

UNIVERSITY OF CAPE COAST

IMPROVING INSTRUCTIONAL SUPERVISION OF BASIC SCHOOLS THROUGH
MONITORING: A CASE STUDY OF AGONA ASHANTI SCHOOLS

220668

BY

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PAY CHECKED FINAL CHECK

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CANDIDATE'S DECLARATION

I hereby declare that this dissertation is the result of my original research and that no part of it has been presented for another degree in this University or elsewhere.

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SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

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ABSTRACT

In recent times, teaching and learning at the basic schools leaves much to be desired. Lateness, absenteeism and misuse of instructional time by teachers have been the order of the day. The fundamental purpose of the study therefore was to find out whether an effective monitoring system will improve supervision of basic schools at Agona-Ashanti.

Some of the research questions used include the following: which people are responsible for supervision and how do they understand supervision? To what extent will headteachers keep up-to-date and accurate records in the schools after the intervention? Will management activities be properly supervised in the schools by officers and headteachers after an intervention? and will an effective monitoring system achieve regularity and punctuality on the part of teachers and pupils?

Eight headteachers and twenty-eight teachers from the basic schools at Agona-Ashanti constituted the sample. Four pupils were specially selected from the basic schools taking into consideration gender. Also included were three members of the District Oversight Committee and 17 officers from the District Education Office. Few pupils were selected because it was the intention of the researcher to concentrate on those in authority since they have to deal with the day-to-day supervision of the schools.

A questionnaire was prepared and distributed to the various categories of respondents, which was later retrieved through personal contact. In addition to the questionnaire data was also collected from documents and other secondary sources. The results were analyzed by computing percentages and mean scores of responses.

The major results were that respondents generally agreed on the concept of supervision, which showed an improvement after intervention. In the area of actual teaching and learning activities considerable improvement was recorded. Punctuality, attendance and evaluation of learners improved to a moderate level within the short period of monitoring. Record keeping has also improved, the improvement ranges between 10.0% and 17.0%.

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DEDICATION

This work is dedicated to the Lord Jesus Christ, who sustained me physically, materially and intellectually to be able to complete the work. It is also dedicated to my wife, Esther and children, Adwoa and Kwasi who suffered from a lot of deprivation during the hectic period of doing the course work and writing the dissertation. May the Good Lord bless all of them.

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CHAPTER ONE

INTRODUCTION

Background to the Study

School inspection in Ghana is as old as the school system of western type of education. It started in the missionary schools and was made a government concern in 1882 (Musaazi, 1982). Over the years, officers with varying status have been inspecting schools and provisions set out in the 1882 Education Act have been repeated and improved.

At present there is a directorate in charge of inspection at the Ghana Education Service Headquarters, which is headed by a divisional director of education. There are also assistant directors in charge of the inspectorate in the regions and districts. The Divisional Director is mainly responsible for all professional matters. The Divisional Director and the staff are concerned with the quality of education in schools and colleges.

In the Inspectorate Division there are divisions dealing with the various levels of education such as primary, secondary, teacher education and vocational and technical education. At the district level, the Inspectorate Division is headed by an assistant director of education who works under the District Director of Education. According to the organization chart, there should be six circuit supervisors who are supposed to be principal superintendents in rank and work directly under the assistant director in charge of inspectorate. There are also subject co-ordinators for cultural studies, agricultural and environmental studies, technical and vocational studies and special education who supervise the activities of the teachers at the primary and junior secondary levels. The

staff at the inspectorate division has the responsibility for improving the standards and quality of education at the pre-tertiary level. Their other functions, apart from leading teams of inspectors include constant consultation with the division of curriculum and instruction in schools.

Swearingen (1962) indicates that supervision focuses upon the improvement of instruction. It is concerned with the continuous redefinition of goals, with the wider realization of the human dynamic for learning and for co-operative efforts and with the nurturing of a creative approach to the problems of teaching and learning. Supervision is, therefore, a consciously planned programme for the improvement and consolidation of instruction. School inspection does not simply refer to that specific occasion when the whole school is examined and evaluated as a place of learning, but it also means the constant and continuous process of guidance based on frequent visits which focus attention in one or more aspects of the school and its organization. How well this purpose is achieved depends upon the skill and efficiency of the supervisors in working with the teachers.

Musaazi (1982) stated that the activities of an inspector/supervisor may include the following:

1. Individual conferences. In such conferences the inspector/supervisor is supposed to learn more about his job.
2. Group meetings with teachers.
3. Visits to schools (classroom visits and giving demonstration lessons).
4. The use of instructional materials.
5. The exchange of ideas, with teachers and students.

6. Guiding professional readings and arranging book exhibitions.
7. Planning for inter-school visits by teachers.
8. Organizing workshops for teachers and serving as resource person.

All these are intended to improve the teachers' training and growth in their job.

As teachers learn, grow and improve, pupils will also learn and grow. The overall growth of pupils, in the last analysis is the ultimate goal of the total educative process.

In the views of Neagley and Evans (1970) if instructions in schools are to be improved, the inspector/supervisor must take the lead in providing a pleasant, stimulating and wholesome environment in which teachers will want to work and in which they will feel secure. It is the responsibility of the inspector/supervisor to ensure that teachers have opportunities to share ideas and to work together effectively as a team in order to achieve the goals of the school.

The inspector/supervisor should strive to broaden the base of leadership by utilizing the full potential of teachers. Thus, a supervisor of education is a person responsible for working with others to increase the effectiveness of a school's teaching and learning.

Statement of the Problem

In recent times teaching and learning at the basic schools leaves much to be desired. Lateness, absenteeism and misuse of instructional time on the part of teachers have been the order of the day and as a result, parents who can afford to pay high fees have withdrawn their wards to private schools where supervision is very effective. The

difference between basic schools and public basic schools is therefore effective supervision.

Headteachers who are the immediate supervisors of teachers in the schools have not lived up to expectation. Circuit supervisors and other officers from the district office who are supposed to supervise the work of the headteachers and the teachers are also not performing satisfactorily. A number of reasons have been assigned to this unfortunate situation. Some of these reasons are; lack of transport, bad roads leading to the remote areas, difficulty in fueling the motor bikes allocated to the circuit supervisors for the performance of their duties and low level confidence of some officers at the district directorate.

In this regard, supervision of basic schools has not been effectively done. In view of the situation the main problem of this study was to devise means of improving instructional supervision of basic schools through monitoring, specifically, in the Agona Ashanti basic schools.

Purpose of the Study

The purpose of this study was to establish the procedure for supervision in the basic schools as it exists now and to institute measures to improve the supervision of basic schools through monitoring.

Other objectives are as follows:

1. To involve all stakeholders in the supervision of the basic schools to enable the schools to perform effectively.

2. To ensure that headteachers vet teachers lesson notes accurately and effectively and also ensure that teachers make effective use of contact hours.
3. To ensure that teachers regularly and punctually come to school and stay till closing time.
4. To ensure that headteachers and teachers keep up-to-date records in the schools, e.g. admission register, log book, visitors book, pupils cumulative records, etc.
5. To ensure that the headteachers co-operate with the community in the interest of the school.
6. Ensure that the headteacher and teachers manage the finances and properties of the school effectively.

Significance of the Study

The significance of this study lies in the fact that an improved supervision of basic schools will subsequently lead to effective teaching and learning. This will undoubtedly be an asset to the district.

The study would also benefit the following groups of people:

Parents who pay for their children's education and who are also taxpayers in the community,

Pupils who are the immediate beneficiaries of improved supervision which results in effective teaching and learning,

Teachers who will be highly motivated to teach effectively for the benefit of themselves and the pupils entrusted in their care, and

The communities who are the beneficiaries of products of improved standard of education through improved supervision.

Research Questions

1. Who are responsible for supervision and how do they understand the concept of supervision?
2. Will there be an effective supervision of actual teaching and learning activities in the schools by officers, headteachers and teachers?
3. Will an effective monitoring system achieve regularity and punctuality on the part of teachers and pupils?
4. To what extent will headteachers keep up-to-date and accurate records in the schools after the intervention?
5. Will management activities be properly supervised in the schools by officers and headteachers after an intervention?
6. Will there be an increase in the involvement of management committees, the District Education oversight committee and other groups in the interest of the school?
7. Will an effective monitoring achieve quality teaching to pupils leading to high performance at the Basic Education Certificate Examination (BECE) and performance monitoring test (PMT)?
8. Will there be a reduction in the dropout rate after an effective monitoring system?

Delimitation of Scope

It would have been ideal if all headteachers and teachers who answered the questionnaire had been at post for at least two years. However, this was not possible. In a few instances some of them had been at post for less than two years. They were however included because their number was very few, about five, out of the 36 headteachers and teachers covered. This, the researcher thought could not have influenced the findings in any significant way.

Limitations

In spite of the best efforts to do the study thoroughly, the researcher could not escape some limitations. The literature available on the subject was limited, therefore, the literature review cannot be claimed to be adequate. Not all the questions were properly answered. Some respondents left some pages blank and the researcher had to send the questionnaire back to them to fill those spaces left blank.

The schools, the headteachers and the Ghana Education Service personnel in this study were not selected randomly for the reasons mentioned in chapter three. For example, the District Director, the heads of Inspectorate, Human Resource, Statistics and Administration and Finance were selected because of their positions. Therefore, it was not possible to draw any firm inferences from the data obtained. At best, the findings only revealed certain trends of opinion among the respondents in the institutions studied.

It must also be pointed out that fewer pupils were selected because it was the intention of the researcher to concentrate on those in authority since they have to deal with the day to day supervision of the schools. Secondly, it was not intended to deal with

a large sample that would have been difficult to handle within the constraints of time and finance which were also two major limiting factors. It is however appreciated that the inclusion of a large number of their group would have given a fairer view of supervision.

Besides, the study concerned only schools within the Agona town. This is because it was very necessary to conduct daily monitoring in the schools selected so as to achieve the desired results. Selecting other schools outside Agona town would have made it impossible to do the daily monitoring.

In view of the sampling limitation outlined above and the small number of schools involved, it should be stressed that this study is basically exploratory in nature and therefore specific generalizations cannot be made. The results are therefore not conclusive and the inferences made are at best hypothetical. They provide interesting trends which would need further exploration beyond this study.

Definition of Terms

For the purpose of this study, some terms and expressions required operational definitions. The following definitions were given to the terms and expressions used in this study:

1. Inspection and supervision

In this study, the two terms were used interchangeably to mean all the activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers.

2. **Monitoring**

Monitoring implies putting in place a system to keep watch over the school facilities, teaching and learning, school governance and school finance.

3. **Directorate**

This means the district education office which is responsible for all matters of education in the district.

4. **Confirmation**

For the purpose of this study confirmation means a newly trained teacher whose work has been inspected and admitted as a fully qualified professional teacher.

5. **Misconduct**

This means an offence punishable by the Ghana Education Service for both teaching and non-teaching personnel.

6. **Circuit**

The education circuit is an area within an education district for the purpose of supervision usually by a circuit supervisor.

7. **Demonstration Lesson**

A demonstration lesson shows how a particular lesson is taught or delivered.

8. **Workshop**

Workshop refers to an assembly of teachers to discuss and/or perform practical activity in a subject area.

Organization of the Dissertation

The thesis consists of five chapters. The first chapter focuses on the background of the study, statement of the problem, objectives, significance, delimitation and limitations of the study as well as definition of terms.

Chapter two contains a review of available literature relevant to the study. The methodology used in this study is discussed in chapter three. This section of the study touches on the action research method and the rationale behind the choice of the institutions in the study.

The main focus of chapter four is the discussion of the findings. A summary of the major findings as well as the conclusion and recommendations of the study are presented in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter takes stock of studies of both published and unpublished. The review seeks to catalogue some of the theories and concepts that have been made by various writers in studies on supervision under the following headings:

1. The concept of supervision
2. Types of school supervision
3. The role of the school head in supervision
4. Qualifications and duties of a supervisor
5. Personal qualities of a good supervisor
6. Practical issues in school supervision
7. Effective supervision
8. The role of motivation in supervision
9. Monitoring and Evaluation

The Concept of Supervision

Supervision has been given many interpretations by various writers but it appears they all seem to agree to the view that it is a service provided which primarily aims at improving all factors that go into ensuring growth and development in the teaching/learning process. It is the contention of Musaaazi (1982) that supervision is primarily concerned with actions taken to ensure the achievement of instructional objectives. Musaaazi (1982) therefore defines supervision as "all actions taken to improve

or ensure the achievement of instructional objectives when teaching and learning are in progress" (p.6).

Moorer (1956) is also of the view that supervision describes activities that go to ensure the improvement of conditions that promote learning. He therefore describes supervision as "all those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers" (p.7). Another writer who sees supervision as an activity is Wiles (1967). He also describes supervision as "consisting of all the activities leading to the improvement of instructions, activities related to morale, improving human relations, in-service education and curriculum development" (p.4). Neagley and Evans (1970) said supervision is a "positive, dynamic and democratic action designed to improve instruction through the continued growth of all concerned individuals, children, teachers, supervisors, administrators and parents or any other lay person" (p.2).

There are other writers who see supervision as part of school administration. Eye and Netzer (1971) contend that "supervision is that phase of school administration which deals primarily with the assessment and achievement of the educational service" (p.12). Good (1945) is another writer who sees supervision as part of school administration when he said that "supervision could be seen as all efforts of designated school officials towards providing leadership to teachers and other educational workers in improvement of instruction in classroom" (p.19).

Supervision has also been described by some writers as a form of evaluation of the instructional process in the school. Enus (1963) sees supervision as performing the following functions:

1. **The staffing functions includes recruitment, selection and placement promotion and dismissal of teacher and other non-teaching-staff.**
2. **Enus contends that because qualified and efficient teachers could lose some of their effectiveness through professional frustration, inappropriate assignment of duties and inept administrative practice, supervision as a facilitating function should be used to help remove obstacles to good teaching and at the same time provide the stimulus for creative work. The motivation function of supervision is, therefore, concerned with providing a challenged environment, giving professional leadership, creating job satisfaction and boosting morale as well as ensuring teacher participation in formulating policies which will enhance their own task performance.**
3. **The consultation function provide for continuous professional development. For example, in -service training.**
4. **The programme development function deals with adaptation for local situations, variations in subject content and modification in the method of presentation.**

It is therefore, evident that the scope of supervision has broadened considerably and all the factors that affect the learning and growing of pupils are defensively in the province of supervision. It is thus important to note that having acquired the necessary materials and equipment, staff and other facilities that can promote effective teaching and learning, it becomes equally important to ensure adequate supervision if school objectives are to be achieved.

Most schools seem to agree with Burton and Brueakner (1955) that administration and supervision cannot be separated. Neagley and Evans (1970) are of the view that the

educational administration is the comprehensive generic category which includes supervision as one of the major functions. According to them, other key areas of administration are finance and facility development. Neagley and Evans conclude that, if the primary aim of an act is the improvement of the teaching/learning situation, then that act may well be considered as supervisory.

Beeby (1977) is another writer who sees supervision as a method of evaluation when he contends that "supervision is an example of evaluation which deals with the system, leading, as part of the process, to a judgement of value with a view to action" (p.22).

Burton and Brueakner (1962) are two writers who see supervision as the provision of expert technical advice to improve instruction when they wrote that supervision could be seen as an expert technical service primarily aimed at improving co-operatively all factors which affect pupils growth and development.

Types of School Supervision

Under the provisions of the Ghana Education Service Act 1974, the inspectorate division at the district level has right of access to schools at all times for the purpose of supervision. Types of supervision and how they enhance educational attainment is another area of concern to many researchers and educationists.

According to Musaaazi (1982) supervision falls into a number of categories. These are:

Full Supervision or Intensive Supervision

This is the kind of supervision which is usually carried out when a group of inspectors/supervisors look into all aspects of a school (Musaazi, 1982). For instance, the supervisors examine the subjects taught. While supervising these subjects, they take note of such things as timetables, schemes of work, lesson preparation and subject teaching. The textbooks recommended by the Ghana Education Service must be known to the supervisor so that they are able to discuss their contents, their difficulties and weaknesses with the teachers who use them all the time.

Cubberly (1963) states that as far as subject teaching is concerned, the supervisors should begin their work by carefully studying how effectively the children are learning, and with a thorough examination of the teaching process. They should find out about the standard of education attained in each class. If there is anything wrong with the pupils' learning process, the supervisors should discuss ways of improving it with the teachers concerned. They may suggest improvements and modifications in teaching techniques. This approach, according to Swearingen (1962), is most applicable where it is obvious that an attempt to introduce radical changes would result in even less effective teaching and learning, or where in trying to follow other methods the teachers find themselves in even greater confusion.

Carey (1953) feels that, apart from the school curriculum, the supervisors must examine the whole organization of the school. For example, the staffing situation in the school, enrolment figures, pupils attendance records, the daily routine, staff duties, school discipline, school records and ledgers, the cleanliness of the school and the health of the pupils, school meals if any and school funds.

According to Elsbree, (1967) the supervisors also examine such things as school buildings, furniture and equipment. Specifically, they determine whether there are sufficient books, classroom materials and visual aids. Full inspection in this connection takes into account the number of school libraries and how well they are stocked.

Rukare, (1974) writing on supervision said the following: the full inspection team is normally headed by a very senior officer. Usually, various factors are considered when choosing the leader of a panel of supervisors, such as the type of schools being inspected. The duration of the inspection can range from three to five days, depending on the size of the school. How often this kind of inspection is carried out will depend on the Ghana Education Service. Once in every three years may be normal, but it might not be possible for every school to be visited this often because of the scarcity of supervisors and the number of schools to be inspected. The school head is usually informed in advance of an inspection so that he can fully prepare for it. A full inspection is not meant to threaten the school head, neither is it an excuse for window dressing (William and Thelbert, 1980).

