chapter Two presents the review of related literature to the study. Chapter Three is about the research methodological procedures involved in data collection. Chapter Four presents and discusses the findings while Chapter Five provides a summary, conclusion and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discussed the concept, principles, Areas of School Supervision, qualities of the Supervisor and the Role of the School Improvement Support Officer (SISO). It highlights the guidelines for the inspection of schools in Ghana. The chapter discussed the Basic school teachers' perception of school improvement. Further, the Challenges Facing the school inspectors in performing their Improvement duties were discussed. Finally, an empirical review, conceptual framework and the theories related were discussed.

2.1 Concept of School Supervision

Several definitions of the term school inspection define the term as a general concept. The term school inspection, sometimes, has been used interchangeably with school supervision (Richards, 2001). School inspection can be referred to as a process of visiting schools by school inspectors to assess the quality and performance of the schools in terms of teaching and learning (Wilcox, 2000). Pierce (2012) defined supervision as a developmental process designed to support and enhance an individual's acquisition of the motivation, autonomy, self-awareness, and skills necessary to effectively accomplish the job at hand. To Nyarko (2009), supervision is one of the administrative tools in which individuals, as well as groups of people, are employed in the day-to-day administration of their work or organizations. Supervision is an opportunity to bring people back to their minds, to show them how good they can be (that is making people realize their potential) (Kline (2014). Esia-Donkoh and Ofosu-Dwamena (2014) contend that supervision is seen as the stimulation of professional growth and development of employees, a selection and

revision of organizational objectives, effective training, and the evaluation of instruction for organizations' effectiveness. Supervision is an essential part of school administration which is concerned with things that further the development or improvement of the teaching and learning situation in the school system. Supervision has been variously defined by educational experts each expert defining it in terms of his past experiences, his needs and his purposes (Ogakwu, 2010). The supervisor monitors the teacher while teaching gathers information about his external behaviour and discusses with him the effective ways to modify them. For effective Supervision, the supervisor should have a purpose and establish a democratic environment in the education system. A democratic environment would create leadership qualities in teachers, respects individual differences, helps individual teachers in diagnosing teaching difficulties, and recognizes the inherent importance of an individual teacher (Mpuangnan et al., 2022).

2.2 Areas of School Supervision

According to Kochhar (2002) the areas of school supervision are:

2.2.1 Supervision of Instructional Work

School supervision is a planned programme for the improvement of instruction. The supervisor checks the effectiveness of the methods of teaching in a particular institution, the audio-visual aids used to make teaching interesting and effective, the timetable enforced to carry out the instructional work, the distribution of work among the members of staff, and distribution of the prescribed curriculum, terminal written work done by the students. A supervisor checks up on the teacher's scheme of work also to find out the planning of the daily programme.

2.2.2 Supervision of School Environment

The supervisor also inspects the cleanliness of the school surroundings, beautification of the school and hygienic conditions of the canteen, proper drinking water procedure and cleanliness of lavatories. He assesses the steps taken by the school authorities for the welfare and safety of the students.

2.2.3 Supervision of Co-curricular Activities

The co-curricular programme is an important aspect of education today. Therefore, the supervisor has to check how effectively the various activities are being carried out. He has to assign teachers to all these areas to ensure discipline.

2.2.4 Supervision of School Records

The supervisor assesses all kinds of school records and registers. He audits accounts and funds. He checks the usage of school funds, for instance, the capitation grant to schools.

2.2.5 Supervision of Development Aspects

The supervisor examines the various steps taken by the school to serve the locality in which it is situated. He also finds out the progress achieved in establishing vital rapport between the school and the community and how much the school has developed in various aspects.

2.2.6 Supervision of Pupil's Growth

The main aim of all educational activities is pupils' growth. The supervisor has to check what specific fields the pupils have distinguished themselves, what positions have been secured by pupils in the academic, cultural and psychical fields, what the school is doing to assist the gifted, the backward and the retarded children and so on.

2.3 Principles of Supervision

Shukla (1983) identified seven principles of supervision as listed below:

1. Supervision should be adopted to meet the individual need of school personnel
2. Trained as well as untrained teachers should benefit from supervision
3. Supervisions should assist in clarifying the objectives and goals of education
4. Supervision, a central part of an education program, is a cooperative and team activity.
5. Supervision should contribute to improving human relations among personnel in the institution and with people outside it.
6. Supervision should help in the organization and administration of curricular and co-curricular activities for students.
7. Supervision should help interpret and put into practice the findings of the latest educational research (Shukla, 1983, p.150).

2.4 Purposes of Supervision

Supervision in schools is one of the crucial reasons to ensure that the individual teacher within the school system has been performing the duties for which he was scheduled. For a supervisor to achieve the stated purpose, he needs to have a good idea of what he wants in supervision. Other reasons for the supervision of schools are as follows as noted by Ogunsaju (1983):

1. To improve the effectiveness of teachers so that they can contribute maximally to the attainment of the school's goals. This will assist the supervision in making recommendations for the improvement of incompetent teachers.

2. It helps to enhance the quality of instruction in schools, and it also helps to maintain minimum standards in schools.
3. Asses the overall climate of the school and identify some of its most urgent needs
4. Identify sources of needs of the school.
5. Supervision helps in deciding the nature and content of the curriculum, and the learning materials that will enhance the educational growth of both students and teachers.
6. Supervision helps to “checkmate” the activities of staff, the newly recruited both the old to see their performance in teaching and learning.
7. It helps in the appropriate expenditure of funds in schools
8. Supervision determines whether a teacher should be transferred, retained, promoted retired or dismissed based on the performance of the teacher.
9. Supervision helps to discover special abilities or qualities possessed by teachers in the school. This can be used as a guide for staff development

2.5 Qualities of a Supervisor

The implementation of supervision requires personnel of high educational leadership. The supervisor should be equipped with supervisory skills and competencies to be able to carry out his duties (Osei, Mensah & Agbofa, 2020). Callaghan (2007) has identified the following qualities of supervisors:

Excellent communication skills. Supervisors are to relay instructions very clearly, so every part is well understood to avoid mistakes. Supervisors also need to listen carefully to what the teachers have to say.

Fairness. Human beings react badly to what they perceive as unfair. So, deal with the teachers fairly.

Good organizational skills. It is the supervisor's duty to coordinate the work in the schools and the office with the director and the teachers.

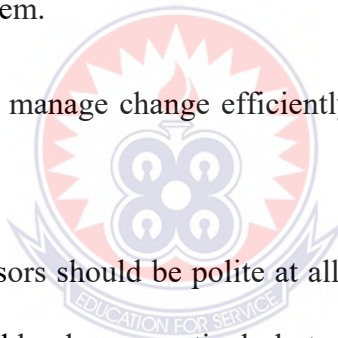
Knowledge. Part of the supervisor's job is to train others so the supervisor should be at least one step ahead of them.

Accountability. If a mistake is committed the teacher should recognise responsibility every time unless they have intentionally flouted the supervisor's instructions.

Efficiency. For schools to do well the supervisors should always have the next task ready to be allocated to them.

Adaptability. Be ready to manage change efficiently as and when it happens even if you do not agree with it.

Social skills. The supervisors should be polite at all times. When supervisors have to tell a teacher off, it should be done assertively but politely and never in front of other teachers.



2.6 The Types of School Inspection

The type of inspection carried out in a school reflects the purpose of the inspection. Currently, the four types of inspection conducted by NaSIA are (NaSIA,2020): Whole School Inspection, School Performance Inspection, Compliance Inspection and Investigative Inspection

2.6.1 Whole School Inspection

Whole School Inspection (WSI) is comprehensive and employs both Part A (on quality of performance) and B (on compliance requirements) of the Inspection Evaluation Framework (IEF) to evaluate a school's overall performance. The whole School Inspection is the most comprehensive of all inspections as it involves all aspects of the school and staff. It begins with school self-evaluation with an action plan for intervention and ends with recommendations to address issues identified in both self-evaluation and external inspection by inspectors. Whole School Inspections provide an external viewpoint on the work of each school so inspected and the ensuing reports provide directions as to how improvement can be achieved or how gains made can be sustained.

The reports also assist in affirming the aspects of practice that are working well and assist in confirming the school's own judgement about its strengths and areas for improvement. Through the process of complementing school self-evaluation reports with inspection reports, the school gains experience in conducting better self-evaluations. Thus, WSIs can enhance and stimulate positive change in schools as they provide an opportunity for schools to reflect on the quality of their teaching and learner achievement and consequently find ways to improve their performance. Also, recommendations in both self-evaluation and inspection reports provide important direction for the school community as they seek to bring about continuous school improvement.

