

AKENTEN APPIAH-MENKAH UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURAL DEVELOPMENT

THE IMPACT OF SUPERVISION ON ACADEMIC PERFORMANCE OF SENIOR HIGH  
SCHOOLS: A CASE STUDY OF THE NATIONAL SCHOOLS INSPECTORATE  
AUTHORITY – EJISU.

HENRY OSEI

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Communication Sciences, submitted to the School of Graduate Studies, Akenten Appiah  
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partial fulfilment of the requirements for ward of Master of Arts (Educational  
Leadership) degree**

SEPTEMBER, 2023

**DECLARATION**

**STUDENT’S DECLARATION**

I, HENRY OSEI, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: .....

DATE: .....

**SUPERVISOR’S DECLARATION**

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Kumasi.

SUPERVISOR NAME: DR. SAMUEL KWADWO ABOAGYE

Signature: .....

Date: .....

## **DEDICATION**

This thesis is dedicated to my wife, Louisa Serebour and mother, Janet Ababio for their unflinching support and encouragement.

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## TABLE OF CONTENT

| Content  | Page |
|--|------|
| Title page   |      |
| DECLARATION  | iii  |
| DEDICATION   | iv   |
| ACKNOWLEDGEMENT  | v    |
| TABLE OF CONTENT                                       | vi   |
| LIST OF TABLES   | ix   |
| LIST OF FIGURES  | x    |
| ABSTRACT   | xi   |
| CHAPTER ONE : INTRODUCTION                             | 1    |
| 1.0 Overview   | 1    |
| 1.1 Background to the Study                            | 1    |
| 1.2 Statement of the Problem                           | 3    |
| 1.3 Purpose of the Study                               | 3    |
| 1.4 Objectives of the Study                            | 3    |
| 1.5 Research Questions                                 | 4    |
| 1.6 Significance of the Study                          | 4    |
| 1.7 Delimitations of the Study                         | 4    |
| 1.8 Organization of the Study                          | 5    |
| CHAPTER TWO : LITERATURE REVIEW                        | 6    |
| 2.0 Introduction                                       | 6    |
| 2.1 Definition of Inspection                           | 6    |
| 2.2 Examining the Characteristics of School Inspectors | 7    |
| 2.2.1 Types of Inspection in Ghana                     | 10   |

|  |           |
|--|-----------|
| 2.2.2 Inspection Process                                       | 14        |
| 2.2.3 Inspection Follow-Up                                     | 15        |
| 2.2.4 Purposes of Inspection                                   | 16        |
| 2.3 Challenges of Inspection                                   | 19        |
| 2.4 Conceptual Framework                                       | 26        |
| 2.5 Theoretical Framework                                      | 28        |
| 2.5.1 Reciprocity  | 28        |
| 2.5.2 Communication  | 29        |
| 2.5.3 Feedback   | 29        |
| <b>CHAPTER THREE : RESEARCH METHODOLOGY</b>                    | <b>31</b> |
| 3.1 Overview   | 31        |
| 3.2 Research Design  | 31        |
| 3.3 Study Area   | 32        |
| 3.4 Population of the Study                                    | 33        |
| 3.5 Sample size and sampling procedure                         | 34        |
| 3.6 Data Collection Instrument                                 | 35        |
| 3.7 Data Collection Procedure                                  | 36        |
| 3.8 Data Analysis Techniques                                   | 36        |
| 3.9 Validity and reliability of the instrument                 | 37        |
| 3.10 Ethical Issues Considered in the Study                    | 38        |
| <b>CHAPTER FOUR : DATA ANALYSIS AND DISCUSSION OF FINDINGS</b> | <b>39</b> |
| 4.0 Introduction   | 39        |
| 4.1 Demographic Characteristics                                | 39        |
| 4.2 Analysis of Data on the Research Questions                 | 41        |

|   |    |
|---|----|
| 4.2.1 Research question one: What are the characteristics of schools’ inspectors assigned to assess the school?       | 41 |
| 4.2.2 Research question two: What is the impact of inspection on academic performance of senior high school students? | 45 |
| 4.2.3 Research question three: What are the challenges to the professionalism of school inspectors?                   | 47 |
| 4.3 Discussion of results   | 49 |
| 4.3.1 The characteristics of schools’ inspectors assigned to assess the school  | 49 |
| 4.3.2 Impact of inspection on academic performance of senior high school students                                     | 49 |
| 4.3.2 Challenges to the professionalism of school inspectors  | 50 |
| CHAPTER FIVE : SUMMARY, CONCLUSION AND RECOMMENDATION   | 51 |
| 5.0 Introduction  | 51 |
| 5.1 Summary   | 51 |
| 5.1.1 What are the characteristics of schools’ inspectors assigned to assess the school?                              | 51 |
| 5.1.2 What is the impact of inspection on academic performance of senior high school students?                        | 52 |
| 5.1.3 What are the challenges to the professionalism of school inspectors?  | 52 |
| 5.2 Conclusion  | 52 |
| 5.3 Recommendations   | 53 |
| REFERENCES  | 54 |
| APPENDIX A : QUESTIONNAIRE  | 68 |
| APPENDIX B : INTRODUCTORY LETTER  | 76 |

## LIST OF TABLES

| Table  | Page |
|--|------|
| Table 1: Population of the study   | 34   |
| Table 2: Demographic Features of Respondents   | 40   |
| Table 3: characteristics of schools' inspectors assigned to assess the school        | 42   |
| Table 4: characteristics of schools' inspectors assigned to assess the school        | 43   |
| Table 5: characteristics of schools' inspectors assigned to assess the school        | 44   |
| Table 6: impact of inspection on academic performance of senior high school students | 46   |
| Table 7: challenges to the professionalism of school inspectors                      | 48   |

## LIST OF FIGURES

| Figure                         | Page |
|--------------------------------|------|
| Figure 1: Conceptual framework | 27   |
| Figure 2: Ejisu Municipal      | 33   |

## **ABSTRACT**

The purpose of this study was to investigate the impact of school inspection on senior high school students' academic performance. The target population were workers of the National Schools Inspectorate Authority (NaSIA) – Ejisu district, and teachers of public senior high schools in the Ejisu district which are Ejisu/Technical Senior High School and Church of Christ Senior High School. The total number of these workers were 155. Random sampling aided in the selection of one hundred and one (111) workers from the population as respondents for this study. The research design used for their study was quantitative method. The study adopted the descriptive approach with quantitative approach to gather and analyze relevant data by means of quantitative approach. The descriptive statistics were employed to analyze the quantitative data. Based on the objectives of this current study, it was concluded that there was a positive rate concerning the characteristics of schools' inspectors assigned to assess the school. Lastly, there was an impact of inspection on academic performance of senior high school students. There were challenges to the professionalism of school inspectors. The study recommended that feedback to the school be promptly provided by the school inspectorates, School inspection regulations demand that inspection reports be sent to all stakeholders within two weeks after the inspection. It was further suggested that the budget for school inspection should be increased by the government, School heads and academic coordinators felt that more money should be set aside for school inspection.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Overview**

This chapter is the introductory part of the study. The chapter introduces the background to the study and problem statement. The chapter further outlines the purpose of the study, objectives and research questions, significance, limitations, delimitation, and organization of the study.

### **1.1 Background to the Study**

The inspection of school is crucial for the improvement in the life of the school (Webb, Vulliamy, Häkkinen & Hämäläinen, 1998; Whitby, 2010). It can help the school realise its challenges and work to improve upon them (Hofer, Holzberger, & Reiss, 2020; McNamara, O’Hara, Brown & Quinn, 2020). The inspections conducted on every Ghanaian pupil or student helps to achieve quality education in a secured environment (Gustafsson, Ehren, Conyngham, McNamara, Altrichter & O’Hara, 2015).

School inspections can achieve its purpose when the stakeholders are willing to work on their challenges and accept the reports. They are also effective when school inspectors communicate their findings in a timely fashion. There are internal and external inspections. School principals conduct internal inspection of activities in the schools on a daily basis. In Ghana, the Ministry of Education (MoE) under the Education Regulatory Bodies Act 2020 (Act 1023) has established the National Schools Inspectorate Authority (NaSIA).

They develop, publish, promote, and enforce the highest quality standards and guidelines for quality education at the pre-tertiary level in Ghana. The authority has established Inspection Panels (IPs). The inspectors have an Inspection Evaluation Framework (IEF) they use the framework to evaluate the performance and compliance of the schools. They also

communicate their findings to the Ministry of Education and other interested parties so that they can use it to design policies that are aimed at improving the quality of education in the country.

An inspection panel including Lead Inspectors and Team Inspectors usually conducts inspections in the schools. They visit the schools to ascertain whether the teaching and non-teaching staff is working to achieve the standards (Olagboye, 2004). NaSIA recruits inspectors, based on a set of characteristics. As an inspector, they expect the individual to possess a bachelor's degree in any field of study from an accredited university.

The inspectors should, most importantly, have fantastic experience in the management of a school. They should uphold the high level of professionalism in their line of duty. They must reject money, food, or water or anything that can influence them in their work whenever they visit a school. However, some inspectors compromise their dignity as they seek financial help or other inducements from the headteachers of the schools they visit. Another worrying situation is teachers in the school perceive the work of the inspectors as antagonistic. They do not cooperate well with them when they visit their schools.

Inspections are conducted to influence the MOE in its formulation of policies that affect all aspects of education at the basic school level. These policies affect the management, students' academic performance, teachers' performance and the physical environment. The inspections are an in-depth analysis of the school environment to impact the standard and quality of activities in the schools. Consequently, this study investigates the impact of inspection on the academic performance of students in senior high schools in the Ejisu municipality using the National Schools Inspectorate Authority.

## **1.2 Statement of the Problem**

The academic performance of students at both the public and private senior high schools in Ghana has raised major concerns from the general public. There is persistent outcry on the performance of students in the WASSCE over the years. The government in an attempt to reverse the poor academic performance of the students established the NaSIA to conduct inspections of schools at the senior high school level. The NaSIA has been visiting senior high schools all over the country to assess their performance.

A finding of their reports in the 2020/2021 academic year revealed that several schools had unsatisfactory ratings. For example, the WASSCE results of Ejisuman Senior High School in the Ashanti region showed that less than 37% had grades A1 to C6 in core subjects (English, Mathematics, Integrated Science and Social Science) in the years under review (National Inspectorate Board, 2021).

They established that several factors including leadership were inefficient in the schools. A significant number of the schools lacked basic facilities including classrooms, laboratories, desks, libraries, toilets and accommodation. Following these assertions, the researcher would like to investigate the impact of school inspection on the academic performance of senior high school students in the Ejisu Municipality.

## **1.3 Purpose of the Study**

The purpose of this study is to investigate the impact of school inspection on senior high school students' academic performance.

## **1.4 Objectives of the Study**

The following are the objectives of the study. This study seeks to:

1. Explore the characteristics of school inspectors.

2. Find out the impact of inspection on academic performance of senior high school students.
3. Examine the challenges to the professionalism of school inspectors.

### **1.5 Research Questions**

The following research questions are formulated to guide the study to achieve the set objectives:

1. What are the characteristics of school's inspectors assigned to assess the school?
2. What is the impact of inspection on academic performance of senior high school students?
3. What are the challenges to the professionalism of school inspectors?

### **1.6 Significance of the Study**

The study would help the Ministry of Education (MOE) and interested parties to appreciate the impact of school inspection on student's academic performance. It would help school inspectors to appreciate their challenges and draw strategies and mechanisms to deal with them. Moreover, the school management would understand the need to revamp their leadership styles to ensure effective and efficient delivery of outputs for the schools. The teachers would make conscious efforts to perform their roles professionally in the school. Students investigating a similar topic in the future would use it as a source of reference.