On the first day of inspection, it is customary for a short meeting to be held with the school head and staff. During this meeting the objective of the supervision is explained and a request is made to the school head for the information needed by each supervisor. Brickel (1961) states that departmental heads are introduced to the supervisors. Thereafter, the supervisors are familiarized with the school site.

In general, the supervisors are able to form their own impressions about the school's main strengths and weaknesses. In the view of Halpin (1956), at the end of the visit the supervisors discuss their findings and observations with the school head and the

staff. The meeting with the school head gives the supervisors an opportunity to tell him/her frankly which of the school's defects are attributable to him/her. This meeting also gives the school head a chance to talk frankly about his/her problems and those of his/her staff.

The meeting with the staff according to Sergiovanni and Starratt (1979) enables the supervisors to present their advice and comments without any delay. In the same way, staff are given an opportunity to discuss their work with the supervisors. This meeting is an extremely useful forum for the exchange of views and further clarification of any minor details not quite clear to the supervisors as a result of their supervision. From experience one finds that the relationship between teachers and supervisors is usually cordial. It is true that while occasional misunderstandings are inevitable, differences of opinion and disagreements are often settled during these frank discussions (Johnson, 1998).

It is the duty of the supervisors to demonstrate that all criticisms are made from a desire to help the school improve. After their supervision, a follow-up report should be made, of which copies should be given to the school head, the school management committee and the members of staff.

Routine Checking

According to Wiles (1955) this kind of supervision involves discussions with teachers and the school head. A report is usually written with particular emphasis on the supervisor's own field of specialization and perhaps one other related subject. For example, you may have an inspector who specializes in mathematics, but he may also be

responsible for examining the teaching of science. In this report he will concentrate on the teaching of mathematics, but he will probably also make a few general observations about the teaching of science.

Becker (1958) is of the view that, other essential areas that might also be inspected are the general administration and organization of the school. Such a report is not usually published but is used for evaluative purposes. For instance, the report can be used to collect information about the quality of work in the school. It can also be used as a basis for recommending schools for more grants. Normally, this type of supervision lasts for a short time, say, one or two days.

Casual or Check up Visit

Musaazi (1982) commenting on this type of supervision, stated that this kind of supervision is usually carried out informally. It is either ordered by the Assistant Director Inspectorate or an individual officer at the district level, or depending on the prevailing situation in the school.

In this type of supervision, no written report is sent to the headteacher or the owner of the school. The supervisor makes a confidential report to the appropriate authorities for necessary follow-up action. During such visits, the supervisor is expected to form a judgement on what he sees and to discuss it with the teachers and the school head. Generally, the supervisor assesses the work of the teacher and his pupils (Boardman, 1953).

Doll (1983) is of the view that a supervisor should not behave as a fault-finder or as a bully or a mere critic, but as an adviser, inspirer, moderniser, authority and helper in

every way possible in order to attain the desirable standard in schools and to maintain good relationship. The job of writing report is a secondary task. The role of the supervisor should never hamper the teacher's own personality, resourcefulness, progress or initiative. According to Eye and Netzer (1965) we must remember that whatever form of supervision is carried out, must be done in order to test the effectiveness of the teaching as well as that of the teacher in achieving the objectives of education in schools.

Inspection for Government Take Over

This type of inspection is carried out in private schools for the purpose of government funding or take-over. If the private school wished the government (Local Authority) to take over the school, an inspection has to be carried out before such action is taken (Swearingen, 1962).

Certification Inspection or Supervision

According to Wiles (1955) this type of supervision/inspection is intended for individual teachers requiring approval for confirmation. Teachers who complete the one year probation any period are supervised, and if found competent are recommend for confirmation.

Work Inspection

The work of teachers who are due for promotion to the grades of assistant superintendent, superintendent and senior superintendent are inspected by supervisors from the district office and if found competent are recommended to the district director

for promotion. According to Manu (undated) the criteria for promotion is based on the following:

- (1) Lesson notes preparation
- (2) Actual teaching/learning activities
- (3) Output of work
- (4) Schools records and
- (5) Conduct and relationship with others

The Role of the School Head in Supervision

One of the school head's primary tasks is the improvement of the school curriculum (Pritenard, 1975). Related to this task is the need to improve and make more effective the instruction within the school. The school head must establish areas where improvement is needed in the curriculum or in instructional techniques.

Brickel (1961) holds the view that, there are many means by which the school head might identify these needs. For example, through checking weekly or monthly the teachers' scheme of work or lesson plans, he can easily find out if improvement is needed in teachers' work preparations. He can listen to teachers' discussions of the school curriculum and other matters related to the school. He can also ask teachers directly about certain school matters that need improvement.

If it becomes clear that the school lacks textbooks, chalk, science equipment, he can contact the district education office immediately. A good school head is thought of as a helper, adviser, provider of resources and a leader (Boafor, 1995). A school head may not be able to fulfil adequately all these roles to all teachers, but he can do much

more than is generally being done in the area of supervision of the curriculum and instruction in the school.

Qualification and Duties of a Supervisor

(a) Qualifications

Burton and Brueakner (1962) have stated that the basic qualifications of a supervisor must be that he possesses:

1. A recognized teaching qualification. This qualification simply means that the supervisor must have been a teacher himself, and this means that the supervisor must have gone through a course of studies in a recognized teacher training institution, at the end of which he has obtained a certificate, diploma, or degree authorizing him to teach.
2. Outstanding skills as a teacher. This is because it is such skills that he has to pass over to other teachers during the course of his work. In the same way, it is such skills that give him confidence when advising teachers in the field.
3. Experience in the teaching profession. The amount of teaching experience considered necessary for the post of a supervisor varies but a principal superintendent should be regarded as a minimum. A qualified teacher of principal superintendent and above with some years teaching experience has sufficient knowledge of the day-to-day application of his skills to enable him to be helpful to others.

(b) Duties of a Supervisor

The supervisor is an adviser and guide to teachers. He provides possible

means concrete and constructive advice to teachers so that the quality of education in schools can be improved (Burton and Brueakner, 1962).

According to Bolam (1982) the supervisor can arrange courses or workshops for teachers and headteachers. These courses or workshops should relate specifically to those areas in which teachers and headteachers have been found weak by the supervisor of education. The aim of the workshops or courses should be the improvement of quality education in schools. As an agent of improvement and catalyst for innovation and curricular development, the supervisor of schools must critically evaluate and review new publications and textbooks sent to schools. He must also run induction courses for newly recruited teachers and school heads.

Campbell, (1977) has stated that the supervisor is a "moving teachers' college" in the sense that his work is an extension of that done by the teacher training college. He counsels untrained teachers about better teaching methods and informs them of recent developments in the teaching profession. As regards to teachers, he has the duty of assisting them to improve generally in their profession. For those who cannot teach well, the supervisor must advise them on ways of improving their teaching. In such cases it can be of help if the supervisor himself arranges with the teachers concerned to give a demonstration lesson.

The supervisor also provides honest, accurate and positive reports on the schools he inspects, on the teachers he observes, and on the educational value obtained from the expenditure of public funds. According to Kimbel (1965) these reports are of use to many people namely:

1. The heads of schools and their staff who refer to such reports for guidance in their work.
2. Managers of schools who would like to know how their schools compare with others and what improvement are necessary.
3. Those who are responsible for equipping the schools, that is, providing schools with textbooks, chalk, exercise books, etc.
4. The supervisor himself as a record of what was seen to be lacking and what was recommended.

Baldrige (1971) concluded that the supervisor should always remember that the classroom teacher is his colleague and should therefore take pains to ensure that at all times, he treats him with courtesy and consideration.

Personal Qualities of a Good Supervisor

According to Musaazi (1982), there are certain personal qualities which are essential for anybody preparing himself to succeed as a supervisor of schools. Some of these qualities are presented in the following sections.

(1) Willingness and Eagerness to Go On Learning

This quality is usually reflected in attendance at courses and perhaps in the acquisition of additional qualifications following the completion of the initial teachers training. As a teacher of teachers, he should have additional knowledge upon which he can draw, and he should keep up-to-date. A successful supervisor must allow himself to read and study and this learning process has to be carried out constantly (Fielder, 1967).

Conducting courses and writing articles are in themselves methods of acquiring new knowledge, because the very act of preparing materials for the consumption of others not only demands the organization of knowledge already possessed by the inspector, but also as a rule, the discovery of additional information.

Merton (1968) is of the view that the supervisor learns a lot from the reactions and questions of those who attend the courses and also from the course teachers. Teachers themselves can also be a source of new knowledge to the supervisor. As the supervisor moves from school to school, he acquires many new ideas and techniques from observing excellent teachers at work. These ideas and techniques will definitely enrich the supervisor's store of knowledge and will eventually be passed on to others. According to Morant (1981) the experienced supervisor always recognizes the fact that he is learning from others. A learning supervisor can gain a lot from conversations with school managers, parents, village elders/heads, students and specialists in other fields. The supervisor should generally know more than the teachers he supervises/inspects.

(2) Good Relationship with Other People

According to Pritenard (1975) the supervisor works closely with, and through people, so if he is to succeed in his work, he must have the co-operation of others. To gain this co-operation requires the nurturing of good relationships with teachers, school heads and students. The supervisor must appreciate the fact that although he may advise, guide and recommend, most of the time it is the teachers, school

administrators and those closely concerned with pupils' education that will take the action. He must therefore learn to work with them and to seek their help.

(3) Sincerity, Tactfulness and a Positive approach to Criticism

A good supervisor does not simply praise everything he sees in the school because he desperately wants to gain popularity. If he does this, he will in the long run lose the respect of the teachers and may in fact, harm the education of the pupils (Brickel, 1961).

Becker (1958) has emphasized that important criticism must never be glossed over in an attempt to be friendly. Very often teachers appreciate an honest and frank evaluation of their work, provided that the frankness is seen to stem from knowledge and a desire to help. Negative criticism, however well meaningful, do nothing but harm. To tell a teacher simply that his social studies lesson was very poor because it was based on the dictation of notes and wrong facts may be both honest and constructive. However, a tactful supervisor will help to improve the lesson. Of course, factual errors and other elements of bad teaching will have to be pointed out, but in a helpful and tactful way (fielder, 1967).

According to Bolam (1982) a supervisor who is frank and honest is likely to be reliable. If the supervisor is reliable the teachers will put their confidence in him and his words. The reliable and experienced supervisor therefore only makes promises he can fulfil. For example, if he promises to send science equipment to the school, he must make sure that such equipment is sent.

(4) Sociability

According to Hammock and Owings (1955) to function effectively in all duties and responsibilities placed upon a supervisor, he must interact with many individuals and groups of people. To work effectively with all, the supervisor must be friendly, good-humoured, cheerful, genial and sociable in his approach to people.

(5) Zeal and Enthusiasm

Johnson (1996) is one of the writers who has identified zeal and enthusiasm as commendable qualities in any occupation. The genuinely enthusiastic and zealous supervisor will influence those with whom he comes into contact, particularly to teachers. Teachers and school heads are bound to respond more favourably to the advice of a supervisor who is really keen about his work and will respect him.

(6) Patience

According to Swearingen (1962) the supervisor who expects immediate improvements or who takes it for granted that his advice will transform a school overnight is likely to face disappointment. Naturally, some teachers will ignore his advice, others will misunderstand it, and even if they understand the advice and act upon it, its impact will not always show quickly. In other words, things take time to happen. Haris (1963) is of the view that many visits have to be made to the school before, for example, a new technique is fully understood and put into practice. A supervisor may have recommended certain books for use in the school but these books may be out of

print, or supplies of school materials may be slow. Thus, there are many setbacks that might hinder the implementation of the supervisor's recommendations.

Practical Issues in School Supervision

(1) Transport

Burton and Brueakner (1962) contend that the supervisor should be provided with official transport to be able to carry out his work. If no official transport is provided then he should purchase a car. We are all aware that a large number of schools are found in remote areas of the country. In the rainy season some roads are almost impassable. Therefore, in choosing to buy a car, the supervisor must make sure that it is a type which is suitable for his job. Perhaps a supervisor should use a landrover which is capable of negotiating very difficult road conditions. But landrovers are expensive cars for inspectors to buy, however, small easily maintained cars can also be used for supervision purposes. It is suggested that the Ministry of Education and the Ghana Education Service should help in the transport of its supervisors while on duty (Manu, undated).

(2) Accommodation Facilities During Inspection/Supervision

Wiles (1955) is of the view that, the supervisor has to decide where to spend the night or a series of nights in the places where he has to carry out his supervision, especially in rural areas far away from the supervisor's station. Before the supervisor starts his tour, the supervisor should find out about suitable hotels or guest houses in the areas where he will be working. Of course, he has to find out the charges so that they do

not exceed his night allowance. According to Musaaazi (1982) it is usually not advisable for the supervisor to stay at a teacher's house because the supervisor feels obligated to his host. It is advisable for the inspector to use cheap accommodation where he is under no obligation to anyone, and where he can sit down and work undisturbed.

(3) Selection of Priorities

The supervisor is always faced with three limitations, namely time, the possibility of change and money. Whatever he does and whatever he suggests or recommends must be within the financial resources available. We also know that he cannot introduce all desirable changes at once (Campbell, et al, 1977). Therefore, his proposals or schemes must be arranged in order of priority and of course, he should be aware that schemes would take time to materialize. Harman (1947) notes that, the supervisor should set himself no more than three major aims for each year and subordinate everything else to the achievement of these aims. For example, one of his aims might be that he wants to ensure that teachers within his supervisory area prepare their lessons before going to teach.

(4) Report Writing

Farrant (1986) argues that, it is advisable for the supervisor to complete the writing of reports in the course of his visits, so that when he returns to his station, the reports only need typing and then sending out to the appropriate authorities. This practice is important because it reduces the inevitable time-lag between the inspection and the receipt by the school. Such a practice also enables the supervisor to attend to the

mail that has arrived in his absence without having to think about writing inspection reports. Inspection reports should be clear, concise and to the point (Printenard, 1975).

Throughout the report the emphasis must be on recommendations for improvements rather than on the details of what is going wrong (Moorer, 1956). This is not to say that faults and inefficiency are to be left out of the report, but they should be pointed out frankly and briefly before making concrete suggestions for their remedy. It is important that the emphasis is on the cure, not the disease.

According to Neagley and Evans (1970) reports on the teachers are of the greatest importance to the employers. They are also of the greatest importance to the teachers themselves, although the teachers do not see them. Such reports measure the career of the individual teacher. If constructively, objectively and impartially written, these reports help a great deal in evaluating the performance of teachers. Reports on teachers should assess their ability in terms of the preparation of lessons, class management, the use of teaching learning materials, the marking of pupils work, and records of marks and pupils progress (Eve and Netzer, 1971). There are many other factors that might be considered in the assessment of a teacher's ability. For instance, his voice and manner of conduct in the classroom, how he asks questions in class, and his depth of knowledge in the subject he is teaching.

(5) Follow-Up Action

Enus (1963) is of the view that inspection reports and the whole exercise of inspection are meaningless unless they are followed by action. It is, therefore, the duty of the supervisor to make sure that action has been taken following his report. The

supervisor should return to the school after an appropriate time lapse to see whether his recommendations and suggestions have been followed

The return visit to the school should result in a follow-up report on the extent to which previous recommendations and suggestions have been implemented. Such a report is specifically to assess whether the actions taken to implement the supervisor's recommendations are achieving the desired results (Elsbree, et al, 1967). Sometimes however, the supervisor finds himself in a dilemma when other divisions/sections of the Ghana Education Service are supposed to have provided the schools with certain items recommended by him and they have not done so. What should the supervisor do when his recommendations have not been followed because the Ghana Education Service could not help the school? Duncan (1980) has suggested that the supervisor reports this state of affairs to his immediate superior, who would follow it up with his colleagues in those divisions which are responsible for the specific recommendations made by the supervisor.

The inspection of schools is only one of the several methods of improving the quality of education. Supervisors of education are charged with the responsibility of helping teachers in schools achieve the educational objectives. Doll (1983) has stated that the supervisor's relationship with teachers, school administrators and all those concerned directly with children's education in schools must be very good. School supervisors must be sources of information for teachers. In other words, they must be men and women who are knowledgeable about current educational developments in the country and in the world in general. Supervisors must know the prescribed syllabuses, textbooks recommended by the Ghana Education Service, supplementary textbooks,

modern methods of teaching, official circulars and laws and regulations relating to supervision of education.

According to Matsudaira (1982), supervision must be carried out periodically so that the standards of education are regularly assessed and controlled. Inspection reports should be fair and constructively written. It is important that supervisors should go back to the schools after some time to see whether their recommendations have been implemented. The assessment report written by the supervisor is referred to as a follow-up report.

Finally, Reed (1986) holds the view that supervisors should help advise the government by providing accurate information on institutions and their potentialities. This includes the assessment of teachers, and knowing the progress of schools in relation to government objectives through inspection exercise.

Effective Supervision

Because the learning and all the activities of the school remain the responsibility of the head, there is the need to ensure that delegated tasks are actually carried out on time, and in a proper manner (Kinbel, 1967). Therefore, the head needs to supervise or oversee the work of others in the school. Through meetings with senior management, individually or in groups, the head will get feedback on the administrative functioning of the school management, curriculum implementation and development. By being active within the school, by visiting classes, talking to teachers, pupils and parents, you keep yourself informed about the school community, its people and events. Neagley and Evans (1970) are of the view that problems can be prevented, simply because the school

head keeps, as they say, his or her ear to the ground. At the same time, you are setting a good example to others of self-discipline.

