

The Relationship Between School Supervision and School Improvement - Perception of Parents and Teachers in Ashanti Mampong Municipality

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ABSTRACT

The purpose for this research was to examine the relationship between school supervision and school improvement, as perceived by parents, teachers, and supervisors of schools in the Mampong Municipality. One hundred and five (105) students together with 20 teachers and 20 parents were selected to participate in the study. Simple random sampling technique was used to select the student respondents while purposive sampling method was employed to select parents and the teachers. The study employed descriptive cross-sectional design. Questionnaire was the main instrument used to collect quantitative data. The reliability of the instrument was 0.78 for the School Supervision Questionnaire and 0.72 for School Improvement Scale. The quantitative data collected were subjected to statistical analyses using independence sample t –test to test hypotheses formulated at 0.05 level of significance. Interviews were also conducted with 20 teachers and 20 parents to find out how teachers and parents perceive school supervision and school improvement, as well as factors contributing to school improvement. Findings indicated that Both teachers and parents have similar line of perception that supervision improves learning and teaching gain, while majority of parents perceive school improvement as the improvement in academics, majority of teachers perceive school improvement as supply of infrastructural facilities. It was also found that school supervision has significant positive effect on school improvement. Based on these findings it was recommended that supervisors should be relieved of too many administrative duties in order for them to concentrate on their supervisory work and to have enough time to make supervision of schools on regular basis. Also, there is an urgent need to recruit more supervisors to cope with the strength of the ever increasing number of schools. In addition, specialized management and leadership training course be designed for those aspiring to become head teachers.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education, according to the UNESCO International Standard Classification of Education, is defined as "organized and sustained communication aimed to promote learning." Any change in behaviour, knowledge, understanding, skills, or capabilities that the learner retains and that cannot be attributed solely to physical growth or the development of innate behaviour patterns is considered learning (Rogers & Horrocks, 2010). Schools and institutions, according to Aggarwal and Jca (2010), are set up to accomplish specific functions, such as developing proper behaviour patterns and disseminating knowledge,

understanding, and skills. Kezar (2011) is on the opinion that society requires our schools today to pass on to rising generations the attitudes, values, skills, social understanding and practice of the societies to which they belong, to socialise them and enable them to fit usefully and harmoniously into the society.

Reynolds (2010) asserts the main purpose of attaining the goals of the schools, is of much significant and is in the hands of headmaster and other group leaders whose initial duty is to make sure that all his subjects under him put up descent behaviours. The only thing that can engineer this is supervision. Super vision as an administrative action is "what school personnel do with adults and things for the purpose maintaining or changing the operation of the school in order to directly influence of major instructional goals of the school. Supervisors monitor and improve the productivity, performance, and success levels of both personnel (teachers, heads, and other stakeholders) and learners through supervision (s) (MacKinnon, 2011).

The concept of supervision may be traced back to Governor Gugisberg's Educational Policies and the Education Ordinance of 1925. This legislation stipulated that all schools must be open to inspection by Education Department authorities (Thomas, 2010). The Education Ordinance of 1882, on the other hand, placed all schools under the control of the British Colonial Government. According to Rev. M. Sunter, the government appointed an inspector of schools for the first time. He was in charge of ensuring that government-assisted schools were managed efficiently and effectively. Supervisors monitor and improve the productivity, performance, and success levels of both personnel (teachers, heads, and other stakeholders) and learners through supervision (s) (MacKinnon, 2011).

According to Little (2010), supervision was recommended in the 2002 White Paper on Report of the Education Reform Review Committee, which was chaired by Professor J. Anamuah-Mensah. Routine internal inspections of schools by directors and supervisors from the Regional and District Directorates of Education will continue under this new setup, ensuring that high standards of teaching and learning are maintained.

Many countries, including Ghana, have worked to improve educational quality by reforming their school monitoring services. Dissatisfaction with the effectiveness of supervision, as well as current tendencies toward greater autonomy, have fuelled this demand for reform. Indeed, the ability of schools to properly employ their newfound independence will be largely dependent on the support services on which they rely, while supervision may be required to aid them in their decision-making and check their overall performance (Baffour-Awuah, 2011).

According to Obo (2010), the history of supervision in Ghana dates back to the 1940s, when mission officials appointed visiting instructors to help the vast number of unskilled teachers, particularly in rural schools. The Educational Act of 1961, as well as additional educational changes implemented in 1967, 1968, 1987, and 2007, followed this trend. The Ghanaian Ministry of Education's Monitoring and Evaluation Division is in charge of the educational system's assessment, evaluation, and supervision. In schools, where the majority of the young and experienced teachers require guidance, things have not been going well with supervision. BA (2010), referring to the low standard of education in the 1980s, noted that school facilities had been neglected, that there were a lack of libraries and that those that were there had decayed, and that inefficient supervision had all contributed in some way to this condition. One of the

issues addressed by the fCUBE Programme (1995) was the inefficient use of students' instructional contact hours (BA, 2010).

In general, supervision should be viewed as a tool for improving the teacher's ability to embrace new ways of knowledge impartation and acquisition, rather than a fault-finding or witch-hunting exercise. However, supervision should be viewed as a tool that aids and promotes teaching and learning. In establishing the content and conduct of the curriculum, selecting school organizational patterns and learning resources, enabling teaching and learning, and evaluating the entire educational process, supervision plays a critical role. As a result, effective supervision is required to launch and coordinate efforts in order to achieve maximum results (Honigsfeld & Dove, 2010).

The role of supervision to the improvement of teaching and learning cannot be over-emphasised. Studies have shown that effective supervision in schools have improved teaching and learning processes tremendously. Armstrong (2011) posits that the supervisor learns a lot from the reactions and questions of those they supervise. Teachers themselves can also be a source of new knowledge to the supervisor. As the supervisor moves from school to school, he or she acquires new ideas and learns new techniques from observing excellent teachers at work. These ideas and techniques will definitely enrich the supervisor's store knowledge and will eventually be passed on to others.

Statement of the Problem

There are numerous attentions given to basic public schools in Mampong Ashanti Municipality. Unfortunately, parents, teachers, and supervisors have the perceptions about the relationship between school supervision and school improvement. There appears, however, to be no improvement in the quality of teaching and learning in the basic schools. Most reports in the Ghanaian newspapers attribute to the poor performance of students in public examinations to lack of effective supervision (The Daily Graphic, 2001; The Ghanaian Times, 2003; The Ghanaian Chronicle, 2001).

The Basic Education Certificate Examinations results of Mampong Municipal shows that most of the pupils failed in the key subjects like Mathematics, English Language and Integrated Science. This has been a major concern to the various stakeholders such as parents, teachers, supervisors, and the government. Parents in the Municipality attribute this to poor supervision. They also claim that there have not been any significant improvement concerning their wards' performance in any external examinations. Upon all these claims, no one has bothered to find out the major cause of it. In these wise parents will like to know the relationship between school supervision and school improvement in Mampong Municipality hence their perceptions on school supervision and school improvement. As of now, no empirical research has been carried out in the area to establish whether or not there have been effective school supervision and school improvement.

Purpose

The purpose for this research is to examine the relationship between school supervision and school improvement, as perceived by parents, teachers, and supervisors of schools in the Mampong Municipality.

Significance of the Study

The research will contribute to a more thorough understanding of the many roles played by education stakeholders. Stakeholders will be better able to understand their roles in instructional supervision as a result of the knowledge obtained about school supervision and improvement. This study's findings will be noteworthy because they will add to our understanding of school monitoring and improvement. It will also assist educational administrators and authorities in understanding and implementing effective methods for addressing school monitoring issues. The research will also serve as a starting point for future research on the subject.

Finally, the recommendations will be critically analysed and implemented, which will help to ensure that school supervision methods and procedures improve.

Research Questions

The following research questions have been formulated to guide the study:

1. How do teachers and parents perceive school supervision and school improvement?
2. What is the nature of supervision in the schools?
3. What factors contribute to school improvement?

Hypotheses

Ho1: There will be no significant relationship between school supervision and school improvement.

Ho2: School supervision will have no significant effect on school improvement.

Delimitations of the Study

In spite the large number of schools in the Mampong Municipality, the study was confined to public basic schools. It was also delimited to the perception of parents and teachers about the relationship between school supervision and school improvement. Both rural and urban schools were captured in the study.

Limitations of the Study

The following were limitations of the study:

- (a) The study was centred on Public Basic Schools in Ashanti Mampong Municipal because of limited resources in terms of time, material and finance.
- (b) The study results only pertained to four specific schools within the Municipality being studied. A wider coverage of schools could have generated a more interesting results about the issues studied.

Definition of Terms

The following terminologies used in the study were interpreted as follows:

Instructional supervision - Instructional supervision is a planned, developmental process that is intended to support the career long success and continuing professional growth of a teacher.

Ineffective - Not producing the effects or the results that are wanted.

Basic Education - This refers to basic education as the minimum formal education that every Ghanaian child is entitled to as a right to equip him/her to function effectively.

Circuit Supervisor - The officer who serves as a link between the schools, the community and the District Education Office. He or she liaises between the District Education office and the schools.

Perception - A belief or opinion often held by many people.

Organisation of the Study

The study has been organised into five (5) chapters. Chapter One provided the introduction which included the background of the study, statement of the problem, purpose of the study, significance of the study, research questions, delimitations, limitations, and organisation of the study. In Chapter two, a comprehensive review of related literature on the concept and conceptual clarification of supervision, historical perspective of supervision, characteristics of a supervisor, and purposes of supervision were provided.

The research methodology has been discussed in chapter three which constitute the research design, population, sample and sampling procedures, research instrument, validity and reliability, pre testing of research instrument, data collection procedure, and data analysis. The fourth chapter deals with data analysis and discussion of results. Finally, chapter five contained the summary of findings, recommendations, and conclusion.

CHAPTER TWO

RELATED LITERATURE REVIEW

Introduction

The purpose of this literature review is to establish the conceptual framework for the problem and issue under study. In order to comprehend fully the place of school supervision and school improvement in teaching and learning, it is very vital to review concisely the literature on the objectives and nature of school supervision and school improvement. The review touched on the following topics; the concept of school supervision and school improvement, historical perspective of school supervision and school improvement, teachers, parents and supervisors perception on school improvement, the role of the Circuit Supervisor, factors contributing to school improvement, relationship between school supervision and school improvement, the role of stakeholders in school supervision and school improvement in Mampong Municipality, and constraints of effective instructional supervision.

The Concept of School Improvement

There are many definitions of school improvement and various interpretations of school improvement as a process. Hord., Abrego, Moller, Olivier, Pankake, and Roundtree (2010). define school improvement as a systematic, sustained effort aimed at changing learning conditions and other related internal conditions in one or more schools with the ultimate aim of accomplishing educational goals more effectively. Crowther (2011) suggests that there are two senses in which the term school improvement is generally used. The first, is a common sense meaning which relates to general efforts to make schools better places for students to learn'. The second is a more technical or specific definition in which the authors define school improvement as a strategy for educational change that enhances student outcomes as well as strengthening the school's capacity for managing change.

This definition highlights the importance of school improvement as a process of changing school's culture. It views the school as the centre of change and teachers as an intrinsic part of change process. It suggests

that for school improvement to occur teachers need to be committed to the process of change which will involve them in examining and changing school culture rather than structure.

Hallinger and Heck (2011) reinforce a view of school improvement that embraces cultural change and said, 'What needs to be improved about schools is their culture, the quality of interpersonal relationships and the nature and quality of learning experiences. Some underlying assumptions about school improvement therefore are as follows:

- Schools have the capacity to improve themselves, if the conditions are right. A major responsibility of those inside the school is to help provide these conditions for those outside.
- School improvement is an effort to determine and provide, from without and within, conditions under which the adults and youngsters who inhabit schools will promote and sustain learning among themselves (Hallinger & Heck, 2011).

These assumptions emphasise that school improvement is largely concerned with changing the internal practices of schools by influencing how people work together. Implicit within this interpretation is that cultural change is achieved through changing the internal conditions within the school.

School improvement means making schools better places for learning. This relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the expectations of clarifications of children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools (Hailu, 2010).

According to Hailu (2010), the aims of school improvement are:

- To ensure support to every aspect of a school essential in creating the best learning environment for children,
- To promote the active participation of children and communities in school governance,
- To hold the individual school management accountable for children's enrolment, attendance, learning and successful completion.