### **1.7 Delimitations of the Study**

The study is delimited to two senior high schools in the Ejisu Municipality – Ejisuman Senior High School and Church of Christ senior High School.

## **1.8 Organization of the Study**

The study is organized into five chapters. Chapter one is the introduction. It covers the background to the study, the statement of the problem, purpose of the study, objectives, research questions, significance, delimitations and organization of the study. Chapter two shall present the review of related literature in accordance to the research questions. Chapter three shall present the research methodology. Chapter four shall present an analysis and presentation of results for the study. Chapter five shall provide the summary, conclusion, recommendation, and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter is the review of related literature. Literature was reviewed according to the research questions. The theoretical and conceptual frameworks for the study were highlighted.

#### **2.1 Definition of Inspection**

Inspection has been defined differently by different authors. The word, inspection is derived from the Latin word “inspectionem.” It is translated in English as “look closely” (Wiktionary, 2022). As the name suggests, inspectors look closely into the works of teachers and school heads in the school.

They check to ensure they can conform to the standards set out in the establishment of the school. Inspection can be thought of as examining the organisation, an issue or practice to investigate whether they are maintaining the standards (Al Qubaisi, Badri, Mohaidat, Al Dhaheri, Yang, Al Rashedi & Greer, 2016; Brown, McNamara, Joe & O’Brien, 2016). The Organisation for Economic Co-operation and Development (OECD) defines a school inspection as a mandated, formal process of external evaluation “which” involves one or more trained inspectors who evaluate quality based on a standard procedure “and which aims to hold schools accountable” (OECD, 2015).

School inspection involves the process through inspectors use the data they collect to analyse and appraise teachers’ work (Hofer, Holzberger & Reiss, 2020). Similarly, School inspection is the act of monitoring what happens in schools, gathering evidence from a range of other areas, and presenting the findings (Richards, 2001). Inspectors usually monitor and evaluate the teacher’s work to identify their challenges and develop solutions to them. Inspection is normally performed when there is a high possibility that teachers are not

complying with the standards. Inspections are conducted to ensure that stakeholders especially teachers do not deviate from the standards (Matthews & Sammons, 2004). School inspection is the process of evaluating the quality and/or performance of the institution activities, programs, or initiatives (Wilcox, 2000). School inspection is conducted with well-defined goals and is directed at assessing the school environment to ensure that they result in positive impacts.

## **2.2 Examining the Characteristics of School Inspectors**

School inspectors usually assess the output of teachers to find out whether the teachers have achieved their set targets (Reay & Wiliam, 1999; Schildkamp & Ehren, 2013). The major characteristic of inspectors is to look for the weak points of teachers and help them to address those challenges. Inspectors are able to spot the shortcomings in the school environment. The inspectors use the inspection process to gauge the efficiency levels in the school. They do this so that their inspection roles can produce the desired results.

They work under a body in Ghana called the National Schools Inspectorate Authority (NaSIA). The objects or goals of the NaSIA are to develop, publish, promote and enforce the highest quality standards and guidelines for quality education in public and private pre-tertiary education institutions (Education Bodies Regulatory Act, 2020, Act 1023). The body is headed by an Executive Director who is also designated as the Inspector-General of Schools. The President appoints the Executive Director.

The governing body of the Authority as stipulated in the Act is a Board that consists of a chairperson with at least ten years academic and administrative experience; one special education specialist or practitioner nominated by the Minister; one representative of the National Teaching Council not below the rank of a Director nominated by the National Teaching Council; one representative of the National Council for Curriculum and Assessment

not below the rank of a Director nominated by the National Council for Curriculum and Assessment; one representative of the Associations of Private Schools nominated by the Associations for Private Schools on a rotational basis; one representative of the West African Examinations Council not below the rank of a Director nominated by the West African Examinations Council; one representative of the teacher associations nominated by the teacher associations on rotational basis; one representative of the Technical and Vocational Education and Training Service not below the rank of a Director nominated by the Technical and Vocational Education and Training Service; one representative of the Education Service not below the rank of a Director nominated by the Education Service; one female educationist nominated by the Minister; and the Inspector-General of Schools. The President shall, in accordance with article 70 of the Constitution, appoint the chairperson and other members of the Board. The Board shall ensure the effective and efficient performance of the functions of the Authority (Education Bodies Regulatory Act, 2020, Act 1023).

The other officers, Lead Inspectors, Team Lead and Team Inspectors and other officers are recruited based on a set of skillsets they need to possess as individuals. They need to possess leadership skills so they can help school heads and teachers deal with changes in their work (Kolawole, 2012; Southworth, 1999).

They must also have technical skills and be technologically efficient to analyse and interpret data for educational decisions (Agih, 2015; Stasz, 1997; Wilkins, 2015). Further, they have strong communication skills to communicate formally and informally with the school heads, teachers and other stakeholders using other verbal and non-verbal cues (Dobbelaer, Godfrey, & Franssen, 2017; Obiweluzor, Momoh & Ogbonnaya, 2013). They must be friendly to initiate a positive relationship between them and the teachers (Dobbelaer et al., 2017; Nyahove, 2014). In another related development, inspectors should be people who are confidential and keep information discrete (Adu, Akinloye, & Olaoye, 2014).

They should learn to respect the confidentiality of information that some teachers and school heads give them. When they are able to do this, they can gain the trust of the teachers and school heads. They must possess the educational qualities to handle any tasks that are assigned to them. They must have proper guidance and counseling skills to enable engage the teachers in a professional manner.

They should coach the teachers to succeed in their jobs. The inspectors should serve as coaches or mentors to the teachers. The teachers may lack certain skills in their work so the inspectors should be able to help the teachers hone them (Mampane, 2020; Nicolaidou, Karagiorgi & Petridou, 2016). However, the teachers argue that the inspectors do not excellent coaching skills (Smiley, Cao, Moussa, Dooley & Sullivan, 2020).

Moreover, they must have experience, knowledge, commitment, patience, and human relations competence to work with people to achieve goals (Adu et al., 2014; Gökçe & Kantos, 2012; Suaka & Kuranchie, 2018). They must have strong character and selfless devotion to their workplace. This is needed because some officers are often accused of taking bribes and other goodies from school heads and teachers (Chimezie, & Prince, 2016; Tooley & Dixon, 2005). Also, they must be trustworthy and honest (O'Connor, 2001). Trust is significant for success in any human endeavour. The school heads and their teachers can disclose any information to the inspectors when they perceive them to be trustworthy (Lamb & McKee, 2004; Ivancevich, Konopaske & Matteson, 2007). The inspectors should have ample knowledge and appreciation of the various laws and legal frameworks that underpin their work (Lugemoi, 2019). The work of the inspectorate body is regulated by different laws. Some of these laws are the Education Regulatory Bodies Act, 2020, Act 1023.

They must possess technical knowledge of labour and its related laws to help guide them in their work (Williams, 2020). Again, the inspectors should possess effective skills that can help them plan, organise, direct, control, and motivate others (Ekundayo, 2010; Nwokocha, 2019). They must have excellent teamwork and time management skills to help them perform their professional roles and responsibilities (Heinzova & Kaliska, 2019; Wallace, 2002). The inspectors work in close association with school heads and teachers. They must respect the views of others.

When they have strong teamwork skills, they can work closely with their colleagues, school heads, and teachers to achieve their institution's objectives. They should encourage and support professional development for school heads and teachers.

Even though a majority number of people working at the NaSIA are hired based on their level of education and skillsets, some of them are appointed because of their seniority and long service in the Ghana Education Service. Such people may not possess the technical expertise, managerial skills or training. They are not recruited based on merit (Wotany, 1999). It must be noted that competent people who have proven leadership and administrative skills can help conduct an effective inspection of the schools because the inspector's job is complex and needs people who are passionate about creating excellence. Inspection is significant in building stronger schools and efficient students (Hall, 2017).

### **2.2.1 Types of Inspection in Ghana**

The NaSIA is a centralised body that ensures school heads and teachers account for their stewardship. The different kinds of inspection derive their name from the activities outlined in them. Thus, there are several categories of inspections all over the globe. In Ghana, the NaSIA conducts different inspections using an Inspection Evaluation Framework (IEF).

The Inspection Evaluation Framework is a document found in the Revised Handbook that regulates the inspection of pre-tertiary public and private schools in Ghana.

This document was revised in 2009. The Inspection Handbook has been revised so that it is “data analysis friendly” (Education Regulatory Bodies Act, 2020, Act 1023). The data help them to make meaningful decisions. There are two parts to the NaSIA Inspection Evaluation Framework document. Part A contains “elements, sub-elements and indicators” that help inspectors assess school performance.

These elements, sub-elements and indicators include school leadership, lesson observations, and external assessment results. The other part, Part B evaluates how the school complies with the requirements of the Ministry of Education (MOE) namely curriculum and planning, school management and resources (Education Regulatory Bodies Act, 2020, Act 1023). The evaluation includes data collection instruments that have been digitised to help inspectors collect data and analyse them in a faster way. Further, the NaSIA conducts a minimum of one inspection over a three-year period (Education Bodies Act 2008, Act 778). They inspect the schools at fixed periods. The NaSIA conducts four types of inspection and these are Whole School Inspection, School Performance Inspection, Compliance Inspection and Investigative Inspection. Whole School Inspection: Whole School Inspection is a form of external assessment that seeks to evaluate the work of teachers and school heads in a school (McNamara & O’Hara, 2012; O’Connor, 2001; Richards, 2020). The inspection covers every facet of the school including teachers, school heads, and all other personnel in the school.

They evaluate all parameters including the “quality, economy, efficiency and effectiveness” of the educational system. In Ghana, whole school inspection is broad and all-encompassing. It draws its point of reference from Parts A and B of the Inspection Evaluation Framework. These elements are used to assess the totality of the performance of the teachers, school leadership and the school community.

They look closely at all aspects of the school including non-teaching staff as well. They emphasise the positive outlook of the school. They view the school in external terms and make available the findings and recommendations to the public. It is one good way to position the school in the good minds of the public. They ensure the school is operating according to the standards enshrined in the Education Act.

**School Performance Inspection:** School Performance Inspection evaluates the academic performance of students (Ahmad, Said, Khan, Yassin, Tahir, Bukhari & Ali, 2013). The academic performance of students measures the performance of the students in different subjects (Whitby, 2010). It ensures the rate at which students perform in every subject. They use the class exercises, tests, and external examination results. For example, the Free Senior High School (FSHS) which is vogue in Ghana can be assessed using the Whole School Inspection method. The performance of the students is tied to the performance of teachers. The output of the teacher is gleaned from the records of the students. When the school performance is high, it stands to reason that the teachers are efficient. On the other hand, the poor performance of students is an indication that the teachers are inefficient. This inspection helps grade teachers for promotion. In Ghana, the NaSIA uses the Part of the Inspection Evaluation Framework to evaluate school performance. Even though the inspection type is used in promoting teachers, it is not a simple strategy because there is no single way to assess students. It is also not right to use numbers only to assess the work of teachers. Inspectors can also use qualitative means to judge the efforts of teachers.

**Compliance Inspection:** It attempts to check whether teachers, school heads and other stakeholders are complying with the standards set out in the Education Act of the Ministry of Education or its agencies (Bamire, 2018; Ochuba, 2009). They check to ensure that the school's policies and practices are in direct consonance with the Ministry's standards. They make sure that there is no deviation from the standards.

