

UNIVERSITY OF CAPE COAST

**STAKEHOLDERS' ASSESSMENT OF BEST TEACHER AWARD
WINNER'S INTERVENTION PACKAGE FOR IMPROVING BASIC
SCHOOL EDUCATION IN AKATSI DISTRICT**

ALICE DZIFA GLIGUI-DENUEME

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SCHOOL EDUCATION IN AKATSI DISTRICT

BY

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Dissertation submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Education degree in Educational Administration

MAY 2013

DECLARATION

Candidate's Declaration

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

Candidate's Signature:..... Date:.....

Name: Alice Dzifa Gligui-Denueme

Supervisor's Declaration

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

Supervisor's Signature:..... Date:.....

Name: Professor Y. A. Ankomah

ABSTRACT

The purpose of this study was to find out stakeholders' assessment of a best teacher award winner's intervention package for basic school improvement in some selected schools in the Akatsi District of the Volta Region. It specifically examined the extent to which the promotion of the three methodologies and two strategies affected teaching and learning, the influence of the motivational programme on teachers, pupils and parents, the perceptions of teachers, pupils and parents on the reading club, and their general assessment of the intervention package on teaching and learning in the schools.

A descriptive study design involving teachers, pupils and parents of two basic schools in the area was employed. A sample size of 248 was determined for the study out of which 242 (including 196 pupils, 30 teachers and 16 parents) participated. Three different questionnaires were designed and piloted, and each obtained a Cronbach's reliability coefficient above 0.600.

It emerged that the teaching methodologies and strategies implemented by the researcher, Mrs. Alice Gligui-Denueme, 2008 National Best Teacher Award, 2nd Runner-up in collaboration with SNV, had positive impact on teaching and learning in the schools. Also, the motivational talks had improved teacher-parent relationships and school attendance among the pupils.

It is recommended that the intervention package should be maintained and its scope expanded to cover other poorly performing schools for a holistic improvement in basic education in the Akatsi District. Also, stakeholders in education should help to provide these schools with adequate infrastructure.

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DEDICATION

To My Dear Husband, Dr. Savoieur Denueme and our lovely children; Sedem,

Selasi and Senam and parents and siblings

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CHAPTER ONE

INTRODUCTION

Background to the Study

All over the world, education is accepted as the process by which individuals acquire knowledge, skills and attitudes which enable them to develop their faculties in full. It is universally accepted that one of the benefits of good education is that it enables individuals to contribute to development and improvement in the quality of life for themselves, their communities and the nation as a whole (MOE, 1998). The crucial role played by education in developing human resources for personal fulfilment, social and economic advancement of a nation is an indisputable fact recognised the world over (Anamuah-Mensah, 1995; UNDP, 1993).

The cradle of educational system in Ghana was laid in the castle by the European merchants who made first contact with the people in the latter part of the fifteenth century. The Portuguese who were the first to settle on the coast built a castle at Elmina, the Sao George d'Mina in 1482. In this castle, the Portuguese and the Dutch established small schools to lay the foundation for literacy and numeracy. The British also started a school at the Cape Castle which was built by the Swedes in 1657. The Royal African Company, for example, paid for the running of the castle school and also supplied books to the school (Graham, 1976).

Since then many attempts were made to make the curriculum of schools relevant to the needs of the society. The various governments made several attempts by passing various advances. The first Educational Ordinance was in 1852. The objective of the ordinance was to provide for better education of the inhabitants of the Majesty's forts and settlements on the Gold Coast. It also sought to diffuse the benefits of education more widely. Another objective was to make some efforts to educate the rising generation of females.

The ordinance believed teachers are important in the provision of education, this led to the, idea of opening Teacher Training Colleges to train teachers who would be sent out to open schools. This ordinance, however, failed for the several reasons among which were that the European Couple, Mr. and Mrs. Vinall appointed to administer the first school suffered from serious calamities. Also, the government could not raise adequate revenue to the fund agreed upon at an assembly of chiefs because the people were reluctant to pay the tax (Mankoe, 2002).

The government, however, soon found that each mission adopted its own method and management procedures in running its schools. Therefore in order to introduce a uniform system for all missions to follow, the Gold Coast Legislature Council passed a new ordinance in 1882 (Mankoe, 2002). The 1882 Ordinance was passed under the guidance of Lord Kinberley (McWilliams & Kwamena-Poh, 1975; Ward, 1975; Graham, 1976).

The 1882 ordinance made among others the following provision:

1. Government schools which were to be maintained entirely from public sources.

2. Assisted schools which were to be set up by missions and private persons and were to receive grants from the government according to their efficiency.