In the opinion of Reynolds (2010) school improvement has evolved more or less from the tradition of research into school effectiveness where attempts have been made to isolate critical inputs and processes that are likely to produce the best outcomes in terms of achievement results. From an ideological perspective, schools are cast in the same mould as social organisations where success is being judged by results and outcomes. School improvement can be overall approach or the result of a specific application of an innovation. It is aimed at changing in order to achieve educational goals more effectively. Bullough (2011) discusses two meanings, or senses, of school improvement. The first, 'common sense which relates to general efforts to make schools better places'. The second is 'a more technical or specific phrase ... is as a distinct approach to educational change that enhances student outcomes as well as strengthening the school's capacity for managing change.

Creemers and Kyriakides (2010) link outcome characteristics of effectiveness to school improvement saying 'School improvement's ultimate aim, however, is to enhance pupil progress, achievement and development'. School improvement as 'a systematic, sustained effort aimed at change in learning condition and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively. However, the main purpose of school improvement is

to enhance the learning outcomes of children. Crowther (2011) mentions that the ultimate aim of school improvement is to achieve a range of goals that will enhance learning achievement and development amongst pupils.

I see school improvement as the systematic ways by which the various stakeholders in education such as teachers, parents, and the communities, philanthropist, the government, nongovernmental organisations (NGOs), and any other persons who have interest in education to invest into education of the learners. Here, the stakeholders consider the many things that do not help promote teaching and learning in the school such as inadequate tables and chairs for learners, and teachers, school buildings, playing field and others and make those things available in order to fulfil the goals of education. These will encourage staff and parents to monitor students' achievement levels and factors, such as the school environment, that are known to influence students' success. With up to date and reliable information about how well students are performing, schools are better able to respond to the needs of students, teachers, and parents. School improvement is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement.

Historical Perspective of School Supervision and School Improvement

In 2001, Plan began drafting basic guidelines in consideration to the lessons learned from supporting basic education programmes in different regions of the world. These were then adapted and developed and each interested country, where Plan has a presence selected 10 Primary Schools to pilot the programme. Today, 20 countries are already implementing the school improvement programme in hundreds of Primary Schools across Africa, Asia and Americas, (Plan 2004).

The school improvement programme aimed at supporting schools in addressing the following key areas:

- ensuring teachers are competent and motivated,
- promoting active learning methods supported by appropriate teaching and learning aids,
- promoting the active participation of children and parents in school governance,
- ensuring a safe, sound and effective learning environment,
- establishing a relevant curriculum,
- ensuring that children are properly prepared for school (which includes ensuring good health and nutrition, access to early childhood care and development [ECCD] and the support of parents),
- ensuring empowered and supportive school leaders,
- advocating for supportive supervision (from government) and an acceptable level of government budget allocation. Each of these areas is equally important, if any are weak, the strength and therefore the success of the whole will be affected.

Supervision has gone through many metamorphoses. In colonial New England, supervision of instruction began as a process of external inspection one or more local citizens were appointed to inspect both what the teachers were teaching and what the students were learning (Frost, 2010). The inspection theme was to remain firmly embedded in the practice of supervision.

The history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s (Reese, 2011). During

the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city school systems. While superintendents initially inspected schools to see that teachers were following the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools soon made this an impossible task for superintendents and the job was delegated to the school principal (Marzano, Frontier & Livingston, 2011).

In the early decades of the twentieth century, the movement toward scientific management in both industrial and public administration had an influence on schools. At the same time, child centred and experience based curriculum theories of European educators such as Friedrich Froebel, Johann Pestalozz, and Johann Herbart, as well as the prominent American Philosopher John Dewey, was also influencing the schools (Simpson & Stack 2010). Thus, school supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse repertory of industrial responses to students' natural curiosity and diverse levels of readiness. This tension between supervision as a uniform, scientific approach to teaching and supervision as a flexible, dialogic process between teacher and supervisor involving the shared, professional discretion of both was to continue throughout the century (Kofie, 2011).

In the second half of the century supervision became closely identified with various forms of clinical supervision. Gaberson, and Oermann, (2010) state that many of whom subsequently become expert of supervision, blends elements of "objective" and "scientific" classroom observation with aspects of collegial coaching, rational planning, and inquiry based concern with student learning. Goldhammer (1969) proposed the following five stage process in clinical supervision;

1. A pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed,
2. Classroom observation,
3. A supervisor's analysis of notes from the observation, and planning for the post observation conference,
4. A post observation conference between supervisor and teacher, and
5. A supervisor's analysis of the post observation conference.

For many practitioners, these stages were reduced to three; the pre observation conference, the observation, and the post observation conference. Marzano, Frontier, and Livingston (2011) insist on a collegial relationship focused on the teachers' interest in improving students' learning, and on a non-judgemental observation and inquiry process. Recognising the time constraints of practicing supervisors, and wanting to honour the need to promote the growth of teachers, (Tschannen-Moran & Tschannen-Moran, 2010) observe that the creation of a supervisory system with multiple process of supervision, include summative evaluation.

Kuklick (2011) explains that the history of supervision in Ghana began in the 1940s with the appointment of visiting teachers by the mission authorities to assist the large number of untrained teachers especially in schools in the rural areas. This trend continued with the coming into force of the Educational Act of 1961 and other educational reforms in 1967, 1968, 1987, and 2007. The Monitoring and Evaluation Division of Ministry of Education in Ghana was responsible for the assessment, evaluation and supervision of the educational system (Baffour-Awuah, 2011). All has not been well with supervision in schools where

most of the young and inexperienced teachers need guidance. Thomas (2010) sees the low standard of education in the 1980s and stated that maintenance of school facilities had been neglected, libraries decayed, and students shared laboratory equipment and that ineffective supervision had all contributed in no small way to this situation. Sekyere (2003) observes that one of the areas the fCUBE Programme 1995 sought to address was the ineffective use of pupils' instructional contact hours. Unfortunately, some Ghanaian school teachers meet and chat or even engage in commercial activities during the instructional contact hours.

Baffour-Awuah (2011) mentions that the government through Ghana Education Service has put in place elaborate programmes on supervision for heads of basic schools throughout the country since 1994. The criteria for recruiting inspectors of schools have also been reviewed and, more importantly, the appointment of Circuit Supervisors has been made as parts of the support system for the classroom teacher. There appears, however to be no improvement in the quality of teaching and learning in the basic schools. Most reports in the Ghanaian newspapers attribute the poor performance of students in public examinations to lack of effective supervision (The Daily Graphic, 2001; The Ghanaian Times, 2003; The Ghanaian Chronicle, 2001).

Following the failure of the 1882 Education Ordinance and the increasing need to raise funds to support education, the colonial government passed another Education Ordinance in 1882 (Sawyers, 1997). According to this Ordinance schools which were to be maintained entirely from public sources, and Assisted Schools which were to be set up by the Mission and Private Persons (Graham, 1976:38). The Assisted Schools were to increase grants from the government according to their efficiency and effectiveness. A Board of Education was also put in place. Its responsibility was to control and supervise the educational system that was evolving. To make the system more efficient, an Inspector of Schools was appointed and he was the Reverend M. Sunter, Principal of the Fourah Bay College in Sierra Leone. The Ordinance also made provision made provision for establishment of Industrial Schools. The aims of this Ordinance included;

1. Raising the standard of education in Mission and Private Schools,
2. Introducing a system of "single" control of education, and
3. Creating a systematic for the administration of grant in aid.

Grant in aid was money meant to support the little funds available to the Missions and Private Schools could receive the grants they had to satisfy certain conditions. These include;

1. Implementation of a compulsory curriculum of the 3Rs plus needle work for girls, (the girls were reading, writing and arithmetic),
2. An optional curriculum for History, Geography and English Grammar,
3. Suitable building and equipment, and
4. English as a medium of instruction.

Implementation of Education

The participation of colonial government in education saw the very areas to serve as a guide. These are the access and participation of enrolment, infrastructural development (number of schools), curriculum, teacher education and control management of education (Adedeji & Olaniyan, 2011).

Access and Participation

In spite of the missionary contribution and the support of the colonial government many more children of school going age were still not in school at the elementary level needed remarkable increases. This, supported by the fact that Education Units were asked to envisage the achievement, within a period of 20 to 25 years, of facilities for a six year infant junior (that is times primary) course of education for all children of school going age (Wall, 2010) This request was made in 1944 that is towards the close of the Second World War (1939–1945). By 1945, there were 143000 children in elementary schools of various kinds, an increase of over 30000 on the known total for 1944 (Wall, 2010). In the early 1930s the ratio of girls to boys in Government and supported elementary schools was 1 to 3, rising to approximately 1 to 4 by the 1940s. Access to secondary to secondary education was also limited and this was in spite of the tremendous efforts made to establish many more secondary school by 1950, there were a total of 6162 students in Ghana Secondary School (Bekit, 2011). The ratio of male to female was approximately 6 boys to 1 girl.

Infrastructural Development

At the beginning of 1935, there were 215 Assisted and non-assisted schools in the Eastern Province, 164 in Trans Volta, 107 in the Central Province, 43 in the Western Province, 8 in the Northern Territories, and 141 in Ashanti (Bekit, 2011). The number of Government Assisted Primary Schools at the end of 1940 was 464 and 466 in 1941 (Bekit, 2011). In 1940 there were altogether a total of 2635 secondary schools in colonial Ghana. These were composed of 401 Government schools, 798 Government Assisted schools and 1436 non Assisted ones (Wall, 2010).

In addition, the four technical schools established by Governor Guggisberg at Kibi, Mampong, Yendi and Ashanti continued to be sustained. Even though altogether these represented remarkable increases in infrastructural development, a lot more needed to be done.

Curriculum

At the end of the colonial period the curriculum implemented in Gold Coast primary and secondary schools were substantially modelled on that of British schools. There remained a strong bias towards academic and literacy education and scholarship. The major exception was in Basel Mission, and to some extent Catholic Mission, schools where there remained a strong commitment towards promoting technical, vocational, agricultural education.

The secondary school curriculum most especially was more biased towards academic and literary education. As late as 1948, it was reported in the Education Report of that year that the secondary school curriculum did not seek to address state concerns and integrate the people into their own communities. The curriculum was thought to be "too bookish" and alienated many products of the secondary schools from their families and communities.

Even though Governor Gordon Guggisberg (1919-1927) tried to integrate a technical and agricultural curriculum into Achimota school curriculum, such initiatives by 1950 had almost disappeared. Indeed, Achimota School's curriculum had also become bookish like the other mission secondary schools, for example, Mfantshipim School and Adisadel College by 1950. These nonetheless, other attempts to Africanise the school curriculum seemed to pay off well. By 1950, Twi, Ewe and Ga were recognised by

the Cambridge Examinations Syndicate as examinable subjects. These were local languages. African and Ghanaian (Gold Coast) history had also been introduced into the school curriculum. So, indeed, was African traditional religion.

Teacher Education and Training

By 1938, there were 3000 teachers in primary schools in colonial Ghana. Of this number, more than two thirds were trained the ratio of trained to untrained teachers which had been approximately one to one in 1927, had by 1938 increased to nearly two to one (Graham, 1976:99). At the end of 1943, there were in all 170 women teachers undergoing training (Graham, 1976:106). Before 1943, apart from three teacher training colleges at Navrongo, the North had relied largely on Achimota for the training of teachers (Graham, 1976:106). At the close of 1946, there were six two-year teacher training colleges for men and one for women, with 150 men and 43 women in residence (Graham, 1976:107).

By December 1950, there were in all the primary schools in the country, 2529 teachers with Certificate 'A' and 762 with Certificate 'B' (Graham, 1976: 107). Untrained teachers numbered 5000 in these same primary schools.

Control and Management of Education

Control and management of education could be classified as one of dual control. Both the church and state exercised control over education. The state made the policies affecting education. The churches, private individuals who owned schools and government schools implemented these policies. Churches (formerly missions) appointed the head of their secondary institutions. Most schools continued to depend upon government for financial assistance. Those who received such funding on a continuous basis were called 'government assisted' schools. At the end of the control period, a lot had certainly been accomplished in the field of education. These nevertheless, a lot more still remained limited and many girls of school ongoing age were still out of school. Access and participation was very low in the Northern part of colonial Ghana.