In other sectors, compliance inspection is highly considered. For example, in the food, chemical, and utility sectors, officers are serious about compliance with standards. They check to appreciate that the products meet the standards of the regulatory bodies. It is, therefore, no surprise that this kind of inspection is extended to the education sector to ensure that the sector is producing graduates who are efficient and effective.

It is important for the schools to meet the standards to garner public confidence and trust in the education system. The compliance inspection is particularly focused on how the school can meet the standards expected of them. The standards define the requirements that a school must fulfill. Thus the NaSIA in Ghana, for example, seeks to ensure that schools meet the standards and they, therefore, undertake a critical evaluation of the educational system. For example, with the introduction of the Free Senior High School, the NaSIA has become visible in the schools. The Free Senior High school was introduced in 2017 to help junior high school graduates to access education at no cost.

This programme has increased enrolment figures in the schools. These high numbers and the concomitant costs associated with the programme have made the public call on teachers to work hard because they believe that the products are not performing to the standards. In Ghana, NaSIA employs only Part B of the Inspection Evaluation Framework to evaluate whether the schools, teachers, and school heads are complying with the Ministry of Education compliance requirements.

**Investigative Inspection:** Investigative Inspection is undertaken to establish the facts about issues or allegations made against, school heads, teachers or any staff member or probe into any unusual situation or occurrence (Dalinin & Aristov, 2020). They are performed to establish disturbances in the school environment. School heads, teachers, or other staff members may be accused of certain acts – embezzlement, financial loss, sexual immorality or

any other criminal acts that may affect the smooth running or effective functioning of the school.

### **2.2.2 Inspection Process**

The functions of NaSIA are geared toward achieving the objectives of the Authority. In a bid to do this, the Authority shall develop and enforce the highest quality standards and guidelines to be observed in public and private pre-tertiary education institutions throughout the country; advise District Assemblies on the maintenance of highest quality academic and educational standards and guidelines; support the District Education Unit in the implementation of highest quality academic and educational standards and guidelines; monitor school-based assessments, end of course examinations and external assessments at the pre-tertiary level; submit half-yearly reports on school inspections with appropriate recommendations to the Minister and the relevant institutions for the improvement of learning outcomes; advise the Minister on matters related to the functions of the Authority; and perform any other function ancillary to the attainment of the objects of the Authority (Education Regulatory Bodies Act, 2020, Act 1023).

School inspection is usually undertaken by an external authority (Department of Education and Skills, 2016). Inspectors, singularly or in teams visit the schools to assess their works and projects and write a report on their findings (Wilcox, 2000). The inspection panel consists of the Lead Inspector and Team Inspectors. They normally stay up to three days in school. However, depending upon the intensive nature of the inspection, they may stay longer than three days.

The inspection is planned in advance or on an as and when basis. The inspection panel is supposed to visit a minimum of four schools in a week. They write to inform the Regional and Metropolitan, Municipal and District Directors of Education before they embark on their

inspection tour. They contact them so that can co-operate with them and offer their support to them. During the visit, they assess the works of the teachers using the required portion of the Inspection Evaluation Framework.

When the inspection is over, they meet the school heads and give them feedback on their activities (Ehren, Perryman & Shackleton, 2015). They also discuss their initial findings and recommendations with them. They give the school heads a summary report of the major findings and recommendations. The Lead Inspector signs the report to authenticate it. After the signing, they also meet the Metropolitan, Municipal and District Directors of Education and circuit supervisors (now renamed School Improvement Support Officers, SISOs) to discuss their findings and recommendations with them. They also set up an adjudication desk where they meet teachers who have misgivings with their findings and recommendations.

### **2.2.3 Inspection Follow-Up**

The inspection team will also conduct a follow-up visit to their first inspection (McGlynn & Stalker, 1995). They undertake the follow-up visit to find out if there have been any improvements in the matters, they recommended for redress by school heads or teachers (Ochuba, 2009). Some of the matters can relate to health, safety, security, teaching and learning. The follow-up visit is organised exactly five days after the initial visit. This puts some form of pressure on the teachers to adapt their practices.

In some cases, the Chief Inspector can contact the Ghana Education Services, Metropolitan, Municipal and District Assemblies (MMDAs) and the Ministry of Education to elect a team to organise and plan the follow-up. They also develop a plan to manage and analyse their data using the International Conference on Harmonisation (ICH) data standards. They collected data using kobocollect, an evaluation data collection tool.

The data manager cleans and validates the data. They use spreadsheet data analysis software to analyse the data they collect. They further use Stata to analyse the data for verification. The data analysis helps them to classify each school using a 4-point scale designed by the NaSIA. The scale is graduated as 4 – outstanding, 3 – good, 2 – satisfactory, and 1 – unsatisfactory.

When the data analysis is complete, the Lead Inspector of the panel prepares a written report to explain and back the data they analysed. The Chief Inspector of the School approves the report after the Quality Assurance team conducts the quality control processes on the report. The quality control processes are to ensure that the report is free from all kinds of errors. When the report is ready, the Chief Inspector of Schools has a maximum of ten working days to send the report to all the stakeholders, who are the GES, MOE, MMDAs, school heads and teachers. These stakeholders can also make comments on the reports to the Chief Inspector of School for further clarifications and understanding.

#### **2.2.4 Purposes of Inspection**

A useful starting point for assessing the work of teachers and the performance of the schools brings into focus the question of the quality of education in the pre-tertiary institutions in the country. Inspections are carried out to ensure that learners are exposed to quality education. The pass rate of pupils in the BECE and WASSCE has not been encouraging over the years. For example, in the 2021 BECE, the percentage of students who were successful and gained admission to senior high school was 66.2% as against 69.4% in the previous year, 2020 (Ministry of Education, 2021).

The story was not different in the case of the senior high graduates. Nearly 50% did not secure admission to tertiary-level institutions (Smith, 2021). It is anticipated that inspectors can

help teachers to guide students to become independent learners who can make substantial impacts on their country's economy or educational system (Kinder & Owens, 2019).

The teachers, it must be acknowledged, need an intensive inspection because inspection has several benefits. First, some teachers did not receive education or professional training as teachers. They joined the teaching profession as graduate non-professionals. They need to be guided in the way they conduct their activities.

Second, there are always new teachers joining the teaching services. They need to be given further training to help them deal with the challenges they face in the profession (Jewell, 2017). The training can help them to acquire and master the skills they were lacking.

Moreover, a high number of teachers lack strong technological skills (Agyei & Voogt, 2011; Gilakjani, 2013; Uerz, Volman & Kral, 2018). New social and technological transformations are taking place in the education sector. Thus, teachers should undergo training to help them become abreast with these new developments. It should therefore be a good strategy to help the „struggling“ teachers. They need to be corrected, reformed, advised, and counseled to raise their professional standards. They can work effectively and efficiently in this age of information.

Further, it is so surprising that some teachers do not even know the current policies governing the teaching profession (Littleton, 2008; O'Connor, Yasik & Horner, 2016). They cannot recall or relate to the contents of the code of ethics and conditions of service of the teaching profession.

Several teachers accepted the fact that they were able to teach better when they were observed by inspectors (Matthews & Sammons, 2004; Ormston, Brimblecombe & Shaw, 1995). It is expected that the teachers put more effort into their work to achieve the aims and objectives of the education system. It will make teachers feel appreciated for their efforts. Inspection is a sure way for teachers to feel recognised and welcome in their work (Alade,

2007). Inspection helps teachers to exhibit professionalism in their work. Inspection is necessary for the school so that every unprofessional act is nipped in the bud before they escalate. School heads, teachers, and students may be engaged in acts that can cause serious problems in the school. The inspection can unravel some of these issues and help the authorities to devise lasting solutions to them. A study by Alade (2007) has found this statement to be true. Inspection helps stakeholders in the education sector to achieve the objectives and goals (Dedering & Müller, 2011; Gaertner, Wurster & Pant, 2014). Quality education is the key objective of any educational system. Teachers are seen as the major drivers and therefore the inspection process focuses on making the teacher accountable for their work. They are not given the freedom to do things on their own. The educational system is a complex network of stakeholders and actors. Each one should be monitored to play their roles effectively.

The inspection helps the Executive Director and the Inspector-General of Schools to offer the best technical advice to the government (Education Bodies Regulatory Act, 2020, Act 1023; Mills & Smith, 2003). They offer advice on the quality of teachers, administrators, students, schools and other important issues. They develop tried and tested findings and recommendations which they submit to the government for their perusal. The stakeholders can make their inputs known to the inspectorate body, who can in turn inform the government. The inspectorate body can act as a liaison between the government and other educational stakeholders.

The inspection helps school heads and teachers implement guidelines, regulations, and directives that can help them build a community of effective learners and great schools (Chapman, 2001). The work of the inspectors is to expose the poor behaviours of school heads and teachers toward the directives of the MOE and the GES. Thus, they offer them the interventions to help them deal with the bad attitudes.

The inspection helps to collect more information that would benefit them in their existence. Some of the information will expose the shortcomings of the schools in terms of infrastructure development, staff quality, and administrative competencies of school leaders (Hargreaves, 1998; Komba & Nkumbi, 2008). These reports help the higher authorities become informed of these issues so that they can take the necessary steps to address them as appropriate. People are held accountable for their level of commitment to their work. The Inspectorate has established frameworks to evaluate the activities of school heads and teachers. They use the metrics to determine whether these groups of people are consciously working towards the improvements of the school.

### **2.3 Challenges of Inspection**

The vision of developing a sustainable inspection arena in Ghana schools is without various challenges. Inspection, despite these benefits, has been riddled with challenges in some ways. The challenges include among others the following.

The NaSIA as an authority is subjected to the commands of the Ministry of Education. It is one of the agencies of the MOE and its head is appointed by the President in consultation with Minister. This affects them in their power to make certain decisions as an authority. Even though they are described as an authority, they are not wholly autonomous in their decision-making and actions (Alade, 2007).

Moreover, the human resource challenge is a significant factor that militates against the delivery of school inspections (Ahmad et al., 2013; Hayden & Martin, 2013). The Inspectorate Authority lack quality human (personnel) resource to help them and evaluate the work of teachers. There are no well-defined policies for the hiring of people as inspectors. Some people are even recruited on political lines. In another instance, they mostly rely on the services of retired educationists and or university lecturers who are busy with their own work schedules.

The university lecturers are burdened with several tasks in the workplace and community (Wong & Chiu, 2019). They are not able to perform the various responsibilities of school inspectors. They regard school inspection as ephemeral as compared to their permanent jobs. They pay little attention to the inspectorate job. They consider the work as something that is not worth pursuing. The retired teachers are mostly weak in their bodies and cannot perform rigorous or vigorous work when they visit the schools.

There are few inspectors who can visit every school in every part of the country. This puts a strain on the inspectors because they are required to visit every school all over the country. This is a similar observation in Uganda and other African countries, where there are few or no inspectors to check on the work of teachers and the state of the schools. The poor state of inspection in Uganda, for example, has resulted in poor schools and several parents have withdrawn their children from school or do not want to send them to school anymore (Uganda MoES, 2015).

Poor finance is a huge challenge for the Inspectorate authority (Mulkeen, 2005). They do not have a huge budget to steer the affairs of the authority. This affects the frequency of inspections they can perform in the delivery of the duty. They do not have money to incentivise their workers and purchase the necessary vehicles and equipment to deploy for their work. They are not able to organise periodic workshops and seminars to conscientise their stakeholders – school heads and teachers – in their job functions and responsibilities.

The apparent lack of money is making it difficult for them to do so. Moreover, they are not able to hold the training programs because they do not have huge budgets. The provision of funds and the efforts of inspectors can facilitate or thwart inspection in the pre-tertiary institutions and in the long academic performance of the pupils or students. This can affect the quality of work they undertake towards improving education delivery in the country.