A policy that encourages continuous school self-evaluation as a way of engaging schools in WSIs will go a long way to generate a culture of continuous school improvement. Furthermore, such a policy will cover all other types of inspections as

each other type is subsumed in WSI. The implication is that reference will be made to WSIs in discussing other types of inspection.

2.6.2 School Performance Inspection

School Performance Inspection employs only Part A of the IEF to assess a school's performance. School Performance inspection is arguably one of the most valuable tools that can be used to support schools to improve teaching and learning. It also provides decision-makers as well as policymakers with accurate evidence-based information about the current situation in specific institutions. In Ghana, this type of inspection targets the evaluation of School Leadership, Lesson Observation (currently in English, Mathematics and Science) and External or Internal Assessment Results as appropriate. All three subjects currently observed during Lesson Observation are core subjects that everyone in the Ghanaian pre-tertiary school must study. The number of subjects and areas that are covered in this inspection may change in future. There is therefore a need for a policy that can extend these delimitations to other areas that may become relevant in future.

2.6.3 Compliance Inspection

Compliance Inspection employs only Part B of the IEF to evaluate Ministry of Education compliance requirements and includes verification inspection. The main objective of a compliance inspection is to ensure that schools follow the basic MoE requirements in educational delivery. Compliance inspection can also be a follow-up inspection to find out whether a school has implemented recommendations made by NaSIA during the last inspection of the school. Making room for Compliance Inspection in the SEaIP provides an opportunity for stakeholders to hold schools accountable for their work.

2.6.4 Investigative Inspection

Investigative Inspection can employ any part of the IEF. As the name suggests, the main objective of Investigative Inspection is to ascertain the validity of incidents in or complaints about a school. Investigative inspection can employ any part of NaSIA's IEF and can take the form of School Performance Inspection Compliance Inspections or both. It could be used to investigate an aspect of administration in the school such as an allegation of fraud or learner abuse. Making room for Investigative Inspection in the SEaIP provides an opportunity for stakeholders, including learners, to identify and address issues that otherwise would undermine the school's credibility and work against the attainment of set goals and objectives.

2.7 Role of School Improvement Support Officer (SISO)

The function of the school inspection is to monitor the delivery of education and the adherence to the stipulated curriculum, including the preparation of lesson plans and the standards set to safeguard the good quality of education Clerk (2012). Baka (2016) opined that for school inspectors to achieve this, school visits are important to improve the quality of teaching and learning in schools as one of their specific functions.

Abdulkareem (2001) supports that school inspection makes teachers know what is going on in their classrooms, gives a clear view of the strengths and weaknesses of the teachers, knows how to build on the strengths and reduce the weaknesses, and focuses on the teacher development programs and the real needs of the teachers and school. Inspectors will achieve the above successes by establishing a systematic program of monitoring and evaluation (Abdulkareem, 2001). On the other hand, school inspectors should be on teaching and learning

and direct classroom observation to witness how learning is being carried out (Mathew & Smith, 1995).

The inspectors' clarity of thought, sense of purpose, and knowledge of what is going on mean that they can get the best out of heads of schools and teachers, which is the key to influencing work in the classroom and to raising the standards achieved by pupils (Hargeaves, 1995). In general, school inspectors have positive contributions to the school system, where inspectors and teachers work together in addressing the existing challenges in the school system (Oyaya, 2007).

In England, the study conducted by Ofsted (2015) revealed that school inspectors spend much time assessing the teaching and learning process, scrutinizing pupils' books and gauging pupils' perceptions of typical teaching. Wilcox and Gray (1995) added that school inspection allows the school inspectors to observe classrooms and it serves as a better basis for discussing the development of the school with the head teachers, enhances staff cooperation and public recognition that the school is basically on the right track, and it boosts the staff morale. Furthermore, in England, Ofsted (2015) reports that school inspectors make efforts to meet with those institutions to assess the role of the school's environment in pupils' learning. Such kind of support inspires the efforts of teachers in the teaching and learning process, which eventually stimulates the better performance of the schools.

Aziz and Akhtar (2014) observed that the professional development of teachers provides a relevant impact on teachers' professional skills, knowledge and abilities for the benefit of students' learning. Mpuangnan et al. (2022) asserted that Supervisors should not remain detached from teacher evaluation because it offers opportunities to change the lives of both teachers and students for the better. Harris

recommended cooperative supervision whereby teachers are deeply involved with peers and supervisors while observing and analysing their behaviours for improvement of teaching and learning.

Apambila (2021) conducted a study on instructional supervision of teaching and learning of public Junior High Schools in Yeji, Pru East District in the Bono East Region, Ghana and found that school supervisors were facing challenges like; non-payment of maintenance allowances, lack of induction courses, and lack of office. To ensure effective supervision, supervisors must play their roles diligently in schools. SISOs have a greater responsibility to undertake in schools to improve teaching and learning. This can be done by creating an interactive and conducive environment in schools (Mpuangnan et al., 2022).

2.8 Guidelines on Inspection of Schools in Ghana

Until the Education Act, 2008 (Act 778) established the National Inspectorate Board (NIB), which has now been redesignated as the National Schools Inspectorate Authority (NaSIA), school inspections were conducted by the Inspectorate Division of the Ghana Education Service. The Inspectorate Division was committed to introducing, promoting and encouraging professional innovations in education, and giving guidelines on the methodology and content of syllabuses in the various subject areas (Gokah, 1993). Literature on teacher appraisal and school inspections in Ghana (e.g., Fletcher, 2001) indicates that the appraisal system and the inspections system then were fused and designed to serve both formative and summative purposes. This dual role of the appraisal system was confirmed by the Ministry of Education (MoE):

For there to be improved learning, teachers must be made to feel accountable (sic).... The first responsibility for this lies with the school

headteacher and at the next level, with circuit supervisors and district officials. What is needed are management and supervisory methods which on one hand strengthen the hand of discipline against headteachers and teachers who are not performing, and on the other hand, recognise, support and develop those headteachers and teachers who are doing well (MoE, 1994, p.18)

The dual role of the appraisal-cum-inspection system has been modified in recent times in such a way that there is now a body responsible for teacher appraisal systems and another responsible for school inspections. The Education Act, 2008 (Act 778) and the ERBA, 2020 (Act 1023) mandate the NaSIA to set and enforce quality standards in pre-tertiary schools by setting up Inspection Panels to undertake inspection and evaluate teaching and learning periodically (NaSIA,2020).

According to NaSIA (2020) the Inspection Panels provide independent external evaluation of the quality and standards in pre-tertiary schools by focusing on:

- The quality of leadership and management of the school
- The quality of teaching and learning and the standard of academic attainment
- Facilities available in the school
- The relationships between the school and relevant stakeholders.

Inspection of schools in Ghana serves several purposes including:

- Promoting educational improvement by providing each school inspected with a clear indication of its strengths and weaknesses, which it can then use to help plan and implement recommendations for improvements
- Providing the Ministry of Education (MoE) with reliable, evidence-based data, which can be used to review performance, develop policy, target

resources and offer appropriate support. It can be inferred from the above purposes of inspection in Ghana that current practices in school inspections are significantly different from what existed before 2008. The organisation and delivery of school inspections in the past have been replaced due to recognition that the inspection agenda should be an essential element for whole school development and improvement. School inspections are now seen as a process of supporting schools to address and respond to the diverse needs of all learners through the processes of quality assurance and quality improvement (Findlater, 2015). NaSIA's activities are geared towards the realisation of the foregoing and are all designed principally with the learner in mind. Several Acts of Parliament as well as various frameworks and policy initiative documents have informed the design and structure of NaSIA's activities. They include the following:

1. Education Act, 2008 (Act 778) as amended by the Education Regulatory Bodies Act 2020 (Act 1023)
2. Ghana Education Service Act, 1995 (Act 506) as amended by the Education Regulatory Bodies Act 2020 (Act 1023)
3. COTVET Act, 2006 (Act 718) as amended by the Education Regulatory Bodies Act, 2020
4. National Accreditation Board, 2007 (Act 744) as amended by the Education Regulatory Bodies Act, 2020 (Act 1023)
5. Child and Family Welfare Policy, 2015
6. Domestic Violence Act, 2007 (Act 732)
7. Human Trafficking Act, 2005 (Act 694)
8. Persons with Disability Act, 2006 (Act 715)

9. Children's Act, 1998 (Act 560)
10. Juvenile Justice Act, 2003 (Act 653)
11. Revised Handbook for the Inspection of Public and Private Pre-tertiary Schools in Ghana, 2019
12. National Pre-tertiary Education Curriculum Framework, 2018
13. National Teachers' Standards for Ghana, 2017
14. Inclusive Education Policy, 2015 Each of these documents has contributed to the delivery of school inspections one way or the other. Nonetheless, the ERBA, 2020 (Act 1023) provides a more comprehensive underpinning for the delivery of inspections of public and private PTEIs in Ghana (NaSIA,2020).