The Concept of School Supervision

Baffour-Awuah (2011) posits that supervision is a function of the person who, either through working with other supervisors, school heads, or others at the central office level contributes to the improvement of teaching and or the implementation of the curriculum. Instructional supervision is related to an educational enterprise which is learning producing enterprise with instruction as the basic set of production techniques. The Collins English Dictionary (1973) defines supervision as directing or overseeing the performance of a group to ensure the attainment of organisational goals and objectives in the school situation. The ultimate objective is the improvement of teaching and possibly it is for this reason that (Baffour-Awuah, 2011) defines supervision as a consciously planned programme for improvement and consolidation of instruction.

Also as noted by Marzano, Frontier, and Livingston (2011), supervision is a powerful way of monitoring the education system, tracking standards and performance levels over a period of time, and of identifying schools' failures. Further, in Elliott, Isaacs, and Chugani (2010) view, findings of supervision are used to identify aspects requiring attention and improvement in individual schools, to clarify performance of education system as a whole, and to inform national and regional education policy, practice, and

development. In addition, they argued, supervision findings are important in view of the government's guidelines on school development planning and should provide the basis for national evaluation of education. Watkins Jr (2011) offer this definition that has come to be accepted within the counselling profession: supervision is an intervention that is provided by a senior member of a profession to junior member or members of that same profession. This relationship evaluative, extends overtime, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to clients, she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession.

They further explained that supervision may be seen as the act of monitoring people, places or activities to make sure that things are than properly. In other words, it is a service provided by certain individuals to ensure that quality of work and output targets are reached at certain specific times at minimum cost. Thus supervision is concerned with improvement and efficiency of work. It could also be said that supervision is a planned technical service developed through short-term and long-term objectives in order to identify problems associated with a given task in an organisation and to find out the means of solving the problem so as to ensure that the tasks is achieved, the targets are met and the quantity and quality of output are reached.

Supervision is built upon a number of assumptions that ideas about schools that raise the possibility that new invention are possible. The following four basic assumptions underlie school supervision (Gustafsson, & Myrberg, 2011);

1. Supervision is an effective and co effective method for improving schools,
2. The supervision process leads to a set of recommendations which describe the main areas requiring improvement,
3. Improvement of schools through supervision can be gauged from the extent to which the recommendations are implemented, and
4. Those in authority known and understand objective as and goals of the school so well that they can assume superior academic and professional roles over teachers and pupils.

Ineffective Supervision

One way to understand the positive effects of supervision is to examine ineffective supervision. Supervision at its best should be a collaborative approach rather than "inspection", oversight, and judgement" (Blasé & Blasé, 2004:8) Zapeda and Ponticell (1998), in a study of 114 teachers in two states, identified supervision at its worst as *dog and pony show, weapon, meaningless/invisible routine, a fix it lists, and unwelcome interventions*. In the table below, an explanation of each type of supervision at its worst was provided to show the results of the 114 teachers' response to the study on *Lousy Supervision*.

Lousy Supervision Definition and Teachers' Response

Type of Lousy Supervision	Definition of Supervision at its worst	Teachers' Response
Dog and Pony Show	An evaluative process to fill in a check list;	90%
Weapon	Control, discipline, or retribution for punishment or disloyalty,	75%

Meaningless or Invisible Routine	Providing nothing useful or meaningful;	60%
A Fix – it List	An evaluative check list for fixing behaviour or issues;	51%
Unwelcome Intervention	Supervisor distances the learning environment	23%

Note: Adapted from Zepeda and Ponticell, 1998

Sergiovanni's research into supervision could compare Zepeda and Ponticell's *dog and pony show and meaningless routine* to a version of supervision that a "non-event a ritual they (teachers) participate in according to well-established scripts without much consequence" (as cited in Reitzung 1997, p.325). To add to effective supervision, Bens (2010) provided the *profile of a Lousy supervision*;

Demonstrates inadequate basic listening skills, Unclear expectations,

- Did not have a sense of how teachers were doing,
- No initial conference to identify your needs,
- Unprepared for supervising the lesson,
- No basic understanding about what you were teaching,
- Only vague feedback provided,
- Supervisor's focus was on developing the skill/technique, not you as a person,
- Exclusively negative feedback,
- Supervisee was left not knowing what to improve on, and
- Purpose was only to fill a requirement to have a certain number of super visions completed.

Lousy supervision is defined as supervision that serves a more summative role, i.e., it is undertaken with the goal of producing records that may be used to justify continuing or terminating the teacher's job (Petre, 2010). The common features missing from the summative model of supervision, according to Farr (2010), are a lack of purpose and reflection, as well as insufficient knowledge of the supervisory process.

Effective Supervision

Carey (2010) stated that the main purpose of instructional leadership is to improve instruction and is accomplished by utilising supervision as a way to improve teachers' skills and abilities. For instance, head teachers use supervisory process to have dialogue with teachers to develop a plan of action to improve teaching and learning. Tyagi (2010) also confirmed the importance of communication between head teachers and teachers to develop reflection for the purpose of growth, especially through supervision.

According to Evers (2011), supervision in its most simplistic form must be thought of as assisting teachers to improve their instructional skills and abilities. Supervision is not a simple task, but rather a process that engages teachers in instructional dialogue for the improvement of teaching and promoting student achievement (Gupton, 2010). Unfortunately, supervision is not always used for the purpose of improving instruction, as pointed out in Marzano, Frontier & Livingston (2011) and Lousy Supervision.

Pecora, Cherin, Bruce, and de Jesus Arguello (2010) identify the following aspects of supervision at its best, validation, empowerment, visible presence, coaching, and a vehicle for professionalism. The focus

of this type supervision is to develop the skills of teachers. Wahnee (2010) lists five major tasks of supervision; direct assistance, group development, professional development, Curriculum Development, and action research. As Jansen (2010) and Apple (2010), state under the sponsorship of Association of Supervision and Curriculum Development, developed a review of the nature from textbooks and research on supervision, (identifying twelve dimensions of effective supervisory practice;

- a. Community relations (productive relation),
- b. Staff development (meaningful),
- c. Planning and change (collaborative strategies for improvement),
- d. Communication (open and clear),
- e. Curriculum (development and implementation),
- f. Instructional programming (support),
- g. Service to teachers (resources and support for teaching and learning),
- h. Observation and conferencing (feedback),
- i. Problem solving and decision making (variety of strategies),
- j. Research and programme development (encouraging experimentation and assessing outcomes),
- k. Motivating and organising (shared vision and goals), and
- l. Personal development (personal and professional reflection on beliefs, abilities and action).

Characteristics of a Supervisor

Milne (2009) posits that good supervisor seems to have many of the same qualities of a good teacher and a good counsellor. According to the authors, good supervisors are empathetic, genuine, open, and flexible. They respect their supervisees as persons and as developing professionals, and are sensitive to individual differences (example, gender, race, and ethnicity) of supervisees.

They are also comfortable with the authority and evaluative functions inherent in the supervisor role, giving clear and frequent indications of their evaluation of the counsellor's performance. Even more, good supervisors really enjoy supervision, are committed to helping counsellor grow, and evidence commitment to the supervision enterprise by their preparation for and involvement in supervision sessions. These supervisors' evidence high levels conceptual functioning, have a clear sense of their own strengths and limitations as a supervisor, and can identify how their personal traits and interpersonal style may affect the conduct of supervisor. Finally, good supervisors have a sense of humour which helps both the supervisee get through rough spots in their work together and achieve a healthy perspective on their work. Such personal traits and relationship factors are considered as significant as technical prowess in supervision.

In terms of professional characteristics (roles and skills), they describe good supervisors as knowledgeable and competent counsellors and wide experience in counselling, which have helped them achieve a broad perspective of the field. They can effectively employ a variety of supervision interventions, and deliberately choose from these interventions based on their assessment of a supervisee's hearing needs, learning styles, and personal characteristics. They seek ongoing growth in counselling supervision through continuing education activities, self-evaluation, and feedback from supervisees, clients, other supervisors, and colleagues.

Good supervisors also have the professional skills of good teachers (example, applying learning theory, developing sequential short-term goals, evaluating interventions and supervisee learning) and good consultants (example, objectively assessing problem situation, providing alternative interventions and or conceptualisations of problem client, facilitating supervisee and growth). In fact, good supervisors are able to function effectively in the roles of teacher, counsellor, and consultant, making informed choices about role to employ at any given time with a particular supervisee.

Clinical Supervision

Instruction and supervision can get confused is in the arena of educational supervision. This form of supervision is sometimes described as "clinical". This way of describing or approaching supervision derives from medical experience. It has been popularised in teacher training —especially in North America. As Milne (2009) one of the pioneers of the approach in education has commented, the use of the term 'clinical' has involved some resistance, but what he particularly wanted to highlight was use of direct observation in the approach. Apprentice surgeons learn their trade by first observing the skilled practitioner at work; then by undertaking surgery under close surveillance. In this way they began to develop their professional artistry (Woodward, 2010).

A working definition of clinical supervision has been given by Brian (2009) in what has become pretty much the text on the field. Clinical supervision is that aspect of instructional supervision which draws upon data from direct first-hand observation of actual teaching, or other professional events, and involve face to face and other of associated interactions between their observer(s) and the person(s) observed in the course of analysing the observed professional behaviours and activities and seeking to define and /or develop next steps toward improved performance.

Mertler (2009) defines this model for conducting the observation of a teacher as the rationale and practice to improve the teacher's classroom performance. As the father of Clinical Supervision, Mertler (2009) believes for this to be effective, data to be collected from the teacher in the classroom, and that both the supervisor and teacher involved would then collaborate to plan programmes, procedures and strategies aimed at improving the teacher's classroom behaviour, specifically instruction techniques.

Mertler (2009) also quote and agree with Atkinson and Bolt (2010) who refer to clinical supervision as the "face-to-face contact with teachers with the intent of improving instruction and increasing professional growth. There are five phases in clinical supervision. The first is the planning conference or pre-conference involving the supervisor and teacher. This session focuses on;

1. The reason and purpose for the observation,
2. The focus of observation,
3. The method and form of observation,
4. The time of observation, and
5. The time for post conference.

According to the authors, the second phase of the clinical supervision cycle is the actual observation of the teacher in the classroom. During this time, data is collected based on what the supervisor decided he/she would observe. Once data is collected, analysis and interpretations are made. This is the third phase,

which also involves deciding what approaches are to be used in phase 4; this is post conference results of the observation session and formulating plans which will aid in improving future teacher instruction. In addition, this exercise is intended to train the teacher in self supervision techniques.

They further explained that the final stage of the cycle, post conferencing critique takes place. Both the supervisor and the teacher analyse the first four phases of clinical supervision, and make adjustments where necessary, before the cycle begins again. This conference, though not necessarily a formal one, examines questions such as, what was valuable in what we did. What changes in strategies can be made?

In addition, the supervisor's own skills and techniques come under the microscope, as the observation exercise is a learning experience for not only the teacher but the supervisor as well. The supervisor must constantly revise or change strategies when dealing with professional teachers. The interpersonal skills have to be renewed and reviewed if the observation exercise is to be productive.

After the entire cycle of clinical supervision has been completed, the teacher, in collaboration with the supervisor, is expected to put a plan of action into place to continue the process of improvement of instructional and personal development.

Clinical supervision is a five step process that aims at helping the teacher identify and clarifies problems, receive data from the supervisor, and develop solution with the aid of the supervisor. The five steps of clinical supervision are;

- i) Pre observation conference,
- ii) Observation,
- iii) Analysis and strategy,
- iv) Supervisory or post observation conference, and
- v) Post conference analysis (GES, 2002:1).

From the above definitions, it can be seen that clinical supervision is one of the modern techniques of instructional supervision is a more detailed and systematic approach to the issue of classroom teaching and learning. It is clinical in the sense that the supervisor and the supervisee operate in a 'controlled' and 'low' risk environment free from tension and anxiety. Controlled in the sense that operational teacher behaviour is limited and supervision is focused on the effectiveness of the behaviour or skill involved. It is free from tension and anxiety because there is a rapport between the two persons, that is, supervisor and supervisee, for the planning and performance of the lesson. Both are jointly accountable for the success or failure in the realisation of the objectives of the lesson. Thus it requires a more intense relationship between supervisor and teacher than typically is found in supervisory strategies. It is best practiced in a microteaching setting.