Closely related to the lack of human resources are the poor technical skills of inspectors (Cohen, 2010).

There is no school dedicated to the training of school inspectors in the country. Some of them, therefore, rely on their experiences to perform the work. They do not organise in-service training workshops for them and use the manual which has been prepared for them in the discharge of their duty (Essaoudi, Lotfi, Talbi & Radid, 2015). They are not able to deal surreptitiously with any peculiar or novel cases they encounter in the course of their work. Some inspectors lack ample knowledge about the subjects the teachers teach at the pre-tertiary levels and therefore lack the capacity to point out the teacher's real problems (Ocloo & Subbey, 2008). They cannot diagnose the issues hampering effective teaching and learning in schools. They are, therefore, not able to prescribe effective solutions to them.

Another factor is they lack the digital competencies to perform their tasks effectively (Preston & Fellows, 2014). In this present age of information and communication technology, every individual and sector are forcing themselves to be part of the global digital revolution. Farmers, lawyers, architects, and psychologists are employing information technology skills in their work. Information technology was prominent to help revolutionize life in the wake of the COVID-19 pandemic. ICT is changing the nature of work all over the world (Coleman, 2021). It is therefore important for every person to acquire ICT skills to be part of the new changes. However, a significant number of the inspectors are deficient in ICT skills and are not able to contribute immensely to shaping the activities of the Inspectorate authority.

Also, one factor militating against school inspection is the salary and conditions of services connected to the job (Ehren, Eddy-Spicer, Bangpan & Reid, 2017). The salary and wages and conditions of services attached to the job are not lucrative or attractive to retain the workers or lure other young graduates to the job. The young graduates feel they need a job that can pay them well. They regard jobs associated with teaching as low-paying ones and therefore

avoid them. They see them as the job of last resort. They flock to teaching-related jobs when they cannot land their dream jobs. This phenomenon robs the NaSIA of its quality human resource that is crucial for effective and efficient work output.

Another challenge of inspection is that it brings more confusion to the school (Dorczak & Mazurkiewicz, 2012; Penninckx & Vanhoof, 2015). This situation happens because the teachers do not appreciate the roles and responsibilities of inspectors. They do not regard the inspectors as partners in the development of the education sector. They rather see them as people who are interfering needlessly in their work.

They intimate that the inspectors were “bad” teachers who were not diligent in their work but have now become critical of others as inspectors. They do not trust the judgment of the inspectors because they argue that the inspectors exaggerate their findings. However Hedges (2002) disagree with the teachers and state that inspectors only check the lesson notes of teachers in Ghana.

Also, the inspection puts teachers under stress. During the inspection period, teachers are exposed to all kinds of pressure by the inspectors (De Wolf & Janssens, 2007). They demand several documents including lesson notes, schemes of work, teaching portfolios, and teaching learning materials. In some instances, they even sit in the classroom and observe the teacher's lessons as they teach them. The teachers thus become tensed because they anticipate that any mistakes they make in the course of the lesson delivery can be used against them. They perceive the inspection period to be a trial period where they are asked all forms of crude questions. Some are ridiculed to the extent of being called names. The inspectors did not show respect to the teachers.

Another fallacy of school inspection is that teachers are already trained so they do not need an inspection (Haule, 2012). This erroneous notion has been fixated in the minds of the teachers and therefore they are quick to „fight“ inspectors when they visit their schools. They

believe they have advanced knowledge and pedagogical skills to handle their teaching and other administrative tasks efficiently (Case, Case & Catling, 2000).

A significant number of teachers argue they are committed to their jobs. However, the commitment of teachers across pre-tertiary levels in schools in the country has been challenged in a study by Akyeampong & Stephens (2002). The public have been critical of the commitment of teachers in Ghana (Ayinselya, 2020). They support the inspection of the schools and the work of teachers given the performance of students in both internal and external exams like the BECE and WASSCE.

In addition, the inspection process is tainted with stories of corruption, bribery and other nepotism (Achayo & Githagui, 2001; Ijaiya & Fasasi, 2008). Some teachers claim the inspectors are corrupt. They are not effective because it is assumed that they take bribes from the school management and teachers. Some of them engage in certain acts that are suggestive to teachers that they must pay bribes to them to elicit good reports. They intentionally frustrate some teachers so that they will of their own volition pay monies to them. The teachers have accused the inspectors of using crude tactics to cow them into submission. They prevent them from making any inputs they write about them. Some officers, the teachers allege, befriend the female teachers and write positive reports about them. They reckon the inspectors visit the schools to make monies out of the teachers.

Therefore, they do not trust the findings and recommendations of inspectors because they believe they are not the true and fair representations of the issues on the ground. This assumption makes some teachers react fiercely to the inspectors and makes the post-inspection meetings confrontational. The unprofessional behaviour of some school inspectors has resulted in poor inspection relationships, fear, and contempt for inspectors.

In an Education and Training Inspectorate (ETI) report, Buick (2018) identified that out of ten schools that inspectors visited, less than four schools were ready to lend themselves to the inspection process. Buick (2018) said that 211 schools out of 706 schools the inspectors visited did not collaborate with them. This figure is not unique to the schools alone. Even the teacher's unions are not accommodating the inspectors. They have desisted from taking part in inspections in the United Kingdom since 2017 (Buick, 2018). They argue that their salaries and other conditions of service do not commiserate with the job roles and responsibilities.

The problems of the schools are varied. They include poor or no in-service training (INSET) for teachers (Osamwonyi, 2016), poor administrative skills of school heads (Kyayemagye & Kintu, 2020; Ogundele, Sambo & Bwoi, 2015; Zein, 2016), lack of soft skills (Khan, Rashid, Khan, Qazi, Ahmad & Ullah, 2021; Qaiser, Syed, Ahmed, Khattak, Noreen & Qureshi, (2021), and learning teaching materials (Adu-Agyem & Osei-Poku, 2012; Agezo, 2010; Chanimbe, & Dankwah, 2021). This poor situation can result in ineffective teaching and learning in the schools. For example, when school heads lack the right administrative skills, they cannot manage their schools. They need the expertise of other people to help them play their roles effectively. However, these people do not have strong managerial skills or experiences to guide or mentor the heads of their schools and teachers.

Surprisingly, a worrying challenge is the lack of willingness of inspectors to visit schools regularly. Thus, most schools lack sufficient inspection (Arong & Ogbadu, 2010). The inspectors are not enthusiastic about visiting some schools for inspection because of several factors, including poor road networks (Mulkeen, 2005; Nkonkonya & Dick-Sagoe, 2022), antagonistic behaviour of teachers, poor or no incentives and long distance from their offices to the schools. Some teachers have negative assumptions about inspectors.

They do not cooperate with the inspectors because they see the inspectors as intruders. There are occasions when some teachers become harsh towards inspectors in their lines of duty. The inspectors should be seen as a friend rather a brazen evaluators from space (Bamal–Ba-Hongla, Encho, Ulrich, Mbese, Alufandoh, Takendo, & Gwennyu, 2014). Meanwhile, some of them use the inspection period to engage in their own private businesses.

They are reluctant to visit certain schools in some parts of the country because the teachers have been antagonistic towards them. Thus, they prefer to go to the urban schools where the school heads treat them in some special ways. They give them financial perks when they complete their inspection sessions. Another reason they fail to visit the schools in the rural communities is because of the poor road networks. These bad roads make it unattractive for the inspectors to travel to schools in these areas. They find it tough to visit the rural areas because their roads are not motorable and accident prone (Mulkeen, 2005).

Poor feedback and delayed follow-up can affect the quality of the inspection. It is the anticipation of teachers and school heads that they will receive feedback. Inspection feedback involves the report on the good and bad sides of the inspection process considering the standards of the Ministry of Education (Ehren, 2016).

Feedback has a strong potency in helping the teachers and school heads realise their weaknesses (Tyagi, 2010). It provides a good way for teachers to reflect on their ways of engagement in the school environment. Therefore, it becomes a big challenge when school inspectors consciously or unconsciously fail to give feedback on the inspection they conducted in the different schools.

Furthermore, teachers' perceptions of fairness and their readiness to take inspection criticism are influenced by explicit inspection expectations regarding educational quality and the desire of inspectors to engage in a professional discussion (Gustafsson, Ehren, Conyngham, McNamara, Altrichter & O'Hara, 2015; Thomas, Yee, & Lee, 1996). The feedback should be

timely, easy to understand, accurate, and specific so that teachers can understand and accept it. It should be targeted at making teachers improve their performance. When inspectors give teachers unfavorable feedback, they are more inclined to reject it (Kelchtermans, 2007).

Also, when the follow-up visit is not forthcoming, it makes the teachers relax in the teaching job. The follow-up should be carefully crafted to elicit the impact it deserves. The inspectors can use the follow-ups as strategies to provide feedback to teachers. Follow-up should not be conducted in isolation. There should be well-defined procedures and strategies in the follow-up inspection. The follow-up can be welcomed by teachers because the main inspection session proved beneficial to the teachers. They made some positive gains during the first inspection session.

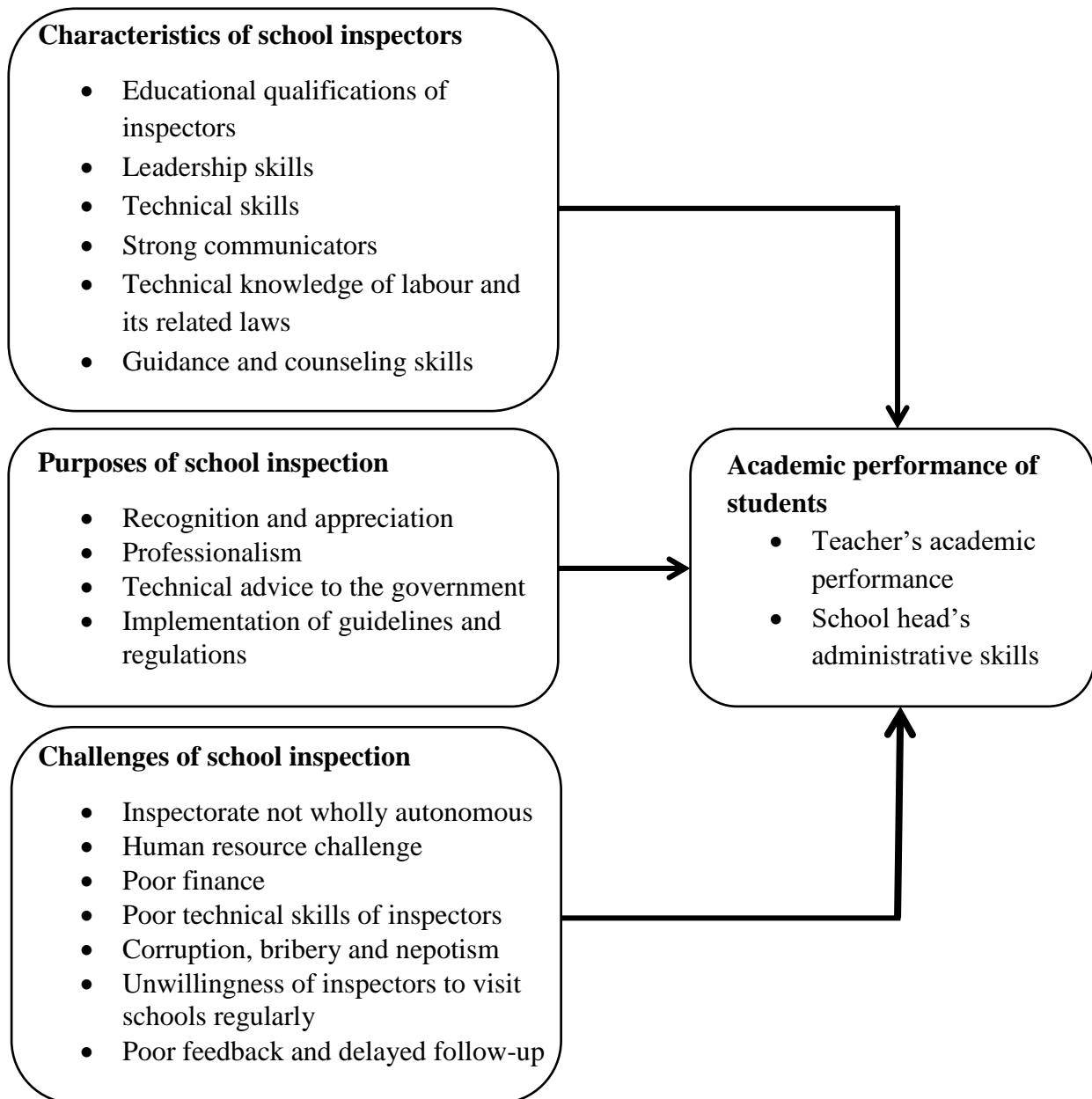
## **2.4 Conceptual Framework**

The issue of school inspection is a topical one in Ghana. The inspection process is an interlock of factors. The NaSIA should consist of officers who possess certain qualities and competencies. These skills can help them perform their duties effectively and efficiently. A summary of these skills are presented in figure 2.2. The purposes of school inspection serve as a guiding principle for the inspectors.