According to Unruh (1973) the most effective form of supervision takes place when the school head is perceived by staff, pupils and parents as a person who knows what is happening within the school. Although there are times when the head can work quietly in his/her office, or close the office door for reasons of confidentiality in an interview, he/she should try to always to be visible when pupils or teachers are arriving at the school and whenever they are moving from one place to another. The head should try to visit each classroom at the start of the morning to greet teachers and pupils.

Visits to classrooms should form part of the head's everyday activity as an educational leader. During visits, he will inevitably observe such indicators of learning as conduct of teachers and pupils towards each other, whether there is a conducive working atmosphere in the classroom and whether there appears to be a positive attitude of discipline from within (Halpin, 1956).

According to Jeffrey (1988) the concept of supervision is a positive one, very closely linked with staff appraisal and staff development. Within this spirit, the supervisor will want to support weak teachers who find difficulty with discipline or in lesson preparation. He/she becomes conscious of such needs if he/she really knows the school. Andrew (1965) is of the view that, the unobtrusive but visible school head in and around the school prevents misconduct by teachers and pupils. Sometimes however, stronger action is necessary where teachers do not respond to his leadership or fail in their duties, then disciplinary procedures need to begin.

The Role of Motivation in Supervision

Motivation is a general term used to describe the conditions or factors which activate and direct behaviours towards particular goals (Annoh, 1977). Motivation is concerned with the cause of behaviours, why people act, speak or think in a particular way (Kelvin, 1991). School heads need to know how to motivate. They need to get results through people or get the best out of people. This is known as intrinsic motivation, which comes from within, and not intrinsic motivation which is too often based on fear. Results will then be the best that the teacher can produce and be more likely to be in line with the overall goals and ethos of the school.

Principles of Motivation

(1) Participation

The staff should be involved in decision making and in matters which affect them directly. The more the staff become involved, the more they will have a sense of ownership in decisions and be prompted to help in achieving the objectives (Appleby, 1994). Involving the staff in decision making does not alter the fact that the school head remains accountable for taking the final decisions and for their result.

(2) Communication

According to Ozigi (1977), if the staff are informed about the objectives and the results achieved, they are inclined to co-operate more and feel that they are part (members) of the (group). The opposite is also true, if staff do not know what they

are supposed to be achieving, they will show little interest and have little motivation. Staff should not only be informed about results, but also about changes and progress.

(3) Recognition

If staff members receive the necessary recognition for work done, they will be inclined to work harder. Recognition should be given to the staff member as a person and not just as a human resource (Fielder, 1967).

(4) Delegated Authority

Mbiti (1976) is of the view that, a school head should be prepared to delegate authority to capable people. In this way a person's post is enhanced, and this serves as a means of personnel development. Delegated authority also means that more people will be allowed to make decisions themselves in connection with their work within set guidelines.

Motivating Staff

The principles of motivation outlined above indicate that there are a variety of factors which influence an individual's level of motivation at work. The school head therefore should not only have some knowledge of the staff but should bear in mind all the different factors which can enhance or weaken motivation. According to Appleby (1994) these factors can be divided into four groups. The personal needs of all human beings, factors inherent in the work situation, management methods and the social system as reflected in the community.

(1) Personal Needs

Kelvin (1991) agrees that the needs of every person should be taken into account, such as the need for recognition, the need to achieve, the need to be a valued person in the community, the need for self-respect and for friendship. If a teacher occupies a temporary post, there is the need for work security. Merit, awards and promotion can give the necessary recognition of teachers' achievements. Non-recognition of achievements has a demotivating effect on teachers and can lead to high staff turnover. A sense of responsibility should be cultivated as well as pride in the quality of work done.

(2) Work Situation

Factors related to the work itself may also affect levels of motivation, for instance, the nature and type of work, the opportunities for group identity, the chance of promotion, the work environment, the opportunities and challenges of the work, that is, the opportunities for creativity and renewal (Mbamba and Nwagwu, 1992). Monotony and routine can be demotivating. Routine work leads to frustration and boredom and to lack of motivation. One solution can be to rotate some routine activities so that boring chores do not have to be done by the same person.

(3) Management Factors

Chung (1988) is of the view that, the quality of management affects behaviour, attitudes and effort. Positive interpersonal relationships are regarded as strengthening motivation. In this respect, communication is of great importance. Teachers like to know and should know what is expected of them and how their tasks

form part of a total plan. This should be coupled with competent and just leadership which sets out acceptable tasks together with clear guidelines.

(4) Community Factors

Rukare (1974) has stated that if the community's values (whether religious, moral, economic, cultural, political or social) differ from those of the teacher, these community factors will have demotivating effect on the teacher. The personal life of teachers, such as their relationships with their families, will also influence behaviour. The head has little control over such motivating factors, but he or she has to deal with the situation should it have a negative effect on a teacher's work.

According to Fagbulu (1972) to motivate staff effectively, a school head should have knowledge of their personal needs, their work circumstances, the requirements of the community and have an effective management style.

Motivation and the School Head

We should remember to use the 'motivators', that is people's need for achievement, recognition, responsibility, job interest, personal growth and advancement potential (Steers, 1977). We tend to underestimate the needs of other people in these areas. Involving others in decisions, which affect them, is one way of meeting all or most of these needs. School heads should avoid window dressing.

According to Kelvin (1991) the relative intensity of psychological needs will vary greatly differ from person to person and from time to time. There are people whose motivation is not work related. If a teacher's spouse loses his or her job, security needs

may well be the most important. If there is a marriage break-up, both security and social needs may surface, though these may be followed later by a need to find renewed interest and achievement in the job.

Doll (1983) is of the view that, there are predictable and often recognizable behavioural phenomena. However, when symptoms and causes are less obvious, the risk is that we misjudge the needs of colleagues or friends. Some of us have a tendency to assume that the needs of others are the same as our own, others tend to assume the same opposite.

We should try to suit our management behaviour to both the personalities and the needs of the situation. Our automatic behavioural reaction may not be the right one, think about the alternatives. Despite every effort there will remain individuals who have no wish to be "motivated" and who view with suspicion any attempts to increase their responsibilities, job interest or involvement (Beacker, 1958). Such attitudes may typically be found in teachers who are frustrated. However, the danger is always that we give up too easily. The right approach may prompt a surprising warm response.

Andrew (1965) has stated that, it is necessary for a school head to establish by means of honest self-evaluation what the true nature is of his or her attitude towards staff. It is important that this introspection is honest and open, because experience has shown that it will determine the way the head leads and motivate the staff. It is indubitably true that the way in which heads treat their staff will, to a great extent be determined by their outlook on life, their attributes to motivation as the basis of human behaviour and the judgement they make of people's behaviour in a specific working situation (Andrew, 1965).

Monitoring and Evaluation

From 1990 to 1997 USAID/Ghana worked with Ghana's Ministry of education (MOE) through its Primary Education Programme (PREP) to support the nation in its efforts to correct an education system which experiences substantial deterioration in the 1990s. The PREP programme was essentially a programme of improving the supply and quality of education inputs to the primary education sub-sector (Elizabeth, 1999).

Tom and Rebecca (2000) have stated that, in 1997 the USAID/Ghana mission began a multi-level programme of assistance which provided support to the Government of Ghana (GOG) in improving the effectiveness of the primary education system. This programme, the Quality Improvement in Primary Schools programme (QUIPS), provides assistance by focusing simultaneously on policy reform and school and community development through a nation wide programme of community school partnerships. The school-based and community-based interventions have been led by two inter-dependent projects, improving learning through partnership (ILP) and the Community School Alliance (CSA), respectively. In the 3rd Quarter of 1999 the QUIPS team was extended to include the participation of an international NGO, the Catholic Relief Services (CRS). CRS is responsible for implementing the QUIPS programme interventions in Ghana's northern regions.

In March 1998, the Mitchell group (TMG) entered into a contractual agreement with USAID/Ghana mission to meet the performance monitoring and evaluation objectives of the QUIPS programme through the Performance Monitoring and Evaluation project (PME). The Harvard Institute for International Development (HID) joined the PME project team in May 1999 (Elizabeth, 1999).

According to Tom and Rebecca (2000) the objectives of the PME project are

twofold:

- (1). To design and implement a monitoring and evaluation system for USAID/Ghana's primary education programme or QUIPS.
- (2). To assist the MOE in developing the capacity for monitoring and evaluating their primary education programme.

Monitoring

Monitoring simply implies putting a system in place to keep watch over school facilities, teaching and learning, school governance and school finance. Hornby, Gutenby and Wakefield (1967) define monitoring as "to watch something carefully for a period of time in order to discover something about it." (pp. 632) monitoring ensures that teachers attend classes regularly, prepare lesson notes and teach the lessons as expected. It also ensures that materials supplied to the schools are properly used and that the school is being effectively governed by the headteacher.

Evaluation

Evaluation is the systematic assessment of the operation and/or the outcomes of a programme or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the programme or policy (Weiss, 1998).

According to Gaingdominico (1998) results of evaluation should help answer questions about where to go next or how to improve the current programme or policy, such as: Is the programme worth the money it cost? Should it be continued, expanded,

cut back, changed, or abandoned? Does it work for everybody or only some kinds of people? The real challenge for evaluation research and policy analysis is to develop methods of assessment that emphasize learning and adaptation rather than expressing summary judgment of pass or fail (Weiss, 1998).

Characteristics of an Evaluation

(1) Diagnostic Purpose

According to Tyler and Robert (1967) an evaluation has a stated purpose which is written in behavioural terms. When done effectively, the results of the evaluation will guide subsequent action. In effect, the results tell a manager, "do more of that", "don't do this any more" or "this part was effective, that part was not."

(2) Organized Procedure

An evaluation has a specific procedure that it follows and that procedure should be written out in enough detail so that the same procedure could be followed again at a different point in time or by someone else in a similar setting (Robinson, 1999).

(3) Information Needed

An evaluation specifies what information it will use to determine if its purpose has been met. Michael (1991) is of the view that the information may be from observation, from interviews, from existing records, or from specially constructed data-gathering tools such as classroom quizzes or teacher questionnaires. Often we are

interested in comparing what is happening at two different points in time; if so, the frequency of data collection should be specified.

(4) Information sources

An evaluation is specific about who to go to in order to get the necessary data. If for example, we are concerned about teacher's use of textbooks in the classroom, we would probably get information from the teachers, either by observing them or by asking them. In addition, we might want to get information from headteachers or even from the children (Giandomenico, 1988).

(5) Analysis

Weiss (1998) has stated that, an evaluation summarizes and displays information in a form that is understandable to interested outsiders. If for example, the evaluation has to do with trends in school attendance for lower and upper primary schools, decisions need to be made about what information is important and how it should be displayed. Is it of current or future interest to collect and display information for boys and girls separately, class by class, term by term, circuit by circuit or district by district? Will attendance be compared with enrolment?

(6) Record-keeping

Since evaluation implies comparison, it is important to keep clear, accessible records. Evaluation comparisons are often made over a period of time. This year's results with similar results will be compared two years from now (Mbamba, 1992). With this in mind, the record-keeping format needs to be thought through carefully and

labeled clearly. Generally, it is best to save all basic information, that will allow you to go back to the data two years from now and perform additional analysis, such as looking at boys data and girls data separately, even though that may not have been an issue at the time of the original evaluation effort. Both Annoh (1997) and Manu (1983) recommended the following as the most important records that need to be kept in every basic school in Ghana. They are class attendance register, the log book, inventory book and the cash book.

Minimum Information Elements Needed For A Basic District Monitoring and Evaluation System.

According to Elizabeth (1999) information needs to identify trends in access, equity, efficiency and effectiveness. Information is gathered from schools, aggregated by circuit, then circuit information is aggregated by district, and district by region.

(1) Information on School Operations

Manu (1983) has suggested the following as information on school operations.

1. Enrollment by gender, by class.
2. Number of streams per school.
3. School completion rates by gender.
4. Class repetition rates by gender.
5. Percent of pupils cohort, P1 finishing P6, six years later.
6. Dropout by gender and by class.
7. Number of teachers by class.

8. Average pupil/teacher ratio.
9. Ratio of number of trained and untrained teachers.
10. Number of unfilled teaching posts.
11. Academic achievement in Maths, English by class and by gender.
12. Textbook possession by class and by subject.
13. Teacher/pupil attendance ratio trends by term.

(2) Information on School Governance

Weiss (1998) has listed the following as information on school governance:

1. School staff summary management, teachers, clerical, cleaning/gardening.
2. Staff and whether each post is filled.
3. Frequency of staff meetings.
4. Frequency of instructional supervision by school head, by class and by term.
5. Frequency and number of SMC and PTA per term.
6. Progress on implementation of community school improvement plan (CSIP) quarterly.

(3) Information on Facilities

1. School toilets, potable water and electricity.
 2. Annual state of facilities, (repairs needed, new facilities, rehabilitation needs)
- (Giandomenico, 1988).

(4) Information on Finance

According to Manu (1983) the following can be considered as information on finance.

1. Allocation and use of common funds and by purpose.
2. Local community financial support (in kind, i.e., labour, materials, time, donations as well as direct monetary support).
3. Sports and culture fees retained in the school.
4. Imprest given to the schools by the district directorate.

Summary

Supervision has been given many interpretations by various writers, but it appears they all seem to agree to the view that it is a service provided which primarily aims at improving all factors that go into ensuring growth and development in the teaching/learning process. Musaaazi (1982) and Moorer (1956) agree with this assertion. There are other writers who see supervision as part of school administration. Eye and Netzer (1971) contend that supervision is that phase of school administration which deals primarily with the assessment and achievement of the Education Service. Good (1945) is another writer who sees supervision as part of school administration. Neagley and Evans (1970) are of the view that educational administration is the comprehensive generic category which includes supervision as one of the major functions.

According to Musaaazi (1982) supervision falls into a number of categories. These are full inspection/intensive supervision, routine checking, casual or check up visit and inspection for Government take over. Burton and Brueakner (1962) have stated that a

supervisor must have basic qualifications, such as a recognized teaching qualification, outstanding skills as a teacher and experience in the teaching profession. According to Unruh (1973) the most effective form of supervision takes place when the school head is perceived by staff, pupils and parents as a person who knows what is happening within the school. The concept of supervision is a positive one, very closely linked with staff appraisal and staff development.

The role of motivation in supervision cannot be overemphasized. Kelvin (1991) states that, the school heads need to know how to motivate. They need to get results through people or get the best out of people. This is known as intrinsic motivation, which comes from within and not extrinsic motivation which is too often based on fear. The principles of motivation include participation, communication, recognition and delegated authority. The school head should remember to use the 'motivators', that is, people's need for achievement, recognition, responsibility, job interest, personal growth and advancement potential.

Horny (1967) defines monitoring as "to watch something carefully for a period of time in order to discover something about it" (p.632). Evaluation is the systematic assessment of the operation and/or the outcomes of a programme or policy compared to a set of explicit or implicit standards, as a means of contributing to improvement of the programme or policy (Weiss, 1998). Results of evaluation should help answer questions about where to go next or how to improve the current programme or policy. School operations that can be monitored and evaluated include enrolment by gender and by class, school completion rates by gender, pupils' attendance, teacher's regularity and punctuality among others.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents a brief description of the procedure for the collection and analysis of the data for the research. It is discussed under the following headings

1. Research design
2. Population sample
3. Pilot testing
4. Research instructions
5. Data collection procedure
6. Intervention
7. Observation
8. Data analysis procedure

The Research Design

The design that was used for this study was the descriptive survey design. This design mainly dealt with assessing the situation as it was on the ground, in the area of investigation. The assessment of the situation was done through the administering of questionnaire, the granting of interviews to respondents, and observation. The two instrument are shown in appendix A and B. The observation design was chosen, because it was very necessary to do daily monitoring. Documentary evidence was also gathered, this involved recording what has already been documented.

Population and Sample

The sample size was 60, distributed as follows:

1. Eight headteachers and 28 teachers from the basic schools at Agona-Ashanti.
2. Four pupils specially selected from the basic schools taking into consideration gender balance.
3. Three members of the district education oversight committee
4. Seventeen officers from the district education office.

The random sampling method was used in the selection of the member from the district education oversight committee. This method was used because the researcher wanted every member of the district education oversight committee to get the chance of being selected. The purposeful selection method was used to select officers from the district education office. Here the sample was chosen to suit the purpose of the study. For example, the District Director of Education, the Assistant directors, the Accountant, the Internal Auditor and the circuit supervisors were deliberately chosen. The quota sampling method was used to select headteachers and teachers taking into consideration gender balance and age. The same method was also used to select the four pupils from the basic schools. The method was used because the researcher wanted every school within the Agona township to participate in the study.

Pilot-Testing

In order to test the validity of the instrument used in the study, a pilot study was done at the SDA Primary and Junior Secondary Schools. These schools were chosen for

the pilot study because they have got almost the same characteristics as the other three schools, and are also situated at Agona Ashanti.

For the conduct of the pilot study, the District Director of Education, the four main Assistant Directors at the District Education Office, two circuit supervisors, two headteachers, five classroom teachers and two pupils were either interviewed or given questionnaires to answer. Four officers and two pupils were interviewed while the District Director of Education, the two headteachers and teachers were given questionnaires to answer as had already been planned in the design of the instrument.

The interview method was used for the officers because they were few, four in number. This method was also used for the school pupils because of their level of comprehension. The researcher thought it wise to use this method so that he could explain issues more clearly to them. The group interview method was however used to save time. The questionnaire method was used for the headteachers and teachers because of time constraints and the fact that they could understand the questions asked.