Purpose of Supervision

Atkinson and Bolt (2010) responds that supervision and evaluation have purposes. These include ensuring that minimum standards are been met, and that teachers are being faithful to the school's overall purposes and educational platform as well as helping teachers grow as persons and professionals. Grouped into categories the purposes are as follows;

1. Supervision for quality control. Heads of school and other supervisors are responsible for monitoring teaching and learning in their schools and so by visiting classes, touring the school, talking to people and getting to know students,
2. Supervision for professional development. Heads and other supervisors help teachers to grow their understanding of teaching and classroom life in improving basic teaching skills, and in expanding their use of teaching repertoires,
3. Supervision for teacher motivation. Supervision builds and nurtures teachers' motivation and commitment to teaching, to the school's overall purposes, and to the school's defining educational platform.

The achievement of those purposes, however, depends on the quality of supervisory practice and effective supervisory system. According to Atkinson and Bolt (2010) the ultimate purpose of supervision is the promotion of pupil growth and hence eventually improvement of society.

Agezo and Baafi-Frimpon (2005) on their part outlined the purpose of supervision as:

- **Maintain and improve standards.** For instance, it ensures that teachers work hard and give the required number of exercises.
- **Evaluate the performance of Teachers and School.** This is aimed at identifying their strengths and weaknesses in order to institute the necessary remedial action.
- **Monitor instructions.** It is aimed at improving the methods of teaching and lesson delivery.
- **Encourage change and development.** In other words, it is aimed at facilitating the dissemination of information or innovative ideas and materials. This enables teachers to make use of new knowledge and equipment acquired through research to improve teaching and learning.
- **Identify the needs of schools.** It is through inspection that the needs and problems of the school can be brought to light. This will be the first step towards finding solutions to the problems.
- **Collection of data.** This enables educational authorities to collect statistical data from the schools for the purpose of planning or for the provision of teaching and learning materials and other facilities.
- **Provide professional development for teachers.** For a teacher to continue to be productive he/she needs to always improve upon his/her professional skills and competencies and inspection offers such opportunity.
- **Provide advice to schools on professional and technical matters.** There are a lot of issues which may require expert professional and technical knowledge of personnel from the Education Office.
- **To ensure state policies are being implemented.** This ensures that teachers and the schools do what is required of them. They must for instance operate within the guideline set by GES.

Roles of Circuit Supervisors

Circuit Supervisors are the actual supervisors on the ground. For the Circuit Supervisor to be effective he is supposed to be resident within his respective circuit and pay regular visits to the schools.

GES (2002) outlined the functions of Circuit Supervisors as;

- i. Promote effective teaching and learning in basic schools,
- ii. Interpret educational policies to teachers and help them understand educational policy objectives,

- iii. Promote effective school management,
- iv. Liaise between the school and the District Education Authorities,
- v. Organise in-service training for the professional development of teachers,
- vi. Promote healthy school community relations,
- vii. Monitor the achievement and performance of pupils and staff,
- viii. Prepare work schedule for approval of the District Director of Education and submit reports on individual schools to him/her with copies to the schools concerned,
- ix. Undertake special assignments on request from the Educational Authorities, the school or the community, and
- x. Organise Community School Performance Appraisal Meetings (SPAM).

Teachers, Parents and Supervisors' Perception on School Improvement

Lumby, Crow, and Pashiardis (2008) posit that teachers have a central role in the complex process of school improvement, because teachers are key agent for bringing initiatives and innovations in the classroom practices as well as in school improvement. Lumby, Crow, and Pashiardis (2008), state some common components to successful schools has high expectations, good atmosphere, strong and positive leadership, high academic standards, Teaching Quality, Professional Development, Parent Involvement, and Accountability. The authors are of the view that “there are many factors involve in a successful school like resources both material and human, role of principal, Socio-economic status of the parents, teachers’ that the school and the classroom environment and teacher freedom, initiate new thing in classroom with a monitoring system that make a school effective.”

Teacher is the main change agent of school learning environment therefore their professional development is necessary for bringing change in teaching and learning so, the school policy should have provision for professional development program for teachers. Avalos (2011) also indicates the importance of teachers’ concerns and say. Change can be more successful if the concerns of teachers are considered. In the opinion of Muijs and Harris (2003), collaborative teaching and learning environment is a source of school effectiveness. So, the school management should encourage collaboration in school. · Distributing a larger proportion of current leadership activities to teachers, would have a positive influence on teacher effectiveness and students’ engagement.

Some teachers highlighted parents’ involvement, moral and religious education, and physical facilities. “Effective school supervisor is very necessary for school improvement, because a good supervisor can bring improvement in any of the worse condition in school”.

Teachers have strongly recommended changes in leadership style of the school supervisor in school improvement. The teachers thought that school supervisor plays a vital role in making effective school because all the matters within the school are in the hands of the supervisor. For example, implementation of policies in the school, problem solving, provides learning environment and decision making.

Lumby, Crow, and Pashiardis (2008) recognizing the importance and usefulness of leadership, by pointing out that clear strong and positive leadership leads school towards success. At school level principal’s

initiatives for school improvement have always importance. Fullan (2001) supported this view by saying “the principal has always been the gate keeper of change” (p.59). Pont, Moorman, and Nusche (2008) also expressed their views by saying, school that are effective and have special capacity to improve are led by head teachers who make a significant and measurable contribution to the effectiveness of their staff. Teachers also indicated the change of the leadership style from authoritarian to distributive leadership style for school improvement. The authors are of the view that the school has already taken some steps for changing the leadership style to a distributed organizational structure. The principal of the school makes different committees to look after different aspects of the school like administration, cleanliness, and academic and co-curriculum activities. There is a significance role of distributive leadership in school improvement.

Muijs and Harris (2003), think that involvement in different committees and empowering teachers will enhance their commitment and ownership which has a positive impact on the improvement of the school. Moreover, it also implies interdependency rather than dependency. Thus by changing the role of leadership and empowering the teachers can improve the school. The significance of collaboration among the teachers for their contentious professional development usually looked balkanization in the Government schools. Even it has some positive effects on school improvement but there are lots of negative impacts also. Most of the teachers felt and experienced the negative impact of the balkanization so they suggested collaboration and co-operation among the teachers.

Teacher to teacher interaction provide opportunities to teachers to learn from each other’s experiences. Additionally, it provides favourable environment for novice teachers. As Bubb and Earley (2007) are of the view that joint work more likely to lead to improvement, for instance team teaching, mentoring, action research, planning and mutual observation and feedback. Furthermore, it seems like teachers are promoting this collaborative environment and so create a caring and sharing atmosphere, which in return support the school improvement changes.

Bell and Gilbert (2005) give their view about teacher development that, teacher development is also a process of personal development marks an important step forward in our improvement efforts. Rizvi and Elliott (2007) and Harries (2006) emphasizes on teacher’s continuous professional development both in professional development courses and in every day school activities, which uplift students’ outcomes in the result the school becomes successful. Teachers are fully aware about the role of professional development and teachers’ capacity building for school improvement. Teachers have an important role in bringing change and in achieving both school and classroom improvement. Due to their centrally important role the quality of teaching and learning improve which ultimately results in improving the learning outcomes of the students which is one of the key factors in school improvement. Teachers play their role implicitly like professional development, changing the traditional teaching style, and their responsibility in distributive leadership. Kanji (2001), reveals that teachers professional learning is very necessary for their effective contribution to school improvement. Fullan (2001) says “Educational change depends on what teachers do and think, it’s as simple as complex as that.” (p. 115). Moreover, their lack of confidence for bringing change also affects school improvement. They believed that they cannot bring change because improvement comes from higher authorities if they can be implemented.

Fullan (2001) and Harries (2006) also discussed the role of teachers as change agent and they are of the view that head teachers and supervisors working in the school are expert in education and professional development teachers. Therefore, they should use their expertise to create learning environment in the school. They should organize sessions/workshops particularly for teachers on pedagogical skills. This support will help teachers to take initiatives and bring innovations in teaching learning process, which improve classroom practices and enhance students learning outcomes.

In initiating a change, teachers' personal challenges should be given due place. As Hall & Hord (1987) for instance confirm that "... change can be more successful if the "concerns" of teachers are considered." (p. 52). Lunenburg, and Irby (2000), say, "The importance of effective parental involvement in school has been identified as a critical factor in the academic success of students." Learners feel proud and happiness when their parents participated in the school. As Lilavois (2003) rightly said that parents' participation in school programmes restores the mutual confidence and trust of students.

Factors Contributing to School Improvement

School improvement is also a mechanism through which the public can hold schools accountable for students' success and through which it can measure improvement.

According to Patrinos and Fasih (2009), the areas that should be considered for improvement are curriculum, school environment and parental involvement. Patrinos and Fasih (2009), state that student performance improves when teachers use curriculum delivery strategies that specifically address the needs of their students, when the school environment is positive, and when parents are involved in their children's education. In planning improvements, therefore, schools should establish one priority in each of these three areas, namely curriculum delivery, school environment, and parental involvement.

Curriculum Delivery

A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is opened to critical scrutiny and capable of effective transaction into practice, (McKernan, 2007). Jenkins (2009) posit that curriculum is after all a way of preparing young people to participate as productive members of our culture. Asiedu (2009) also states that a curriculum is composed of a selection of socially valued knowledge, skills and attitudes which an educand is made to acquire through various forms of planning. Schulz, Ainley, Fraillon, Kerr, and Losito (2010) state all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.

Schulz, et al (2010) further write that curriculum is the foundation of the education system. The expectations describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. To set a goal for improving the way curriculum is delivered; head teachers, teachers, school management committees (SMCs), parents, and other community members participating in the school improvement process must understand the expectations set out by the Ministry of Education and how well the students in their school are achieving those expectations.

School Environment

A favourable school climate provides the structure within students, teachers, head teachers, and parents' function cooperatively and constructively. Mayerson (2010) The term "school climate" refers to a school's social and educational atmosphere and whether it fosters learning, academic success, and student development. It's also linked to anti-bullying initiatives. We included search results for "school climate" and "safe and supportive schools" in this research because they have comparable connotations. Cohen, McCabe, Michelli, and Pickeral (2009) are prominent in linking climate directly to school effectiveness. School climate has been found a positively affect academic achievement (Schlichtin, 2007, Stewart, 2007), to influence student's behaviour (example, conduct problems, depression), and to impact the decision to remain in school (Brand & Dumas, 2003).

For teachers, the benefits of a positive school climate include increased job satisfaction, increased retention and attendance, and better home-school relationships (Brown & Medway, 2007). Effective schools share a set of characteristics that add up to an environment that foster students' achievement. By setting goals to improve school's environment, head teachers, teachers, school management committees (SMCs) and parents and other community members can make their schools more effective places in which to learn.

Highly effective schools share the following characteristics;

- i) A clear and focused vision,
- ii) A safe and orderly environment,
- iii) A climate of high expectations for student success,
- iv) A focus on high levels of students' achievement that emphasizes activities related to learning,
- v) A head teacher who provides instructional leadership,
- vi) Frequent monitoring of students' progress, and
- vii) Strong home school relations, (Taylor & Pearson, 2005).

Parental Involvement

Parent involvement in school education has been demonstrated to bring positive learning outcome for school children. According to Alimuddin (2006), in building this relationship, the school must make the first move such as inviting the parents to school to give motivation or support to teachers and students. Noh (2006) adds that parents cooperate with the school to fight social issues among teenagers. Students' behaviour is the responsibility of both parents and school. Social control needs to be enforced and the attitude of "Never mind or I'm not sure" needs to be changed for the benefit of everyone. LaRocque, Kleiman, and Darling (2011) also wrote that parents and school play important roles to determine academic success among students. Most parents give priority to education among their children.

From the authors point of views, it tells us that parental involvement is one of the most significant factors contributing to a child's success in school. When parents are involved in their children's education, the level of students' achievement increases. Students attend school more regularly, complete more homework in a consistent manner, and demonstrate more positive attitudes towards school.

Roles of Stakeholders in School Improvement and Supervision

Substantial research indicates a paradigm shift of the global society from the industrial age to the transforming information age (Waston & Reigeluth, 2008) which is an era in which political, economic, social, and cultural patterns reflect decentralisation in the flow of information (Toffler, 1984 & Senge, 2000). Education is undergoing a systematic perceptual change, as a result of society's dissatisfaction with individual learner's achievement in education arena. In education, most systematic transformation efforts involve stakeholders that are critical to achieving the desired changes.