2.9 Basic School Teachers' Perception of School Improvement

Government involvement in education and training is therefore justified on the basis that human capital development has large social returns. Supervision is an old practice aimed at improving teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality of instruction (Mbatia, 2016).

Wango (2009) observes that supervision is one word which has got many different meanings. He argues that to a supervisor, it may mean a positive force for school programme improvement, while to one teacher it may be seen as a threat to his or her position, and another teacher as a source of assistance and support. A teacher who has a positive attitude towards the school inspection will modify his ideas and accommodate new and important ideas derived from the inspection process which are aimed at improving teaching and learning.

On the other hand, if he/she holds a negative perception of the inspection process, it will not be significant in improving teaching and learning practices in the school (Chapman & Haris, 2001). They further place an argument that in learning institutions where a positive culture is embraced, teachers hold more positive attitudes and also react positively towards the inspection process. There is therefore a likelihood that these teachers will change their former practices, as a result of the inspections (Ogandoh, 2015).

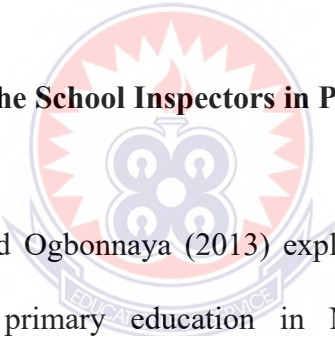
Tosriadi, Asib and Marmanto (2018) in their study, found that teachers hold a positive attitude toward supervision programs in helping them develop their professionalism in teaching. The study further revealed that schools need to maintain supervision programs to make sure their teachers are well prepared in performing their duty. A study conducted by Kairu (2010), sought to determine the challenges facing quality assurance standards officers in supervising the implementation of primary school curricula in Gatanga district Kenya. The findings of the study indicated that teachers held positive attitudes towards the roles played by District Quality Assurance and Standards Officers (QASOs) in school inspections. Over 50.0% of the teachers agreed that supervision helped in developing innovative programmes and changes in school management and that it provided a forum where teachers felt free to initiate positive changes in their schools. This is an implication that teachers can hold positive perceptions regarding the inspection processes.

Esia-Donkoh and Ofori-Dwamena (2014) investigated the perception of public basic schoolteachers at Winneba, Ghana on decentralized educational supervision regarding their professional development. They found that the majority of the teachers perceived decentralized educational supervision as having a positive impact on their professional development. Many stakeholders including educationists, teachers,

parents, and opinion leaders have expressed their views about the poor standards of academic performance of Junior High School pupils in Ghana (Mensah, Esia-Donkoh and Quansah, 2020). Most people have the perception that the poor academic performance of these pupils is a result of ineffective instructional school supervision (Baffour-Awuah, 2011).

Mankoe (2007), asserted that the general perception of many stakeholders' education showed that supervision at school and classroom levels is ineffective, leading to poor teaching and learning outcomes in Junior High Schools in Ghana. The deduction from this viewpoint is that instructional supervision is a critical antecedent of quality education.

2.10 Challenges Facing the School Inspectors in Performing their Improvement Duties



Obiweluzor, Momoh and Ogbonnaya (2013) explored the role of supervision and inspection in effective primary education in Nigeria to front strategies for improvement. They established that supervision was challenged by insufficient staff/shortages of inspectors or supervisors, poor funding of the supervision process, limited time allocated to supervision exercises, inadequate formal training on supervision to head teachers, and staff inadequacy in terms of numbers to execute the supervision role.

Nwakpa (2015) found the politicization of primary education in Nigeria in recent years has been identified as one of the factors giving rise to crises in the implementation process of decentralized primary education policies. This is because, at State and Local Government levels, appointments into supervisory roles are mainly based on political considerations as such roles are perceived as being juicy and thus

suited to party loyalists. He further established that politics breeds incompetence and jeopardizes implementation.

A study by Terra and Berhanu (2019), indicated that instructional supervisors did not give regular and adequate support to teachers in professional and curriculum development. Their study found that training teachers either on pedagogical issues or on the importance of instructional supervision. Instead of spending more support time on academic tasks, they spend their time doing administrative tasks. Their study showed that instructional supervisors faced different challenges that influenced the effective implementation of supervision.

These were: problems in selecting and assigning the right persons as instructional supervisors, lack of supervision manuals, lack of adequate budget, facilities and materials, the resistance of teachers to supervision due to lack of awareness of teachers in the importance of supervision, excessive workloads of principals and lack of right training for supervisors (Terra & Berhanu, 2019). Supervisor incompetence, supervisor work overload, and inadequate training for supervisors were identified as the top three challenges faced in the practice of instructional supervision (Mensah, Esia-Donkoh and Quansah, 2020).

Onele and Aja (2016) also revealed that inadequate personnel, poor funding, poor transportation network and inadequate materials are the problems hindering the effective supervision of institutions. Mpuangnan et al. (2022), the study showed that challenges that militate against effective supervision include; lack of means of transport to schools in the hinterland, no offices for the SISOs at the circuit level where teachers could easily locate them in times of need, inadequate logistics like safety boots, raincoats, life jacket motorbike and fuel for the SISOs to visit all the

schools, overburdened with workload due to many schools under their supervision, and inadequate higher qualification (Master of Education in School Supervision).

A study by Osei, Mensah and Agbofa (2020), showed that the challenges that confront circuit supervisors were a lack of educational resources and logistics, irregular in-service training, uncooperative attitudes of teachers and head teachers, poor remuneration, incentives and allowance and irregular visits to the school. Further, Strategies that were suggested to improve supervision were adequate funding and provision of materials and logistics, on-the-job professional training for educational field officers, supervision on regular basis, better remuneration, incentives and allowance for educational field workers and supervision regularly and effective collaboration between teachers and circuit supervisors.

2.11 Empirical Review

Mohammed (2015) investigates the role of education inspectors in curriculum implementation in public secondary schools of Bauchi State, Nigeria. The study used qualitative with some aspects of a quantitative approach. Simple random sampling was used to select 113 teachers from public secondary schools, and purposive sampling was used to select five school inspectors. The study found that school inspectors offered professional support to teachers and principals, and thus teachers benefitted from their support.

Abakan et al. (2021), analysed the Guiding Roles of Inspectors: Perspectives of School Administrators. The data was collected using a semi-structured interview form with open-ended questions. The findings obtained from the content analysis application showed that generally, the inspectors' approach to teachers is tolerant, respectful, and moderate; teachers also revealed their expectations that schools should

be inspected more frequently by their inspectors. In addition, it is seen that school administrators, whose expectations are limited in terms of vocational guidance, are expected to be more focused on guiding than supervising, sharing the innovations in education and making constructive criticism.

Obiweluozor, Momoh and Ogbonnaya (2013), explored supervision and inspection for effective primary education in Nigeria: strategies for improvement. The study revealed that supervision/inspection should be taken into consideration for effective teaching and learning.

Kabati (2017), investigated the Effectiveness of School Inspectors in Assuring the Quality of Primary Education, in the Shinyanga region, Tanzania. Data were collected using questionnaires, interviews, and documentary reviews. The findings indicated that school inspection plays a potential role in improving teaching and learning. The study also revealed that the advice and feedback given through inspection reports and recommendations are useful in making improvements in school work performance. The study also found that making follow-ups could enhance the implementation of the inspection and work efficiency of teachers.

2.12 Theoretical Review

This section under the study discussed various theories for this study. There are several theories in connection with this study. However, this research study cannot consider all the theories. Hence, this research study considers The Human Relations Theory of management.

The human Relations Theory of management began its development in the early 1920s during the industrial revolution (Okumbe, 1999). The proponent of this theory was George Elton Mayor between 1880 and 1949 (Gupta, 2004). At that time,

productivity focused on business. Gupta (2004) stated that Elton Mayo began his experiment (Hawthorne studies) to prove the importance of human beings for productivity instead of the machine. The Human Relation Theory was a reaction against the formal tradition of the Classical Scientific Management Theory (Okumbe, 1999). Gupta (2004) states that the Human Relations Theory movement stressed more organic structure as opposed to mechanic structures stressed by the classical movement. The following are the main assumptions of the Human Relation Theory according to (Gupta, 2004).

- People desire to be part of a supportive team that facilitates development and growth.
- Each individual should be treated as a human being. No individual or group is more important than others.
- Workers need to be involved in decision-making on the matters that affect their daily life.
- A trustful and cooperative relationship should be created among the employees.
- Workers should be allowed to develop their fullest potential.