The pilot study helped in the improvement of the instrument. For example, after the pilot study, the researcher found it necessary to add three additional questions to find out from respondents the evaluation of learners. For example do teachers mark learner's work promptly and accurately. Do they provide feedback. Do teachers develop appropriate tests and assignments and award marks. These were additional questions introduced into the questionnaire.

Again after the pilot study, the researcher decided to eliminate the collection of documentary evidence on pupils' continuous assessment and rather use the questions on instructional supervision to replace it.

Research Instrumentation

Data was collected from four sources, namely data from interviews, questionnaire observation and examination of documents.

Open-ended as well as close-ended questions were used to elicit the information needed. Most of the questions in the interview guide and the questionnaire were designed by the researcher himself. However, some of the questions were instructions used by Jeffrey (1988) in a study on involvement in classroom life reporting and observation of data. Materials from Duncan's (1980) study of instructional supervision were also incorporated in the instrument.

The questionnaire was put under two parts. Part two was sub-divided into seven sections. Below are the various sections.

Part one: This section dealt with the personal data of respondents. These include gender, professional status, position held, and rank. Others are the level of education, number of years at post and level of operation whether primary, junior secondary or district office.

Part two: This section dealt with the people involved in supervision. Questions were based on the headteacher, teachers, circuit supervision and other officers from the district education office.

Section B: Areas covered under this section included the effective use of teachers' handbook, textbooks and stationery for teaching and learning. Effective use of contact hours by teachers, proper use of library periods and vetting of teachers' lesson notes accurately and effectively. Others are the keeping of up-to-date continuous assessment

records, visits to classrooms to observe teaching/learning activities on regular basis and random sampling to obtain accurate information on pupils' performance.

SECTION C: Punctuality, attendance and evaluation of learners were considered in this section. Respondents were asked to strongly agree, agree, don't know, disagree or strongly disagree with the questions asked. For example, respondents were asked to use the key to answer whether teachers regularly and punctually come to school and stay till closing time.

SECTION D: This section dealt with accurate record keeping in the schools. Respondents were asked to use excellent, good, satisfactory, needs improvement and unsatisfactory to answer questions in this section. Some of the areas covered were admission register, cash/cash analysis book, minutes of school management committees, PTA minutes book, pupils' attendance registers and pupils' cumulative records among others.

SECTION E: Supervision of management activities was treated under this section. It covered respondents' views on up-to-date knowledge on educational policies involving staff in decision making relationship with staff, regular attendance and punctuality of staff to school and regular staff meetings. The rest were maintaining school property in good order, ensuring effective discipline in the school and managing financial matters effectively.

SECTION F: School community relationships. Areas dealt with under this section included how the headteacher and teachers co-operate with PTA and other groups in the interest of the school. Community participation in decisions affecting the school and pupils and outreach programmes undertaken by the school.

SECTION G: Suggestions to improve supervision; headteachers, teachers, officers and pupils were asked to give some suggestions, which they felt, could improve supervision in the basic schools. For example, what measures need to be adopted to improve the quality of supervision in the basic schools?

Data was collected from the District Education Office with regard to performance monitoring test. Other data collected from the District Education Office were the overall ranking of basic education certificate examination results in the district. This covered the period 1999/2000 and 2000/2001. In general, data collected from the schools included opinions through interviews, questionnaire, as well as documentary evidence from records. At the District Education Office, data collected included opinions and documentary evidence. In the data percentages are shown in brackets.

Data Collection Procedure

The researcher made personal contact with respondents. This facilitated the collection of data from both documentary sources, interviews and the administration of questionnaire. It involved a lot of movement from one place to another, and though sometimes frustrating, it proved to be the most reliable collecting data.

As Nwana (1990) had contended, pre-arrangements were made before hand. Those to be interviewed were informed in advance. This helped to minimize delays and other forms of disappointments. It also helped in getting access to most of the documents from which information was needed.

As a matter of strategy, information was collected from the schools first before the District Office. In the schools, pupils were interviewed before questionnaires were

given to the teachers and headteachers. At the District Office the circuit supervisors were interviewed first, followed by the head of inspectorate, then lastly, the District Director. The reason for this procedure was to prevent superior officers from influencing those under them since they would have had ideas about what the whole exercise was about, if they were contacted first.

Before the questionnaire was administered in a school, the researcher explain the questions to the respondents. This was intended to ensure that the respondent understood the questions properly. To prevent a situation where respondents from one school would inform others from another school what the interviews or questionnaire were about, the researcher made sure that schools in the same vicinity were handled on the same day. The reason for this was to avoid respondents being influenced by the opinion of others.

The collection of documentary data was combined with the administration of the questionnaire. For example, in the school, while the teachers were answering the questions, the researcher also collected information from documents. This procedure saved a lot of time. It also limited the disruption of instructional hours in the schools to the minimum. The researcher made sure that a high level of rapport was established between him and respondents. The intention was to remove any form of hostility, suspicion, anxiety or apathy that would have hindered the free flow of information from the respondents as Nwana (1990) had intimated.

Intervention

Before the actual study started, data was collected from all the schools earmarked for the study. This data was labeled as pre-intervention data. After the initial data was

collected, a monitoring system was put in place with frequent visits to the schools on daily basis. An observation/interview guide was prepared for the monitoring (See Appendix)). After the period of monitoring which lasted for two terms, data was collected again using the questionnaire and the observation/ interview guide. This data was labeled as intervention data. The pre-intervention data and the intervention data was then compared to find out whether there has been improvement in the supervision of schools studied.

Observation

Apart from the questionnaire and the interviews, some officers, headteachers and teachers were observed while at work. The purpose of the field observation was both to gather data to enable conclusions to be drawn about the responses from interviews and information from other sources. Four supervisors from the District Education Office were observed whilst they were on inspection duties in four junior secondary schools. Five headteachers and five teachers who were supervising various activities in their schools were also observed.

Data Analysis Procedure

The data collected for this research was analyzed in chapter four. In chapter four, the questions and findings are compared, contrasted, summarized, classified, and finally presented. The statistical method used in analyzing the data was descriptive statistics.

In each case, key research questions were stated and the response analyzed statistically. In this form, one can clearly see at a glance the stand of the respondents in each case. In the open-ended questions, the responses were compared. Those that reflected the same views were grouped together. Some of the answers in the five-point scale used in the questionnaire were grouped to give a clear picture. For example, strongly agree and agree were constituted to mean adequate supervision while not sure, disagree and strongly disagree constituted not adequate supervision. For purpose of confidentiality, code numbers were used for all the respondents. For example, 001, 002 ... etc in place of names.

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

This chapter is concerned with the presentation and discussion of the results of the research. The analysis covers the responses from the staff at the district education office, headteachers, District Education oversight committee members and pupils from the schools covered during the study.

The data collected were quantified in numerical values and were converted into percentages. In discussing the data, strongly agree and agree were combined to mean agreement, and disagree and strongly disagree were also combined to mean disagreement. In the same way, to a great extent and to some extent were combined to mean involvement in supervision whilst to a little extent and not at all were combined to mean no involvement in supervision.

Table 1 shows the distribution of respondents by qualification and rank.

Table 1

Distribution of Respondents by Qualification

Qualification	J.S.S.	SUPT. & BELOW	SNR. SUPT.	PRINC. SUPT.	ADE	DDE	Total
Pupils/Students	4	0	0	0	0	0	4
Certificate 'A'	0	3	5	8	4	0	20
Cert 'A' (Post-Sec)	0	7	5	6	4	0	22
Specialist Cert.	0	0	0	0	3	0	3

Table 1 continued

Qualification	J.S.S	Supt & Below	Snr. Supt.	Princ. Supt.	ADE	DDE	Total
Diploma Cert.	0	2	0	2	4	0	8
University Degree	0	0	1	0	1	0	2
(PGCE&PGDE	0	0	0	0	0	1	1
Total	4	12	11	16	16	1	60

Table 1 shows that four of the respondents were pupils at the Junior Secondary School level. Twenty respondents were Certificate 'A' (4 year) teachers. Out of the number, there were superintendents or below the rank of superintendent. Five were senior superintendents, eight were principal superintendents and four were assistant directors. Twenty-two respondents were Certificate 'A' (Post-secondary) teachers. Out of the number, seven were superintendents or below, five were senior superintendents, six were principal superintendents and four were assistant directors.

Three respondents were 2-year specialist certificate holders, and all the three were assistant directors. Eight respondents were Diploma holders; out of this number, two were superintendents and below, two were principal superintendents and four were assistant directors. One respondent had a Postgraduate Certificate in Education who also happened to be the District Director of Education. This analysis gives a fair idea of the type of responses one expects to get.

Table 2 discusses the responses on the concept of supervision.

Table 2

Responses on the concept of supervision

Teaching/Learning		Pre-Intervention					
Activities	SA	A	NS	D	SD	Total	
Headteacher	4(7.0)	10(17.0)	6(10.0)	20(33.0)	20(33.0)	20(100)	
Majority of staff	14(23.0)	30(50.0)	6(10.0)	8(14.0)	2(3.0)	60(100)	
Selected few	4(6.0)	10(17.0)	10(17.0)	20(33.0)	16(27.0)	60(100)	
Stakeholders	20(33.0)	10(33.0)	10(17.0)	6(10.0)	4(7.0)	60(100)	

Teaching/Learning		Post-Intervention					
Activities	SA	A	NS	D	SD	Total	
Headteacher	0(0.0)	8(14.0)	0(0.0)	26(43.0)	26(43.0)	60(100)	
Majority of staff	0(23.0)	10(50.0)	0(0.0)	12(20.0)	4(7.0)	60(100)	
Selected few	0(0.0)	10(17.0)	0(0.0)	26(43.0)	24(40.0)	60(100)	
Stakeholders	24(40.0)	26(44.0)	6(10.0)	2(3.0)	2(3.0)	60(100)	

SA = Strongly agree NS = Not sure SD = Strongly agree

A = Agree D = Disagree

As shown in Table 2, respondents were of the opinion that supervision was not done by the headteacher alone. Respondents agreed with 66.6% during the pre-intervention and 86.0% after intervention. On the question of supervision being done by majority of the staff members, respondents agreed with 73.0% during the pre-intervention

and the same percentage was recorded after intervention, therefore there was no improvement.

Respondents were of the view that supervision was not done by a few of the staff members and the headteachers. They disagreed with 60.0% during the pre-intervention and 83.0% after intervention. Respondents, however, agreed that supervision was done by the headteacher, teachers, pupils and other stakeholders. The responses were 66.0% during the pre-intervention and 84.0% after the intervention. The analysis therefore shows that there has been a considerable improvement in the understanding of the concept of supervision. Table 3 focuses on the percentage responses on supervision of teaching and learning activities.

Table 3

Supervision of teaching and learning activities

Activities	Pre-Intervention					Total
	GE	SE	NS	LE	NAA	
Syllabus	28(47.0)	20(33.0)	4(7.0)	6(3.0)	2(3.0)	60(100)
Handbook	24(40.0)	20(33.0)	4(7.0)	6(10.0)	6(10.0)	6(100)
Library periods	18(30.0)	20(33.0)	4(7.0)	12(20.0)	6(10.0)	6(100)
Contact hours	30(50.0)	14(23.0)	6(10.0)	6(10.0)	4(7.0)	6(100)
Lesson notes	30(50.0)	20(33.0)	4(7.0)	4(7.0)	2(3.0)	6(100)
Cont. assessment	35(58.0)	8(14.0)	6(10.0)	6(10.0)	5(8.0)	6(100)
Teaching/learning	15(25.0)	30(50.0)	5(8.0)	6(10.0)	4(7.0)	6(100)
Meetings	20(33.0)	24(40.0)	8(14.0)	6(10.0)	2(3.0)	60(100)

Table 3 continued

Activities	GE	SE	NS	LE	NAA	Total
Regular sampling	15(25 0)	28(47 0)	5(8 0)	10(17 0)	2(3 0)	60(100)
Performance	20(33 0)	14(23 0)	6(10 0)	12(20 0)	8(14 0)	60(100)
Post-Intervention						
Activities	GE	SE	NS	LE	NAA	Total
Syllabus	40(67 0)	14(23 0)	0(0 0)	4(7 0)	2(3 0)	60(100)
Handbook,	32(53 0)	22(37 0)	0(0 0)	4(7 0)	2(3 0)	60(100)
Library periods	22(37 0)	24(40 0)	0(0 0)	10(16 0)	4(7 0)	60(100)
Contact hours	40(67 0)	14(23 0)	0(0 0)	4(7 0)	2(3 0)	60(100)
Lesson notes	30(50 0)	20(33 0)	4(7 0)	4(7 0)	2(3 0)	60(100)
Cont. assessment	44(73 0)	10(17 0)	0(0 0)	4(7 0)	2(3 0)	60(100)
Teaching/learning	20(33 0)	34(57 0)	0(0 0)	4(7 0)	2(3 0)	60(100)
Meetings	24(40 0)	28(47 0)	0(0 0)	6(10 0)	2(3 0)	60(100)
Regular sampling	16(27 0)	32(53 0)	2(3 0)	8(14 0)	2(3 0)	60(100)
Performance	28(47 0)	16(27 0)	0(0 0)	14(23 0)	2(3 0)	60(100)

GE = To a great extent NS - Not sure SE = To some extent

LE = To a little extent NAA = Not sure at all

Tale 3 shows the percentage responses on the supervision of actual teaching and learning activities. The table indicates that there has been an improvement in the use of

syllabus by teachers. The responses were 80.0% for pre-monitoring and 90.0% for post-monitoring. Effective use of teachers' handbook, textbook, etc. improved from 73.0% to 90.0% after intervention. The use of library periods also improved from 63.0% to 77.0%.

On the effective use of contact hours, the responses were 73.0% during the pre-intervention period, it however improved to 90.0% after the intervention. Headteachers vet teachers lesson notes, but as to whether they are accurately vetted is a question, which needs to be probed further.

The keeping of continuous assessment records improved from 72.0% to 90.0% after intervention. In the same way, regular visits to classrooms by headteachers to observe teaching and learning also improved from 75.0% to 80.0%. On the question of headteachers using individual and group meetings to discuss teacher's work, the responses were 73.0% during the pre-intervention and 87.0% after intervention.

Respondents were of the opinion that regular sampling to obtain information on pupils' performance has improved from 72.0% to 80.0% after the intervention. Headteachers discussing the performance of pupils with parents and teachers also improved from 56.0% to 74.0%. Supervision of actual teaching and learning activities in the eight basic schools has improved considerably as a result of the monitoring exercise put in place.

The next table shows the responses on punctuality, attendance and evaluation of learners.

Table 4

Punctuality, Attendance and Evaluation of Learners

Pre-Intervention						
Activities/Variable	SA	A	NS	D	SD	Total
Teachers are regularly	19(31.0)	21(25.0)	7(12.0)	9(7.0)	4(7.0)	60(100)
Punctual to classes	14(23.0)	18(35.0)	10(17.0)	10(17.0)	8(13.0)	60(100)
Attend school	21(35.0)	25(41.0)	4(7.0)	4(7.0)	6(40.0)	60(100)
Accurate marking	22(36.5)	22(36.5)	4(7.0)	10(17.0)	2(3.0)	60(100)
Pupils progress	18(30.0)	22(36.0)	6(10.0)	10(17.0)	4(7.0)	60(100)
Appropriate tests	16(27.0)	22(36.0)	10(17.0)	8(13.0)	4(7.0)	60(100)
Post-Intervention						
Activities/Variable	SA	A	NS	D	SD	Total
Teachers are regularly	26(43.0)	22(37.0)	4(7.0)	8(13.0)	0(0.0)	60(100)
Punctual to classes	20(33.0)	20(33.0)	10(17.0)	10(17.0)	0(0.0)	60(100)
School attendance	26(43.0)	30(50.0)	0(0.0)	0(0.0)	4(7.0)	60(100)
Accurate marking	24(40.0)	24(40.0)	4(7.0)	8(13.5)	0(0.0)	60(100)
Pupil progress	20(33.5)	24(40.0)	6(10.0)	8(13.5)	2(3.0)	60(100)
Appropriate tests	18(30.0)	28(47.0)	8(13.0)	4(7.0)	2(3.0)	60(100)

As shown in Table 4 66.05% of respondents agreed that teachers regularly and punctually came to school. The issue improved to 80.0% after the intervention. On the issue of punctuality to classes, 63.0% agreed but it improved to 66.0% after intervention.

On regularity and punctuality 76.0% agreed during pre-intervention and 93.0% agreed during intervention. Seventy-three percent agreed on concept accurate marking during pre-intervention and 80.0% agreed during intervention. Sixty-six percent and 73.5% agreed respectively on the issue of pupils progress. Sixty-three percent agreed on appropriate test for pupils during pre-intervention and 77.0% agreed after intervention. On the whole there have been a considerable improvement on punctuality, attendance and evaluation of leavers. The percentage attendance of teachers is discussed in table 5.