There were to be a grant in respect of building and equipment. A separate grant in respect of salaries to reward excellence there was also a capitation grant for a pass in each compulsory school (Mankoe, 2002). The 1882 education ordinance failed. Indeed the first inspector, Reverend M. Santes described the ordinance as unworkable and ridiculously complicated in the following words, "I cannot too strongly express my regret that no proper ordinance has yet been passed, after the lapse of nearly four years, an unworkable and ridiculously complicated ordinance remains a dead letter" (Ward, 1965, p. 40)

The year 1887 was the passage of another ordinance which was a major amendment on the 1882 one. Its provision, a new Board of Education was colatitudes. The board, however, had powers to make rules regarding conditions for payment of grant. For a better management, schools were put into two categories, government provided conversation or remuneration of teachers in the government schools. In the mission schools, remuneration was determined by the results produced by their students during the annual examination conducted by the inspector of schools.

Mankoe (2002) recorded that a review committee was appointed in 1908. Their task was to review the steady increase in the government's annual revenue, ability of the government to meet its recruitment expense after 1907 without a grant for the British Treasury and ability of the government to take a more direct and significant share in education work. Minders of policies

were made, based on the recommendations made by the committee among them, was the abolishment of payment by results. Another policy was categorisation of schools into very good, good very fair, and fair. Grants were paid according to the school's category.

We want to give all Africans the opportunity of both moral and material progress by opening for them the benefits and delights that come from literature, and by equipping them with the knowledge necessary to succeed in the occupations no matter how humble. We want to give those who wish it an opportunity of becoming leaders of their own countrymen in thought, industries and the professions, for without preserving this national characteristics and his sympathy and touch with the great masses of his own people, no man can ever become a leader in progress, whatever other sort of leader he may be (McWilliam & Kwamena-Poh, 1975, p. 50).

According to Agbodeka (1977), one of the committee's policies was to expand education for girls this gave birth to the saying by Dr. J. E. C. Aggrey; Educate a man and you educate an individual, educate a woman and you educate a family. According to Mankoe (2002), Governor Guggisberg's education policies have stood the test of the time in Ghana's education development except the 13th principle which cannot be compulsory or free.

This principle is directly opposite to the current policy of Free and Compulsory Universal Education (FCUBE). Much emphasis was laid on quality basic education and this was clearly stated in the first principle and this was primary must be thorough and be from the bottom to top. In 1925, another education ordinance was passed and some of its achievements included the

rapid increase in the number of efficient schools. A system of block grants was instituted by which a mission or other educational bodies received a grant for a period of three years.

In 1929, an advisory committee on education under the auspices of the Secretary of Education was established. The benefits of this committee were that education in the Gold Coast profited by learning from mistakes committed elsewhere (Mankoe, 2002). Another benefit was that it advised on educational planning as well as on a number of projects. In spite of the provisions education ordinances and committees established or appointed to provide good education, the resultant educational system could not adequately satisfy the aspirations of the people (Mankoe, 2002).

The modern administrative trend in education begins from 1951 when Dr. Nkrumah was appointed leader of Government and Mr. Kojo Botsio was appointed the first Minister of Education the Accelerated Development Plan for education was introduced the aim of the plan was to increase access to all children of school going age in the country. The hallmarks of this Plan analogy others were

1. rapid increase in enrolment at the primary school,
2. The introduction of extensive schemes of emergency teacher training,
and
3. Putting into use a large number of new classrooms and temporary accommodation.

It can, therefore, be argued that although education and its management had received good attention under the colonial administrators, it received the greatest expansion so far when administrations of the country

transferred to Africans in 1951. The government paid so much attention to education and never ceased to tackle problems that confronted it (Mankoe, 2002).

The Education Act of 1961 was passed by parliament. Among its many provisions, the Act stated that education was to be compulsory for every child at certain age to be determined by the Minister of Education. The general economic decline in the country in the early 1970's led to an exodus of trained teachers in our educational system. This led to a decline in the educational standard. More importantly it caused considerable havoc to the morale of teachers in general and particularly those who had the morale is a direct cause of the low level of pupils' achievement (MOE, 2010). In order to revitalise and enrich the quality of education in the country, the government introduced the Educational Reform Programme in 1987.

The Educational Reform Programme brought in its value increased access to education, refurbished schools, hundreds of new school building, increased flow of books, equipment and materials and efforts were being made daily to improve the quality and relevance of education. In the wake of all these, teachers must be present to make use of the facilities and resources provided to the advantage of the learner (MOE, 2010).