Ideally, school inspectors should provide motivational input to the teachers. School inspectors, as educational managers, should bear in mind that workers are not just motivated by salary but could be better motivated by having their social needs like praising them when they perform well at work (Drury, 2015). School inspectors should take more interest in the workers by treating them as people who have worthwhile opinions and realize that workers enjoy interacting (Wanzare, 2003).

Gupta (2004) states that motivation helps individuals reduce and eliminate tension and it leads to goal-directed activities. Another implication is that good communication between school inspectors and teachers is very important. The school inspectors should advise and give the teachers feedback after being inspected. Galabawa (2001) states that, the major duties of school inspectors need to be instructional leadership rather than instructional evaluation. If this is done then it may increase the teachers' morale in their workplaces which ultimately may improve the pupils' performance in primary schools (Okumbe, 1999). Furthermore, school inspectors should encourage greater use of teamwork when working with teachers in schools. School inspectors need to emphasize the importance of the wider social needs of individuals and give teachers recognition for their work in groups to improve teaching and learning.

Galabawa (2001) supports that, the purpose of school inspection should be to help the individual teacher improve. A further implication is that school inspectors need to advocate the style of a participative and friendly school inspection to help teachers develop a sense of participation in the workplace. According to Aiyepoku (1987), the school inspector is ideally the teacher's friend, adviser, guide, professional colleague, and consultant.

Despite its contributions, human relations ideas and practices have several criticisms. The Human Relations Theory is implemented as a technique for manipulating people to comply with management directives instead of bringing management to an understanding of human nature and thereby creating desirable changes in the organization (Pretomode, 1991). Moreover, the Human Relations Theory is also criticized for putting more emphasis on human needs at the expense of the needs for the accomplishment of responsibilities or organizational tasks and processes (Hov,

2001). Despite these weaknesses, the basic premises and precepts of the Human Relation Theory are still useful in running the day-to-day functions of educational institutions.

As to how the human relation theory link to this research, the human relation theory focuses on the social and psychological aspect of the work place, emphasizing the interpersonal relationships, communication and employee satisfaction. Its principles are relevant to the roles played by the SISOs in teaching and learning through the following ways:

- **Teacher moral and satisfaction:** Human relation theories emphasize that impact of positive social interactions on employee morale. SISOs, by fostering a positive and supportive school environment can contribute to teacher satisfaction and morale, thereby enhancing the overall teaching and learning experience.
- **Communication and collaboration:** the theory underscores the importance of effective communication and collaboration. SISOs acting as liaisons between administrators and teachers can facilitate open communication channels, promoting collaboration among educators and enhancing the collective effort towards school improvement.
- **Conflict resolution:** human relation principles emphasize effective conflict resolution. SISOs when faced with conflicts or challenges among educators can use their skills to mediate and resolve issues, maintaining a positive and productive working atmosphere.
- **Team building :** SISOs through their roles in professional development and support can foster a sense of team work among teachers, creating a

collaborative culture that positively influences teaching practices and student learning.

SISOs by incorporating this principles into their roles, can contribute a healthier and more effective teaching and learning environment within educational institutions.

2.13 Conceptual framework

The effectiveness of the school inspectors in control of quality primary education needed a model to focus on important components of the quality determinants as proposed by Delors (1998), Osaki (2000) and Omari (1995) which include input, process and output components. These are reflected as major elements of the conceptual framework, which guided this study. In this study, indicators of the effectiveness of school inspectors in control of effective teaching and learning of basic education are under the following. Under inputs, the study assumes that to have quality primary education there must be qualified and adequate school inspectors, qualified, committed and adequate teachers, an advantageous learning environment and material resources such as stationery and transport means. When we use the appropriate resources as mentioned above, we can yield better graduates in our schools. In the process, this study assumes that if school inspectors are provided with in-service training, professional support, a conducive working environment/climate and availability of advice, the quality of primary education could be improved consequently the output will be good academic performance. The output phase is composed of effective teaching and learning process, development of a child as a whole, social skills and competent teachers. Omari (1995) asserts that some criteria as an indicator for quality education are successful learners who are expected to be

creative, highly motivated and confident, successful teachers, participation in communities and classrooms, economic success and employability.

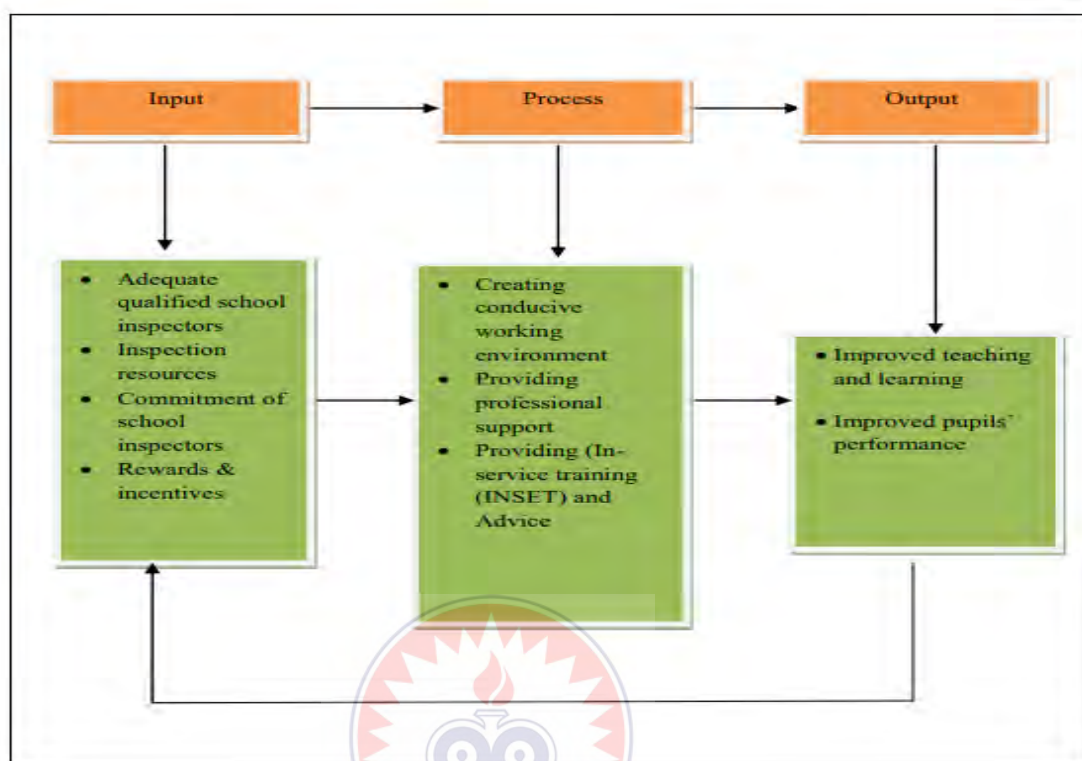
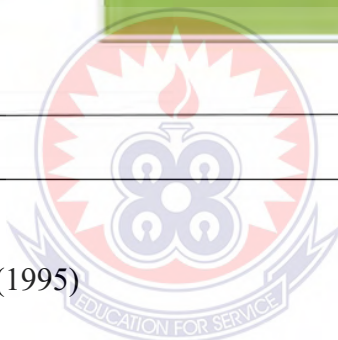


Figure 2.1 Source: Omari (1995)



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter described the method adopted to obtain information necessary for this research. This chapter elaborates on the tools and techniques used in executing the study. It gives full detail on how data was collected and processed for this research work. The chapter describes the research design and the study area, approach of the study. Also, the data sources, the population for the study, and the sample and sampling procedures were discussed. Finally, the research instrument employed for the study and the data analysis procedure for the study were presented.

3.1 Research Approach

There are typically three types of research approaches: mixed methods, quantitative methods, and qualitative methods (Teddlie & Tashakkori, 2009). Quantitative and qualitative research methods investigate and explore the different claims for knowledge and both methods are designed to address a specific type of research question. While the quantitative method provides an objective measure of reality, the qualitative method allows the researcher to explore and better understand the complexity of a phenomenon. The mixed method involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially (Gutmann & Hanson, 2002). According to Babbie (2010), the quantitative method emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Qualitative research approach addresses objectives through

techniques that allow the researcher to provide elaborate interpretations of phenomena without depending on numerical measurement (Zikmund et al., 2013).