When they consider these benefits (as reflected in figure 2.2), it motivates them to work hard to achieve these objectives. The schools must produce competent learners who can justify the investments of the government, parents, teachers and civil societies. However, they are interrupted in their work by some challenges (revealed in figure 2.2) that needs the attention of all stakeholders.

On the whole, it is believed that the inspection process can impact either positively or negatively on the academic performance of the learner. Thus Figure 2.1 summarizes the relationship between the independent variables, inspector characteristics, inspection purposes,

inspection challenges, and the dependent variable student’s academic performance. It is believed these variables can lead to a positive or negative change in student’s academic performance.



**Figure 1: Conceptual framework**

## **2.5 Theoretical Framework**

A great deal of evidence shows that inspection is a helpful activity in the education sector. Certain qualities are expected of inspectors who perform vigorous tasks. They need to possess certain qualities to help them in their job. However, some challenges can affect the inspection process. In trying to focus on the study of the influences of inspection on the academic performance of students, several concepts or theories come into play, for example, Ehren and Visscher's (2006) Framework of School Inspection Effect and Landwehr (2011) Model of Effects and Effectiveness of School Inspection. This study conceptualises Ehren and Visscher's (2006) Features of school inspection, Ehren and Visscher's (2006) Framework of School Inspection Effect explains the features of the school inspection process. The theory attempts to explain the role of inspectors to help the school improve. There are four elements of the Ehren and Visscher (2006) Framework of School Inspection Effect and these are reciprocity, communication and feedback (Ali et al., 2021; Ehren & Visscher, 2006).

### **2.5.1 Reciprocity**

The element of reciprocity shows the spirit of give-and-take among individuals. Individuals can work well with others when trust exists between them. When school heads and teachers and inspectors trust each other in the line of duty, there can be a high reciprocity level. However, when there is an imbalance in the levels of trust between the parties, it can result in tensions. There is non-reciprocity between the parties and it is crucial to point out the challenges of this phenomenon. It must be noted that it will be difficult for teachers and inspectors to work collaboratively because the teachers have the prior notion that the inspectors only look for their weak points so that they can put them into trouble.

However, school heads and teachers should trust the inspectors. Inspectors should be supportive of school heads and teachers. They should build positive relationships with teachers and school heads. They should be good grounds to make the inspection process meaningful and impactful. When they have a high level of trust in the inspectors, they will accept their comments, suggestions, or feedback. They therefore can adopt strategies to deal with and implement the recommendations of inspectors.

### **2.5.2 Communication**

This influence of power can affect the communication framework. The inspectors should consider the gap between them and the school heads and teachers. They should stay close to the teachers and build stronger communication channels with them (Sabanci, Sahin & Özdemir, 2016). The degree of communication between the two parties can relate to the trust they have for each other in the inspection process. The parties, especially the inspectors should try as possible to bring the teachers and school heads closer to them. They should understand that they can communicate well when they can handle their emotions better. Communication between the parties can happen utilising oral communication, or written reports, however, the inspectors are much content with written reports. In most inspections, teachers have sometimes issues with these reports.

### **2.5.3 Feedback**

Basically, feedback can impact the way teachers accept and respond to the inspection process. Feedback is highly regarded in the inspection process. It is the kind of feedback that inspectors communicate to the teachers that show the challenges teachers. Teachers are more curious to know the comments of the inspectors so that they can react to them. A significant number of teachers have often decried the feedback of the inspectors. Some have simply shown contempt for the reports because they argue the inspectors are working to please their bosses.

Since teachers and school heads may have challenges with inspector's feedback, it is significant that inspectors present them in an unbiased and quick manner.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

This chapter is the research methodology. The chapter presents the research design, research population, sampling procedure, sampling technique, sample size, data collection instruments, validity, reliability, ethical considerations, and data analysis. It also presents the study area of the National Schools Inspectorate Authority (NaSIA), Ejisu Inspectorate Office.

#### **3.2 Research Design**

According to Cohen, Manion and Keith (2000), the criterion for selecting a research design depends on the appropriateness of the techniques for the objectives of the study. This study will essentially make use of the qualitative research design. Although quantitative methods shall be adopted where appropriate (for example, when considering the activities of the NaSIA in its attempt to promote quality education in Ghana and some data from the participants' personal information).

The main reason for choosing a qualitative approach is that the researcher wants to explore the views of teachers with regard to how they perceive school inspection in relation to their work performance. Also, qualitative approach is considered the best for this study due to its theoretical underpinnings as it regards the difference in individual perceptions and uniqueness in interpreting the phenomena (Mushi, 2002).

The approach of combining qualitative methods with some aspects of quantitative approach is based on the work of scholars like Vulliamy and Webb (2013), Fontana and Frey (1994), Bryman (2004), and Lund (2005) who stressed that research triangulation or multiple sources of data. It is believed that the combination of both qualitative and quantitative approach would capitalize the strengths and offset the weaknesses of each strategy.

### 3.3 Study Area

Ejisu Municipal District is one of the forty-three districts in the Ashanti Region, Ghana. Originally it was part of the then-larger Ejisu Municipal District in 1988, which was created from the former Ejisu-Juaben-Bosomtwe District Council, until the northeast part of the district was split off to create Juaben Municipal District on 15 March 2018; thus the remaining part has been renamed as Ejisu Municipal District.

The municipality is located in the central part of the Ashanti Region and has Ejisu as its capital town. The Ejisu Municipality exists to ensure improvement in the quality of life of the people in the Municipality through the formulation and implementation of policies to step-up human development, job creation activities, and poverty reduction strategies. The districts are Sekyere East and Afigya Kwabre to the Northeast and North-West respectively; the Bosomtwi and Asante Akim South Districts to the South; the Asante Akim North to the East and the Kumasi Metropolis to the West.

The district capital is sited at Ejisu. The Ejisu Municipal Education Office was established in 1975 and in the same year the municipal education inspectorate division was inaugurated. At the municipal office there is the head of supervision who is assisted by eight school inspection support officers and schedule officers like guidance and counselling officer, girl child coordinator, SHS coordinator, language coordinator, cultural coordinator and so on. The school inspection support officers are the ones who undertake regular visits to the schools. They are ably assisted by the headteachers, assistant heads, teachers and learners to enable them carry out their mandate successfully. The inspectorate division is mandated to monitor learning outcomes and to also enforce standards. To this end, the school inspection support officers move from school to school to ensure that both teachers and learners are punctual to school. And this is done through registers on the part of learners and the time book on the part of teachers (Ghana Statistical Service, 2021). Figure 1 demonstrates Ejisu Municipal



**Figure 2: Ejisu Municipal**

### 3.4 Population of the Study

According to Joan (2009), a research population is a group of people or things that serve as the principal subject of a scientific investigation. Target and accessible populations are the two different sorts of research participants. The term “target population” refers to the total group of people or things that researchers are interested in studying in order to draw broad conclusions about. Accessible population on the other hand is the number of participants in a study to which a researcher applies his conclusions. The target population, in this case, are workers of the National Schools Inspectorate Authority (NaSIA) – Ejisu district, and teachers of public senior high schools in the Ejisu district which are Ejisuman Senior High School and Church of Christ Seior High School. The total population were one hundred and fifty-five (155) altogether. Table 1 demonstrates the breakdown of the population of teachers from the

senior high schools and the workers from the National Schools Inspectorate Authority (NaSIA).

**Table 1: Population of the study**

| <b>Respondents</b>         | <b>Number</b> |
|----------------------------|---------------|
| NaSIA officials/Inspectors | 20            |
| Teachers                   | 135           |
| <b>Total</b>               | <b>155</b>    |

*Source: Field survey, 2022*

### 3.5 Sample size and sampling procedure

A sample is a portion of the population of interest selected to partake in the study (Yin, 2018). That is, a sample is a subset of a population. The sample has properties that represent the whole. For the purpose of this study, the sample size were 111 teachers from the teachers from the two senior high schools and workers from the National Schools Inspectorate Authority (NaSIA). The number of samples that will be used for the study falls in line with the suggestion from Yamane (1973) who revealed a formula for calculating the ideal sample size for any survey design. This is illustrated as:

$$n = \frac{N}{1 + Ne^2}$$

Where  $n = \text{sample size}$

$N = \text{population size} = 155$

$e = \text{error (0.05)reliability level 95\%}$

$$n = \frac{(155)}{1 + (155)(0.05)^2}$$

$$n = 111$$

### **3.6 Data Collection Instrument**

Primary data will be collected data from respondents. The main instrument for data collection in this study will be questionnaires. A questionnaire, according to Kothari (2004), is a list of questions that respondents must respond to and that are written or typed in a specific order. Data will be gathered using a questionnaire of closed-ended questions. The questionnaire facilitated the researcher to gather more valid data since there is minimal chance for the influence of the researcher.

It offers greater assurance of anonymity, easy to administer, covers a wider geographical radius, and above all produces quick results (Buame, 2006). The questionnaire is divided into sections A, B, C and D. Section A presents questions related to the demographic characteristics of the respondents including gender, age (in years), marital status, highest educational qualification of respondents and average work experience as a school inspector (in years). In section B, the researcher asks the respondents questions examining the characteristics of school inspectors. They are asked to rate their level of agreement or disagreement with statements that assess certain characteristics of school inspectors that can help them perform their roles. The section contains ten questions. For section C, the respondents are expected to respond to questions on the purposes of inspection. They are asked to show their agreement level with statements concerning school inspection purposes. There are ten questions in section C. Finally, in the last section D, the researcher demands that the respondents respond to questions on the challenges of inspection.

They are asked to rank in order of importance, certain factors that serve as challenges to school inspection. The questionnaire survey items in Sections B and C are Likert-type items that have the following values: 1 = strongly agree, 2 = agree, 3 = indifferent, 4 = disagree and 5 = strongly disagree. Meanwhile, the questionnaire survey items in Section D had the following values: 1=most important, 2=least important. The respondents are asked to answer

the questions using the rating scales indicated by ticking (✓) where applicable and supplying details where required.