Government has always realised that the teachers' role in the on-going reforms need to be appreciated and recognised to restore the respect the profession should enjoy and to remove some of the frustrations which come the way of teachers: One of the significant change is the administration and management of Education in Ghana was the introduction of the policy of

decentralisation (Mankoe, 2002). The primary objective of the decentralisation policy is to pave the way for the various communities to participate in decision making at the grassroots level. The PNDC Law 207 of 1988 clarifies and legalises community involvement by making the District Assemblies a pivot in the provisions of services for the community.

The Local Government (District Assembly Establishment) Legislative Instrument, 1988 for example enumerates 86 specific functions that District Assemblies are charged to perform. Section 42 stated the responsibility of the Assemblies which any other things include the supervision of primary and middle (JHS) in every training supply and distribution of textbooks. This responsibility made all stakeholders in Education to come on board if standards of education are falling

Statement of the Problem

According to SNV report, the following were challenges to basic education in the Akatsi district:

1. Since 2004 the District's performance in the BECE has been falling and by 2008, it was the poorest performing district in the region.
2. While some schools (mostly urban) recorded 100% pass rates, others
3. Further to this, performance in the four subjects of English Language, Mathematics, General Science and Social Studies is much worrying with some pupils obtaining the pass aggregate of 37 and below but could not enroll into Senior High School because five (5) in these one subjects.
4. Poor learning habits and general lack of appreciation of the value of education by pupils especially girls.

5. Lack of commitment, poor teaching methods and limited usage of Teaching and Learning Materials (TLMs) is common among especially in rural areas supervision was less regular and intensive.
6. In all of these, rural communities and girl children are among the most affected.
7. Inadequate support to pupils by parents and SMCs/PTAs (SNV, 2008).

In an effort to address some of the above challenges, the following were the issues dealt with in assignment agreement between Mrs. Alice Gligui-Denueme; the 2008 National Best Teacher Award Winner, 2nd Runner-up and SNV, Akatsi District Assembly and Akatsi Education Directorate. Strategically, the objective of the Best Teacher Award Scheme was to improve quality teaching, which is to manifest in improved pupils' learning outcomes (Owusu, 2007). Therefore, the engagement of the 2008 National Best Teacher and the second runner-up was appropriate for the intervention package in the Akatsi District of the Volta Region

Purpose of the Study

The purpose of the study was to assess the best Teacher Award Winner intervention package for school improvement in the Akatsi District. The package included the following:

1. Promotion of three effective teaching and learning methods i.e. field trips, community co-operative learning and small group discussion methods in four rural community schools.
2. Development of a motivational programmes for pupils, teachers and parents of the four communities

3. Development of the concept and establishment of four reading clubs in four deprived communities.
4. Writing of proposal and soliciting for funds for infrastructure development.

Research Questions

The study sought to answer the following questions:

1. To what extent has the promotion of the methodologies and strategies affected teaching and learning?
2. What is the influence of the motivational programme on teachers, pupils and parents?
3. What are the perceptions of teachers, pupils and parents on the reading club?
4. What is the general assessment of the intervention package on teaching and learning in schools?

Significance of the Study

The study examined stakeholders' assessment of the Best Teacher Award Winner intervention package for improving basic education in the Akatsi District. The findings of the study may be useful in the following ways:

1. The results have thrown more light on the activities in the intervention package. The results would highlight positive things about the intervention package.
2. The results of the study are contributions to the knowledge in the area of activities that can improve the performance of pupils in the Basic Education Certificate Examination.

Delimitation of the Study

Improvement in BECE needed to be studied throughout the country. However, this study was confined to only basic schools in the Akatsi District. Also, the study only focused on the impact of interventional package on the academic performance of pupils in the District. The Akatsi District was selected because of the decline in performance of Junior High School pupils from 2004 to 2008. Also, the study involved teachers, pupils and parents.

Limitations of the Study

Beside the time constraint, most pupils who benefited so much from the package had completed and some of the teachers there at the time to had been transferred or retired. There partly denied this study of the sort of rich information that they might have provided.

Definition of Terms and Abbreviations

BECE: Basic Education Certificate Examination.

Community cooperative learning: This is a way of learning where the pupils not only learn from the teacher but also from each other. It is also a way to learn how to work together with other pupils, which is important for society to function.

Decentralisation: It is the reversal of power concentration from a single centre of an institution to subordinate levels in territorial hierarchy, the transfer of administrative power from a central to a local authority.