Table 5

Attendance of Teachers Term by Term

1999/2000 Pre-Intervention				
Name of School	Term 1	Term 2	Term 3	Total
Agona Interbeton JSS	90	92	95	92
Agona SDA JSS	95	86	92	91
Agona Methodist JSS	92	94	93	93
Agona Presby JSS	88	90	90	89
Agona L/A Primary School	86	90	90	89
Agona SDA Primary School	75	85	95	85
Agona Methodist Primary School	80	85	92	90
Agona Presby Primary School	90	90	94	91
Total	97	89	93	90

2000/2001 Post-Intervention				
Name of School	Term 1	Term 2	Term 3	Total/
Agona Interbeton JSS	95	97	98	97
Agona SDA JSS	89	90	96	92
Agona Methodist JSS	96	95	97	96
Agona Presby JSS	92	94	98	95
Agona L/A Primary School	88	92	94	91
Agona SDA Primary School	90	92	94	92
Agona Methodist Primary School	90	94	97	94
Agona Presby Primary School	94	94	95	94
Total	94	94	95	94

Source: Staff Attendance Book

Table 5 shows that during the first term of pre-intervention the total attendance for all the eight schools were 87.0%. It increased to 89.0% during the second term and further increased to 93.0% during term three. During the period of intervention, the total attendance of all the eight schools for term one was 92.0%. In term two it went up to 94.0% and further increased to 96.0% during term three. As shown in Table 5, the percentage change during the two periods was 4.0%. Even though not a significant increase, it shows an improvement over the pre-intervention period. The table also shows that during the first term of the academic year, the attendance of teachers was low due to transfers and releases. It, however, improved during the second and third terms.

Table 6 describes percentage attendance of pupils, term by term.

Table 6

Attendance of pupils term by term

1999/2000 Pre-Intervention				
Name of School	Term 1	Term 2	Term 3	Total
Agona Interbeton JSS	86	90	92	89
Agona SDA JSS	90	91	94	92
Agona Methodist JSS	92	93	94	93
Agona Presby JSS	84	89	91	88
Agona L/A Primary School	96	95	96	96
Agona SDA Primary School	94	94	97	95
Agona Methodist Primary School	87	91	95	91
Agona Presby Primary School	94	96	97	96
Total	90	92	95	93
2000/2001 Post-Intervention				
Name of School	Term 1	Term 2	Term 3	Total
Agona Interbeton JSS	92	95	96	94
Agona SDA JSS	93	94	95	94
Agona Methodist JSS	95	96	97	96
Agona Presby JSS	95	90	92	89
Agona L/A Primary School	94	97	98	96
Agona SDA Primary School	92	95	98	95

Table 6 continued

Agona Methodist Primary School	89	93	95	92
Agona Presby Primary School	95	97	96	96
Total	92	95	96	94

Source: Pupils' Attendance Register

As shown in Table 6 pupils' attendance in all the schools was above 80.0% which was excellent. Total attendance for term one during the pre-intervention was 90.0% as compared to 92.0% after the intervention. In term two, the percentage attendance for the pre-intervention came to 92.0% whilst that of the intervention period went up to 95.0%, an improvement of 3.0%.

In term three, there was an improvement of 1.0%. In all cases, the attendance improved during the second and third terms, perhaps due to the fact that fewer admissions were made during the second and third terms. The pattern of attendance shows that there was a slight improvement in all the schools during the monitoring period of 2000/2001 academic year as against that of the pre-monitoring period of 1999/2000 academic year.

Table 7 describes the number of times teachers were absent from school without permission.

Table 7

Number of times teachers were absent from school without permission

1999/2000 Pre-Intervention				
Name of School	Term 1	Term 2	Term 3	Total
Agona Interbeton JSS	5	3	2	10
Agona SDA JSS	5	2	3	10
Agona Methodist JSS	4	1	1	6
Agona Presby JSS	3	2	2	7
Agona L/A Primary School	3	4	2	9
Agona SDA Primary School	1	1	1	3
Agona Methodist Primary School	2	1	2	5
Agona Presby Primary School	3	2	1	6
Total	26	3	14	56
2000/2001 Post-Intervention				
Name of School	Term 1	Term 2	Term 3	Total
Agona Interbeton JSS	1	1	1	4
Agona SDA JSS	1	0	1	4
Agona Methodist JSS	3	1	0	3
Agona Presby JSS	2	1	0	2
Agona L/A Primary School	1	2	1	5
Agona SDA Primary School	2	1	0	2

Table 7 continued

Agona Methodist Primary School	1	1	0	2
Agona Presby Primary School	1	1	0	2
Total	90	92	95	93

Source: Log Book

An examination of Table 7 shows that absenteeism of teachers in the eight basic schools at Agona was very high, but after the intervention the trend changed considerably. In the 1999/2000 academic year teachers in the Agona schools were absent 56 times without permission. On the average teachers were absent seven times in each school without permission. In the 2000/2001 academic year, teachers in the Agona basic schools were absent 26 times without permission. This shows a vast improvement over that of 1999/2000 academic years.

In the 1999/2000 academic year, the worst offending schools were Agona Interbeton and Agona SDA JSS which recorded the highest times of ten each. During the same period in the 2000/2001 academic year the worst offending school was Agona L/A Primary, which recorded five times.

Agona SDA Primary School recorded the least times teachers were absent without permission, three times in the 1999/2000 academic year and two times in the 2000/2001 academic year. As shown in Table 7, there is a considerable improvement in the supervision of teachers in the schools concerned.

The percentage responses on accurate record keeping are introduced in table 8.

Table 8

Responses on accurate records keeping

Pre-Intervention						
Records	E	G	S	NI	U	Total
Register	24(40.0)	15(20.0)	8(13.0)	10(17.0)	6(10.0)	60(100)
Cash/Cash	9(15.0)	20(33.0)	15(25.0)	12(20.0)	4(7.0)	60(100)
Inventory book	14(23.0)	8(13.0)	18(30.0)	16(27.0)	4(7.0)	60(100)
Log Book	30(50.0)	20(33.0)	2(3.0)	8(13.0)	0(0.0)	60(100)
Minutes of SMC	6(10.0)	7(12.0)	12(20.0)	20(33.0)	15(25.0)	60(100)
Visitors book	8(13.0)	9(15.0)	27(45.0)	10(17.0)	6(10.0)	60(100)
PTA Minutes	10(17.0)	20(33.0)	20(33.0)	9(15.0)	1(2.0)	60(100)
Attendance register	30(50.0)	18(30.0)	8(13.0)	4(7.0)	0(0.0)	60(100)
Cumulative records	12(20.0)	22(37.0)	12(20.0)	10(17.0)	4(7.0)	60(100)
Report cards	15(25.0)	16(27.0)	13(21.0)	12(20.0)	4(7.0)	60(100)
Staff attendance	20(33.0)	15(25.0)	10(17.0)	10(17.0)	5(8.0)	60(100)
Staff movement	0(0.0)	0(0.0)	21(35.0)	20(33.0)	19(32.0)	60(100)
Staff minutes	10(17.0)	12(20.0)	20(33.0)	10(17.0)	8(13.0)	60(100)
Post-Intervention						
Records	E	G	S	NI	U	Total
Register	34(57.0)	14(23.0)	8(13.0)	4(7.0)	0(0.0)	60(100)
Cash/Cash	8(13.0)	24(30.0)	18(30.0)	10(17.0)	0(0.0)	60(100)
Inventory book	16(27.0)	10(7.0)	18(30.0)	16(27.0)	0(0.0)	60(100)

Table 8 continued

Records	E	G	S	NI	U	Total
Log book	30(50.0)	22(37.0)	0(0.0)	8(13.0)	0(0.0)	60(100)
Minutes of SMC	6(10.0)	7(12.0)	12(20.0)	20(33.0)	15(25.0)	60(100)
Visitors book	8(13.0)	12(20.0)	12(20.0)	14(23.0)	14(23.0)	60(100)
PTA minutes	12(20.0)	22(37.0)	16(27.0)	8(13.0)	2(3.0)	60(100)
Pupils attendance	30(50.0)	18(30.0)	10(17.0)	2(3.0)	0(0.0)	60(100)
Cumulative records	16(27.0)	24(40.0)	12(20.0)	6(10.0)	2(3.0)	60(100)
Report cards	18(30.0)	18(30.0)	16(27.0)	8(13.0)	0(0.0)	60(100)
Staff attendance	28(47.0)	20(33.0)	8(13.0)	4(7.0)	0(0.0)	60(100)
Staff movement	8(13.0)	12(20.0)	16(27.0)	14(23.0)	10(17.0)	60(100)
Staff minutes	16(27.0)	20(33.0)	14(23.0)	10(17.0)	0(0.0)	60(100)

E = Excellent G = Good U = Unsatisfactory

S = Satisfactory N = Needs improvement

Table 8 indicates that the admission register was well kept in all the schools. This was further improved upon after the monitoring exercise by 80.0% as against 60.0% during the pre-intervention period. Management of cash and cash analysis book still need improvement even though there was a slight improvement of about 5% after intervention. There is still a problem in the keeping of inventory book, store ledger, and tally cards. A workshop needs to be organized to explain the proper keeping of these records since they are not popular in our schools.

Another important school record which was kept in the respondent schools was the logbook. The responses were very good, 82.0% pre-intervention and 87.0% after intervention.

Minutes of school management committee were not properly kept in the schools. In some cases the minutes book did not exist at all. Twenty percent of respondents indicated good during the pre-intervention and 33.0% after intervention, an improvement over pre-intervention records but still needs improvement. The keeping of visitors' book improved from 28.0% to 30.0%, 45.0% indicated satisfactory during pre-intervention and 50.0% after intervention.

Pupils' attendance register was also well kept in all the schools. The table shows that it was 80.0% well kept before and after monitoring. The keeping of pupils' report cards improved by 5.0%. The keeping of staff attendance book improved from 37.0% to 60.0% after intervention. Headteachers are now conscious of the need to keep proper records in the schools. For the time being, much improvement has been recorded in the area of record keeping.

Table 9 discusses the percentage responses on supervision of management activities

Table 9

Supervision of Management Activities

Pre-Intervention						
Activities	SA	A	NS	D	SD	Total
Educational policies	16(27.0)	24(40.0)	10(17.0)	8(13.0)	2(3.0)	60(100)
Decision- making	24(40.0)	16(27.0)	10(17.0)	8(13.0)	2(3.0)	60(100)
Regularly meeting	16(27.0)	24(40.0)	8(13.0)	8(13.0)	4(7.0)	60(100)
Cordially relationship	30(50.0)	16(27.0)	10(17.0)	2(3.0)	2(3.0)	60(100)
Effective activities	10(17.0)	16(27.0)	8(13.0)	12(20.0)	14(20.0)	60(100)
Regular attendance	20(33.0)	24(40.0)	10(17.0)	6(10.0)	0(0.0)	60(100)
Effective discipline	20(33.0)	24(40.0)	8(13.0)	4(7.0)	4(7.0)	60(100)
School property	20(33.0)	20(33.0)	6(10.0)	10(17.0)	10(7.0)	60(100)
Clean compound	24(40.0)	16(27.0)	12(20.0)	8(13.0)	0(0.0)	60(100)
Financial manag.	20(33.0)	24(40.0)	10(17.0)	4(7.0)	2(3.0)	60(100)
Adequate storage	16(27.0)	20(33.0)	12(20.0)	6(10.0)	6(10.0)	60(100)
Terminal reports	6(10.0)	18(30.0)	18(30.0)	16(27.0)	2(3.0)	60(100)
Post-Intervention						
Activities	SA	A	NS	D	SD	Total
Educational policies	20(33.0)	30(50.0)	4(7.0)	4(7.0)	2(3.0)	60(100)
Decision making	30(50.0)	20(33.0)	4(7.0)	4(7.0)	2(3.0)	60(100)
Regularly meetings	20(33.0)	30(50.0)	4(7.0)	6(10.0)	0(0.0)	60(100)
Cordial relationship	30(50.0)	22(37.0)	4(7.0)	2(3.0)	2(3.0)	60(100)

Table 9

Supervision of Management Activities

Pre-Intervention						
Activities	SA	A	NS	D	SD	Total
Educational policies	16(27.0)	24(40.0)	10(17.0)	8(13.0)	2(3.0)	60(100)
Decision- making	24(40.0)	16(27.0)	10(17.0)	8(13.0)	2(3.0)	60(100)
Regularly meeting	16(27.0)	24(40.0)	8(13.0)	8(13.0)	4(7.0)	60(100)
Cordially relationship	30(50.0)	16(27.0)	10(17.0)	2(3.0)	2(3.0)	60(100)
Effective activities	10(17.0)	16(27.0)	8(13.0)	12(20.0)	14(20.0)	60(100)
Regular attendance	20(33.0)	24(40.0)	10(17.0)	6(10.0)	0(0.0)	60(100)
Effective discipline	20(33.0)	24(40.0)	8(13.0)	4(7.0)	4(7.0)	60(100)
School property	20(33.0)	20(33.0)	6(10.0)	10(17.0)	10(7.0)	60(100)
Clean compound	24(40.0)	16(27.0)	12(20.0)	8(13.0)	0(0.0)	60(100)
Financial manag.	20(33.0)	24(40.0)	10(17.0)	4(7.0)	2(3.0)	60(100)
Adequate storage	16(27.0)	20(33.0)	12(20.0)	6(10.0)	6(10.0)	60(100)
Terminal reports	6(10.0)	18(30.0)	18(30.0)	16(27.0)	2(3.0)	60(100)
Post-Intervention						
Activities	SA	A	NS	D	SD	Total
Educational policies	20(33.0)	30(50.0)	4(7.0)	4(7.0)	2(3.0)	60(100)
Decision making	30(50.0)	20(33.0)	4(7.0)	4(7.0)	2(3.0)	60(100)
Regularly meetings	20(33.0)	30(50.0)	4(7.0)	6(10.0)	0(0.0)	60(100)
Cordial relationship	30(50.0)	22(37.0)	4(7.0)	2(3.0)	2(3.0)	60(100)

Table 9 continued

Activities	SA	A	NS	D	SD	Total
Effective activities	14(23.0)	24(40.0)	12(20.0)	10(17.0)	0(0.0)	60(100)
Regular attendance	22(37.0)	30(50.0)	0(0.0)	6(10.0)	2(3.0)	60(100)
Effective discipline	24(40.0)	28(47.0)	4(7.0)	2(3.0)	2(3.0)	60(100)
School property	20(33.0)	20(33.0)	6(10.0)	10(17.0)	10(7.0)	60(100)
Clean compound	24(47.0)	20(33.0)	6(10.0)	6(10.0)	0(0.0)	60(100)
Financial management	22(37.0)	24(40.0)	10(17.0)	2(3.0)	2(3.0)	60(100)
Adequate storage	18(30.0)	32(54.0)	8(13.0)	2(3.0)	0(0.0)	60(100)
Terminal reports	12(20.0)	18(30.0)	14(23.0)	12(20.0)	4(7.0)	60(100)

Table 9 shows the responses on supervision of management activities. Since the introduction of the educational reforms in 1987, a number of workshops, seminars, courses and refresher courses have been organized for teachers and officers and as a result teachers and officers are presumed to have up-to-date knowledge of educational policies. Knowledge of educational policies and their implementation has improved from 67.0% to 83.0%. On the involvement of staff in decision-making, 16.0% improvement was recorded. Most headteachers now hold regular staff meetings with the staff in order to take decisions.

Headteachers now maintain school property in good order. Sixty-six percent respondents indicated that the maintenance of school property was good during pre-intervention, and this improved to 79.0% after the intervention. Respondents were also

of the opinion that attractive school compound attracts and retains pupils in school, the keeping of clean and healthy compound is therefore very important. Responses were 67.0% during pre-intervention and 80.0% after intervention.

There were very good responses on the management of financial matters. Seventy-five percent of respondents indicated that the finances of the schools were properly managed. This improved to 77.0% after the intervention programme.

The percentage responses on the submission of end of term report on pupils were not encouraging. Respondents were of the opinion that this particular aspect of school management was not being adhered to strictly. Forty percent of respondents during pre-intervention answered positively. This improved to 50.0% after the intervention. Management of schools in general has improved as a result of workshops, seminars, and refresher courses organized for the teachers.

Table 10 falls on school community relationship.

Table 10

Responses on School Community Relationship

Activities	Pre-Intervention					Total
	E	G	S	NI	U	
Interest groups	21(25.0)	19(32.0)	8(13.0)	8(13.0)	4(7.0)	60(100)
Community participation	12(20.0)	21(35.0)	19(32.0)	6(10.0)	2(3.0)	60(100)
Open days and sports	14(23.0)	16(27.0)	24(40.0)	3(5.0)	3(5.0)	60(100)
Works with SMC	15(25.0)	19(32.0)	15(25.0)	11(18.0)	0(0.0)	60(100)
Outreach programmes	10(17.0)	8(13.0)	10(17.0)	20(20.0)	12(20.0)	60(100)

Post-Intervention						
Activities	E	G	S	NI	U	Total
Interest groups	22(37.0)	24(40.0)	8(13.0)	4(7.0)	2(3.0)	60(100)
Community participation	16(27.0)	24(40.0)	12(20.0)	8(13.0)	0(0.0)	60(100)
Open days and sports.	14(23.0)	18(30.0)	22(37.0)	6(10.0)	0(0.0)	60(100)
Works with SMC	16(27.0)	21(35.0)	19(32.0)	4(7.0)	0(0.0)	60(100)
Outreach programmes	8(13.0)	21(35.0)	12(20.0)	19(32.0)	0(0.0)	60(100)

As shown in Table 10, the schools now co-operate with the PTA and other interest groups in the smooth running of the school. In this instance, the level of co-operation before the intervention was 67.0% and this rose to 77.0% after the intervention, an increase of 10.0%. Community participation in school decision making also improved from 55.0% to 67.0%. Community involvement in open days, sports, etc., also improved from 50.05% to 53.0%.

The schools are now working closely with the school management committees as governing bodies. This area of involvement also improved from 57.0% to 62.0%. The outreach programmes organized by the schools also improved considerably from 30.0% to 48.0% after the intervention.