To foster a better understanding of the roles of the stakeholders in the educational arena, attempts have been made to receive literature that explains the roles of six distinctive educational stakeholders. These are school management committee (SMC), Headmaster (Superintendent), site administrator, teachers, parents, and students – who are closely involved in the overall operations of schools.

School Management Committee (SMC)

Darden (2008) writes that a school board comprised members that are usually elected by residents of the school in the community. The size of a school board varies between communities and from town to town, similarly, the power of the boards will vary between towns to town. The SMCs have the power to hire and fire teachers and administrators. They are the guardians of the policy that help implement changes that will benefit the community or support the headmaster of the school in the community who has the responsibility of implementing and maintaining the policies set by the SMC.

According to Darden (2008), the school board has to take in legal considerations when making decisions pertaining to policy governing them. Darden argues that school board policy is equivalent to local law for those people who work within the community. This policy or law encompasses not only the teachers and administrators, but also the students and their parents. Ideal school boards will be educationally focused and will avoid risking legal action.

Functions of School Management Committee

The major functions of the SMC like any other management committee as outlined by Ackah (2009:66) include the following;

1. To control general policies of the school and not to dictate to the headmaster,
2. To inform the community at large about the state of their school – availability and deficiency of material and human resources,
3. To ensure good and sustaining sanitation and safe conditions of the school compound,
4. To ensure that all school structures including building and other infrastructure are in safe condition and adequate for use by staff and pupils,
5. To inform the Director General of GES through the District Director of Education (DDE) on all matters involving finance (returns accounts) of the school through the District Director of Education,
6. To co-operate with other institutional bodies like the PTA, Staff, Past Pupils' Association to implement educational policies and programmes, and
7. Negotiate for land for school projects such as school farm and school field.

The Headmaster

In most cases the school board selects the school headmaster. The board's responsibilities are similar to that of a chief executive officer of a large corporation. Through the help of the school board, the headmaster has the following job responsibilities.

1. He makes important decisions in matters such as new school construction, the district finance, and a major part of the curriculum and teaching that goes on in the schools of the district,
2. He creates long-term plans for technology, educational delivery, and district growth,
3. He makes strategic planning, and monitoring the performance of the district and his employees, and
4. He conveys meetings to discuss problems confronting his staff and how best it could be solved.

Proprietor

The site administrator represents the single most influential stakeholder in the school setting (Spillance, Camburn, and Pareja, 2007), and is expected to set the academic tone for students, parents, staff, and community members through effective participatory leadership. Effective site administration leadership develops a collaborative team approach to decision making and problem solving (US Department of Labour, 2008), while simultaneously and consistently developing and maintaining district wide policies and guidelines.

Also include the following functions are;

1. He employs a distributive approach to routine school operations to ensure maximum involvement of other internal and external stakeholders (Spillance, Camburn, and Pareja, 2007),
2. He sets up task force committees – including parents, teachers, community leaders, and students to research a particular issue and report their finding to the school improvement team.

The Teacher

The teacher, along with the student, plays an interactive role in the education process because one cannot function without the other. "The empowerment of teachers will facilitate the empowerment of students (Short and Greer, 2002)". Teacher empowerment takes the form of providing teachers with a significant role in decisions making, control over their work environment and conditions, and opportunities to serve in a range of professional roles (Short and Greer, 2002). He possesses professional knowledge to lead the students in instruction. He can be mentor, supervisor, counsellor, and community leader. The teacher can be a mentor to students or other teachers. The role of supervisor is present in every aspect of a teacher's daily responsibilities. The teacher's role as a counsellor can be used to offer advice to students or school advisory committees. Without teachers our society would not be able to function as a global competitor.

The Parent

Parents play key roles as educational stakeholders. Parents' primary objective is the assurance that their children will receive quality education, which will enable them lead productive rewarding lives as adults in a global society (Damon, 2009). To the authors, parents bring valuable quality to the educational experience of their children because they better understand their own children and can influence significantly their behaviours such as time management and study habits, eating practices, and their personal safety and general welfare. Parents as educational stakeholders provide additional resources for

the school to assist with student achievement and to enhance a sense of community pride and commitment, which may be influential in the overall success of the school. For instance, parent involvement with their children's educational process through attending school functions, participating in the decision making process, encouraging students to manage their social and academic time wisely, and modelling desirable behaviour for their children represent a valuable resource for schools across this nation. In addition, parents have the right and the responsibility to be involved in their children's educational process (Damon, 2009).

Parents are very important stakeholders to the educational decision-making process. As suggested by Essex (2005), many parents' decisions on educational issues are significantly influenced by their values and beliefs rather than school law. In addition, each geographical area is subject to present different beliefs and values. Therefore, a parent's position on the naivety scene may be dependent on his or her value system or the area he or she lives.

Students

Although the student's primary role is that of a recipient, students should be encouraged to exercise their decision-making role in the education process. By giving aid to the decision-making process students become an integral part of a successful institution. Empowering students with shared decision-making increase their choices and responsibilities for their own learning (Short and Greer, 2002).

The authors further wrote that participation is not the only role of students, but the student is used as a determining factor for some aspects of education. The student determines the educational services offers such as special education for those who are gifted and learning challenge. The number and the needs of students can be a determining factor for allocating resources. As a result of their participation students gain the skills and knowledge needed to be productive and viable part of our society. Students as stakeholders, posse both intrinsic and extrinsic motivational factors. The intrinsic motivation comes with understanding the value of an education. Extrinsic motivations are the accolades students receive for successful completing their education.

Constraints of Effective Instructional Supervision

Moswela (2010). states that some numerous problems that are associated with the present system of school supervision. The problems are those associated with the following major areas;

1. Professionalism,
2. Attitudes and commitment,
3. Feedback and follow-up,
4. Collaboration,
5. Inspectorate autonomy,
6. Transport,
7. Education system,
8. Cost of inspection,
9. Inspector recruitment, selection, and deployment,
10. Adequacy of inspection,
11. Resourcing,

12. Inspection reports, and
13. Evaluating inspection.

Professionalism

Over the years, the behaviour of Ghanaian school supervisors, especially towards teachers has been criticised by Ghanaians. The major concerns are those associated with unprofessional conduct of school supervisors which, has had serious implications for teaching and learning to the extent that a private cold war has developed between teachers and supervisors.

Some school supervisors have been criticised for being harsh to teachers and for harassing teachers even in front of their pupils Parsons (2005). According to Parsons (2005) many school supervisors have developed the following questionable habit;

- a. They look down upon teachers with resentment and suspicion,
- b. They demand bribes from teachers in order to make favourable reports,
- c. They are dictatorial and have taken the attitude of "do as I say or get in trouble", and
- d. They work with unsmiling determination.

Describing unprofessional conduct of school inspectors, Ainscow and West (2006) note that some inspectors behave like outsiders whose sole mission is competent. Similarly, Moreau, Osgood, and Halsall. (2005) note that some inspectors reportedly visit schools to boss and to harass teachers instead of helping them to solve professional problems.

The unprofessional behaviour of some school inspectors has had the following serious negative consequences;

- i. Poor relationship between inspectors and teachers (Moreau, Osgood & Halsall, 2005)
- ii. The tendency of teachers to mistrust school inspectors,
- iii. Teachers have regarded inspection as a stressful experience due to fear of unknown (de Wolf & Janssens, 2007),
- iv. Education standard have been compromised because teachers are not given a chance to disapprove inappropriate policies forced on them by inspectors (Ndegwa, 2001),
- v. A harsh and unfriendly teacher inspector relationship Parsons (2005)
- vi. Lack of sufficient teacher support,
- vii. There is no guarantee that teachers will recognise and accept any shortcomings identified by inspectors,
- viii. Many teachers and head teachers when advised on impending inspection, are likely to be apprehensive and, consequently, they may decide to put something of a show to impress inspectors,
- ix. Fear among school personnel, and
- x. Lack of professional commitment on the part of teachers (de Wolf & Janssens, 2007),

Furthermore, as noted by Komba and Nkumbi (2008), teachers have developed negative attitude towards inspectors. On this point, Jwan, Anderson, and Bennett (2010) commented that, although things at times have changed, teachers still view inspectors in the same way they were during the colonial time in which many teachers regarded school inspectors as intruding policemen who were always looking for faults, and

potential danger. Jwan, Anderson, and Bennett (2010) conclude that, teachers have tended to develop a great deal of anxiety about inspection and, consequently, they are unable to carry out their duties well.

Attitude and Commitment

Over the years, school inspectors have had general negative attitude towards inspection and a decided lack of commitment and positive approach to inspection (Ehren, & Visscher, 2008). The general negativity toward and the lack of commitment to inspection may be attributed to the lack of appropriate incentives associated with the inspectoral role of school inspectors. Because of the apparent lack of incentives, she noted, there is a lack of commitment and initiatives on the part of school inspectors to their inspectoral roles which has further led to the inspectors performing inadequately.

Feedback and Follow-Up

Productive feedback and follow-up initiatives relative to inspection are lacking in the inspection system (Ehren, & Visscher, 2008). Moreover, because school inspectors are not members of the school, their attempts to provide follow-up initiatives, for example, in facilitating in-service training programmes based on their recommendations, are highly limited. Therefore, there does not seem to be a sure mechanism for ensuring that improvement initiatives will be undertaken. Furthermore, because of lack of follow-up, there is no way ensuring that inspection will contribute to school development in a cost-effective way.

Collaboration

Because school inspectors have tended to evaluate teachers based, in the main, on their own perceptions of teacher performance, teacher involvement on matters regarding school inspection has been very minimal. Opportunities for meaningful dialogue between teachers and inspectors, especially after inspections, are also highly limited. As Jwan, Anderson, and Bennett (2010) noted, currently teachers do not understand and never participate in designing instruments that are used to evaluate them. Moreover, he argued, school inspectors have had the tendency to be secretive, concentrating on their business and not able to communicate adequately with teachers to put them at ease.

Transport

School inspectors are often faced with the problem of lack of transport, especially for those inspectors delayed in rural areas. This problem is aggravated by the fact that some schools are located in areas that are too remote to be reached by school inspectors.

There are some geographical regions in the country where visits to schools are easily possible even by most un-mechanised means, like walking across to a school. But, proportionately, such regions are very few indeed. Further to this, there is a lack of sufficient funds, especially travelling and subsistence allowances, provided to inspectors to meet expenses associated with transport and accommodation.

Inspection Autonomy

Ghana's Inspectorate lacks autonomy to execute its services and, consequently, it is unable to implement recommendations based on inspections. Commenting about the lack of inspectorate autonomy (Siringi, 2001), explained that all school inspectors could do was to inspect schools, point out mistakes, make

recommendations, and pass them to the boards of governors, district education directorate and Directors of Education for implementations.

Education System

Hierarchical set up of education system has created communication problem between school inspectors and the higher education authorities. Inspectors on the sometimes cannot take decisions on matters regarding inspection of schools before consulting the higher authorities who may have little or no knowledge about the situation on the ground.

Cost of Inspection

School inspection is expensive and has serous inspections for funding of public education.

Inspector Recruitment, Selection, and Deployment

School inspectors seem to be highly incompetent and are unable to apply desired practices of school inspection and distinguish between effective and ineffective schools. Inspectorate has the tendency to deploy some inspectors in areas very remote from their areas of expertise and experience without initial induction. For example, some inspectors have had long service in GES but do not have requisite qualification and are deployed to inspect schools without induction courses. Some inspectors also have had limited knowledge about most subject taught in schools and, consequently, they did not advise teachers adequately.

Adequacy of Inspection

School inspection as currently done in Ghana is highly inadequate and, consequently, it does not meet the needs of schools, teachers, head teachers, students, and parents. Further to this, the amount of observation of classroom teaching by inspectors is uneven and disturbingly small.

There are several reasons for inadequate inspection in Ghanaian schools;

1. Understaffing in Ghanaian schools,
2. Heavy workload, and
3. Time constraints.

Understaffing of Inspectors

As Ehren and Visscher (2008) noted, the number of inspectors is highly inadequate as compared to the number of schools. On this point, it is observed that the number of schools outdistance the capacity of the existing number of inspectors because of the alarming rate at which enrolments of schools is increasing.

Heavy Workloads

A second reason for inadequate inspection concerns the heavy supervisory loads of school supervisors. Apparently, inspectors tend to be so busy with other duties that they hardly find adequate time to engage themselves in meaningful inspection and supervision of schools.