Field trip/ study tour: There are educational visits of taking pupils out of the classroom to observe what they are going to learn about or had already learnt. Educational visits can be outside the locality or within the school, the environs of the school or in the community.

MTN: Mobile Telephone Network.

School Management Committee (SMC): It is a committee designated under the Ghana Education Service Act of 1994 which are mandated to strengthened community participation and mobilisation of education delivery.

Small group discussion: This is a discussion among four to six pupils working independently of a teacher. Here, a small group of people communicating with each other to achieve some interdependent goals, such as increased understanding, coordination of activity or solution to a shared problem.

SNV: Netherlands Development Organisation.

Stakeholders: Stakeholders here refer to members of Parent-Teacher Association, School Management Committee, District Assemblies, District Education staff, NGO-SNV, award winner and pupils.

Organisation of the Study

The study is organised into five main chapters. Chapter One was devoted providing information on the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations, limitations and the organisation of the study.

Chapter Two contains a review of related literature and concepts. The chapter begins with the theoretical framework related to the study, teacher motivation, efficient teacher management, selection procedure of the award winners and the contribution of award winners toward improving basic education. Chapter Three presents the methodology that was used in the study. Specifically, it presents the research design, population, sample and sampling

procedure, research instruments, pilot-testing and data collection procedure and finally, how the data were analysed. Chapter Four presents the results and discusses the findings of the study while the Chapter Five provides a summary of the study, draws conclusions and makes recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews literature related to stakeholders, assessment of the best teacher award winner's intervention package for school improvement in four rural school communities in the Akatsi District of the Volta Region. Literature related to this topic shall be reviewed specifically under the following sub-headings:

1. Theoretical framework;
2. Teacher motivation;
3. Efficient teacher management;
4. The Best Teacher Award Scheme;
5. Selection procedure of the award winners;
6. Contribution of award winners toward improving basic education, and
7. Summary.

Theoretical Framework

Proposals to use teachers' performance incentives as the basis for school reforms have recently attracted considerable attention and support among researchers and policy makers. The main message is that the most likely way to improve students' achievements is to institute performance incentives, direct monetary rewards for improvements in student outcomes. However, there has been very little experience with applying performance incentives in schools (Lavy, 1999).

Two recently published books focus on the role of incentives in improving American schools (Hanushek, Hannaway & Bishop, 1994; Hanushek & Jorgenson, 1996). The articles by Hanushek et al. in the latter volume directly address theoretical aspects of various schemes of incentives and student performance (Heckman, 1998). Various teacher-and school-incentive programmes were implemented in the US with some as State initiatives (Kentucky, South Carolina) and others as local initiatives (Dallas, Baltimore). Details on these and other programmes are presented in Clotfeller and Ladd (1996) and Elmore, Abelman and Fuhrman (1996). Some of these programmes, especially those based on teachers' merit pay, have been studied (Cohen & Murnane, 1985), and the results are not encouraging, being either inconclusive or suggesting no improvement. Incentives to teachers and schools in the form of performance awards have been few. Hards and Sheu (1992), for example, analysed the school incentives-reward programme in South Carolina. The authors find modest improvements in students' achievements and no significant improvement in attendance patterns of students or teachers.

According to Lavy (1999), the studies on merit pay and performance incentives lack the strength of experimental evidence and none of them provide convincing estimates of the causal effect of these programmes. While studies in economics suggest that incentives in private firms have a significant effect on effort and output (Lazear, 1996), these programmes are seldom evaluated systematically (Milgrom & Roberts, 1992).

Teacher Motivation

Teacher motivation in Ghana is low. A World Bank document cited by the Ghana National Association of Teachers indicated that, in the past the title:

“Teacher” was a term of considerable respect. The document pointed out that the teaching profession in those days was held in high esteem by the community and the position was highly sought. However, the document lamented that primary school teachers’ today often beleaguered and dispirited force. Their status has been lowered and their working conditions are poor (GNAT, 1998).

The concerns raised in the World Bank document underscores the big challenge that lifting teachers morale has become. This was supported by Bame (1991). Bame found that in the view of Ghanaian teachers, the three most important factors that drive teachers out of the teaching service are: inadequate or poor salaries; lack of opportunity for promotion; and low prestige in teaching at the basic schools. These perceived determinants of teacher dissatisfaction and drop-out viewed objectively, underpin the actual and potential attrition in the Ghana Education Service revealed by the teachers. Bame’s study shows that a substantial proportion of the teachers had at one time or another in their teaching career thought of leaving the service or the profession. The study further revealed that 46% of male and 26% of female teachers were dissatisfied with the conditions of service and affirmed that, they were in teaching profession because they had not found any alternative work or job to teaching. Again, over 7% of male and 45% of female teachers had not planned to make basic school teaching their long-term job.