The study employed mixed methods approach. Punch (2009) asserted that in mixed methods approach both qualitative and quantitative data are combined in some ways in the process of data collection, analysis and presentation. According to Kabati (2017), the rationale for combining both qualitative and quantitative approaches is to overcome limitations found in using one approach against those of the other. The qualitative approach adequately reflects respondents' feelings and perceptions towards the study using phrases while the quantitative approach focuses on numbers, that is to say, quantification of events in terms of frequencies and percentages can be made possible (Kabati, 2017).

The mixed-method design helps to utilize the elements of both positivism (quantitative) and post-positivism (qualitative) paradigm and research methodologies often within the same study. Mixed method approach was adopted as a means of data analysis and presentation because it enabled the researcher to collect a large variety of data related to the female leadership styles on teacher's performance. This design was appropriate for this study which sought an in-depth opinion of head teachers and teachers on the influence of female head teachers' leadership styles on teacher's performance.

Creswell (2014) posits that researchers who are new to this design most often think of it as just a combination of quantitative and qualitative data. Though this might be true to some extent, he adds that in the concurrent triangulation mixed-method approach, a researcher separately collects quantitative and qualitative data, analyses them separately, and then compares the results to see if they corroborate or at parallel with

each other concerning a given phenomenon (Creswell, 2014). Using the mixed method design for a study provides strengths that offset the weakness of both quantitative and qualitative design and provides more comprehensive evidence for studying a research problem than either quantitative or a qualitative research method alone (Creswell, 2008).

3.2 Research Design

Research design provides the arrangement conditions for the collection and analysis of data in a manner that combine relevance to the research purpose with economy in the procedure (Saunders et al., 2016). It serves as a guide for the study in the process of collecting, analysing, and interpreting observation. The research design for the study “examining the role of school improvement support officers in teaching and learning at basic schools” considers the nature and purpose of the study and the research questions alongside the magnitude of the target population for the study. The research design considered all public basics in the Tema West Municipality as its case study. As described by Yin (2019), the case study design is very appropriate in terms of exploring subjects such as individuals, groups, organizations, communities, and other related themes where features of real-life scenarios such as processes and practices are investigated to provide a holistic outcome. The descriptive survey helps to simplify large amounts of data sensibly. The descriptive survey allows the study to be presented qualitatively to help reduce lots of data into a simpler summary.

3.3 Study Area

The study area for the study covers Tema West Municipal Assembly in the Greater Accra Region, Ghana. The Tema West Municipal is one of the 261 Metropolitan, Municipal, and District Assemblies (MMDAs) in Ghana, and forms part of the 29 MMDAs in the Greater Accra Region. The Tema West Municipal Assembly is carved

out of the Tema West Municipal Assembly as one of the 38 newly created and upgraded districts Assemblies in 2018. It was created with LI 2317; the Tema West Municipal Assembly has its capital as Sakumono. The municipality was inaugurated on March 15, 2018, alongside other 37 newly created districts. The Tema West Municipal is located between Latitudes 5°42'00' N and Longitudes 0°00'30' W and Latitudes 5°36'20' S and Longitudes 0°7'10' W. It has a total land area of about 66.8 square km, which represents almost 2.1 per cent of the total land size of the Greater Accra Region. The Municipal Assembly shares boundaries with Krowor Municipality to the west, Adentan Municipal to the north-west, KponeKatamanso Municipal to the north, Ashaiman Municipality to the north-east, and the Tema Metropolitan to the east, with the Gulf of Guinea sharing the south-eastern boundaries. According to the 2021 Population and Housing Census, the total population of the Tema West Municipal Assembly was 196,224. This consists of 96,846 males and 99,378 females.

3.3 Population

The population of the study must be identified in every research. The target population is the complete collection of respondents that meet the selected criteria (Parret, 2013). The target population for the study is school improvement support officers (SISOs), Head teachers, and teachers in the Tema West Municipal districts. This population was chosen for the study because they were the best people who provided detailed information that helped the researcher in getting the preferred results.

3.4 Sample Size

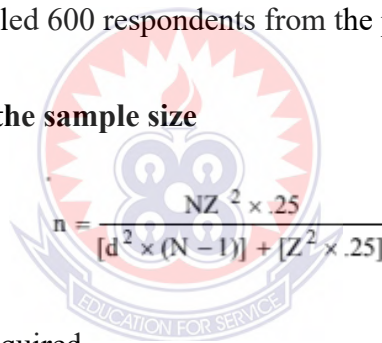
This research study could not consider the entire population due to the exclusion stated above. The total population is 600 participants, which is inclusive of SISOs,

head teachers and teachers. Krejcie and Morgan's (1970), table for determining sample size was used to help derive samples from a relatively small accessible population that was 234 respondents from the population.

3.5 Sample and Sampling Techniques

This is the process of selecting a representative sample to infer the characteristics of the population. Sampling considers the accuracy and accessible data, cost, size of the population, timeliness, and observations. For sampling, the study adopted a non-probability technique to ensure accurate and accessible data. Using Krejcie & Morgan's (1970), table for determining sample size is shown below. The research adopts a Slovenes formula to enable the selection of a relatively small accessible population from the sampled 600 respondents from the population.

Figure on Determinant the sample size



$$n = \frac{NZ^2 \times .25}{[d^2 \times (N - 1)] + [Z^2 \times .25]}$$

Where n = Sample size required

d = Accuracy precision level (i.e. 0.01, 0.05)

Z = Standardization value indicating a confidence level (Z = 1.96 at 95% confidence level and Z = 2.56 at 99% confidence level).

N = Population size (known or estimated).

For instance, if the population size (N) is 600 and there is an estimated confidence level is 95% and the precision value is $\pm 5\%$ ($d=0.05$ and $Z=1.96$), then the sample size (n):

$$n = \frac{600 \times (1.96 \times 1.96) \times .25}{[0.05 \times 0.05 \times (600 - 1)] + [(1.96 \times 1.96) \times .25]} = 234.44 \text{ or } 234$$

Based on the Slovenes formula's table for determining the sample size, a sample size of 234 participants. The study used a sample of 234 from the targeted population of 600 for SISOs, head teachers and teachers in each circuit of Tema Wes Municipal District. The researcher will purposively sample 234 customers in selected communities of the study area.

Table 3.2: *Sample size*

Forms of Participation	Sampled School Improvement Support Officers	Sampled Teachers	Sampled Headteachers
Questionnaire	-	200	29
Interview	5	-	-
TOTAL		234	

Source: Field survey (2022)

The researchers view the convenience sampling procedure as the most appropriate method for this study, as the researcher applied knowledge of the research problem to handpick the respondents from the selected population. The purposive sampling method has proved too effective because the number of people who served as primary data sources due to the nature of the research design and aims and objectives was limited. Unlike some alternative sampling techniques, purposive sampling techniques do not allow; highly vulnerable to selection bias and influences beyond the control of the researcher and a high level of sampling error, which lead to little credibility of the studies.

Table 3.2 helps to understand the distribution of participation and the preferred methods of data collection for each group, culminating in a total count of 234

participants in the program. The table offers a concise breakdown of how different stakeholder groups (School Improvement Support Officers, Teachers, and Head teachers) engaged with a school improvement program through two primary methods (Questionnaires and Interviews).

According to the table, the questionnaires were given to the head teachers and teachers who were sampled for the study. The teachers responded to 200 copies of the questionnaires while the head teachers answered 29 copies. The interviews however were done with the School Improvement Support Officer.

3.5 Source of Data

A comprehensive study on the role of SISOs in teaching and learning at the basic schools data could be gathered from various sources to ensure a well rounded analysis but this study used structured questionnaire and interview guide method to accomplish the study.

3.6 Data Collection Method

Data can be collected from both primary and/or secondary sources. The researcher obtained data from the primary source. The primary sources were extracted from responses from the population, using a semi-structured questionnaire and interview guide. This source represented the major sources of data. This study used both a structured questionnaire and an interview guide method as a source to obtain primary data. This study adopted a survey strategy using administered questionnaire and an interview guide technique to collect primary data for this study.

3.7 Research Instruments

Instrumentation in research refers to the means through which data or information is collected (Nwana 1996). To acquire the necessary information from participants, two types of data collection instruments were used, these were;

3.8 Questionnaire

The opinion of the respondents that were sampled for the study was sought using structured questionnaires. The structured questionnaire is an efficient way of collecting responses from a large number of people because every respondent is asked to respond to the same set of questions (Saunders et al., 2009). With the semi-structured questionnaires, the questions were developed in an easy way for the respondent to understand as they have to respond to the questions unaided. The responses of the respondents will be measured using a five-point numerically scaled Likert-type to score the responses under the data instrument to measure the responses from the respondents. The five-point is a numerically scaled Likert-type of multiple-choice answers ranging from 1–5-point scale in the following pattern: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree, from which the respondents were asked to pick one.