Time Constraints

Because of inadequate time, the inspectors experience the following two major constraints;

- i. They hardly devote their attention to the follow-up action of inspection reports with the results that the very purpose of the inspection gets defeated, and
- ii. They find it difficult to maintain themselves abreast with the latest development in their subject areas.

Resourcing

School inspection in Ghana, especially in rural areas, has been frustrated by the lack of essential facilities, such as office accommodation, clerical services and support staff for school supervisors, funds, equipment, and stationery and inadequate secretarial services also make it difficult for the supervisors to prepare meaningful reports.

Inspection Reports

There is no clear indication regarding accessibility of the reports by teachers, parents, and any other interested parties. There seem to be a deliberate neglect of school context in the process of supervision as well as in the supervision reports. *Context*, with the reference to school supervision, refers to the conditions, both in the school and beyond, within which the school operates and school's achievements prior to inspection (Alexander, 2008).

Evaluating Inspection

There is a general lack of appropriate post inspection evaluation by school inspectors at the conclusion of each inspection to determine the views of head teachers and other school personnel regarding the practice and process of inspection.

Summary

Teachers are becoming better able to think in terms of school-based improvement initiatives and "action plans". In this regard they quite naturally are coming to want mechanisms to monitor their performance, which were at first resisted. In this regard there is a better acceptance of fairly extensive quality indicators as teachers see these as a means to adjust and adapt their school improvement plans. The school improvement process, as imperfect as it is, seems to be one vehicle likely to help staffs adjust and grow and stay with the task of teaching for learning effectively. School improvement promote the active participation of children and parents in school governance, ensuring a safe, sound and effective learning environment, establishing a relevant curriculum and advocating for supportive supervision from the government and an acceptable level of government budget allocation.

Historical perspective of school supervision and improvement allows the various stakeholders to follow the trends of educational system in the country, how the system behaves, in order to give support in terms of supervision and to improve education in Ghana. The concepts of school supervision give the general idea to supervision of schools in order to carry out supervision effectively.

Ineffectiveness is a major challenge for all those concerned with and about school improvement. It is dependent on how the purposes of schooling are perceived, associated definitions of effectiveness, and perspective on educational process. It is particularly complicated because it comes in many guises,

sometimes wearing a mask of "effectiveness" to the uniformed observer. Its complexity is compounded by the influence of school culture which pervades all improvement efforts.

One joy and challenge of being a supervisor is the necessity of using skills from a variety of professional roles and knowing when to use each one. Another challenge is the necessity of attending to several different levels at the same time. A supervisor is responsible for what happens to the client and to the counsellor. Supervisor must be cognisant of maintaining an optimum balance of challenge and support during the supervision session and across time. As an experience supervisor, you must set standard and make sure you achieve them. Supervision provides a means of protecting clients, monitor client care, enhance professional functioning, monitor the readiness of supervisees for professional development, socialise novices into the profession's values and ethics and also impart necessary skills. School improvement is influenced by some factors and some of these factors are curriculum delivery, school environment, and parental involvement. The roles of each stakeholder in a school provide an integral part to the entire organisation. Like a system of checks and balances, the school board (SMC) oversees a head teacher and a head teacher oversees the teachers. The parents and students, as stakeholders, have a right to complain to the school management committee, the administration, and to the head teacher concerning the changes and adherence to educational policy.

Though each stakeholder has a say in the business of the school, the power and influence of say may depend on the role and the position of a stakeholder. As the ideas and methodology change to meet the information age, the structure and hierarchy within a school and the role of the stakeholder may change. There are numerous deficiencies in the practice of school supervision in Ghana today. Of particular importance is the fact that school supervision themselves are poorly supported and trained and that teachers have virtually no input into the supervision process. It appears that school supervision in Ghana, being a legacy of the colonial rule, has outlived its utility. It is too rigid and bureaucratic and, consequently, it does not seem to serve fully the needs of Ghana's education system, teachers, head teachers, and students.

As Doka (2011) would have concluded, supervision as practiced currently represents a source of grave distress to a teaching profession on which we rely for the care of our grandchildren. In brief, the nature of the supervision in Ghana must undergo substantial change consistent with those in other areas of educational policy development and implementation. If the intent of the current school reforms in Ghana is to provide high quality education, then alternative strategies must be addressed now that will attempt to address the present shortcomings in the practice of school supervision. These should include, among others, the following: monitoring, continuously the conduct of school supervision and the quality of its reports, facilitating ongoing consultation with the key stakeholders on matters regarding quality assurance, keeping education quality and the quality culture at the top of educational agenda, developing the right attitude to the "quality culture" to secure the most effective education possible and the best value for public investment, reducing the burden associated with bureaucratic procedures and "red tape" in the current practice of supervision, developing most cost-effective ways to facilitate supervision. Additionally, all the stakeholders should regard supervision system as an important means to improve the efficiency of the system of education, as an instrument for realising the goals of educational development, and as a tool of supervision.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter comprises of the research design, study population sampling strategies, data collection methods and instruments, validity and reliability of instruments administration of instrument and data analysis procedure.

Research Design

When undertaking any investigation, it is pertinent to choose appropriate paradigms and methods of inquiry likely to yield the highest quality of data obtainable within the research context. Consequently, to examine and analyse the relationship between school supervision and school improvement as perceived by teachers and parents, a multi-pronged approach commonly referred to as triangulation (Hesse-Biber, & Leavy, 2010; Stock & Burton, 2011), combining both quantitative and qualitative research methods, was adopted. It was anticipated that the survey questionnaire would provide the breadth of coverage, which could be credibly applied, to a wider population from which the sample of the study was drawn (Karlsson, 2010). Whilst quantitative methods tend to be relatively low in cost and time requirements Fargas-Malet, McSherry, Larkin and Robinson (2010) since they enable a large quantity of relevant data to be amassed and subjected to statistical analysis in a short space of time, the interview analysis would offer the depth and useful insights regarding relationship between school supervision and school improvement. This is because directive tightly focused and quantitative methods of questioning may fail to get beneath the surface Nsubuga (2008), and also limit the range of possible responses. Indeed, when researching organizations and people working within them, one should attempt to mix methods, as triangulation provides greater insights into the phenomenon being investigated (Bryman, 2011). Whilst qualitative methods raise methodological and ethical issues pertaining to the influence of the researcher on the data collected and the informants, the quantitative approach is limited to highly structured data extraction techniques, which often, as suggested by Caudle (2010), do not accommodate manoeuvrability during the problem investigation phase. To avert the inherent weaknesses of each method, the research design adhered to a combination of quantitative and qualitative approaches. Indeed, Marks and Mirvis (2010) support the combination of both strategies within the same research design arguing that not only may two be mutually enhancing, but a sensitive merger may provide a more complete picture, which might be more satisfying and attractive to academics and policy makers alike. Besides, available evidence is increasingly supportive of qualitative and quantitative research methodologies as complementary, rather than opposing paradigms (Liu, 2011). Indeed, Murray (2011) asserts that whilst quantitative research persuades the reader through de-emphasizing individual judgment and thereby leading to precise results; the qualitative strategy persuades the reader through rich depiction, hence overcoming abstraction. Such integration, therefore, is likely to elicit more robust or holistic data thereby providing a rich vein of analysis of the relationship between school supervision and school improvement.

The researcher utilized the descriptive method in the study. As widely accepted, the descriptive method of research is a fact-finding study that involves adequate and accurate interpretation of findings. Descriptive research describes a certain present condition. Relatively, the method is appropriate to this study since it aims to investigate the relationship between school supervision and school improvement. The technique that was used under descriptive method is the normative survey approach and evaluation,

which is commonly used to explore opinions according to respondents that can represent a whole population. The survey is appropriate in this study because it enables the researcher in formulation of generalizations. Specifically, two types of direct-data survey are included in this study. These are questionnaire survey and interviews.

The purpose of employing the descriptive method is to describe the nature of a condition, as it takes place during the time of the study and to explore the cause or causes of a particular condition. The researcher opted to use this kind of research considering the desire to acquire first hand data from the respondents to formulate rational and sound conclusions and recommendations for the study.

Population of the Study

The target population for this study were all head teachers and teachers of Public Basic Schools, Circuit Supervisors and the Municipal Director of Education (MDE). It was also included some selected students/pupils and some selected parents who had their wards in the Basic Schools in the Mampong Municipality.

Mampong Municipal Directorate has six (6) circuit supervisors, of which each circuit has a number of public and private schools. Out of the six (6) circuits, only three (3) has private schools totalling eleven (11) in the Municipality. There are One hundred and nine (109) public basic schools of which forty-five (45) are Junior High Schools and sixty-four (64) Primary Schools with a total of Nine hundred and eighty-eight (988) head teachers and teachers. There are forty-five head teachers of Junior High Schools and sixty-four head teachers of Primary Schools. Again, there are Five hundred and fifty-two (552) teachers in Primary Schools and Four hundred and thirty-six in Junior High Schools.

Sample

Two circuits were selected for the study. Four (4) Primary Schools were selected of which two were from rural basic schools and two from urban basic schools. Fifty-five (55) parents and fifty (50) teachers were randomly sampled for the study making the total of one hundred and five (105) respondents.

Sampling Techniques/Procedure

From the target population, a sample of 105 respondents comprising fifty-five parents and fifty teachers was chosen for the study using simple random and purposive sampling. Purposive sampling was used because it is the easiest sampling method for choosing appropriate respondents from a target population. The selected 105 respondents were chosen mainly to response to quantitative instrument. Purposive sampling method was also employed to select 20 parents and 20 teachers to respond to quantitative data (interview)

Research Instrument

The following instruments were used to collect necessary data for this study. They are:

- School Supervision Questionnaire(SSQ)
- School Improvement Questionnaire (SIQ)
- Interview

School Supervision Questionnaire (SSQ)

School Supervision Questionnaire (SSQ) was constructed by the researcher under the guidance of my supervisor. This is a self-report measure of 8-items designed to assess for the respondents' perception of school supervision. Participants response to whether each item was present in how they perceive school supervision on a 4-item point scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Respondents' responses were summed to arrive at a total score ranging from 8 to 32 with higher scores representing a greater degree of their perception on school supervision. The psychometric property for the full-scale internal consistency of this 8-item scale (Cronbach alpha = 0.78)

School Improvement Scale (SIQ)

School Improvement was measured using the School Improvement Questionnaire (SIQ). The instrument was also developed by the researcher with the help of my supervisor. This is 7-item self-report scale. Participant's response was used to identify which school improvement indicator that contributes to school improvement. It is 4-point scale ranging from Strongly Disagree (1) to Strongly Agree (4). In this study, the internal consistency of 0.72 (Cronbach alpha = 0.72) was realized

Interviews

Interview guides are data collection instruments used through direct and verbal interaction between respondents. They involve the question-and-answer method of data sourcing. More and more data is collected through in-depth interviews and probing. Agherdien (2010) argues that interview guides are important in sourcing for volumes of qualitative data. 40 respondents (i.e., 20 parents and 20 teachers) were interviewed with each informant given the leeway to choose the convenient time and venue for the interview.

The purpose of the interviews was to collect qualitative to that allowed the respondents to express their opinion freely on the issue under discussion. The interviews were also intended to establish from the respondents on how they perceive school supervision and school improvement, the nature of school supervision, and factors that contribute to school improvement. The interview schedules were semi-structured to allow participants to share, highlight and explain their viewpoints, while allowing the researcher to seek clarifications from the participants. The interviews were tape recorded and transcribed to ensure the accuracy of data.

Pre-testing of Research Instrument

The instrument was pre- tested at Kofiase and Mampong Central "A" Circuits in one school. The results were collated and analysed and that helped the researcher to review his questions. The pre-testing, therefore, improved the validity and reliability of the research instrument that was used for the study.

Reliability and Validity of Data

Reliability can be thought of as consistency in measurement. To establish the reliability coefficient, Cronbach alpha was calculated with the help of SPSS version 16.0 to reach the Cronbach alpha stated above.

The validity on the other hand indicates the degree to which an instrument measures the construct under investigation. Content validity refers to the subjective agreement that a scale logically appears to reflect accurately what it purports to measure (Yen, 2011). Therefore, in this study, content validity was strengthened through an extensive review of the literature.

Procedure of Data Collection

The researcher commenced by requesting introductory letter from the Head of Department to conduct research at the selected schools. Upon receiving the introductory letter, the research sought permission from the heads of schools selected to participate in the study. After the permission from the heads of the participation schools have been obtained, the researcher personally visited these selected schools and administered the questionnaires to the study respondents. The researcher collected the questionnaire later when he was informed about the completion of the instrument.