As Bame (1991), has noted, if education authorities wish to see that their teachers are satisfied and motivated, then in addition to fostering role agreement, the authorities should ensure that the personal needs of the teachers

are met in their schools. Karikari (1999) buttressed this point in the Medium Term Expenditure Framework document, which touched on the behaviour of a motivated teacher in achieving educational goals.

Another option open to teachers to motivate themselves to remain in the profession and get satisfaction, though regrettable, is to combine their professional work with additional job to make ends meet. As stated by Bame (1991), Teacher will remain in teaching and seek some satisfaction outside teaching in clubs, and other social and political activities in the community”.

Incentives and Job Performance

Management of labour all over the world have used various techniques of motivating workers on the job. Provision of incentives seems to be the commonest techniques being used. Management focuses on the use of incentive because it is believed that a motivated worker could be a productive and happy worker (Brayfield & Crockette, 1985). Brayfield and Crockette (1985) maintained that workers are highly motivated when they are given what they do not have. To this effect, incentives to teachers should be varied or the consent of teachers should be sought regarding the incentive intended for them to meet their satisfaction.

Cascio (1989) reported that when incentives purported to reward individuals do fit the situation, performance increases to an average of 30% because of strong motivation by 18%. These findings by Cascio have since had great influence in the labour industry because management has shifted attention to the provision of incentives to individuals rather than groups as a better method of increasing job motivation. This may explain why Ghana Education Service instituted the Best Teacher Award Scheme to motivate

individual teachers who do outstanding job instead of a school or a group of teachers.

With regard to areas where teachers felt to be motivated, Bassey (1997) found out that the first four area included better salaries and allowances, more teaching and learning materials, regular upgrading of teachers' knowledge and more textbooks for students. What the teachers felt was less important were: positive leadership by headteachers, posting to place of choice, merit awards and posting to one's own language area. Findings suggest that teachers that teachers may be more motivated if their salaries are adjusted to commensurate the work do, instead of merit awards.

Porter and Lawler (1988), on the other hand, argue that instead of job motivation being the determinant of performance of a task, the performance of the task can provide motivation. Their view is that when the workers' skills, working conditions and morale improves he or she will be more committed to the job. According to Herzberg and Synderman (1989), morale is a product of individual job motivation and group cohesiveness. They explained that workers get dissatisfied with their jobs when these factors are absent. That is, one's interest in the job does determine one's productivity level. This may explain why the government of Ghana tried to raise the morale of workers by providing incentives such as the Social Security and National Insurance Trust (SNNIT) housing scheme which gave workers houses to be paid for by instalments. Mention can also be made of the National Farmers' Award Scheme which rewards hard-working farmers annually.

Similarly, the GES instituted the Best Teacher Award Scheme in 1996. It was established to award prizes to deserving teachers. Although the

institution of this scheme is laudable, Ndago (1997) stated, “the scheme appears to be a source of conflict more than motivation for some teachers” (p. 34). He argued that the problem has been with the criteria used for selecting deserving teachers from a pool of over 160,000 teachers in Ghana. Ndago stated that indications from most teachers are that the value of awards presented to winners over the years has been inadequate to motivate teachers. However, this issue of inadequacy or unattractiveness of the prizes appears to have been addressed since Miss Azongo who was selected as the best teacher in 2003 was awarded a house which worth Two Hundred and Eighty Million Cedis (¢280,000,000) that is Twenty-Eight Thousand Ghana Cedis (GH¢28,000.00) (Mwin, 2004).

Whether teachers are motivated by the Best Teacher Award Scheme is influenced by their perception of the award scheme. As Yonder and Standohar (1984), pointed out that individuals’ perception of the worth and value of a reward may result in motivated behaviour of the worker on the job.

Rewards

Psychologists and Sociologists have recognised for a long time that satisfaction of needs is the motivation behind every action. In the employment setting, this satisfaction might take a form of money, promotion and acceptance, receipt of information or feelings that comes from doing a good job. Incentives or rewards are designed to encourage employees to put up their best interest. Not all individuals value the same types of rewards. Consequently, a reward programme must be flexible enough to meet the expectation of individual employees (Sherman & Bohlander, 1989).