3.9 Interviews

Also, the interview helps the researcher to collect data from the real lived experience of the informants. It will enable the researcher to learn about teachers' experiences, feelings, and the kind of world they live in with the hope they have in school inspection. The method allowed greater flexibility for both the informants and the researcher and it is dynamic enough to ensure that issues are properly discussed and addressed. The researcher used this instrument to collect data from the School Improvement Officers, teachers, and Head teachers. The interviews are particularly useful in the collection of rich qualitative data due to their flexibility, being focused, and time-effective (Patton, 2002). Although structured interviews are focused and time-effective, they limit participants' responses and overlook the emotional dimension (Abebe, 2014; Chapman & Haris, 2001; Callaghan, 2007; Kochhar, 2002).

The researcher performed the test to check for the reliability and validity of the research instrument used for obtaining information to achieve the objectives of the study. Reliability is a measure of the extent to which a test or other measures are free from measurement error (Gall et al. 2005). Reliability, like validity, depends on how transparent the narrative is (Schensul et al. 1999; Silverman, 1993. According to Mugenda (1999), reliability is a measure of the degree to which a research instrument is consistent in giving the same results after repeated trials hence the reliability. Then the researcher used a checklist of questions when making an interview with respondents to achieve data consistency and completeness. Also, the data was analysed and interpreted based on the theoretical framework, therefore, the researcher made logical inferences from the data, being precise in describing phenomena as well as minimizing researcher bias or subjectivity.

3.10 Data Analysis

The data analysis was performed with the aid of the Statistical Package for Social Sciences (SPSS Version 26). The data was presented in the form of tables and charts with the help of the Statistical Package for Social Sciences and Microsoft Excel. The tables and charts were in descriptive and frequency statistics to present quantitative data in a manageable form. This helps to represent a large number of data simply and sensibly. It is used to assess the trend of demographic data (Mean, median, mode, standard deviation, and percentage).

3.11 Ethical Considerations

As mortal beings participated in the study, ethical concerns were taken into account. As a result, the study was conducted in accordance with fundamental research ethics. Likewise, the responders' privacy was respected. Also, respondents received a guarantee that their answers would only be utilized for academic research. Respect,

confidentiality, and respondents' safety were generally upheld and adhered to in this study.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This section presents the results and discussions of data gathered from the participants sampled for the study. A total of two hundred and twenty-nine (229) questionnaires were administered and five (5) interviews were conducted with the sampled targeted population. The preceding sub-sections of the study concentrates on the interpretation and discussion of results based on statistical evidence and literature based on the study objectives.

4.2 Demographic Characteristics of Study Participants

This section of the study presents the preliminary analysis of the profile of the respondents sampled for the survey. The biographic data reflects the profile of the respondents in terms of their gender, academic qualification, and working experience.

Table 4.1: Summary of Frequencies and Percentages of Demographics

Variables	Frequency	Percent
Gender		
Female	102	43.6
Male	132	56.4
Academic Qualification		
Bachelor in Education	170	72.7
Master in Education	18	7.7
B.Sc. and PGDE	43	18.3
M.Sc. and PGDE	3	1.3
Working Experience		
1 - 3 years	38	16.2
4 - 6 years	74	31.6
7 - 9 years	70	30.0
More than 10 years	52	22.2

Sources: Field survey (2022)

Table 4.1 presents a descriptive result on the demographic information of the respondents. The table shows that of the total number of respondents, 56.4% of them were males while 43.6% were females.

More of the respondents representing 72.7% had a Bachelor's in education; 18.3% had a Bachelor's in education and Postgraduate Diploma in Education programme level of education; 7.7% had a Master's in the education level education; and 1.3% had Master in education and Postgraduate Diploma in Education programme level of education.

Furthermore, 31.6% of the respondents have worked for 4 to 6 years, 30% of the respondents have worked for 7 to 9 years, 22.2% of the respondents have worked for more than 10 years and 16.2% of the respondents have worked for 1 to 3 years.

4.3 Research Question1:

What kind of support do SISOs provide to the teachers to improve the teaching and learning at basic schools in the Tema Municipality?

In order to attain response for this research question, questions relating to the support systems in schools were posed to the teachers.

4.3.1 Responses of SISOs

Table 4.2 Supports for Improving Teaching and Learning

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
	Provision of professional support to teachers	5	100%	0	0%	0	0%	0
Responsible for corrective action in schools	5	100%	0	0%	0	0%	0	0%
Monitor and implementation of new educational policies in schools	0	0%	0	0%	5	100%	0	0%
Designing & conducting in-service training sessions for teachers	0	0%	0	0%	0	0%	5	100%
Improve basic teaching skills and encourage the use of TLMs	0	0%	5	100%	0	0%	0	0%
Constructive criticism of teachers	1	20%	2	40%	1	20%	1	20%
Advice teachers on the preparation of the scheme of work & lesson plans	3	60%	2	40%	0	0%	0	0%
Build a healthy relationship between teachers, parents and students	1	20%	4	80%	0	0%	0	0%

Source: Field Survey (2022)

Table 4.2 presents a descriptive result of the kind of support provided by school inspectors for Improving Teaching and Learning. From the survey, all the respondents representing 100% strongly agreed that school inspectors for Improving Teaching and Learning provide professional support to teachers and responsible corrective action in schools. A democratic environment would create leadership qualities in teachers, respects individual differences, helps individual teachers in diagnosing teaching difficulties, and recognizes the inherent importance of an individual teacher (Mpuangnan et al., 2022). Also, respondents representing 100% agreed that the

school inspectors for Improving Teaching and Learning provide supports that improve basic teaching skills and encourage the use of Teaching and Learning Materials.

The survey shows that 60% of the respondents strongly agreed that the school inspectors for teaching and learning advise teachers on the preparation of the scheme of work and lesson plans; while 40% of the respondents agreed that the school inspectors for teaching and learning advise teachers on the preparation of the scheme of work and lesson plans.

Also, 80% of the respondents agreed that the school inspectors for teaching and learning provide support by building a healthy relationship between teachers, parents and students while 20% of the respondents strongly agreed that the school inspectors for teaching and learning provide support by building a healthy relationship between teachers, parents and students

The survey further shows that 40% of the respondents agreed that the school inspectors for teaching and learning provide support by constructive criticising of teachers while 20% of the respondents disagreed or strongly disagreed/agreed that the school inspectors for teaching and learning provide support by constructive criticising of teachers.

Furthermore, all the respondents representing 100% disagreed that the school inspectors for Improving Teaching and Learning provide support by monitor and implementing new educational policies in schools while 100% of the respondents strongly disagreed that the school inspectors for Improving Teaching and Learning provide support by designing and conducting in-service training sessions for teachers.

3.4 Research question 2

What are the perceptions of basic schoolteachers in the Tema West Municipality towards school Improvement?

In order to attain response for this research question, questions relating to improvement in schools were posed to the teachers.

3.4.1 Responses of Teachers

Teachers made submissions on the contribution of School Inspection on the improvement of teaching and learning in primary schools.

A study by Tosriadi, Asib and Marmanto (2018), suggested that teachers hold a positive attitude toward supervision programs in helping them develop their professionalism in teaching. The findings from the interview revealed that, the majority of the interviewees, representing 85% were of the view that the school inspection improves teaching and learning. Also, the interviewees were of the view that they received termly supervision programs. When asked the frequency of their supervision, some participants responded that;

Teacher 3,

“Sometimes, my headmaster sits in some lessons, then after class he calls me to give me feedback on how to be better”.

Teacher 5

“The SISO’s come to this school a lot”.

These responses suggest an effective inspection by school inspectors, in the form of how communication about teachers’ performances has been done at their district level. Teachers seemed to be alert because of the notion that the SISO’s will make

their frequent calls to them. The interviewee remarks that the school inspectors performed some of the listed roles;

- *Observing direct classroom teaching and learning processes*
- *Assessing teacher's strengths and weaknesses during a class lesson*
- *Helping teachers build on their strengths and reduce their weaknesses during class lessons*
- *Focusing on teachers' development programmes*

These findings suggest that the inspectors create a clear sense of thought, purpose, and knowledge on how teaching and learning should take place in a classroom. Other studies by authors like Mathew and Smith (1995); Hargeaves (1995); Abdulkareem (2001); and Oyaya (2007) observed similar findings revealed by the interviewees on perceived roles performed by the school inspectors.

The responses by the teachers suggest that schools need to maintain supervision programs to make sure their teachers are well-prepared in performing their duty. This is because the school inspectors have positive contributions to the school system, where inspectors and teachers work together in addressing the existing challenges in the school system.