Table 11 describes the involvement of DEOC, PTA and SMC in the supervision of schools.

Table 11

Involvement of DEOC, PTA and SMC in the Supervision of Schools

Pre-Intervention						
Activities	GE	SE	NS	LE	NAA	Total
Infrastructure	12(20.0)	18(30.0)	8(13.0)	12(20.0)	10(17.0)	60(100)
Materials	14(23.0)	15(10.0)	6(10.0)	10(17.0)	15(25.0)	60(100)
Teachers	13(22.0)	17(28.0)	5(8.0)	15(20.0)	10(17.0)	60(100)
Pupils	13(22.0)	20(33.0)	5(8.0)	12(20.0)	10(17.0)	60(100)
Furniture	14(23.0)	19(32.0)	7(12.0)	12(20.0)	8(13.0)	60(100)
Accommodation	15(25.0)	16(27.0)	6(10.0)	13(22.0)	10(17.0)	60(100)
Post-Intervention						
Activities	GE	SE	NS	LE	NAA	TOTAL
Infrastructure	16(27.0)	24(40.0)	0(0.0)	16(27.0)	4(7.0)	60(100)
Materials	18(30.0)	22(37.0)	2(3.0)	14(23.0)	4(7.0)	60(100)
Teachers	18(30.0)	22(37.0)	4(7.0)	16(27.0)	2(3.0)	60(100)
Pupils	20(33.0)	18(30.0)	4(7.0)	16(27.0)	2(3.0)	60(100)
Furniture	24(40.0)	16(27.0)	4(7.0)	14(23.0)	2(3.0)	60(100)
Accommodation	24(40.0)	16(27.0)	2(3.0)	16(27.0)	2(3.0)	60(100)

GE = To a great extent SE = To some extent NS = Not sure

LE = To a little extent NAA = Not at all

Table 11 shows the percentage responses on the involvement of DEOC, PTA and SMC in the supervision of schools. The involvement of these agencies in the provision of buildings and other infrastructure improved from 50.0% to 67.0%. In much the same way, the provision of teaching and learning materials also improved from 48.0% to 67.0% after the intervention.

The respondents were of the opinion that the involvement of these agencies in the attendance of teachers and pupils have also increased. Involvement in teachers' attendance improved from 50.0% to 67.0% and that of the pupils' attendance improved from 55.0% to 63.05%

It is interesting to note that the DEOC, PTA and SMCs originally were not concerned with the provision of furniture to the schools. Their involvement improved from 55.0% to 67.0%. Fifty-two percent of the respondents were of the opinion that the provision of teachers' accommodation should be the responsibility of the PTA and the SMC. This however improved to 67.0% after the monitoring exercise.

Table 12 describes the responses on quality teaching and learning.

Table 12

Quality Teaching Leading to High Performance at BECE and PMT

Category	Pre-Intervention			Total
	Yes	No	Don't Know	
District Education	7(41.0)	9(53.0)	1(6.0)	17(100)
Headteachers	3(37.5)	2(25.0)	3(37.5)	8(100)
DEOC	0(0.0)	3(100)	0(0.0)	3(100)

Table 12 continued

Category	Yes	No	Don't Know	Total
Teachers	12(43.0)	10(36.0)	6(120)	28(100)
Pupils/Student	0(0.0)	4(100)	0(0.0)	4(100)
Total	37.0)	26.0)	17.0)	100)

Post-Intervention				
Category	Yes	No	Don't Know	Total
District Education	12(71.0)	5(29.0)	0(0.0)	17(100)
Headteachers	5(63.0)	37.0)	0(0.0)	8(100)
DEOC	3(100)	0(0.0)	0(0.0)	3(100)
Teachers	20(72.0)	6(21.0)	2(7.0)	28(100)
Pupils/Student	3(75.0)	25.0)	0(0.0)	4(100)
Total	(72.0)	25.0)	(3.0)	(100)

Table 12 shows the percentage responses on quality teaching leading to high performance at BECE and PMT. The District Education Office staff responded 41.0% positive and 53.0% negative during the pre-intervention. However, after the intervention, 71.0% responded positively and 29.0% responded negatively. This shows an improvement of 30.0%. Initially, headteachers responded 37.5% positively and 25.0% negatively, whilst 37.3% did not respond. After the intervention however, the responses were 63.0% positive and 37.0% negative. This also shows an improvement of 26.0%.

The District Education Oversight Committee members initially responded that the quality of teaching was low, but after the monitoring the response was 100% positive. The response of teachers was 43.0% during the pre-intervention and 72.0% after intervention. This shows that the quality of teaching has gone up by 29.0%. The response of the pupils was 100% negative during the pre-intervention and 75.05 positive after the intervention. The analysis shows considerable improvement in quality teaching in the schools.

Table 13 discusses the performance of candidates in the BECE.

Table 13

Performance of Candidates in BECE (2000)

		Pre-Intervention					
		No. Present		6 - 10		11 - 20	
Name of school	No. of Cand.	B	G	B	G	B	G
Agona Interbeton JSS	73	44	29	3	0	20	5
Agona SDA JSS	76	43	32	0	1	9	9
Agona Methodist JSS	20	10	10	0	0	2	0
Agona Presby JSS	28	18	10	0	0	4	0
Total	197	115	81	0	1	25	9

21 - 30		31+		Absent		Percentage	
B	G	B	G	B	G	B	G
20	22	3	0	1	0	95.89%	
22	16	3	4	0	0	90.67%	
5	4	4	5	0	0	55.0%	
9	5	5	6	0	0	60.1%	
56	47	15	15	1	0	75.43%	

Source: WAEC BECE Results (2000)

Post-Intervention								
			No. Present		6 - 10		11 - 20	
Name of school	No. of Cand.	B	G	B	G	B	G	G
Agona Interbeton JSS	55	34	21	9	3	32	16	
Agona SDA JSS	59	32	27	2	0	15	8	
Agona Methodist JSS	16	8	8	0	0	4	0	
Agona Presby JSS	21	18	13	0	0	3	0	
Total	161	92	69	11	3	54	24	

21 - 30		31+		Absent		Percentage
B	G	B	G	B	G	
3	2	0	0	0	0	100%
14	20	0	0	0	0	100%
5	7	1	1	0	0	87.0%
14	7	1	6	0	0	77.42%
36	36	2	7	0	0	91.11%

Source: WAEC BECE Results (2001)

As shown in Table 13, the four schools together presented a total of 197 candidates made up of 116 boys and 81 girls. No candidate scored aggregate six or seven. One candidate scored aggregate nine and one candidate scored ten. One candidate was absent during the examination.

As many as 30 candidates scored aggregate 31 or more which was a failure. The percentage scores for the four schools were as follows; 95.67%, 90.67% 55.0% and 60.17% respectively. In the 2001 BECE as shown in Table 13, the four schools together presented 161 candidates, made up of 92 boys and 69 girls. Five candidates scored aggregate six, two candidates scored aggregate seven, one candidate scored aggregate eight, four candidates scored aggregate nine and three candidates scored aggregate 10. All candidates were present during the examination.

Nine candidates scored aggregate 31 or more, which is a failure. The percentage scores of the four schools are as follows; 100% 87.0% and 77.42% respectively. A

comparison of the two tables shows a great improvement in the performance of candidates in 2001 over that of 2000. Mean scores of performance monitoring test in English is introduced in Table 14.

Table 14

Mean Scores of Performance Monitoring Test (PMT) for English Language

2000 Mean Scores				
Pre-intervention				
Grade	Boys	Girls	Total	Target Set in 2000
P1	-	-	-	-
P2	23.93	25.69	24.78	30
P3	25.17	23.76	24.5	40
P4	15.77	14.45	15.16	35
P5	27.74	25.08	26.52	40
P6	28.77	27.12	28.02	40
2001 Mean Scores				
Post-intervention				
Grade	Boys	Girls	Total	Target Set in 2000
P1	-	-	-	-
P2	29.79	29.45	29.63	30
P3	35.39	36.67	35.92	40
P4	28.92	28.56	28.75	35
P5	34.65	30.54	32.81	40
P6	31.06	28.92	30.10	40

In order to address the poor performance of the public schools, the Inspectorate Division of the Ghana Education Service has devised a common test in English and Mathematics, which is conducted in P2 – P6 in all public primary schools. This is conducted to find out lapses and shortcomings in the public schools, which may be reviewed through the organization of schools performance appraisal meetings (SPAM) with the communities

Targets set for both 2000 and 2001 in English Language could not be achieved, however, there was an improvement in the mean scores of 2001 over that of 2000. The most significant improvement was in P4. The mean score for boys in 2000 was 15.77 whilst that of 2001 was 28.56, and that of girls for 2000 was 14.45 whilst the mean score for 2001 was 28.56. The total mean score for 2000 was 15.16 and that of 2001 was 28.75. The highest mean score for 2001 was in P3 where the total mean score was 35.92 against a set target of 40. On the whole there was a slight improvement in the mean scores of 2001.

Table 15 discusses mean scores of performance monitoring test in Mathematics.

Table 15

Mean Scores for Performance Monitoring Test (PMT) for Mathematics

2000 Mean Scores				
Pre-intervention				
Grade	Boys	Girls	Total	Target Set in 2000
P1	-	-	-	-
P2	34.17	30.61	32.51	50
P3	28.34	25.85	27.16	45

Table 15 continued

Grade	Boys	Girls	Total	Target Set in 2000
P4	20.23	18.38	19.37	30
P5	18.93	75.57	17.44	30
P6	15.05	12.56	13.97	30

2001 Mean Scores

Post-intervention				
Grade	Boys	Girls	Total	Target Set in 2000
P1	-	-	-	-
P2	45.16	45.96	45.55	55
P3	49.28	48.32	48.30	55
P4	32.69	29.17	31.03	40
P5	28.59	23.93	26.50	35
P6	24.93	21.86	23.56	35

As indicated in Table 15, the performance of pupils in Mathematics was better than English Language. The set targets in both 2000 and 2001 could not be achieved, however, the mean scores in 2001 was nearer to the set target than in 2000. Primary two recorded the highest mean scores of 48.30 in 2001 as against 27.16 in 2000. The least mean total score in 2000 was recorded by P6 as 13.91, whilst that of 2001 was recorded by the same P6 as 23.56.

The impact of the school performance appraisal meetings with the communities was high, which has reflected in the average performance of pupils. The attitude of teachers towards their work has changed for the better, parents now support their children with the necessary school materials, whilst the communities are now supportive. The overall improvement in mean scores was a little above 12.91.

Table 16 describes the percentage responses on means for dropout.

Table 16

Responses on Reasons for Dropout

	Pre-Intervention							Total
	P	BH	T	TP	N	PTP	U	
DEO	5	1	4	2	2	0	3	17
	(29.0)	(6.0)	(24.0)	(11.5)	(11.5)	(18.0)	(18.0)	(100)
Headteachers	3	1	1	1	1	0	1	8
	(37.5)	(12.5)	(15.5)	(12.5)	(12.5)	(0.0)	(12.5)	(100)
DEOC	1	0	1	0	0	0	1	3
	(33.33)	(0.0)	(33.3)	(0.0)	(0.0)	(0.0)	(33.33)	(100)
Teachers	12	3	3	1	1	0	8	28
	(43.0)	(11.0)	(11.0)	(3.5)	(3.5)	(0.0)	(28.0)	(100)
Pupils/Students	1	0	1	0	0	0	2	4
	(25.0)	(0.0)	(25.0)	(0.0)	(0.0)	(0.0)	(50.0)	(100)
Total	32	5	10	4	4	0	15	60
	(36.0)	(8.0)	(17.0)	(7.0)	(7.0)	(0.0)	(25.0)	(100)

Post-Intervention								
	P	BH	T	TP	N	PTP	U	Total
DEO	5	1	4	2	2	0	3	17
	(29.0)	(6.0)	(24.0)	(11.5)	(11.5)	(18.0)	(18.0)	(100)
Headteachers	3	0	0	2	0	1	2	3
	(37.5)	(0.0)	(0.0)	(25.0)	(0.0)	(12.5)	(25.0)	(100)
DEOC	1	0	1	0	0	0	1	3
	(33.33)	(0.0)	(33.3)	(0.0)	(0.0)	(0.0)	(33.33)	(100)
Teachers	10	3	5	2	1	0	7	28
	(36.0)	(11.0)	(17.0)	(7.0)	(3.0)	(0.0)	(25.0)	(100)
Pupils/Students	0	0	1	1	0	0	2	4
	(0.0)	(0.0)	(25.0)	(25.0)	(0.0)	(0.0)	(50.0)	(100)
Total	19	4	11	7	3	1	15	60
	(31.0)	(7.0)	(18.0)	(12.0)	(5.0)	(2.0)	(25.0)	(100)

P = Poverty BH = Broken homes M = Marriage

TP = Teenage Pregnancy PTP - Poor teacher performance

As shown in Table 16, the district education office staff indicated the major causes of dropout as poverty with 29.0%. Truancy 24.0% and unattractive school environment was 18.0%. The same percentages were recorded after the monitoring.

District Education Oversight Committee members were of the opinion that poverty accounts for 33.33% of dropout, truancy 33.33% and unattractive school environment 33.33%. After the monitoring exercise, the responses remained the same.

Teachers were of the opinion that poverty accounted for 43.0% dropout, truancy 11.0% and unattractive school environment 28.0%. After the monitoring exercise the responses were 36.0% for poverty, 18.0% for truancy and 25.5% for unattractive school environment.

The responses of the pupils were very interesting during the pre-intervention period. Poverty recorded 25.0%, truancy 25.0%, and unattractive school environment 50.0%. After the intervention, the responses were 25.0% for truancy, 25.0% for teenage pregnancy and 50.0% for unattractive schools environment. The responses show that attractive school environment is a major factor in retaining pupils in schools, therefore in trying to improve retention rate and reduce dropout rate, the beautification of the school compound must be taken seriously.

Table 17 introduces dropout rate.

Table 17

Dropout Rate

1999/2000 Pre-Intervention				
Name of School	Term 1	Term 2	Term 3	Total
Agona Inerbeton JSS	5	3	2	10
Agona SDA JSS	5	2	3	10
Agona Methodist JSS	4	1	1	6
Agona Presby JSS	3	2	2	7
Agona L/A Primary School	3	4	2	9
Agona SDA Primary School	1	1	1	3
Agona Methodist Primary School	2	1	2	5

Table 17 continued

Name of School	Term 1	Term 2	Term 3	Total
Agona Presby Primary School	3	2	1	6
Total	26	16	14	56

2000/2001 Post-Intervention				
Name of School	Term 1	Term 2	Term 3	Total
Agona Inerbeton JSS	1	1	1	4
Agona SDA JSS	3	0	1	4
Agona Methodist JSS	2	1	0	3
Agona Presby JSS	1	1	0	2
Agona L/A Primary School	2	2	1	5
Agona SDA Primary School	1	1	0	2
Agona Methodist Primary School	1	2	1	4
Agona Presby Primary School	1	1	0	2
Total	13	9	4	26

Source: Pupils Attendance Register, 2000-2002

Table 17, shows the percentage dropout rate in eight basic schools at Agona. Agona Interbeton JSS recorded 10.0% dropout in the 1999/2000 academic year, but the rate reduced to 4.0% during the 2000/2001 academic year. SDA JSS also recorded 10.0% dropout in the 1999/2000 year, but the rate reduced to 4.0% during the 2000/2001 year. With regard to Methodist JSS, 6.0% was recorded during the 1999/2000 year. It

however reduced to 3.0% during the 2000/2001 year. Presby JSS also recorded a dropout rate of 7.0% during the 1999/2000 year, but this reduced to 2.0% during the 2000/2001 year.

The Local Authority Primary School recorded a dropout rate of 9.0% during the 1999/2000 year, however, it reduced to 5.0% during the 2000/2001 year. SDA Primary School recorded the lowest rate of 3.0% during the 1999/2000 year. It however reduced further to 2.0% during the 1999/2000 year. Methodist Primary School also had a dropout rate of 5.0% during the 1999/2000 year as against 4.0% during the 2000/2001 year. Finally, Presby Primary School recorded a dropout rate of 6.0% during the 1999/2000 year. However, it reduced drastically to 2.0% during the 2000/2001 year. The data shows a considerable reduction in the dropout rate in the Agona basic schools.

Table 18 describes the responses on effectiveness of supervision.

Table 18

Effectiveness of Supervision

Category	Pre-Intervention			Total
	Yes	No	Don't Know	
District Education Office Staff	8(47.0)	9(53.)	0(0.0)	17(100)
Headteachers	4(50.0)	4(50.0)	0(0.0)	8(100)
DEOC	1(33.33)	1(33.33)	1(33.33)	3(100)
Teachers	8(29.0)	14(50.0)	6(21.0)	28(100)
Pupils/Students	0(0.0)	0(0.0)	4(100)	4(100)
Total	35.0)	(46.7)	(18.3)	(100)

Post-Intervention				
Category	Yes	No	Don't Know	Total
District Education Office Staff	10(59.0)	7(41.0)	0(0.0)	17(100)
Headteachers	5(63.0)	3(37.0)	0(0.0)	8(100)
Category	Yes	No	Don't Know	Total
DEOC	1(33.33)	2(66.67)	0(0.0)	28(100)
Teachers	12(25.0)	14(25.0)	2(50.0)	4(100)
Pupils/Students	1(25.0)	1(25.0)	2(50.0)	4(100)
Total	(45.0)	48.3)	(6.7)	(100)

As shown in Table 18, 53.0% of respondents from the District Education Office were of the opinion that supervision was not effective during the pre-intervention era. After the intervention 59.0% were of the opinion that supervision could be effective. Headteachers were divided, 50.0% said no and 50.0% said yes during the pre-intervention. Sixty three percent said yes and 37.0% said no after intervention. The District Education Oversight Committee members responded 33.33% no and 33.33% yes and not sure as 33.33%. However, after the intervention 33.33% indicated yes, whilst 66.67% indicated no.