Efficient Teacher Management

Efficient teacher management and teacher job satisfaction are seriously affected by lack of staff planning and adequate supervision as well as widespread political interferences into administrative decision on postings, transfers and promotions (Rebore, 2001). The widely observed quantitative and qualitative imbalance in teacher provision (overstaffing and concentration) of qualified teachers in privilege areas; long term vacancies and shortage of experienced staff in schools in remote and deprived areas) together with high rate of absenteeism are at least partially induced by these problems of teacher management (Goffilman-Duret, 1999).

According to studies conducted by Goffilman-Duret (1999) in Madhya Pradesh-India on the measures to be employed to solve the problems of deficiencies and imbalance in teacher provision, it was realised that the use of locally recruited contractual teachers could help solve the quantitative imbalance in teacher provision.

Goffilman-Duret (1999) conducted another research in Sri Lanka, Nepal and Pakistan. In this research, the responsibilities of the district directorates were reinforced with regards to teacher recruitment, appraisal and transfer. This intervention resolved the imbalance in teacher provision quantitatively. By examining these studies, it is clear that decentralisation of teacher management responsibilities is indispensable. Also, as long as the school and its immediate administrative levels are not actively and completely involved in planning, monitoring and management of schools teaching staff, efficiency will continue to remain wishful thinking.

In the Akatsi District, although the District Director manages the teaching staff in the directorate, he or she does not have the mandate to hire the type and number of teachers needed to improve education in the district. To do this he or she needs permission from the headquarters of the service. This system does not give the District Directorate free hand to plan to meet its teacher needs as regards the characteristics of the district.

Goffilman-Duret (1999) further stated that decentralisation on its own is insufficient to ensure efficient teacher management. It must be accompanied by the implementation of certain supportive measures enhancing the capacities and motivation for good staff management. Some of these motivational factors can be in a form of good salaries, staff accommodation and good and free medical care. The GES through the Basic Education Sector Improvement Programme (BESIP), provided 194 4-unit headteachers accommodation for 788 teachers from 196 to 2000. It also provided incentives in the form of bicycles, roofing sheets and cooking utensils for teachers in deprived areas.

The importance of efficient teacher management in the provision of efficient education necessitated the workshop organised to assess management of primary school teachers in South Asia in 1999. The conclusions drawn on efficient teacher management at the end of the workshop were as follows:

1. Organisational audits of the strength and weakness, and possible improvement of critical teacher management process should be conducted.
2. That simple information and monitoring systems for teacher management purposes should be established at the school and intermediate administrative levels.

3. Education officials at the intermediate levels should be trained in staff monitoring and management.
4. Incentives schemes should be developed and implemented to reinforce good teacher management practices (Goffilman-Duret, 1999, p. 18).

The steps given above suggest that proper supervision and appraisals should be conducted in the basic institutions to help teachers overcome their weakness and improve their strengths. Again there should be free flow of relevant information about monitoring procedures and practices to help teachers understand the roles of their supervisors. This would help alleviate the problem of conflict in schools between teachers and supervisors. As Bame (1991) noted, some teachers leave teaching service for alternative job because of conflicts and poor relationships with fellow teachers and supervisors among other reasons. The statement presupposes that the circuit supervisors in GES are not sufficiently equipped to help maintain and motivate the teachers under them.

One of the tenets of the BESIP is to ensure efficiency in management of schools. Yet, those in the management and supervisory positions are hardly appreciated in the form of incentives. Even the best teacher award scheme that seems to motivate teacher, does not consider heads of institutions and education office staff.

The Best Teacher Award Scheme

One of the major policies of the Ministry of Education is the Free Compulsory and Universal Basic Education (FCUBE) programme, which is aimed at ensuring good quality basic education for Ghanaian child. As a result of this, the FCUBE Programme is in order words known as the Basic

Education Sector Improvement Programme (MOEYS, 2003). The issue of quality education delivery was identified as a matter of great concern to the Ministry of Education during pre-FCUBE period. This explains why quality became one of the key components of the FCUBE programme. An important player needed for bringing about this quality teaching and learning in schools is the teacher. The teacher needs to be competent, effective and committed to his or her job. A performing teacher deserves to be recognised and rewarded to motivate him or her to continue the good job and at the same time serve as a source of motivation to others to improve upon their work. This was manifested through the desire of the Ministry of Education to show appreciation to the teacher who renders exemplary service to his or her school and community, this led to the institution of the Best Teacher Award Scheme (MOEYS, 2003). The best teacher award scheme was instituted to motivate teachers to stay on the job and also to put in more to ensure quality education in primary, Junior Secondary Schools, Second Cycle institutions and Teacher Training Colleges in the public and private institutions in the country. (MOEYS, 2003).