A study by Kairu (2010), determine the challenges facing school inspection officers in supervising teachers in primary schools in Gatanga district in Kenya. The findings suggest inadequate appraisal of school inspectors and unqualified school inspectors. The results of the challenges facing primary school inspectors suggest that the majority of the interviewees view that the school inspectors' lack of supervision

manuals, lack of adequate budget, facilities and materials, the resistance of teachers to supervision due to lack of awareness of teachers in the importance of supervision, excessive workloads of principals and lack of right training for supervisors

Other studies by authors like Onele and Aja, 2016; Terra and Berhanu, 2019; and Mensah, Esia-Donkoh and Quansah, 2020 observed similar findings revealed by the interviewees about the challenges facing primary school inspectors. Therefore, it is evident that, there is the possibility of some teachers underperforming when the school inspectors are not viable in their professional activities.

4.4.2 Responses of Head teachers

Table 4.4 shows that 58.6% of the respondents have been head teachers for 4 years, 27.6% of the respondents have been head teachers for 3 years, while 13.8% of the respondents have been head teachers for 2 years. Also, 62.1% of the inspections on teaching and learning by the school inspectors twice in an academic term while 37.9% of the inspections on teaching and learning by the school inspectors once in an academic term.

Head teachers make numerous effort to support their teachers in their daily educational activities. A democratic environment would create leadership qualities in teachers, respects individual differences, helps individual teachers in diagnosing teaching difficulties, and recognizes the inherent importance of an individual teacher (Mpuangnan et al., 2022). Head teachers also make sure the SISO,s are regular in their inspection in order to aid teaching enhancement.

4.5 Research question 3:

What challenges do SISOs in the Tema West Municipality face in performing their school improvement duties at the basic schools?

In order to attain response for this research question, questions relating to challenges in schools were posed to the teachers.

Table 4.3 Challenges facing School Inspectors for Teaching and Learning

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
Frequent curriculum changes	0	0%	0	0%	3	60%	2	40%
Insufficient funds	5	100%	0	0%	0	0%	0	0%
Lack of training for school inspectors	1	20%	2	40%	1	20%	1	20%
School inspectors' working condition	3	60%	2	40%	0	0%	0	0%
Inadequate appraisal of SISOS	0	0%	1	20%	4	80%	0	0%
Lack of transport facilities	5	100%	0	0%	0	0%	0	0%
Inadequately qualified school inspectors	5	100%	0	0%	0	0%	0	0%

Source: Field Survey (2022)

Table 4.3 presents a descriptive result on the challenges facing the school inspectors in performing their improvement duties. From the survey, all the respondents representing 100% strongly agreed that the school inspectors face challenges associated with insufficient funds, lack of transport facilities, and inadequately qualified school inspectors when performing their improvement duties.

Also, 60% of the respondents strongly agreed that the school inspectors face challenges associated with their working conditions while 40% of the respondent agreed that the school inspectors face challenges associated with their working conditions.

The survey shows that 40% of the respondents strongly agreed that the school inspectors face challenges associated with the lack of training for school inspectors

whiles 40% of the respondents strongly disagreed or disagreed that the school inspectors face challenges associated with the lack of training for school inspectors/

Also, 60% of the respondents disagreed that the school inspectors face challenges associated with inadequate appraisal of SISOS whiles 20% of the respondents agreed that the school inspectors face challenges associated with inadequate appraisal of SISOs

Furthermore, 60% of the respondents disagreed that the school inspectors face challenges associated with frequent curriculum changes whiles 40% of the respondents strongly disagreed that the school inspectors face challenges associated with frequent curriculum changes

Table 4.4: Summary of Frequencies and Percentages of Supervision

Variables	Frequency	Percent
Gender		
Years of Stay		
2 years	4	13.8
3 years	8	27.6
4 years	17	58.6
Number of Inspection		
Once a term	11	37.9
Twice a term	18	62.1
Performance of Inspection		
Good	18	62.1
Moderate	11	37.9

Source: Field survey (2022)

On the performance of inspection on teaching and learning by the school inspectors, 62.1% of the inspections have been judged as good by the head teachers while 37.9% of the inspections have been judged as moderate by the head teachers. This is because

the school inspector provides professional support to teachers and corrective action for schools.

The head teachers are of the view that the school inspectors improve the performance of teachers for pupils and academic performance. This is because the school inspector advises teachers on the preparation of the scheme of work and lesson plans. Also, the school inspectors build a healthy relationship between teachers and students. This result suggests that the school inspectors provide professional support after inspection. The head teachers in the interview gave advice or support to school inspectors to increase teaching quality at the school. The majority of the head teachers advise that for effective supervision, school inspectors must play their roles diligently in schools. Also, the school inspectors should create an interactive and conducive environment in schools. The head teachers believe that the advice and recommendations given by school inspectors help in the teaching process. Because it is deeply involved with peers and supervisors while observing and analysing their behaviours for improvement of teaching and learning.

Based on the responses provided by the respondents, it can be concluded that the role of the SISO's in the Tema Municipality is a vital activity in the moderation of teachers' instructional activities. As such, teachers need the supervisory mandates of SISO's in order to get feedback that will improve their instructional activities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This section presents the summary of findings based on the objectives of the research study. This section includes the conclusion and recommendations for this study were considered in this chapter.

5.1 Summary

School improvement is widely considered an essential instrument for achieving the quality of education of a nation to compete in the ever-changing educational development. This makes school improvement a significant role in ensuring the quality of education, as it is almost the sole method by which governments can ensure and evaluate the quality of education. This research study examined the role of School Improvement Support Officers in teaching and learning at Basic Schools. The following findings were observed based on the stated objectives of this research study.

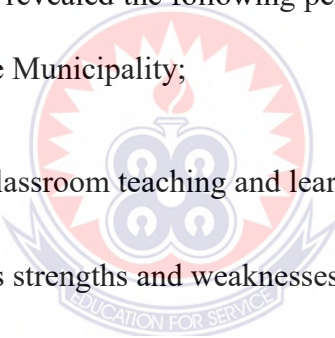
On the kind of support that the school inspectors provide to teachers to improve the teaching and learning in basic schools in the Municipality. The findings revealed that school inspectors for improving teaching and learning provide professional support to teachers in the form of responsible corrective action in schools. This professional support provided by the school inspectors for Improving Teaching and Learning improves basic teaching skills and encourages the use of Teaching and Learning Materials.

Also, the findings revealed that the school inspectors for improving teaching and learning provide professional support by advising teachers on the preparation of the

scheme of work and lesson plans. This professional support helps build a healthy relationship between teachers, parents and students.

The school inspectors for teaching and learning provide support by constructive criticising of teachers. However, the findings revealed that the school inspectors for improving teaching and learning do not provide professional support in the form of monitoring and implementing new educational policies in schools. This does not improve how in-service training sessions are designed and conducted for teachers at the basic school level.

On the basic school teachers' perception towards school improvement in the Municipality, the findings revealed the following perception of school teachers on the school improvement in the Municipality;

- 
- Observing direct classroom teaching and learning processes
 - Assessing teacher's strengths and weaknesses during a class lesson
 - Help teachers build on their strengths and reduce their weaknesses during class lessons
 - Focuses on the teacher development programs

On the challenges facing the school inspectors in performing their improvement duties, the findings revealed that the school inspectors face challenges associated with insufficient funds, lack of transport facilities, inadequately qualified school inspectors when performing their improvement duties, and challenges associated with their working conditions. Also, the findings revealed that school inspectors face challenges associated with the lack of training for school inspectors.

The interview with the teachers at the basic school revealed the findings on challenges facing the school inspectors in performing their improvement duties. The findings revealed that the school inspectors face challenges associated with school inspectors lack of supervision manuals, lack of adequate budget, facilities and materials, the resistance of teachers to supervision due to a lack of awareness of teachers in the importance of supervision, excessive workloads of principals and lack of right training for supervisors

5.2 Conclusion

This study delved into the multifaceted role of school improvement support officers (SISOs) in the realm of teaching and learning at the basic school. Through a comprehensive examination of data collected from questionnaires and interviews, several findings have emerged, shedding light on the impact and effectiveness of SISOs in fostering positive educational environments.

The evidence suggests that SISOs play a pivotal role in enhancing teaching practices and contributing to improved learning outcomes. Their involvement in professional development initiatives has been instrumental in equipping teachers with the necessary skills and innovative pedagogies. The study highlights the importance of SISOs in facilitating collaboration among educators, creating a supportive community of practice that encourages the exchange of ideas and best practices.