On the part of teachers they were of the opinion that supervision was not very effective. During the pre-intervention 50.0% said no and 20.05 said yes. However, after the intervention, 50.0% said no and 43.0% said yes. Pupils were not sure, however, after the intervention 25.0% said yes, 25.0% said no and 50.0% were still not sure of the effectiveness of supervision. As indicated on the table, there was an improvement on the

effectiveness of supervision. However, a lot of work need to be done in this direction to promote effectiveness and efficiency. Table 19 discusses the level of supervision in the schools.

Table 19

Level of supervision in the schools

Pre-Intervention						
Category	Very high	High	Undecided	Low	Very low	Total
DEO	2(12.0)	4(24.0)	1(6.0)	5(29.0)	5(29.0)	17(100)
Headteachers	1(12.5)	5(62.5)	1(12.5)	1(12.5)	0(0.0)	8(100)
DEOC	0(0.0)	0(0.0)	0(0.0)	2(66.7)	1(33.3)	3(100)
Teachers	1(3.0)	2(7.0)	10(36.0)	10(36.0)	5(18.0)	28(100)
Pupils/Students	1(25.0)	1(25.0)	1(25.0)	1(25.0)	0(0.0)	4(100)
Total	6(10.0)	12(20.0)	12(20.0)	19(12.0)	11(18.0)	60(100)

Post-Intervention						
Category	Very High	High	Undecided	Low	Very Low	Total
DEO	1(6.0)	8(47.0)	1(96.0)	7(41.0)	0(0.0)	17(100)
Headteachers	2(25.0)	5(62.5)	0(0.0)	1(12.5)	0(0.0)	8(100)
DEOC	0(0.0)	2(66.7)	0(0.0)	1(33.3)	0(0.0)	3(100)
Teachers	6(21.5)	9(32.0)	6(21.5)	7(25.0)	0(0.0)	28(100)
Pupils/Students	0(0.0)	2(50.0)	0(0.0)	2(50.0)	0(0.0)	4(100)
Total	8(13.0)	25(42.0)	8(13.0)	19(32.0)	0(0.0)	60(100)

Table 19 shows the level of supervision in the schools studied. The responses of the District Education Office staff indicated that supervision was improving. The pre-intervention response was 36.0% and 53.0% after intervention. Headteachers indicated the level of supervision as high by 75.0% during the pre-intervention and 87.0% after intervention.

District Education Oversight Committee members stated categorically that supervision was low by 100% during the pre-intervention. After the intervention the response was 66.7% high and 33.3% low. The responses of teachers show that supervision was low by 54.0% during pre-intervention and 25.0% low during intervention. Responses from the pupils indicated that during the pre-intervention period, they were not sure, however, after the intervention, 50.0% indicated low and another 50.0% indicated high. The analysis of the data shows that there has been a little improvement in the level of supervision, however, there is still more work to be done to bring it up to an appreciable level.

Summary

It should be pointed out that there was a general agreement by respondents that under a proper and sustained monitoring supervision of basic schools at Agona could attain a very high level. The concept of supervision is now very clear to most stakeholders of education. The responses indicated an appreciable improvement in the understanding of the concept of supervision. There is an improvement of 18.0% over that of pre-monitoring period.

The study revealed that there was considerable improvement in the supervision of actual teaching and learning activities. Areas such as the use of syllabus, the effective use of library periods, the effective use of contact hours and regular sampling to obtain information on pupils' performance among others recorded significant improvement. Punctuality, attendance and evaluation of learners also recorded appreciable improvement.

Accurate record keeping in the schools studied has improved. Almost all the records except staff movement book recorded either excellent or good from the respondents. The keeping of staff movement book however improved from 0% during the pre-monitoring to 33.0% after the period of monitoring. In the area of management activities all the activities, recorded considerable improvement except the submission of end of term report to the district education office, which is not being adhered to by the headteachers.

With the effective functioning of District Education Oversight Committee, District Education Planning Team, the Parent-Teacher Association and the School Management Committee, there is now an excellent relationship between the school and the community. The involvement of these agencies in the provision of buildings and other infrastructure improved from 50.0% to 67.0%. In much the same way, the provision of teaching and learning materials also improved from 48.0% to 67.0% after the intervention. A comparison of the 2000 and 2001 basic education certificate examination shows a great improvement in the performance of candidates in 2001 over that of 2000.

The impact of the school performance appraisal meetings with the communities was very high, which has reflected in the high performance of pupils in the performance monitoring test. The attitude of teachers towards their work has changed for the better, parents now support their children with the necessary school materials, whilst the communities are now supportive. The overall improvement in mean scores at the performance monitoring test was a little above 12.0%. Dropout rate in all the eight basic schools studied reduced drastically during the 2000/2001 academic year as a result of effective supervision.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The study was aimed at improving supervision of basic schools within the Agona town. Responses and opinions of respondents have been analyzed in chapter four. This chapter, therefore, attempts to summarize the findings of the study, and finally draw conclusions from the studies and make recommendations for further improving supervision in the basic schools at Agona town in the Afigya-Sekyere District.

Summary

Supervision has been given many interpretations by various writers, but it appears they all seem to agree to the view that it is a service provided which primarily aims at improving all factors that go into ensuring growth and development in the teaching/learning process. Moorer (1956) is of the view that supervision describes activities that go to ensure the improvement of conditions that promotes learning. He therefore describes supervision as all those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers.

Another writer who sees supervision as an activity is Wiles (1967). He also describes supervision as consisting of all the activities leading to the improvement of instructions, activities related to morale, improving human relations, in-service education and curriculum development. Neagley and Evans (1970) are of the view that supervision is a positive, dynamic and democratic action designed to improve instruction through the

continued growth of all concerned individuals, children, teachers, supervisors, administrators and parents or any other lay person.

Supervision has also been described by some writers as a form of evaluation of the instructional process in the school. Enus (1963) sees supervision as performing the following functions: The staffing function, the motivation and simulation function, the consultation function and the programme development function. It therefore becomes evident that the scope of supervision has broadened considerably and all the factors that affect the learning and growing of pupils are defensively in the province of supervision.

Most scholars seem to agree with Burton and Brueckner (1955) that administration and supervision cannot be separated. Neagley and Evans (1970) are of the view that educational administration is comprehensive generic category which includes supervision as one of the major functions. According to them, other key areas of administration are finance and facility development. Neagley and Evans conclude that if the primary aim of an act is the improvement of the teaching/learning situation, then that act may well be considered as supervisory.

Various writers have written on the effectiveness of supervision. They write about conditions that can make supervision effective and secondly, how effective supervision can promote teaching and learning. Neagley and Evans (1970) are among the writers on conditions necessary for effective supervision. They contend that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervisory staff are able to function effectively as a team. Unruh (1973) has stated that supervision enhances the ability of teachers to perform better and

achieve set targets. Wiles (1967) views supervision as an effective method that could be used to promote good results as far as teaching and learning are concerned.

Types of supervision and how they enhance educational attainment is another area of concern to many researchers and educationists. According to Musaazi (1982) supervision falls into a number of categories. These are: full supervision/intensive supervision, routine checking, certification inspection and work inspection. Brickel (1961), writing on the duties of the external supervisor, states that, they include among others, making the work of teachers more effective through such things as improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instruction through direct contact with the classroom teacher.

Researches by some educationists conclude that it is the supervisor who sets the tone for instructional supervision, the supervisor should carry out his duties in a consistent and impartial way.

The assessment of the situation was done through the administering of questionnaire, granting of interviews and observation. The sample size was 60. A pre-intervention data was collected after which a monitoring system was put in place to find out if there was an improvement in the supervision of schools. The post-intervention data was collected after two terms of monitoring.

Respondents were of the opinion that supervision is done by the headteacher, teachers, pupils and other stakeholders, like officers from the district education office, district education oversight committee members, school management committee members and parent teacher association. The responses were 66.0% during the pre-

intervention and 84.0% after intervention. It was therefore clear that there has been a considerable improvement in the understanding of the concept of supervision.

Table 3 discussed the responses on the supervision of actual teaching and learning activities. Some of the activities analyzed were the use of the syllabus, effective use of teachers handbook, textbooks, proper use of library periods on the time table, effective use of contact hours and accurate vetting of teachers lesson notes. The rest were keeping of up-to-date records of continuous assessment, regular visits to classrooms by the headteacher to observe teaching and learning. Use of individual and group meetings to discuss teachers' work, regular sampling to obtain information on pupils' performance, and the discussion of pupils' performance with teachers and parents. Respondents were of the opinion that supervision of actual teaching and learning activities in the eight basic schools has improved considerably as a result of the monitoring.

On the question of punctuality, attendance and evaluation of learners, respondents generally agreed that teachers regularly and punctually come to school. This issue actually dealt with teachers' regularity and punctuality to school, punctuality to classes, marking of pupils' work promptly and accurately, and development of appropriate tests and assignments. On the whole, there has been a considerable improvement on punctuality, attendance and evaluation of learners. The keeping of accurate records in basic schools is now a must. The analysis shows that there has been a marked improvement in the keeping of records at the eight basic schools studied. Some of the records examined under this question were admission register, cash and cash analysis book, inventory book/stores ledger and tally cards, the log book and minutes of school management committee. The rest are visitors' book, PTA minutes book, pupils attendance

register, pupils cumulative records and pupils reports cards. Others are staff attendance book, staff movement book and staff minutes book. Perhaps the only area which needs to be improved are the keeping of inventory book, stores ledger and tally cards.

The supervision of management activities was critically looked at, issues examined under this concept were numerous and varied. Some of these issues include up-to-date knowledge of educational policies and their effective implementation, involving staff in decision making, ensuring effective co-curricular activities, regular attendance and punctuality of staff and effective discipline in the schools. Other areas considered were the effective management of financial matters, adequate storage and effective use of textbooks and equipment and end of term and year reports to the district education office. Responses indicate that there were considerable improvement in all cases except the submission of end of term and year report which needs further improvement.

Cordial relationship between the school and community is a pre-requisite for good school administration. The schools are now working closely with the school management committee, the parent teacher association and the unit committee. This area of supervision also improved considerably. On quality teaching leading to high performance at the basic education certificate examination and performance monitoring test, the responses were that the quality of teaching improved. Initially the responses were very low as respondents indicated no, but after the intervention the yes responses were very high, especially the district education oversight committee members.

Table 11 shows the responses on the involvement of DEOC, PTA and SMC in the supervision of schools. These agencies are now involved in areas such as the provision of buildings and infrastructure, the provision of teaching and learning materials, attendance

of teachers and pupils, the provision of furniture and accommodation for teachers. Their involvement has improved considerably as a result of the monitoring exercise. Basic education certificate examination results shows that a total of 197 candidates made up of 116 boys and 81 girls wrote the 2000 examination. No candidate scored aggregate six or seven. One candidate was absent and as many as 30 scored aggregate 31 or more, which is a failure. In the 2001 basic education certificate examination, the four schools together presented a total of 161 candidates made up of 92 boys and 69 girls. Five candidates scored aggregate seven, one candidate scored aggregate eight, four candidates scored aggregate nine and three candidates scored aggregate ten. All candidates were present during the examinations. Nine candidates scored aggregate 31 or more which is a failure. The percentage scores of the four schools were; 100%, 100%, 87.0% and 77.42% respectively. There was a great improvement in the performance of candidates in 2001 over that of 2000.

In order to address the poor performance of the public schools, the inspectorate division of the Ghana Education Service has devised a common test in English and Mathematics, which is conducted in P2 – P6 in all public primary schools. This is conducted to find out lapses and shortcomings in the public schools, which may be reviewed through the organization of schools performance appraisal meetings (SPAM) with the communities. Targets set for both 2000 and 2001 in English and Mathematics could not be achieved; however, there was an improvement in the mean scores of 2001 over that of 2000. The mean scores in Mathematics for 2001 was nearer the set target than English. The impact of the school performance appraisal meetings with the committee has reflected in the performance of pupils. The attitude of teachers towards

their work has changed for the better, parents now support their children with the necessary school materials whilst the communities are now supportive.

Analysis of teachers' attendance shows that teachers attendance in the first term of the academic year was low as compared to the second and third terms. This is due to transfers and releases. In general attendance for 2000/2001 academic year was better than that of 1999/2000. All the schools improved in the area of teachers' attendance. Pupils' attendance in all the schools was above 80.0%, which is excellent. Attendance for term two and three improved perhaps due to the fact that fewer admissions were made during the second and third terms. The pattern of attendance shows that there was a slight improvement in all the schools during the monitoring period of 2000/2001 academic year as against that of the pre-monitoring period of 1999/2000 academic year.

An examination of the number of times teachers were absent without permission in the eight basic schools studied was very high, but after the intervention the trend changed considerably. In the 1999/2000 academic year, teachers in the eight basic schools studied were absent 56 times without permission. On the average teachers were absent seven times in each school without permission. In the 2000/2001 academic year, teachers in the eight basic schools were absent 26 times without permission. On the average, teachers were absent three times in each school without permission. This shows a vast improvement over that of 1999/2000 academic year. Respondents identified poverty, truancy and unattractive school environment as the major causes of dropout in the schools studied. Dropout rate in all the eight basic schools studied reduced drastically during the 2000/2001 academic year as a result of effective supervision.

Conclusion

The main point of this study was to find out whether an effective monitoring system could improve supervision of basic schools at Agona-Ashanti. Based on the studies it is important to keep a machinery in place to ensure that the implementation of the curriculum is kept on course. It is also important that the teaching/learning procedure is constantly monitored and reviewed so that the whole system of facilitating teaching/learning is kept abreast with modern changes and development. It is for this reason that supervision of the instructional process becomes crucial for schools to live up to expectation.

The monitoring and evaluation division of the Ghana Education Service is responsible for the assessment, evaluation and supervision of the education system. This job is actually carried out by the supervisors and inspectors at various levels throughout the country. It is worthy to note that the unco-operative relationship that existed between the supervisors and the teachers in the past has, to a large extent, been eliminated. The supervisor of today seeks to stress leadership and thought-out methods and personal initiative on the part of the teacher and to co-operate with him so that they both contribute towards the achievement of educational objectives.

The appointment of Circuit Monitoring Assistants now called District Monitoring Assistants is another step taken by the Ministry of Education to ensure adequate supervision. Through situational reports by the District Monitoring Assistants, feedback is given to the Ministry of Education as to what actually is happening as far as the instructional process and availability of teaching materials like textbooks and equipment are concerned. The latest development in the area of supervision is the appointment of

circuit supervisors. Their main duties are the supervision of the instructional process and the giving of professional advice and guidance within the educational circuits assigned to them. Of late, community leaders and other stakeholders in education have been called upon to exert some influence by way of supervision in the schools in their localities. This, it is expected, would enhance teaching and learning in the schools.

Supervision of the pupils' work by the teachers is very important in enhancing pupils' achievement because the teacher/pupil contact is on a daily basis more than any other contact the pupils have with other supervisors. The role of the headteacher is also very important in supervision. His main duty is to ensure that adequate teaching and learning take place in the classroom. He also gives professional advice and guidance to the teachers. He is also expected to organize in-service training courses for the teachers. As an administrator, the headteacher is to ensure that the necessary inputs like textbooks, stationery, equipment and tools are available in the school. External supervision basically deals with supervision by officers from the education offices whether district, regional or national.

Supervision in modern times is positive, dynamic and democratic which is designed to improve instruction through the continued growth of all concerned individuals, children, teachers, supervisors and administrators. Burton and Brueackner (1955) therefore conclude that administration and supervision cannot be separated.

The findings of the study also led to the conclusion that punctuality, attendance, and evaluation of learners improved to an appreciable level within the short period of monitoring. One other area which needs specific mention is accurate record keeping, which has improved tremendously. Records, such as admission register, cash and cash

analysis book, the log book, and PTA minutes book are some of the records that recorded improvement. Headteachers are now conscious of the need to keep proper records in schools.

There was a definite agreement among the different categories of respondents on the supervision of management activities. Specific management activities that deserve mention are effective management of financial matters, effective discipline in the school, regular attendance and punctuality of staff, involvement of staff in decision making and regular and effective staff meetings. Other activities, which were not specifically mentioned also showed an appreciable level of improvement. The schools now cooperate with the community and other interest groups in the smooth running of the schools.

Based on the findings, it can also be concluded that, there was a vast improvement in the Basic Education Certificate Examination of 2000/2001 over that of 1999/2000. The four schools together improved their performance from 75.48% to 91.11% with two schools scoring 100% each. Mean scores of performance monitoring test (PMT) in English and Mathematics for the four primary schools studied also went up. Targets set for both 2000 and 2001 could not be achieved, however there was a considerable improvement in the mean scores of 2001 over that of 2000. The most significant improvement was recorded in P4 as a result of adequate supply of English and Mathematics Book 4 to primary schools in the District. In addition the teachers' guide for both English and Mathematics are available to P4 teachers.

Finally, there was a reduction in the dropout rate of pupils in all the eight basic schools studied. One basic factor, which came up strongly, was unattractive school

environment. Respondents were of the opinion that attractive school environment is a major factor in retaining pupils in school. Improving retention rate and reducing dropout rate therefore depend to a large extent on the school environment.