Data Analysis

The data collected from the surveys were analysed in two ways. Descriptive analysis and inferential statistics were generated to produce an overall picture of respondents' responses.

Linear regression was used to determine the effect of school supervision on school improvement. Pearson correlation analysis was conducted to determine the relationship between school supervision and school improvement. All of the study hypotheses were tested at 0.05 alpha levels with the help of SPSS version 16.0 programme.

Summary of Chapter Three

Chapter three presented the research design, population, sample, sampling techniques/procedure, and research instrument, procedure of data collection, as well as data analysis procedures for this study. The study was questionnaire and interview in nature as it incorporated qualitative and quantitative survey administered to teachers and parents in a selected four public basic schools in from two circuits in Ashanti Mampong Municipality. The purpose of collecting this data was to examine the relationship between school supervision and school improvement-perception of parents and teachers in Ashanti Mampong Municipality.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

Introduction

This chapter is a presentation of data from interviews with teachers as well as parents. It also presents data collected through questionnaire given to teachers and parents. Descriptive statistics, frequencies and Pearson correlation coefficient tests and linear regression are also presented. The data was analysed using the Statistical Package for Social Science (SPSS). Data was analysed in four sections. The first section provides the demographic characteristics of the respondents. The second section presents answer to the research questions, while the third section addresses the results of the testing the hypotheses for the study. The fourth section provides a discussion of the findings of the study.

Section A – Demographic Characteristics of Respondents

Table 4.1: Sex Distribution of Respondents (105)

Sex	Teachers		Parents	
	Freq.	%	Freq.	%
Male	36	72	30	54.5
Female	14	28	25	45.5
Total	50	100	55	100

As illustrated in table 4.1 above, the number of teachers was fifty while that of the parents numbered fifty-five. The female teachers were 14 (28%) and that of males were 36 (72%). The table further indicates that 30 male parents representing 54.5% and 25 female parents (45.5%) participated in the study.

Table 4.2: Age Distribution of Respondents (105)

Age (years)	Teachers		Parents	
	Freq.	%	Freq.	%
20 – 25	13	26	2	4
26 – 30	18	36	2	4
31 – 35	9	18	11	20
36 – 40	5	10	11	20
41+	5	10	29	53
Total	50	100	55	100

Table 4.2 above depicts the age distribution of the respondents. The dominant age group on the part of teacher respondents ranged between 26 - 30 years and that represented 18(36%). This was followed by 20 – 25 years, representing 13(26%) whereas 36 – 40 years and those above 41 years made up the smallest group, representing 5 (10%) respectively. With regard to the parents, the dominant age group was those above 41 years representing 29(53%), followed by 31 -35 years and 36 – 40 years respectively representing 11(20%) respectively, while those between 20 – 25 years and 26 – 30 years constituted the smallest group representing 2 (4%) respectively.

Table 4.3: Educational Qualification of Respondents (105)

Qualification	Teachers		Parents	
	Freq.	%	Freq.	%
Bachelor’s Degree	13	26	10	18
Diploma in Education	27	54	8	15
Higher National Diploma (HND)	0	0	1	2
Teachers Certificate 'A' P/S	3	6	1	2
SSSCE/WASSCE/GCE 'A' Level	7	14	5	9
G .C.C ‘O Level	0	0	12	22
MSLC	0	0	10	18
Other (specify)	0	0	8	15
Total	50	100	55	100

Table 4.3 explains the professional qualifications of teachers used in the study. Twenty-seven (54%) teachers had diplomas, 13 (26%) were degrees’ holders and 3 (6%) had Teachers Certificate 'A' P/S. On the part of the parents, 8 (15%) had diplomas, 10(18%) had degrees, 1 (2%) had Teachers Certificate 'A'

P/S 12(22%) had G C E ‘O’ Level certificate. This implies that the sample consisted of respondents with varied professional qualifications. Majority of the teachers had attained Diploma level while a larger number of parents was holding G C E ‘O’ Level certificate.

Table 4.4: Marital Statuses of Respondents (105)

Marital Status	Teachers		Parents	
	Freq.	%	Freq.	%
Married	22	44	46	84
Single	28	56	4	7
Divorced	0	0	5	9
Widowed	0	0	0	0
Total	50	100	55	100

Table 4.4 above reveals the marital status of respondents. The results showed that 22 (44%) of the teachers and 46 (84%) of parents were married. 28 (56%) and 4 (7%) of teachers and parents respectively were single. 5 (9%) of parents had divorced. None of the teacher and parents were widowed.

Table 4.5: Occupation of Parents Respondents (55)

Occupation	Frequency	Percentage
Teaching	21	38
Farming	15	27
Nursing	2	4
Driving	3	5
Merchant	5	9
Others	9	16
Total	55	100

Table 4.5 shows that 21 percent were teachers and that represented 38% of the sample. Fifteen were found to be farmers, 2(4%) were Nurses. The drivers among them were 3(5%). The merchants were 5(9%) while 9(16%) belong to other occupations such petty trading.

Table 4.6: Number of Wards of Parents in School (55)

Number of Wards	Frequency	Percentage
1	14	25
2	12	22
3	16	29
4	6	11
5	5	9
6	2	4
Total	55	100

Respondents who identified themselves as parents were asked to indicate the number of wards they have in the particular school of the study. 14 (25%) parents said each of them had 1 ward in school. While 12 (22%), of the parents had 2, 16(29%) had 3 wards in the school. As many as 13 parents claimed they had more than 4 children in the schools under study. It is expected that the number of wards of parents in school will have influence on school supervision and school improvement since parents have to monitor their wards activities in school.

Table 4.7 below shows teachers’ years in teaching. The years of experience were grouped into five categories, 1-5 years, 6-10 years, 11-15 years, 16-20 years, and 30+ years. In terms of years of experience, 28 (56%) claimed they have had 1-5 years’ experience, 12 (24%) had 6-10 years, 3 (6%) of the teachers had taught for 11-15 years. 5 (10%) mentioned that they have had between 16 and 20 years’ experience. Only 2(4%) had had 30 years of experience. One can deduct from the table that 22 teachers had been in the teaching profession for more than 5 years which shows that they are inexperienced.

Table 4.7: Teachers Years in Teaching Experience (50)

Years	Frequency	Percentage
1 - 5	28	56
6 - 10	12	24
11 - 15	3	6
16 - 20	5	10
21+	2	4
Total	50	100

Table 4.8 below shows teachers and their ranks. It could be observed that none of the teachers obtained the rank of Deputy Director. Most of them were on the Senior Superintendent II grade.

Table 4.8: Distribution of Ranks of Teachers (50)

Rank	Frequency	Percentage
Deputy Director	0	0
Assistant Director	5	10
Principal Superintendent	9	18
Senior Superintendent I	3	6
Senior Superintendent II	26	52
Other (No ranks)	7	14
Total	50	100

SECTION B – TREATMENT OF RESEARCH QUESTIONS

Research Question One – How do teachers and parents perceive school supervision and school improvement.

This research question was intended to find out how both parents and teachers recognize school supervision and school improvement. Tables 4.9 and 4.10 below presents parents’ and teachers’ responses to questions demanding their perception of school supervision and school improvement. The responses provided had been put into five categories.

Table 4.9: Parents and Teachers Perception on School Supervision

Responses	Parents		Teachers	
	Freq.	%	Freq.	%
Improvement of learning and teaching	9	45	8	40
Staff development	5	25	7	35
Instructional development	6	30	5	25
Total	20	100	20	100

Table 4.9 above indicates that, 9 of the 20 parents interviewed reported that supervision tends to improve learning and teaching. One of the interviewee reported that “*Most Supervisors tend to expose the teacher’s weakness*”. 5(25%) responses were categorized to mean staff development, whiles 6 of them representing

30% responses indicated instructional development. With regard to the teachers’ perception, 8 of them representing 40% reported that supervision improve learning and teaching, 7(35%) indicated that supervision enhances staff development, while 5 representing 25% reported that supervision tend to boost instruction. On the whole both teachers and parents have parallel line of perception that supervision improves learning and teaching as both had the highest grade for that factor.

Table 4.10: Parents and Teachers Perception on School Improvement

Responses	Parents		Teachers	
	Freq.	%	Freq.	%
Improvement in Academics	7	35	6	30
Conducive Environment	4	20	2	10
Co-curricular activities	3	15	4	20
Supply of Infrastructural facilities	6	30	8	40
Total	20	100	20	100

Table 4.10 above indicates that out of 20 parents interviewed, 7 of them representing 35% indicated that they see school improvement as academic improvement, 4(20%) see it as conducive school environment, while 3(15%) mentioned co- curricular activities such as sports. Six interviewees representing 30% reported that they perceive school improvement to mean adequate infrastructural facilities such as computer laboratory, beautiful school buildings, and dormitories. With regard to the teachers, out of 20 interviewees, 6 of them representing 30% indicated that school improvement mean academic improvement, 2(10%) relate it to conducive school environment, while 8(40%) of teachers indicated that school improvement mean supply of infrastructural facilities such as computer laboratory, beautiful school buildings, and dormitories. While majority of parents perceive school improvement to mean improvement in academics, majority of teachers relate school improvement to mean supply of infrastructural facilities.

Research Question Two – What is the Nature of Supervision in the Schools

This research question was intended to find out the character of school supervision. Answer to this question was solicited from only teachers. The researcher interviewed them individually and their responses categorized into four factors: Punctuality, checking the number of assignments and exercises given to students, the school and teacher’s needs, and checking of teachers’ lesson plan. These have been presented in table 4.11 below

Table 4.11: Nature of Supervision in the Schools

Teachers Responses	Frequency	Percentage
Punctuality	6	30
Checking the number of assignments and exercises given to students	6	30
Reports on school and teachers needs	3	15
Checking of teachers’ lesson plan	5	25
Total	20	100

Table 4.11 above indicates that out of 20 teachers interviewed, 6 of them representing 30% indicated that the nature of supervision in their schools is the supervisor checking teachers' punctuality, checking the number of assignments and exercises given to students, 6(30%). Only 3 of the teachers reported that supervisors receive reports on school and teacher's needs. 5 of them also reported that supervisors only check teachers' lesson plan.

Research Question Three – What Factors Contribute to School Improvement

This research question was intended to find out the factors that contributing to the enhancement of school improvement. The researcher interviewed both parents and teachers and their responses were factor analysed and presented in tables 4.12 below:

Table 4.12: Factors Contributing to School Improvement

Responses	Teachers		Parents	
	Freq.	%	Freq.	%
Leadership style of the head	8	40	7	35
Award Parents of well performing Students	5	25	4	20
Academics	7	35	9	45
Total	20	100	20	100

Table 4.12 above indicates that out of 20 teachers, 8 of them representing 40% indicated that leadership style of the school head is a factor that contribute to school improvement, 5(25%) indicated awarding parents of well performing students, while 7 of them representing 35% also thought that academic performance of students was a factor that contribute to school improvement. With regard to the parents, 7 of them representing 35% reported that leadership style of the school head is a factor that contribute to school improvement, 4(20%) reported on awarding parents of well performing students, while 9 of the parents representing 45% mentioned school academic work as the major factor.

For example, this was what a parent said.

“... every parent or guardian wants to see his or her ward excelling in all levels of their academic endeavours and I personally wouldn't mind to contribute immensely to the development of the school if my children excel in their academics”

On the whole, both parents and teachers have different opinion the factors that contribute to school improvement. While the majority of parents pointed to academics (9, 45%), teachers on other hand emphasized on leadership style of the head of the school (8, 40%).

Testing of Study Hypotheses

Hypothesis One –There will be no significant relationship between school supervision and school improvement

To test this hypothesis, Pearson's correlation matrix analysis was conducted on the data pertaining to this hypothesis to examine the relationship between school supervision and school improvements. School supervision had five indicators: school visits, monitoring by circuit supervisor, vetting of lesson notes, and in-service training. The school improvement also has the following indicators: infrastructure, text books, performance, trained teachers, and enrolment. The correlation matrix is shown in Table 4.13 below.