Moreover, the findings underscore the significance of SISOs in navigating change within educational institutions. Their roles in curriculum development, instructional leadership and addressing the diverse needs of students have been instrumental in steering schools towards continuous improvement. The study also acknowledges the

challenges faced by SISOs, emphasizing the need for tailored support systems and ongoing professional development to optimize their effectiveness.

While the study provides valuable insights, it also highlights the need for further research to explore the long term impact of SISO-led interventions, the role of contextual factors and the evolving landscape of educational policies. By continuing to investigate and refine the roles of SISOs, educational institutions can better leverage their potential to create positive and lasting impacts on teaching and learning. In doing so, we move closer to fostering environments that empower educators, inspire students and promote a culture of continuous improvement in the ever- evolving field of education.

5.3 Recommendations

Based on the findings of the study, the following recommendations were made.

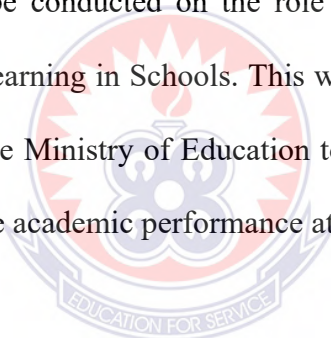
1. It was recommended that the government and stakeholders of education (that is, Ghana Education Services and Ministry of Education) should improve guidelines for implementing the school improvement for public basic schools for timely release and ensure strict enforcement by school inspectors to ensure the effectiveness of the policy.
2. Also, the government and stakeholders of education (that is, Ghana Education Services and the Ministry of Education) should design ways to evaluate, review and revise the implementation guidelines for school improvement to meet the changing trends, and address the issue of equitable based on a needs assessment of the public basic schools.
3. It was also recommended that the in-service training programmes on school and financial administration should be organized by Ghana Education Services for head teachers and teachers of public basic schools. These training

programmes should be strengthened and made regular to assist head teachers in effectively implementing the policy on school improvement, and keeping proper records.

4. Furthermore, it was recommended that the Ghana Education Services should consider establishing School Management Committees for a cluster of public basic schools to ensure cluster-based supervision. This will bring well-educated and technical people to serve on the committees to improve the effectiveness and efficiency in performing oversight responsibilities of public basic schools in Ghana.

5.4 Recommendations for further studies

Further research should be conducted on the role of School Improvement Support Officers in teaching and learning in Schools. This will enable the government, Ghana Education Services and the Ministry of Education to understand how relevant school improvement improves the academic performance at the public basic school.



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APPENDIX
UNIVERSITY OF EDUCATION WINNEBA
SCHOOL OF GRADUATE STUDIES

QUESTIONNAIRE FOR SISOs
EXAMINING THE ROLE OF SCHOOL IMPROVEMENT SUPPORT
OFFICERS IN TEACHING AND LEARNING AT BASIC SCHOOLS: A CASE
STUDY OF BASIC SCHOOLS IN THE TEMA WEST MUNICIPALITY IN
THE GREATER ACCRA REGION

Dear Respondent,

I am Evelyn Koomson, a graduate student of University of Education offering a Master of Education in School Supervision and Quality. The questionnaire is based on the study “the Role of School Improvement Support Officers in Teaching and Learning at Basic Schools: A case study of Basic Schools in the Tema West Municipality in the Greater Accra Region”. Help by filling out a short survey which wouldn’t take much of your time. You are assured that this is purposely for academic work and information gathered will not be used for any other purpose.

Instruction

Kindly answer the questions that are in this questionnaire. Using the scales assigned to each statement, indicate by ticking (√) the appropriate bracket that answers the questions. Please do not write your name.

- i. Please tick [√] the correct response from the options given.
- ii. Use a pen and not pencil to answer this questionnaire.

Name of school

SECTION A: Demographic information

1. Gender of respondent

i. Male () ii. Female ()

2. Education Qualifications (tick (√) the appropriate)

i. B. Ed () ii. B.Sc and PGDE () iii. M. Ed () iv. M.Sc. and PGDE ()

v. Others (Please specify)

3. Work experience

i. 1-3 years () ii. 4-6 ()

iii. 7-9 () iv. 10-above ()

SECTION B: THE KIND OF SUPPORT THAT THE SCHOOL INSPECTORS PROVIDE TO TEACHERS TO IMPROVE THE TEACHING AND LEARNING IN BASIC SCHOOLS IN THE MUNICIPALITY.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

I. KIND OF SUPPORT THAT THE SCHOOL INSPECTORS PROVIDE TO TEACHERS TO IMPROVE THE TEACHING AND LEARNING					
		SA	A	D	SD
1	Provision of professional support to teachers				
2	Responsible for corrective action in schools				
3	Monitor and implementation of new educational policies in schools				
4	Designing & conducting in-service training sessions for teachers				
5	Improve basic teaching skills and encourage the use of TLMs				

6	Constructive criticism of teachers				
7	Advice teachers on the preparation of scheme of work & lesson plans				
8	Build a healthy relationship between teachers, parents and students				

II. The Challenges Facing the School Inspectors in Performing their Improvement Duties		SA	A	D	SD
1	Frequent curriculum changes				
2	Insufficient funds				
3	Lack of training for school inspectors				
4	School inspectors' working condition				
5	Inadequate appraisal of SISOS				
6	Lack of transport facilities				
7	Inadequate of qualified school inspectors				

INTERVIEW GUIDE FOR TEACHERS

The questionnaire is based on the study “the Role of School Improvement Support Officers in Teaching and Learning at Basic Schools: A case study of Basic Schools in the Tema West Municipality in the Greater Accra Region”. Help by filling a short survey which wouldn’t take much of your time. You are assured that this purposely for academic work and information gathered will not be used for any other purpose.

SECTION A: Demographic information

1. Gender of respondent

- i. Male () ii. Female ()

2. Education Qualifications (tick (√) the appropriate)

- i. B. Ed () ii. B.Sc and PGDE () iii. M. Ed () iv. M.Sc. and PGDE ()

- v. Others (Please specify)

.....

3. Work experience

- i. 1-3 years () ii. 4-6 ()

- iii. 7-9 () iv. 10-above ()

Contribution of School Inspection on improvement of teaching and learning in primary schools

4. Do you think that school inspection really improves teaching and learning?

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

5. What would you consider to be the challenges facing primary school inspectors?

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

How many times do school inspectors communicate with your pupils about their performance?

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

6. What do you think can be done to have effective inspection in your school?

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

7. How do you perceive the role of school inspectors at your school?

.....
.....



INTERVIEW GUIDE FOR HEADTEACHERS

The questionnaire is based on the study “the Role of School Improvement Support Officers in Teaching and Learning at Basic Schools: A case study of Basic Schools in the Tema West Municipality in the Greater Accra Region”. Help by filling a short survey which wouldn’t take much of your time. You are assured that this purposely for academic work and information gathered will not be used for any other purpose.

SECTION A: Demographic information

1. Gender of respondent

i. Male ii. Female

2. Education Qualifications (tick (✓) the appropriate)

i. B. Ed ii. B.Sc and PGDE iii. M. Ed iv. M.Sc. and PGDE

v. Others (Please specify)

3. Work experience

i. 1-3 years ii. 4-6

iii. 7-9 iv. 10-above



4. How long have you been in this school?

(Choose and tick where appropriate).

a. One year b. Two years c. Three years d. Four years

e. More than five f. Less than one year

5. How many times have you been inspected per year? (Choose and tick where appropriate)

a. Once b. Twice c. None

6. If you have been inspected, mention some of the advice/support you were given by school inspectors in order to increase your teaching quality?

I.

II.

III.

IV.

V. I don't remember skip to other related questions?

7. Do you think that the advice and recommendations given by school inspectors can be implemented to help you in teaching process?

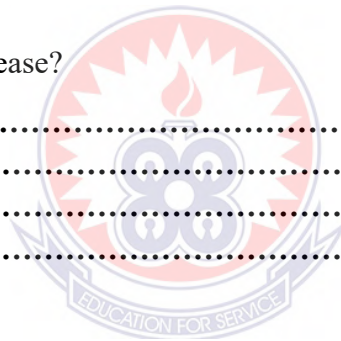
a) Yes b) No

c) If the answer is "NO" why do you think so?

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

If yes, can you explain please?

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



8. How do you view school inspectors about performance in helping teachers to be more effective in their teaching and learning?

i. Good ii. moderate iii. Bad

iv. For any one you have chosen, give more elaboration of your choice.

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9. Do School inspectors provide professional support after inspection?

Yes or No. If yes can you explain?

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If No can you please give the reasons why they do not do so?

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10. In your opinion, how can school inspectors improve the performance of teachers for pupils' academic performance?

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THANK YOU