To this effect Professor Ameyaw Ekumfi the Minister of Education in the year 2000 commented that, teachers need to be motivated to perform effectively. He suggested that apart from increases in salary, the state should sensitise citizens to give healthy recognition to teachers. He pointed out that provision of accommodation and praise for a job well done could contribute to teacher job satisfaction. He further stated that, the Best Teacher Award Scheme at the national level contributes, to the recognition and motivation of teachers who excel in their work. Other incentive packages, including

accelerated promotion for excellence in teacher performance were being worked out for implementation.

People have given many reasons why the Best Teacher Awards should be given annually. For instance, Samuel Ofosu Peprah, the 1999 National Overall Best Teacher, commented that the education of any nation rests in the hands of its teachers. For that matter, the teacher is an agent of development and progress, because education is a tool for the development and progress of any nation.

In addition to this, objectives of the Best Teacher Award Scheme are to:

1. ensure excellence in the services they provide,
2. become patriot to make education functional and sustainable for the present and future learner,
3. exhibit professional qualities that sustain the gains made by the teaching profession,
4. show commitment to their job as teachers,
5. become resourceful in all circumstances to make teaching a vocation that changes behaviours and attitudes, and
6. become dedicated to their job as teachers in order to render good services to their schools and communities (MOEYS, 2003).

Strategically, the objective of the Best Teacher Award Scheme is to improve quality teaching, which is to manifest in improved pupils learning outcome. This objective is similar to one of the objectives of the Free Compulsory and Universal Basic Education which is “improving quality of teaching and learning” (MOEYS, 2001). Achievements of quality teaching

and learning can be realised through assessment of teachers to be given awards. The purpose of the Scheme is to reward excellence, professionalism, patriotism, dedication, commitment and resourcefulness in the teaching service among teachers and non-teachers at the pre-tertiary level.

Selection Procedure of the Award Winners

The MOEYS (2003) reveals that the selection process starts from the District level, through Region to National level. The best contestants are allowed to proceed from one level of award to the other. The best teacher award scheme therefore has four levels at which successful contestants are rewarded for excellent performance. Awards are given at the district, regional and national levels, including an overall national best teacher award.

At the District/Municipal/Metropolitan level, the selection of the outstanding teachers is done through the following procedure. The District/Municipal/Metropolitan Directorate sends letters out to the heads of institutions to ask them to nominate hardworking teachers to be assessed for the award. Apart from the heads of institutions, circuit supervisors who have managerial supervision of a number of schools can also shortlist outstanding teachers in their circuits during their normal supervision activities in the schools.

Furthermore, colleague teachers can also submit names of outstanding colleagues to contest for any of the awards. This is in contrast with the revelation made by MOEYS (2003) that, many teachers have limited knowledge about the Best Teacher Award Scheme, This means that although, teachers have the mandate to nominate their colleagues, they are not aware of this condition or privilege.

Contrary to the statement that past award winners did not share information with their colleagues, as indicated in MOEYS (2003), most of the award winners claimed to have shared and are still sharing their experiences with their colleague teachers. Most of them continue to be used as resource persons in some programmes involving teaching and learning. For example, Samuel Ofosu Peprah, the National Overall Best Teacher for 1999, has been involved in numerous training activities for teachers in Ga District. Others such as Alexander Oppon-Baah of Atebubu Training College, the Training College category winner of the Award for 1999 stated that, as a result of sharing ideas and experiences with his colleagues two of his colleagues from the same institution, namely Messrs. Emmanuel Akologo and I. C. Forson-Nkrumah won National Awards in the second cycle and Teacher Training College divisions respectively in 2000.

Although past award winners assert that they have shared their experiences with their colleagues. it appears that whatever information that was shared concerned preparation ensuring quality teaching. There is no evidence that issues regarding the privileges to nominate colleagues for the awards were part of the information shared. The guidelines for selecting contestants' states that students or pupils can submit names of outstanding teachers in their schools to contest for the award. Other groups that can recommend teachers for the award are the members of school-communities who are made up of School Management Committees (SMCs), Parent Teacher Associations (PTAs) and other stakeholders.