Recommendations

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

1. The basic qualification for appointment as a headteacher or a supervisor should be Diploma in basic education. Such teachers should pass an interview after which they should be given an intensive induction to enable them to assume responsibilities for their new position.
2. Since the concept of supervision has changed from finding out what is wrong to developmental, supervision as a subject should be included in the training college curriculum. This will make them effective supervisors when they assume that role (Fletcher, 2001).
3. Supervisors and headteachers must be encouraged to ensure that contact hours and library periods are effectively used.
4. In-service training programmes should be organized for headteachers and teachers on how to develop appropriate tests and assignments for pupils.
5. Since the concept of school management committee is relatively new in the basic school system, every attempt should be made to ensure that members of such committees operate within their limit.
6. Effective school administration requires sound management skills, including financial administration, therefore supervisors, headteachers and all aspiring

environment. Respondents were of the opinion that attractive school environment is a major factor in retaining pupils in school. Improving retention rate and reducing dropout rate therefore depend to a large extent on the school environment.

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5. Since the concept of school management committee is relatively new in the basic school system, every attempt should be made to ensure that members of such committees operate within their limit.
6. Effective school administration requires sound management skills, including **financial administration**, therefore supervisors, headteachers and all aspiring

heads should be given management training as one of the pre-requisites for those positions.

7. All schools are situated in communities and the communities also provide land and other facilities, therefore the schools should organize outreach programmes like cleaning exercises and tree planting, to benefit communities.
8. The District Education Oversight Committee, the parent teacher association, and the school management committee concept are very laudable but their functions should be clearly spelt out so as to avoid conflict of interest.
9. The performance monitoring test is a very good exercise and should be extended to cover junior secondary schools.
10. Releases, transfers and appointment of teachers should be completed before the beginning of each academic year.
1. Teachers who absent themselves from school without permission should be appropriately sanctioned.

Suggestions for Further Research

The research dealt with improving supervision of basic schools at Agona Ashanti. In doing so certain questions came up which needs further investigations. The following suggestions are therefore made for further research:

1. How effective is supervision at the second cycle institutions?
2. Can effective instructional supervision reduce the dropout rate in basic schools?
3. What role does the School Management Committee, the District Oversight Committee and the District Education Planning Team play in the supervision of basic schools?

4. What role does the District Directorate of Education play in the supervision of second cycle institutions in the Afigya-Sekyere District?
5. Is the supervision of teachers in the basic schools at Agona effective?
6. What could the Assembly, through the DEOC do to intensify supervision of teachers to ensure delivery of quality education.
7. What is the relationship between the Ghana Education Service and the mission educational units in the area of supervision?
8. What role does communication play in instructional supervision?
9. What role does supervision of instruction play in the delivery of quality education at the basic level?
10. Is there any correlation between instructional supervision and communication?

The above areas of research are channels open to future researchers.

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APPENDIX A

UNIVERSITY OF CAPE COAST

QUESTIONNAIRE FOR OFFICERS/TEACHERS

A study is being conducted into "improving supervision of basic school at Agona through monitoring" by a student of the Institute for Educational Planning and Administration, University of Cape Coast. You are being invited to participate in the study by completing this questionnaire. It is hoped that you will complete the questionnaire as *frankly* as you can.

PART ONE

PERSONNEL DATA

Indicate by ticking () the appropriate response where applicable.

1. Serial number []
2. Gender []
3. State the year in which you were first appointed a teacher.
4. Professional status of teacher
 - 4.1 Professional []
 - 4.2 Non-Professional []
5. State the year you were posted to this office/school.
6. Which of the following positions do you hold in this office/school?
 - 6.1 District Director []
 - 6.2 Assistant Director []
 - 6.3 Circuit Supervisor []

- 6.4 Headteacher/Headmaster []
- 6.5 Classroom teacher only []
- 6.6 Others, specify []
7. Level of Education
- 7.1 Postgraduate [] 7.2 Degree []
- 7.3 Diploma [] 7.4 2 & 3 Year Post-Sec. []
- 7.5 4-Year Cert. 'A' [] 7.6 Others Specify []
8. What is your rank?
- 8.1 Director [] 8.2 Assistant Director []
- 8.3 Principal Supt. [] 8.4 Senior Supt. []
- Others Specify []
9. Number of years of Headship/schedule
10. Level of operation
- 10.1 District Office []
- 1.2 Junior Secondary School []
- 1.3 Primary School []

PART TWO

SECTION A

THE CONCEPT OF SUPERVISION

Please circle the number on the scale given after each item that best describes your response to that item. Below is a key to the scale

Key 5 – Strongly agree

- 4 – Agree
 3 – Not sure/Don't know
 2 - Disagree
 1 – Strongly disagree

11. Supervision in the school is done by the Headteacher alone.
 12. Supervision in the schools is done by majority of the staff members.
 13.. Supervision is done by a selected few of the staff members and the Headteacher/Headmaster.

5 4 3 2 1

SECTION B

SUPERVISION OF TEACHING AND LEARNING ACTIVITIES

Circle the number of the scale given below that best describes the extent to which you are involved in supervision.

- Key** 5 – To a great extent
 4 – To some extent
 3 – Don't know/Not sure
 2. - To a little extent
 1 – Not at all

14. Ensures that teachers teach according to syllabus.
 15. Monitors the effective use of teachers' handbook, textbooks, and stationery for teaching and learning.

5 4 3 2 1

16. Ensures that library periods are used properly.
- 5 4 3 2 1
17. Ensures that teachers make effective use of contact hours.
- 5 4 3 2 1
18. Vetting teachers' lesson notes accurately and effectively.
- 5 4 3 2 1
19. Ensures that continuous assessment record is kept up-to-date by teachers.
- 5 4 3 2 1
20. Visits classroom to observe teaching/learning activities on regular basis.
- 5 4 3 2 1
21. Uses individual and/or group meetings with teachers to discuss their work.
- 5 4 3 2 1
22. Regularly does random sampling to obtain accurate information on pupils' performance.
- 5 4 3 2 1
23. Discuss performance of pupils with teachers, parents/guardians as appropriate.
- 5 4 3 2 1

SECTION C

PUNCTUALITY, ATTENDANCE AND EVALUATION OF LEARNERS

Circle the number on the scale below that best describes the responses to each of

the following items. Key to the scale

Key	5	–	Strongly agree
	4	–	Agree
	3	–	Don't know/Not sure
	2	–	Disagree
	1	–	Strongly disagree

24. Teachers regularly and punctually come to school and stays till closing time.

5 4 3 2 1

25. Teachers are punctual to classes and stays till end of the class.

5 4 3 2 1

26. Pupils are encouraged to attend school regularly and punctually.

5 4 3 2 1

27. Teachers mark learner's work promptly and accurately and provide feedback.

5 4 3 2 1

28. Teachers record learner's progress clearly, accurately and regularly.

5 4 3 2 1

29. Teachers develop appropriate tests and assignments and awards marks/grades accurately.

5 4 3 2 1

SECTION D
RECORDS KEEPING

Key to scale	Excellent	5
	Good	4
	Satisfactory	3
	Needs improvement	2
	Unsatisfactory	1

Ensures accurate keeping of

		5	4	3	2	1
30	Admission Register					
31	Cash/Cash analysis book					
32	Inventory book/store ledger and tally cards					
33	Log book					
34	Minutes of School Management Committee					
35	Visitors Book					
36	PTA Minutes Book					
37	Pupils Attendance Registers					
38	Pupils Cumulative Records					
39	Pupils Report Cards					
40	Staff Attendance Book					
41	Staff Movement Book					
42	Staff Minutes Book					

SECTION E

SUPERVISION OF MANAGEMENT ACTIVITIES

Circle the number on the scale given below that best describes your responses to

each of the items that follow

- 5 – Strongly agree
 4 – Agree
 3 – Not sure/Don't know
 2 – Disagree

disagree

43. Officers/Teachers have up-to-date knowledge of educational policies and ensures their implementation.

5 4 3 2 1

44. Ensures that Headteachers/Headmasters involve staff in decision making.

5 4 3 2 1

45. Headteachers/Headmaster hold staff meetings regularly and efficiently.

5 4 3 2 1

46. Has cordial relationships with staff and ensure cordiality among staff.

5 4 3 2 1

47. Ensures that co-curricular activities effectively supplement classroom work.

5 4 3 2 1

48. Ensures regular attendance and punctuality of staff to school.

5 4 3 2 1

49. Ensures effective discipline in the school.
- 5 4 3 2 1
50. Maintains school property in good order.
- 5 4 3 2 1
51. Ensures that school compound is kept clean and healthy.
- 5 4 3 2 1
52. Manages financial matters effectively.
- 5 4 3 2 1
53. Ensures adequate storage and effective use of the school textbooks, equipment and other supplies.
- 5 4 3 2 1
54. Submits end of term and end of year reports to the District Education Office through the circuit supervisor.
- 5 4 3 2 1

SECTION F

SCHOOL COMMUNITY RELATIONSHIP

Key	5	–	Excellent
	4	–	Good
	3	–	Satisfactory
	2	–	Needs improvement
	1	–	Unsatisfactory

Please circle the number on the scale given after each item that best describes your response to that item.

55. Co-operates with PTA and other groups in the interest of the school.

5 4 3 2 1

56. Ensures community participation in decisions affecting the school and pupils.

5 4 3 2 1

57. Involves the community in school open day, schools sports and other school activities.

5 4 3 2 1

58. Works with school management committee for effective management of the school.

5 4 3 2 1

59. Involves the school in outreach programmes, e.g., cleaning exercise in the community, tree planting, etc.

5 4 3 2 1

SECTION G

GENERAL QUESTIONS

Write your response to the following items in the space provided after each item.

60. Is the supervision of schools in the District effective?

Yes [] No []

61. Give reasons for your answer above (60).

62. Are teachers providing quality teaching to pupils leading to high performance at BECE?

Yes [] No []

63. Give reasons for your answer to question (62).

64. What measures need to be adopted to improve the quality of supervision in the District?

65. Is the District Directorate facing difficulties in trying to improve supervision?

Yes [] No [] Explain

66. Do the School Management Committee, DEOC and PTA have a say in the supervision Of schools? Yes [] No []

Explain

67. What is the relationship between the GES and the Mission Education Unit in respect of supervision?

68. How would you describe the level of supervision in the schools?

(a) Very High [] (b) High [] (c) Low []
 (d) Undecided [] (e) Very Low []

69. Are you satisfied with the present level of supervision in the schools?

Yes [] No []

Give reasons for your answer

70. Please use the space provided below for anything that you want to say regarding improving supervision in the basic schools at Agona that has not been catered for in this set of questionnaire.

APPENDIX B

OBSERVATION INTERVIEW GUIDE

Indicate by ticking () the appropriate response where applicable

SECTION A

Personal Data

1. Serial number []
2. Gender: Male [] Female []
3. Name of school Registered No
4. Name of Heateacher/Teacher
5. Registered Number
6. Level of Education
7. Level of Operation

SECTION B

Headteachers Supervision of Management Activities

8. Vets lesson notes at appropriate time and completes lesson notes chart
Yes [] No []
9. Observes each teacher teach at least once a term Yes [] No []
If no what are the reasons?
10. Organizes at least two school-based in-set per term. Yes [] No []
11. Organizes at least two staff meetings per term. Yes [] No []
12. Keeps records of pupils output of work. Yes [] No []

APPENDIX B

OBSERVATION/INTERVIEW GUIDE

Indicate by ticking () the appropriate response where applicable.

SECTION A

Personal Data

1. Serial number []
2. Gender: Male [] Female []
3. Name of school Registered No.
4. Name of Heateacher/Teacher
5. Registered Number
6. Level of Education
7. Level of Operation

SECTION B

Headteachers Supervision of Management Activities

8. Vets lesson notes at appropriate time and completes lesson notes chart.
Yes [] No []
9. Observes each teacher teach at least once a term Yes [] No []
If no what are the reasons?
10. Organizes at least two school-based in-set per term. Yes [] No []
11. Organizes at least two staff meetings per term. Yes [] No []
12. Keeps records of pupils output of work. Yes [] No []

13. Keeps up to date school records, e.g., log book, admission register, cash book, minutes book, time book, visitors book, inventory and files.

Yes [] No [] Indicate books not kept

SECTION C

Circuit Supervisors

14. Visits at least all schools in the circuit once a term. Yes [] No []
15. Submits a report to the ADE supervision. Yes [] No []
16. Gives support to headteacher and staff. Yes [] No []

Indicate type of support given.

SECTION D

Pupils Activities

17. Do pupils come to school on time? Yes [] No []
18. Prefects supervise the cleaning of school compound? Yes [] No []
19. Are pupils consulted on matters affecting them? Yes [] No []
20. Do teachers come to school regularly and punctually? Yes [] No []
21. Are library periods properly utilized by pupils? Yes [] No []
22. Pupils are given report at the end of each term. Yes [] No []

SECTION E

Supervision by Teachers

23. Teachers supervise pupils during break, games, etc. Yes [] No []
24. Caters for individual differences. Yes [] No []
25. Maintains good relationship with learners. Yes [] No []

26. Teacher initiates or contribute to clubs and other co-curriculum activities, e.g. sports,
clean up. Yes [] No []
27. Mark pupils work. Yes [] No []
28. Give children homework and mark them. Yes [] No []
29. Mark attendance register. Yes [] No []
30. Ensures effective use of school textbooks, equipment and other supplies.
Yes [] No []

SECTION F

Involvement of District Education Oversight Committee in Supervision

31. Visit schools regularly to offer support to staff. Yes [] No []
32. Discipline teachers for absenteeism and lateness. Yes [] No []
33. Hold at least two meetings each term. Yes [] No []
34. Play a role in the provision of school infrastructure. Yes [] No []
35. Interact with the District Education office staff for the smooth running of education in
the District. Yes [] No []
36. General comments

APPENDIX C

POPULATION AND SAMPLE

The population was made up of headteachers and teachers from the following basic schools at Agona-Ashanti, and officers from the district education office:

1. SDA Primary and Junior Secondary Schools
2. Presby Primary and Junior Secondary Schools
3. Methodist Primary and Junior secondary Schools
4. Local authority Primary and Junior Secondary Schools
5. Three Circuit Supervisors
6. The Training Officer
7. The Welfare Officer
8. The Assistant Director, Supervision and Management
9. The assistant Director, Administration and Finance
10. The Assistant Director, Manpower and Training
11. The Assistant Director, Examinations
12. The Assistant Director, Monitoring and Evaluation
13. The District Director of Education
14. The Guidance and Counselling Officer
15. The Textbooks Officer
16. The Co-ordinator of Basic Schools
17. One Internal Auditor
18. The District Accountant

19. **The Budget Officer**
20. **Three members of the District Education Oversight Committee**
21. **Four pupils from the basic schools**

APPENDIX D

Variable names and variable description used in the study

Sect	Variable Name	Variable Description
A	Headteacher	Supervision in the schools are done by the headteacher alone
	Majority of staff	Supervision in the schools are done by majority of staff members
	Selected few	Superv. is done by a selected few of the staff members and the teachers
	Stakeholders	Supervision is done by the headteacher, pupils and other Stakeholders.
B	Syllabus	Ensures that teachers teach according to syllabus
	Handbook	Monitors the effective of teachers handbook and textbooks
	Library periods	Headteachers ensure that library periods are used properly
	Contact hours	Teachers ensure effective use of contact hours
	Lesson notes	Headteachers vet lesson notes accurately
	Cont. assessment	Teachers keep up to date records of continuous assessment
	Teaching/Learning	Headteacher visits classrooms to observe teaching/learning
	Meetings	Headteacher uses individual/group meetings to discuss pupils work
	Regular sampling	Headteacher does regular sampling to obtain information on pupils performance.
Performance	Headteacher discuss performance of pupils with teachers and parents	

C	Teachers are regular	Teachers regularly and punctually come to school
	Punctual to classes	Teachers are punctual to classes
	School attendance	Pupils are encouraged to attend school regularly and punctually
	Accurate marking	Teachers mark pupils work promptly and accurately
	Pupils progress	Teachers record pupils clearly and accurately
	Appropriate test	Teachers develop appropriate tests and assignments
D	Register	Admission register
	Cash book	Cash/Cash analysis book
	Inventory book	Inventory book, store ledger and tally cards
	Minutes of SMC	Minutes of school management committee
	Attendance Register	Pupils attendance register
E	Educational policies	Officers/Teachers have up to date knowledge of educational policies
	Decision making	Headteachers involve staff in decision making
	Regular meetings	Headteacher hold staff meetings regularly and effectively
	Cordial relationship	Headteachers have cordial relationship with staff and ensures cordiality among staff
	Effective activities	Headteacher ensure effective co-curricular activities
	Regular attendance	Headteacher ensures regular attendance and punctuality of staff
	Effect discipline	Headteacher ensures effective discipline in the school
	School property	Headteacher maintains school property in good order

	Clean compound	School compound is kept clean and healthy
	Financial management	Headteacher manages financial matters effectively
	Adequate storage	Adequate storage and effective use of textbooks and equipment
	Terminal reports	Headteacher submit end of term and year report to District Education Office
F	Interest groups	School co-operate with other interest groups
	Comm. Participation	The school ensures community participation in decision affecting the
	Open days and sports	School and pupils.
	Outreach programmes	Community involvement in open days and sports
	Works with SMC	Involves the school in outreach programmes eg. cleaning exercise and tree planting in the community. Works with school management committee for effective management of the school.
G	Materials	The provision of teaching/learning materials
	Accommodation	Accommodation for teachers
	DEOC	District Education Oversight Committee
	DEO	District Education Office