Furthermore, the researcher shall use of interviews as another source to collect data from the teachers. The researcher shall make use of a structured interview schedule which contains 5 items to conduct a one-on-one interview session with the teachers.

### **3.7 Data Collection Procedure**

The researcher will seek a clearance letter from the Department of Educational Studies to enable him to conduct the research with the NaSIA officers and teachers in the Ejisu Municipality. The letter will be delivered to the head of the NaSIA office and the schools from which the samples will be drawn. The researcher will then visit each of the schools and the inspectorates to administer the questionnaires. The participants will be given instructions and assured confidentiality after which they will be given enough time to complete the questionnaires. Respondents will be given ample time to fill out the questionnaire. After all, questionnaires will be filled out by the respondents, and the researcher collected them to key in data in the SPSS software and prepare them for data analysis. All 111 questionnaires are believed to be retrieved from respondents, constituting a response rate of 100%.

### **3.8 Data Analysis Techniques**

This study will generate both quantitative and qualitative data; quantitative techniques such as descriptive statistics will be used to analyze the data obtained. The process of data analysis required the use of a computer spreadsheet and for this reason, the Statistical Package for Social Sciences (SPSS) version 20 was used. Data collected using qualitative data will be analysed using themes identified in the literature review.

### **3.9 Validity and reliability of the instrument**

To improve the validity and reliability of the instrument, a pre-test will be conducted. The validity, as a concept, can be defined as the degree to which an instrument measures what it is supposed to measure (Yin, 2018).

According to Cohen et al. (2018), experience from pre-testing an instrument is used to improve and amend the instrument before sending it out to the main research population. The validity, in the context of this study, refers to how accurately the questionnaire was able to collect the responses from the respondents and participants as intended by the researcher.

Internal validity was assessed to test the ability of the instruments to measure what they were purported to measure and to help detect any errors that could obscure the meaning of the instruments and prevent them from eliciting specious responses. The study ensured that the items on the instruments covered the domain that the instruments purport to measure. This was determined by the expert judgment of the researcher's supervisor. The researcher took note of the supervisor's comments to modify and delete items that were considered inaccurate or items that infringe on the confidentiality of the respondents. This was done to eliminate any ambiguity or lack of clarity.

The consistency of the instruments in tapping information from more than one responder is referred to as reliability. The reliability coefficient was analysed using the Cronbach's alpha reliability test. Researchers use Cronbach alpha when measures have items that are not scored simply as right or wrong, such as attitude scales, unilinear scales, or essay tests (Best & Kahn, 2015). Research has shown that scales with Cronbach's alpha coefficient of 0.70 or more are considered reliable (Cohen et al., 2018; Mukherjee et al., 2018).

### **3.10 Ethical Issues Considered in the Study**

The issue of ethics is an important consideration in research that involves human subjects. It refers to the appropriate behaviour of a researcher relative to the norms of society (Cohen et al., 2018). Ethical issues in the research were upheld during the research process. Informed consent was sought from the participants. The right of participants to privacy and confidentiality was also observed by desisting from disclosing the participants' identification details. Measures were adopted to ensure that participants in the study were not exposed to any harm (Wilkinson, 1991).

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter presents the analyses of the data collected from the self-administered instruments concerning the quantitative data. The discussion includes the interpretation of the data regarding related work in the literature, theory and specific responses given by the respondents and participants per the research objectives. The purpose of the study was to investigate the impact of inspection on academic performance of senior high schools.

The first part of the chapter deals with the background characteristics of respondents which serve as a preliminary analysis of the study. The second part is devoted to the specific purposes of the study. Descriptive statistics were employed in the data analysis. At the end of data collection, the study retrieved 111 questionnaires, which represents a 100% response rate.

#### 4.1 Demographic Characteristics

Table 1 shows the demographic distribution of respondents for this study. A total respondent representation of 111 was used for the analysis. The description of respondents in this section was based on their age, gender, marital status, educational qualification, religion and working experience.

From Table 1 presented, 66 (59.0%) of the study participants were males, while 45 (41.0%) were females. Out of the total sample, 44 (40.0%) were aged 21-30 years, 49 (44.0%) were aged 31-40 years, 10 (9.0%) were aged 41-50 years, and 8 (7.0%) were aged above 50 years. Clearly. In terms of marital status, 27 (24.0%) were single, 83 (75.0%) were married, and a single respondent as 1% was seen to be divorced. Results presented indicated educational qualification that is, employee with masters were 26 (24.0%), Bachelor's degree were 85 (76%). And also, working experience offered by respondents indicated that less than 5 years

were 23 (21.0%), 6-10 years were 40 (36.0%), 11-15 years were 31 (28.0%), 16-20 years were 15 (14.0%) and above 20 years were 2 (2.0%).

**Table 2: Demographic Features of Respondents**

| <b>Variable</b>           | <b>Category</b> | <b>Frequency (N)</b> | <b>Percentage (%)</b> |
|---------------------------|-----------------|----------------------|-----------------------|
| Age                       | 21-30           | 44                   | 40                    |
|                           | 31-40           | 49                   | 44                    |
|                           | 41- 50          | 10                   | 9                     |
|                           | Above 45 years  | 8                    | 7                     |
|                           | <i>Totals</i>   | <i>111</i>           | <i>100.0</i>          |
| Gender                    | Male            | 66                   | 59                    |
|                           | Female          | 45                   | 41                    |
|                           | <i>Totals</i>   | <i>111</i>           | <i>100.0</i>          |
| Marital Status            | Single          | 27                   | 24                    |
|                           | Married         | 83                   | 75                    |
|                           | Divorced        | 1                    | 1                     |
|                           | <i>Totals</i>   | <i>111</i>           | <i>100.0</i>          |
| Educational Qualification | Bachelor        | 85                   | 76                    |
|                           | Masters         | 26                   | 24                    |
|                           | <i>Totals</i>   | <i>111</i>           | <i>100.0</i>          |
| Working Experience        | Less than 5     | 23                   | 21                    |
|                           | 6- 10           | 40                   | 36                    |
|                           | 11 – 15         | 31                   | 28                    |
|                           | 16 – 20         | 15                   | 14                    |
|                           | Above 20 years  | 2                    | 2                     |
|                           | <i>Total</i>    | <i>111</i>           | <i>100</i>            |

**Source: Researcher’s Field Work (2023)**

## **4.2 Analysis of Data on the Research Questions**

This section presents the results of the specific purposes of the study. The data were analysed quantitatively. Both descriptive and inferential statistical tools were used to analyse them. These statistical tools were used because the responses to the items concerning the variables were measured numerically using a unilinear scale.

Responses to the closed-ended items used in eliciting data on the issues regarding the concepts were measured on a five-point unilinear scale ranging from one to five where one represented the strongest disagreement to the issues while five represented the strongest agreement to the issues.

Based on the recommendation of Sarstedt and Mooi (2019), the study adopted mathematical approximation techniques to interpret the mean scores. Thus, Strongly Agree (4.5 – 5.0), Agree (3.5 – 4.4), Neutral (2.5 – 3.4), Disagree (1.5 – 2.4), and Strongly Disagree (1.0 – 1.4). The results are presented as follows:

### **4.2.1 Research question one: What are the characteristics of schools' inspectors assigned to assess the school?**

This research question seeks to find from the respondents about their views on the characteristics of school's inspectors assigned to assess the school. This was done using a closed-ended question where respondents were allowed to select from the numerous options, the characteristics of schools' inspectors assigned to assess the school. Respondents' views were coded and it was answered using the mean, and standard deviation from SPSS (version 23). Table 4.2 shows the results

**Table 3: characteristics of schools' inspectors assigned to assess the school**

| Group               | N  | Mean | S. D  | t-value | Level of Significance |
|---------------------|----|------|-------|---------|-----------------------|
| Nasia Inspectorates | 20 | 3.54 | 0.968 |         |                       |
| Teachers            | 91 | 3.63 | 0.542 | 4.146   | 0.023                 |

**Source: Researcher's Field Work (2023)**

Table 4.2 presented the mean, S.D. and level of significance and t-test scores obtained by the respondents of both Nasia inspectorates and Teachers from the senior high schools. This shows that mean score of Nasia inspectorates were 3.54 and the mean score of the teachers were 3.63 also the standard deviation of Nasia inspectorates were 1.001 and the standard deviation of the teachers were 0.542. The calculated t-value in the test was 4.146 which was greater than the corresponding tabulated value (3.0) at 0.05 level of significance.

At this stage both the means and standard deviation of the Nasia inspectorates and the teachers were nearly equal. Therefore, the study concluded both Nasia inspectorates and teachers highly rate the characteristics of school's inspectors assigned to assess the school. Among the question items which was answered by the Nasia Inspectorates, Table 4.3 presents the results of mean and standard deviation for the characteristics of schools' inspectors assigned to assess the school as

**Table 4: characteristics of schools’ inspectors assigned to assess the school**

| <b>Variable items</b>  | <b>Mean</b> | <b>Std. Deviation</b> |
|--|-------------|-----------------------|
| I have quality leadership skills to mentor teachers.                               | 3.82        | 1.004                 |
| I have the technical skills to analyse and interpret data.                         | 3.64        | 0.968                 |
| I am technologically efficient in analysing and interpreting data.                 | 3.74        | 0.957                 |
| I have strong communication skills.  | 3.71        | 1.088                 |
| I am friendly to initiate a positive relationship between myself and the teachers. | 3.45        | 1.107                 |
| I can keep confidential information discrete.                                      | 3.43        | 0.827                 |
| I have proper guidance and counselling skills to engage the teachers.              | 3.64        | 0.968                 |
| I have excellent teamwork and time management skills.                              | 3.71        | 1.088                 |
| <b>TOTAL</b>   | <b>3.54</b> | <b>1.001</b>          |

**Source: Researcher’s Field Work (2023)**

Table 4.2 discusses Nasia Inspectorates view on the characteristics of schools’ inspectors assigned to assess the school. This was answered using mean and standard deviation. Among the questions which were asked to answer this objective were “I have quality leadership skills to mentor teachers” had a (Mean= 3.82, S. D= 1.004), “I have the technical skills to analyse and interpret data” had a (Mean= 3.64, S. D= 0.968), “I am technologically efficient in analysing and interpreting data” had a (Mean= 3.74, S. D= 0.957), “I have strong communication skills” had a (Mean= 3.71, S. D= 1.088), “I am friendly to initiate a positive relationship between myself and the teachers” had a (Mean= 3.45, S. D= 1.107), “I can keep confidential information discrete” had a (Mean= 3.43, S. D= 0.827), Inspectorates’ view on “I have proper guidance and counselling skills to engage the teachers” had a (Mean= 3.64, S. D= 0.968), and “I have excellent teamwork and time management skills” had a (Mean= 3.71, S. D= 1.088). From this analysis, the total mean and standard deviation was reported as 3.64 and 1.001 respectively.

This explains that Inspectorates' knowledge on the the characteristics of schools' inspectors assigned to assess the school was positive and that the analysis confirms that activities of teachers in the teaching and learning rise higher and affecting students' performance when there are school inspectors performing their duties. Since the total mean is greater than the midpoint value (3.0), it confirms that the characteristics of schools' inspectors assigned to assess the school was positive by suggestion from Hair et al. (2010).