Table 4.13: Correlation between School Supervision and School Improvement

Variable	1	2	3	4	5	6	7	8	9
1.	-	-	-	-	-	-	-	-	-
2.	0.17	1	-	-	-	-	-	-	-
3.	0.13	0.09	1	-	-	-	-	-	-
4.	0.21*	0.13	0.18*	1	-	-	-	-	-
5.	0.23*	0.11*	0.09*	0.08*	1	-	-	-	-
6.	0.19*	0.12*	0.27*	0.14*	0.21*	1	-	-	-
7.	0.29*	0.20*	0.22*	0.23*	0.18	0.11	1	-	-
8.	0.21*	0.19*	0.21*	0.22*	0.19	0.18	0.27*	1	-
9.	0.22*	0.13*	0.18*	0.17*	0.11*	0.23*	0.25*	0.26**	1

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

Note:

1. School visit
2. Monitoring by Circuit supervisor
3. Vetting of lesson notes
4. In-service Training
5. Infrastructure
6. Text books
7. Performance
8. Trained Teachers
9. Enrolment

Table 4.13 above shows that there are significant positive correlations between the various indicators under school supervision and school improvement. For example, school visit (1) and Infrastructure (5) had a positive correlation of ($r = 0.23, p = 0.01$), while Textbooks (6) ($r = 0.19, p = 0.05$), and Performance (7) had ($r = 0.29, p = 0.01$), On the whole, school visit had the highest significant positive correlation with students' academic performance.

Correlation between monitoring by circuit supervisors (2) and Infrastructure (5) was ($r = 0.11, p = 0.05$) and Text books (6) ($r = 0.12, p = 0.05$), and Performance (7) ($r = 0.20, p = 0.01$), and Trained Teachers (8) ($r = 0.19, p = 0.01$), and lastly Enrolment (9) ($r = 0.13, p = 0.05$). On the whole, monitoring by circuit supervisors had the highest significant positive correlation with students' academic performance.

Correlations between the vetting of lesson notes (3) and Infrastructure (5) ($r = 0.09, p = 0.05$), and Text books (6) ($r = 0.27, p = 0.01$), and Performance (7) ($r = 0.22, p = 0.01$), and Trained Teachers (8) ($r = 0.21,$

p = 0.05), and lastly Enrolment (9) (r = 0.18, p = 0.05). On the whole, vetting of teachers’ lesson notes had the highest significant positive correlation with test books.

The table also, shows that there was positive correlation between in-service training (4) and Infrastructure (5) (r = 0.08, p = 0.05), and Test books (6) (r = 0.14, p = 0.05), and Performance (7) (r = 0.23, p = 0.05), and Trained Teachers (8) (r = 0.22, p = 0.05), and lastly Enrolment (9) (r = 0.17, p = 0.05). On the whole, in-service training had the highest significant positive correlation with students’ academic performance.

Hypothesis Two – School Supervision will have no Significant effect on School Improvement

Linear simple regression analysis was conducted to assess the effect of school supervision on school improvement. In this analysis, school improvement was treated as the study dependent variable, while the school supervision was treated as the independent variable. The result is presented in table 4.14 below

Table 4.14: Forced entry regression of school improvement on school supervision

Variables	B	Beta	R	R ²	T	Sig.
Step 1						
Constant	81.04				1.916	0.003
Supervisio	14.29	0.172			2.118	0.001
n			0.193	0.152		

In table 4.14, it can be inferred that school supervision had significant effect on scores in school improvements (beta = - 0.172, t= 2.118, p = 0.001. This implies that school supervision contributes positively to school improvement. The model also predicted that for every unit increase in the school supervision, school improvement increases by 14.29 units.

Again, the contribution of school supervision in the school improvement accounted for 19.3 % (i.e., R² = 0.193). Therefore, the amount of variation in the school improvement scores that was explained by the independent variable (school supervision) was 19.3%. The 19.3 % shared variance was maximum effect size between the variables in the study since the model was able to explain in the variation in the model (Howell, 2002). Thus, the study hypothesis was supported as there was statistically significant correlation between school supervision and school improvement (r = 0.193, p = 0.003)

In general, the model predicts the school improvement in the equation that emerges from the model. The equation of a simple linear regression is:

Y = a + b1x1, where Y is the value of the dependent variable (what is being predicted), a = constant, and b1 = slope (beta coefficient) for x1, where x1 is the independent variable (school supervision).

Discussion of Study Findings

The results of this study indicate that both teachers and parents have similar perception that school supervision improves teaching and learning. The study also shows that while parents see school improvement to mean high academic, performance of the school in both internal and external examinations; teachers see school improvement in supple of infrastructural facilities. The findings agreed with the conclusion made by Fisher (2010) that pivot of all educational activities pivot around

improvement in students' academic performance. On the other hand, Braun, Maguire, and Hoskins (2011) point out that, the major factor that attracts teachers to a particular school is the school infrastructure. These findings could be explained by the fact that poor school infrastructure can hinder better teaching practices and for that matter school improvement. On the other hand, children raised in good school climate supported with supple infrastructural facilities breeds school discipline (Vigil, 2010).

The study also shows that teachers see nature of supervision as supervisors checking punctuality and number of assignments and exercises they (teachers) give to students. This means that the core character of supervision is to improve students' academic performance. It should also be mentioned here that intensive supervision improves students' academic performance.

The parents and teachers interviewed, elaborated on numerous factors that contributed to school improvement. The majority of parents (9, 45%) claimed that students' academic performance, while teachers (8, 40%) pointed to leadership styles of head teachers as the major contributing factor. These findings are consistent with Muijs (2011) who claimed that head teachers' leadership styles to remain important and useful towards the promotion of quality education.

The Pearson correlation coefficient analysis confirmed that there is a positive correlation between school supervision and school improvement indicating that high level supervision (ie effective supervision) leads to high degree of improvement of schools. Similarly, the simple linear regression analysis confirmed that supervision has marked effect on school improvement. That is to say strengthened school supervision bring some positive influences on students' academic performance and school improvement.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

Introduction

The current study attempted to examine the relationship between school supervision and school improvement, as perceived by parents and teachers in the Mampong Municipality Ashanti Region of Ghana using both quantitative and qualitative measure. This chapter presents the summary of the research study and conclusions of the results and finally announces the implications and recommendations for further studies.

Summary of the Findings

The following were the findings the present study:

1. Both teachers and parents have similar line of perception that supervision improves learning and teaching. While majority of parents perceive school improvement as the improvement in academics, majority of teachers perceive school improvement as supply of infrastructural facilities.
2. Teachers reported that the nature of supervision is the checking of teachers' punctuality and the number of assignments and exercises given to students by the circuit supervisors. While the majority of parents pointed to academics (9, 45%), as factor that contribute to school improvement, teachers on other hand emphasized on leadership style of the head of the school (8, 40%).

3. School supervision has significant positive effect on school improvement. Simple linear regressions revealed that that for every unit increase in the school supervision, school improvement increases by 14.29 units.
4. The indicators of school supervision positively correlate with the indicators of school improvements. This seems to suggest that effective supervision leads to school improvement.

Conclusion

The study has revealed the major roles of school supervision in school improvement. This point to the fact that effective school supervision is necessary for improved academic work infrastructural expansion of schools. There is no doubt that there is a need to improve supervision practices and procedures if it is to affect positively teachers' productivity and enhance the achievement of educational goals and objectives.

The place of supervision in the effective operation of any meaningful educational system in Ghana cannot be over emphasized thus it deserves serious attention as a result of its implication on teaching and learning activities. For instance, teachers are direct agents of curriculum implementation and as such, can make or mar the curriculum no matter how good it is designed depending on their quality. Thus, in other to improve teachers' quality, there is need to improve the method and ways through which supervisions are practiced as improved supervision stimulates and improves teachers who in turn produce better students.

Any nation that takes the quality of its education in high esteem cannot afford to toy with its supervisory services because in the absence of thorough supervision in schools, indiscipline becomes the order of the day resulting in laxity on the part of both teacher and students.

Lack of school supervision creates problems for the government and the society at large which invariably could lead to a waste of the scarce resources and as much in other to ensure effective supervision in schools, teachers must see the need for it, accept it and see it as part and parcel of their teaching activities and ensure their full participation.

In addition, both the teachers and head teachers should see supervision as a means of ensuring quality in education and as such must accept the recommendations of the supervisors genuinely and make corrections where and when necessary.

The study established that there was a relationship between head teachers' leadership style and school improvement. This study gives support to Muijs (2011) who established that the nature of head teacher's leadership style contributed to either poor or good leadership and hence school performance and school development. Obviously head teachers who tended to become more democratic encourage their subordinates to work better than other type of leadership styles such autocratic or laissez faire and also gain respect (Tombul, 2011).

It is thus apparent from this study that there is a significant relationship between leadership styles and school performance and that if schools hope to operate as successful entities; the leadership will have to adopt approaches that take cognizance of the diverse needs of all stakeholders that it purports to serve.

Recommendations

Based on the findings of the study, the following recommendations are made:

Firstly, supervisors should be relieved of too many administrative duties in order for them to concentrate on their supervisory work and to have enough time to make supervision of school on regular basis. Also, there is an urgent need to recruit more supervisors to cope with the strength of the ever-increasing number of secondary schools.

Secondly, government should ensure adequate provision of such facilities that may enhance the smooth and successful supervisory practices. These include transportation facilities, life insurance, and adequate remuneration to supervisors.

On improving supervision procedures, seminars, workshops and conferences should be organized from time to time and supervisors should be encouraged to attend these programmes this is because professional training of the supervisors through the means highlighted above and in-service training will provide new supervisors and those that are on the job with necessary skills for effective supervision practices in the study area.

Again, the reports of supervision practices including the suggestions and recommendations made by the supervisors should be implemented; there is need for mutual agreement between the policy makers and the supervisors either through consultation or through representatives in order to achieve this.

The leadership style employed by a school's head teacher is a function of his/her training, professional development and exposure. Being a head teacher today is more challenging than ever before. This study therefore submits that a specialized management and leadership training course be designed for those aspiring to become head teachers.

Suggestion(s) for Future Research

In completing this study, many opportunities for additional research revealed. The most one important that attracted the researcher was that, there was the need to conduct a qualitative study on supervision practices and procedures as this will provide a basis for concrete and constructive advice to improve the quality of education in the country.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA DEPARTMENT OF PSYCHOLOGY AND EDUCATION

SECTION A

Self-Administered Questionnaire for Teachers and Parents in Mampong Municipality in Ashanti Region of Ghana

Dear Respondent,

I am carrying out a survey on relationship between school supervision and school improvement. It is against this background that you have been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

.....
Awudu Salaam Mohammed
Researcher

APPENDIX B

Respondents' Background Information

Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right wrong answer therefore no particular response is targeted.

Please mark [√] the appropriate response.

1. Gender : Male
Female
2. Age in years: 20-25
26-30
31-35
36-40
41+
3. Marital status: Married
Single
Divorced
Widow
4. Educational qualification: (Check following all that apply to you)
Bachelor's Degree
Diploma in Education
HND
Certificate 'A' P/S
SSSCE/WASSCE/GCE 'A' level
GCE 'O' Level
MSLC
Other (Specify)
5. How many years in the teaching profession?
1-5
6-10
11-15
16-20
21+
6. Present Rank: Deputy Director
Assistant Director
Principal Superintendent
Senior Superintendent
Senior Superintendent II

Section B - School Supervision Questionnaire

Please use the following Likert’s system to answer this section. Tick the most appropriate alternative in the table.

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Parents and the community visit the school regularly				
2. There is periodic INSET for teachers				
3. Circuit supervisors regularly vets teachers notes accurately and effectively				
4. There is a regular visit by the SMC				
5. Circuit supervisors monitor teachers performance				
6. Circuit supervisors discusses performance of students with teachers and parents				

Section C – School Improvement Questionnaire

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The school building is in good condition (infrastructure)				
2. The students have access to a variety of resources to help them succeed in their learning, such as computers and text books				
3. GES provides test books and supplied that are current and in good conditions (test books)				
4. There is adequate number of trained teachers in the school (trained teachers)				
5. Teachers provide reasonable and appropriate amount of homework to help pupils succeed in their studies (performance)				
6. The school records high enrolment each year (enrolment)				
7. Pupils perform well in the performance monitoring exams (PMT performance)				

APPENDIX C

Interview Questions for Teachers and Parents

1. How do you see supervision in this school?
2. How beneficial is it to both teachers and the students?
3. How do you see the improvement of your school?
4. What are the practices of supervision in this school?
5. How do you see the procedures of supervision in this school?
6. What are some of the factors that contribute to school improvement?