Also, teachers view of the characteristics of schools' inspectors assigned to assess the school was analyzed by the mean and standard deviation on the following items as presented on Table 4.4

**Table 5: characteristics of schools' inspectors assigned to assess the school**

| <i>Variable items</i>   | <b>Mean</b> | <b>Std.<br/>Deviation</b> |
|---|-------------|---------------------------|
| School inspectors have the needed leadership skills in monitoring my work as a teacher.     | 4.32        | 0.061                     |
| I am friendly to initiate a positive relationship between myself and the school inspectors. | 3.87        | 0.236                     |
| School inspectors possess the educational qualities to handle any tasks                     | 3.74        | 0.957                     |
| School inspectors have proper guidance and counselling skills to engage with me             | 3.16        | 1.105                     |
| I encourage accurate student self-assessment by providing various self-evaluation tools.    | 3.56        | 0.569                     |
| School inspectors make me committed to my work  | 3.24        | 1.012                     |
| School inspectors have excellent teamwork and time management skills.                       | 3.60        | 0.331                     |
| <b>TOTAL</b>  | <b>3.63</b> | <b>0.542</b>              |

**Source: Researcher's Field Work (2023)**

Table 4.4 discusses teachers' view on the characteristics of schools' inspectors assigned to assess the school. This was answered using mean and standard deviation. Among the questions which were asked to answer this objective were "School inspectors have the needed leadership skills in monitoring my work as a teacher" had a (Mean= 4.32, S. D= 0.062), "I am friendly to initiate a positive relationship between myself and the school inspectors" had a (Mean= 3.87, S. D= 0.236), "School inspectors possess the educational qualities to handle any tasks" had a (Mean= 3.74, S. D= 0.957), "School inspectors have proper guidance and counselling skills to engage with me" had a (Mean= 3.16, S. D= 1.105), "I encourage accurate student self-assessment by providing various self-evaluation tools" had a (Mean= 3.56, S. D= 0.569), "School inspectors make me committed to my work" had a (Mean= 3.24, S. D= 1.021), and teachers' view on "School inspectors have excellent teamwork and time management skills" had a (Mean= 3.60, S. D= 0.0331). From this analysis, the total mean and standard deviation was reported as 3.63 and 0.542 respectively.

This explains that teachers' view on the characteristics of schools' inspectors assigned to assess the school was positive and that the analysis confirms that activities of teachers in the teaching and learning rise higher and affecting students' performance when there are school inspectors performing their duties. Since the total mean is greater than the midpoint value (3.0), it confirms that the characteristics of schools' inspectors assigned to assess the school was positive by suggestion from Hair et al. (2010).

#### **4.2.2 Research question two: What is the impact of inspection on academic performance of senior high school students?**

This research question seeks to find from the respondents about their views on the impact of inspection on academic performance of senior high school students. This was done using a closed-ended question where respondents were allowed to select from the numerous

options, the impact of inspection on academic performance of senior high school students. Respondents' views were coded and it was answered using the mean, and standard deviation from SPSS (version 23). Table 4.5 shows the results

**Table 6: impact of inspection on academic performance of senior high school students**

| <b>Creating the basic motivational conditions</b>  | <b>Mean</b> | <b>Std.<br/>deviation</b> |
|--|-------------|---------------------------|
| Inspectors help teachers to guide students to become independent learners.                   | 3.69        | .999                      |
| Inspectors guide graduate non-professionals to conduct their activities.                     | 3.90        | .021                      |
| Inspection helps new teachers to deal with challenges in the profession                      | 3.73        | 1.168                     |
| Inspectors help teachers master the current educational policies.                            | 3.90        | .997                      |
| Inspection helps teachers to feel recognized and welcome in their work.                      | 3.78        | 1.117                     |
| Inspection helps teachers to exhibit professionalism in their work.                          | 3.87        | .411                      |
| Inspection helps stakeholders in the education sector to achieve the objectives and goals    | 3.11        | 1.298                     |
| The Inspectorate offers technical advice to the government                                   | 3.54        | 1.131                     |
| Inspection helps school heads and teachers implement guidelines, regulations, and directives | 3.97        | .320                      |
| <b>TOTAL</b>   | <b>3.83</b> | <b>0.719</b>              |

**Source: Researcher's Field Work (2023)**

Table 4.5 defines variable items on the impact of inspection on the academic performance of senior high school students. From the items in table 4.5, "Inspectors help teachers to guide students to become independent learners" had (Mean= 3.69, S. D= .999), the item "Inspectors guide graduate non-professionals to conduct their activities" had (Mean= 3.90, S. D= .021), the item "Inspection helps new teachers to deal with challenges in the profession" had (Mean= 3.73, S. D= 1.168), "Inspectors help teachers master the current

educational policies” had (Mean= 3.90, S. D= .997), “I encourage learners to personalize the classroom environment according to their tastes” had (Mean= 3.78, S. D= 1.117).

Also, the item “Inspection helps teachers to feel recognized and welcome in their work” had (Mean= 3.87, S. D= .411) while “Inspection helps stakeholders in the education sector to achieve the objectives and goals” and “The Inspectorate offers technical advice to the government” had (Mean= 3.11, S. D= 1.298) and (Mean= 3.54, S. D= 1.131) respectively. Lastly, the item “Inspection helps school heads and teachers implement guidelines, regulations, and directives” had a mean of 3.97 and a standard deviation of 0.320.

To answer this research question, respondents view on the impact of inspection on academic performance of senior high school students was seen to be significant. This is because the total mean of respondents on this objective had a mean of 3.83 greater than the midpoint value of 3.0 on the Likert scale and a standard deviation of 0.719. According to Hair et al (2010), if the mean value is greater than 3.0 (the midpoint value), we fail to reject (accept) the null hypothesis and we conclude that there is a higher performance of students when there is an influence of inspection within the senior high school.

#### **4.2.3 Research question three: What are the challenges to the professionalism of school inspectors?**

This research question seeks to find from the respondents about their views on the challenges to the professionalism of school inspectors. This was done using a closed-ended question where respondents were allowed to select from the numerous options, the challenges to the professionalism of school inspectors. Respondents’ views were coded and it was answered using the mean, and standard deviation from SPSS (version 23). Table 4.6 shows the results

**Table 7: challenges to the professionalism of school inspectors**

| <b>Challenges to the professionalism</b>                   | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| NaSIA is not wholly autonomous                             | 50               | 45                |
| Human resource challenge and Poor finance                  | 83               | 75                |
| Lack of vehicles and equipment to deploy for their work    | 54               | 47                |
| Lack of periodic workshops and seminars                    | 63               | 57                |
| Poor technical skills of inspectors                        | 75               | 68                |
| Poor salary and wages and conditions of services           | 66               | 59                |
| Teacher’s disregard for inspectors                         | 38               | 34                |
| Corruption, bribery and nepotism on the part of inspectors | 81               | 72                |
| Lack of mentoring or coaching of the inspectors            | 70               | 63                |
| Unwillingness of Inspectors to visit schools               | 69               | 62                |

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**Source: Researcher’s Field Work (2023)**

Table 4.6 discusses the challenges to the professionalism of school inspectors. Respondents were asked by means of a closed ended questions to answered by selecting some of the listed problems serving as a challenge to the professionalism of school inspectors. From the various items, 83 respondents as 75.0% confirmed that the highest challenge was “Human resource challenge and Poor finance”. The second highest rate of the challenge was “Corruption, bribery and nepotism on the part of inspectors”. This challenge was rated by 72% from 81 respondents. “Poor technical skills of inspectors” was seen as the third challenge from 75 respondents as 68%. “Lack of mentoring or coaching of the inspectors” was seen from 70 respondents as 63%. This was the fourth challenge to the professionalism of school inspectors. Other challenges were “Unwillingness of Inspectors to visit schools” and “Poor salary and wages and conditions of services” as 69 respondents with 62% and 66 respondents with 59%. The item “Lack of periodic workshops and seminars” had 63 respondents as 57%. The item “Lack of vehicles and equipment to deploy for their work” had 54 respondents as 47%. Lastly, “NaSIA is not wholly autonomous” and “Teacher’s disregard for inspectors” had 50

respondents and 38 respondents respectively. From these items which was answered by the respondents, its explain that these items are the major challenges affecting the professionalism of the school inspectors.

### **4.3 Discussion of results**

#### **4.3.1 The characteristics of schools' inspectors assigned to assess the school**

The study found that the characteristics of schools' inspectors assigned to assess the school was positive. A number of previous related studies that were in support of this current study were Lugemoi (2019) who stated that inspectors should have ample knowledge and appreciation of the various laws and legal frameworks that underpin their work; inspectors should possess effective skills that can help them plan, organise, direct, control, and motivate others (Ekundayo, 2010; Nwokocho, 2019).

They must have excellent teamwork and time management skills to help them perform their professional roles and responsibilities (Heinzova & Kaliska, 2019; Wallace, 2002). The inspectors work in close association with school heads and teachers. Moreover, school inspectors must have experience, knowledge, commitment, patience, and human relations competence to work with people to achieve goals (Adu et al., 2014; Gökçe & Kantos, 2012; Suaka & Kuranchie, 2018). However, the teachers argue that the inspectors do not have excellent coaching skills (Smiley, Cao, Moussa, Dooley & Sullivan, 2020).

#### **4.3.2 Impact of inspection on academic performance of senior high school students**

The study found that the impact of inspection on academic performance of senior high school students was significant. This study was supported by (Matthews & Sammons, 2004; Ormston, Brimblecombe & Shaw, 1995) several teachers accepted the fact that they were able to teach better when they were observed by inspectors.

Inspection helps stakeholders in the education sector to achieve the objectives and goals (Dedering & Müller, 2011; Gaertner, Wurster & Pant, 2014). Moreover, the inspection helps the Executive Director and the Inspector-General of Schools to offer the best technical advice to the government (Education Bodies Regulatory Act, 2020, Act 1023; Mills & Smith, 2003). They offer advice on the quality of teachers, administrators, students, schools and other important issues. They develop tried and tested findings and recommendations which they submit to the government for their perusal.

#### **4.3.2 Challenges to the professionalism of school inspectors**

The study found that the challenges to the professionalism of school inspectors was seen as a factor affecting the operations of the school inspectorates. Studies that support this current study were the human resource challenge as a significant factor that militates against the delivery of school inspections (Ahmad et al., 2013; Hayden & Martin, 2013). The Inspectorate Authority lack quality human (personnel) resource to help them and evaluate the work of teachers. There are no well-defined policies for the hiring of people as inspectors. Again, poor finance is a huge challenge for the Inspectorate authority (Mulkeen, 2005). Another factor is they lack the digital competencies to perform their tasks effectively (Preston & Fellows, 2014) and one factor militating against school inspection is the salary and conditions of services connected to the job (Ehren, Eddy-Spicer, Bangpan & Reid, 2017). The salary and wages and conditions of services attached to the job are not lucrative or attractive to retain the workers or lure other young graduates to the job. In addition, the inspection process is tainted with stories of corruption, bribery and other nepotism (Achayo & Githagui, 2001; Ijaiya & Fasasi, 2008). Some teachers claim the inspectors are corrupt. They are not effective because it is assumed that they take bribes from the school management and teachers.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

This section aimed at presenting the summary of the major findings from the study based on the data analysis. From the findings, this section presents recommendations to report some issues identified from the research and the general conclusion from the study.

#### 5.1 Summary

The main purpose of the study was to investigate the impact of school inspection on senior high school students' academic performance. The target population were workers of the National Schools Inspectorate Authority (NaSIA) – Ejisu district, and teachers of public senior high schools in the Ejisu district which are Ejisuman Senior High School and Church of Christ Seignor High School.

The total number of these workers were 150. Random sampling aided in the selection of one hundred and one (111) workers from the population as respondents for this study. The research design used for their study was quantitative method. The study adopted the descriptive approach with quantitative approach to gather and analyze relevant data by means of quantitative approach. The descriptive statistics were employed to analyze the quantitative data. The major findings have been outlined below:

##### **5.1.1 What are the characteristics of schools' inspectors assigned to assess the school?**

The finding of this study from the respondents view on the characteristics of schools' inspectors assigned to assess the school was highly rated with a mean score from the Nasia inspectorates as 3.54 and the mean score from the teachers as 3.63 also the standard deviation of Nasia inspectorates were 1.001 and the standard deviation of the teachers were 0.542 and a

t-test of 4.146, informing that both Nasia inspectorates and Teachers from the senior high schools value the activities of the inspectorates.

### **5.1.2 What is the impact of inspection on academic performance of senior high school students?**

The findings on this study reported that the total mean and standard deviation was 3.83 and 0.719 respectively. This informed that there was a greater impact on student's performance with when it comes to inspection by the Nasia Inspectorates activities. Out of the observed items, "Inspection helps school heads and teachers implement guidelines, regulations, and directives" had the highest score of (Mean= 3.97, S. D= 0.320) and the least score was on the item "Inspection helps stakeholders in the education sector to achieve the objectives and goals" (Mean= 3.12, S. D= 0.814) which they are all greater than the midpoint value on the Likert scale.

### **5.1.3 What are the challenges to the professionalism of school inspectors?**

The findings on this study reported that the challenges to the professionalism of school inspectors was of great impact to both school activities and students' performance. Among the observed items asked on the questionnaire, "Human resource challenge and Poor finance" had highest rating from 83 respondents and "Teacher's disregard for inspectors" had a least score from 38 respondents.

## **5.2 Conclusion**

Based on the overall objective of this study which was to investigate the impact of school inspection on student academic achievement, the research results have answered the research questions.

1. There is a positive rate concerning the characteristics of schools' inspectors assigned to assess the school.
2. There is an impact of inspection on academic performance of senior high school students
3. There are challenges to the professionalism of school inspectors.

### **5.3 Recommendations**

Based on the findings of this study the following recommendations were made to enhance the impact of school inspection on academic achievement

1. It is suggested that the budget for school inspection should be increased by the government, School heads and academic coordinators felt that more money should be set aside for school inspection. More money would cover the costs of inspecting more schools including extra days for conducting subject workshops for teachers
2. Feedback to the school be promptly provided by the school inspectorates, School inspection regulations demand that inspection reports be sent to all stakeholders within two weeks after the inspection. There were isolated incidences where that time frame was violated due to shortages of stationery or other exigencies. As a result, important decisions were delayed.
3. The frequency of inspections should be increased to provide adequate guidance and support. As pointed out school inspectors reminded and supported teachers in performing their duties. Regular school inspections updated old teachers and conducted in-service training for new teachers. Teachers needed school inspectors in the implementation of new syllabi and implementation of new teaching strategies. At the same time school inspectors needed to discover and report on the implementation of the teaching-learning process.

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## **APPENDIX A**

### **QUESTIONNAIRE**

**AKENTEN APPIAH-MENKA  
UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL  
DEVELOPMENT**

**QUESTIONNAIRE FOR SCHOOL INSPECTORS AT THE EJISU INSPECTORATE  
DIRECTORATE, NATIONAL SCHOOLS INSPECTORATE AUTHORITY ON THE  
TOPIC: “THE IMPACT OF INSPECTION ON ACADEMIC PERFORMANCE OF  
SENIOR HIGH SCHOOLS: A CASE STUDY OF THE NATIONAL SCHOOLS  
INSPECTORATE AUTHORITY – EJISU.”**

Dear Sir/Madam

I am Henry Osei and undertaking MA Educational Leadership at Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development. This questionnaire schedule is to collect data on topic: “the impact of inspection on academic performance of pupils at pre-tertiary level: A Case Study of the National Schools Inspectorate Authority.” The study would help to find out how school inspection influences student’s academic performance. During this study, high ethical standards would be maintained to ensure that no harm is caused to you as a participant. You are ensured that the information provided would be used only for the purpose of the study. Your genuine response is paramount for the success of the study. Please be objective in your responses since the data is strictly for academic purposes only and as such confidentiality and anonymity of your responses is guaranteed. Thank you in advance.



## SECTION B: EXAMINING THE CHARACTERISTICS OF SCHOOL INSPECTORS

The following are some characteristics of school inspectors that can help them perform their roles. Please indicate the extent to which you agree or disagree (1=strongly agree, 2= agree, 3 = neutral, 4 = disagree, and 5=strongly disagree) with the following statements. Tick the number that reflects your opinion about the statement.

| S/NO. | STATEMENT  | SA | A | N | D | SD |
|-------|--|----|---|---|---|----|
| 1.    | I have quality leadership skills to mentor teachers.                               |    |   |   |   |    |
| 2.    | I have the technical skills to analyze and interpret data.                         |    |   |   |   |    |
| 3.    | I am technologically efficient in analyzing and interpreting data.                 |    |   |   |   |    |
| 4.    | I have strong communication skills.  |    |   |   |   |    |
| 5.    | I am friendly to initiate a positive relationship between myself and the teachers. |    |   |   |   |    |
| 6.    | I can keep confidential information discrete.                                      |    |   |   |   |    |
| 7.    | I possess the educational qualities to handle any tasks.                           |    |   |   |   |    |
| 8.    | I have proper guidance and counselling skills to engage the teachers.              |    |   |   |   |    |
| 9.    | I am committed to my work.   |    |   |   |   |    |
| 10.   | I have excellent teamwork and time management skills.                              |    |   |   |   |    |

### SECTION C: PURPOSES OF INSPECTION

The following are some purposes of school inspection. Please indicate the extent to which you agree or disagree (1=strongly agree, 2= agree, 3 = neutral, 4 = disagree, and 5=strongly disagree) with the following statements. Tick the number that reflects your opinion about the statement.

| S/NO. | STATEMENT  | SA | A | N | D | SD |
|-------|--|----|---|---|---|----|
| 1.    | Inspectors help teachers to guide students to become independent learners                    |    |   |   |   |    |
| 2.    | Inspectors guide graduate non-professionals to conduct their activities.                     |    |   |   |   |    |
| 3.    | Inspection helps new teachers to deal with challenges in the profession                      |    |   |   |   |    |
| 4.    | Inspectors help struggling teachers to become abreast with these new developments.           |    |   |   |   |    |
| 5.    | Inspectors help teachers master the current educational policies.                            |    |   |   |   |    |
| 6.    | Inspection helps teachers to feel recognized and welcome in their work.                      |    |   |   |   |    |
| 7.    | Inspection helps teachers to exhibit professionalism in their work.                          |    |   |   |   |    |
| 8.    | Inspection helps stakeholders in the education sector to achieve the objectives and goals    |    |   |   |   |    |
| 9.    | The Inspectorate offers technical advice to the government                                   |    |   |   |   |    |
| 10.   | Inspection helps school heads and teachers implement guidelines, regulations, and directives |    |   |   |   |    |

## **SECTION D: CHALLENGES OF INSPECTION**

Please rank in order of importance, from 1 - 12, the following factors that serve as challenges to the school inspection. (1=most important, 12=least important)

### **STATEMENT**

1.  NaSIA is not wholly autonomous
2.  human resource challenge
3.  Poor finance
4.  Lack of vehicles and equipment to deploy for their work
5.  Lack of periodic workshops and seminars
6.  Poor technical skills of inspectors
7.  Poor salary and wages and conditions of services
8.  Teacher's disregard for inspectors
9.  Corruption, bribery and nepotism on the part of inspectors
10.  Lack of mentoring or coaching of the inspectors
11.  Unwillingness of Inspectors to visit schools
12.  Poor feedback and delayed follow-up

**AKENTEN APPIAH-MENKA  
UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL  
DEVELOPMENT**

**INTERVIEW SCHEDULE FOR TEACHERS IN THE EJISU MUNICIPALITY ON  
THE TOPIC: “THE IMPACT OF INSPECTION ON ACADEMIC PERFORMANCE  
OF SENIOR HIGH SCHOOLS: A CASE STUDY OF THE NATIONAL SCHOOLS  
INSPECTORATE AUTHORITY – EJISU.”**

Dear Sir/Madam

I am Henry Osei and undertaking MA Educational Leadership at Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development. This interview schedule is to collect data on topic: “The impact of inspection on academic performance of pupils at pre-tertiary level.” The study would help to find out the influence of school inspection on the student’s academic performance. During this study, high ethical standards would be maintained to ensure that no harm is caused to you as a participant. You are ensured that the information provided would be used only for the purpose of the study. Your genuine response is paramount for the success of the study. Please be objective in your responses since the data is strictly for academic purposes only and as such confidentiality and anonymity of your responses is guaranteed.

Thank you in advance.

## SECTION B: EXAMINING THE CHARACTERISTICS OF SCHOOL INSPECTORS

Teachers were to indicate their level of responds from ‘strongly disagree’ to ‘strongly agree’.

SD- strongly disagree D- disagree N- neutral A- agree SA- strongly agree

| S/NO. | STATEMENT   | SA | A | N | D | SD |
|-------|---|----|---|---|---|----|
| 1.    | School inspectors have the needed leadership skills in monitoring my work as a teacher.     |    |   |   |   |    |
| 2.    | I am friendly to initiate a positive relationship between myself and the school inspectors. |    |   |   |   |    |
| 3.    | School inspectors possess the educational qualities to handle any tasks.                    |    |   |   |   |    |
| 4.    | School inspectors have proper guidance and counselling skills to engage with me.            |    |   |   |   |    |
| 5.    | School inspectors make me committed to my work.   |    |   |   |   |    |
| 6.    | School inspectors have excellent teamwork and time management skills.                       |    |   |   |   |    |

### SECTION C: PURPOSES OF INSPECTION

Teachers were to indicate their level of responds from ‘strongly disagree’ to ‘strongly agree’.

SD- strongly disagree D- disagree N- neutral A- agree SA- strongly agree

| S/NO. | STATEMENT  | SA | A | N | D | SD |
|-------|--|----|---|---|---|----|
| 1.    | Inspectors help me to guide students to become independent learners    |    |   |   |   |    |
| 2.    | Inspection helps me to deal with challenges in the profession          |    |   |   |   |    |
| 3.    | Inspectors help me to become abreast with these new developments.      |    |   |   |   |    |
| 4.    | Inspectors help me to master the current educational policies.         |    |   |   |   |    |
| 5.    | Inspection helps me to feel recognized and welcome in their work.      |    |   |   |   |    |
| 6.    | The Inspectorate offers technical advice to the me as a teacher.       |    |   |   |   |    |
| 7.    | Inspection helps me concerning guidelines, regulations, and directives |    |   |   |   |    |

## APPENDIX B

### INTRODUCTORY LETTER



**AKENTEN  
APPIAH-MENKA  
UNIVERSITY**  
*of Skills Training and Entrepreneurial  
Development*

FACULTY OF EDUCATION AND COMMUNICATION SCIENCES  
DEPARTMENT OF EDUCATIONAL LEADERSHIP

8<sup>th</sup> November, 2022

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION  
MR. OSEI HENRY

The bearer of this note, **Mr. Osei Henry** (Index Number: **7201770072**), is a postgraduate student of Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Kumasi, pursuing a Master of Arts (MA) programme in Educational Leadership.

As part of the requirement for the award of the MA degree, **Mr. Osei** is collecting data for his dissertation on the topic "**The Impact of Inspection on the Academic Performance of Senior High Schools: A case study of National School Inspectorate Authority at Ejisu Office**".

I would appreciate any courtesies that you could extend to enable him gather the data.

Thank you.

Yours faithfully,

**STEPHEN BAFFOUR ADJEI, PHD**  
**HEAD OF DEPARTMENT**



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