In addition to the people mentioned, any teacher who feels he or she has worked so hard as to satisfy the assessment criteria can personally apply to contest if he or she is not nominated by any of the groups and individuals listed above (Eshun, 1999). According to MOEYS (2003), all nominations for district level contest are to be submitted to the District/Municipal/Metropolitan Directorate for assessment by April of the awarding year. The nominees are shortlisted based on the criteria for each category of the award. A field assessment team visits the schools and school communities of all the contestants in each category to assess them in the curricular and co-curricular activities. Information is also elicited on their involvement in the development of the school communities. In order to make the selection exercise credible, a different panel is set up to interview the shortlisted teachers. The results of the contestants for the fieldwork are not made known to the interview panel. This is to ensure that one panel is not influenced by the performance of a teacher in one aspect of the selection process. The result is then arranged in order of merit and submitted to the regional office and copied to the National Coordinator. Best Teacher Award Scheme. All contestants who came first in the various categories at the district level are shortlisted for the regional award (MOEYS, 2003).

At the regional level, all the teachers who position first in the various categories in the districts are interviewed and shortlisted for field assessment. The report stresses that as much as possible. The field assessment team should not have any knowledge on how a candidate performed at the interview. After these exercises, the contestants are arranged according to order of merit for each category and the list is sent to headquarters to be considered for the

national award. Similar to the regional award, all those who placed first in all the regions qualify for the national award.

These teachers are required to send the following documents to Ghana Education Service (GES) headquarters and attend an interview:

1. Original teacher's certificate,
2. GES personal record form duly signed and dated by both the contestant and the Regional Director of Education,
3. A citation on the award winner,
4. Lesson notes and teaching and learning materials to teach a particular lesson or topic for a period lasting not more than 40 minutes.

The Report states that all those who place first in the various categories with the exception of the non-teaching and foreign volunteer categories automatically qualify to compete for the Overall National Best Teacher Award. In a situation where the first position winner beat the second position with less than a mark (point) in a category, the second position winner is allowed to take part in the Overall Best Teacher competition.

Furthermore, any contestant who wins an award at a higher level forfeits his or her position at the lower level and those who follow this award winner move up to occupy the various positions. That is, if a teacher places first position in any category at the district level and is able to win an award at the regional level, he or she forfeits the district level award and the first position in the district in that category is given to the one who placed second and the rest are moved up accordingly. This is done at all levels, and explains why the national award is given ahead of the regional and the district awards respectively.

Criteria for Selection at the District Level

The criteria for selection of the award winners are based on the professional competencies that a teacher must adopt for effective teaching as well as his or her commitment to the development of the school community. To be selected for the award, a teacher must be eligible for the award. In this regard, a nominee must be a professional teacher with the minimum qualification of Teacher's Certificate 'A' 4-year. In addition to this basic qualification, the teacher should have taught for at least five years after attaining the minimum qualification. Past National Best Teacher Award Winners are not permitted to compete again. However, past Best Teacher Award Winners at District and Regional levels may participate in the competition after three years (MOEYS, 2003).

After the filled appraisal forms on teachers who are nominated for the Award are collected at the District Education Office, the nominees are shortlisted

by using the criteria below:

The Educational and Professional Background

1. Officers should possess the basic academic and professional qualification for the job. That is the teacher must at least possess the Teachers' Certificate 'A' 4-year and or any other higher certificate in education. The minimum qualification is requested because the philosophy behind the scheme is to attract and maintain qualified staff in the service.
2. The teacher should also show an evidence of further academic or professional development. That is the teacher should be someone who

has acquired a higher certificate or is in the process of furthering his or her studies usually in the Polytechnic or University at the time of the award or has attended a proficiency course to help improve his or her teaching skills. Apart from these, the teacher should be a member of a professional association. The professional associations that operate and are recognised in the Ghana Education Service (GES) include the following:

- a. Mathematics Association of Ghana (MAG)
- b. Ghana Science Teachers Association (GAST)
- c. Physical Education Association of Ghana (PEAG)
- d. Ghana Home Economics Association (GHEA)

The candidate is assessed on job experience and its impact on solving problems at work and in the community. This criterion assesses the position and responsibility of the teacher, whether he or she has had any significant accomplishment through problem solving. The teacher is assessed on the bases of his contribution towards quality improvement of life in the community. He should be a person who has the ability for improvisation and innovation.

His Experiences in Disadvantaged or Deprived area is an Advantage

- 3. Quality and Output of Work: The candidate should be a person who is willing to do what is required of him or her and even more. Issues considered include the teacher's ability to work under pressure; ability to work for extra hours; punctuality and regularity to work; thoroughness, accuracy and neatness of work and timely execution of task (MOEYS. 2003).

4. Knowledge of Work: The contestant should be well informed about rules, regulations, policies, and conditions of service relevant to his or her duties. And should also have read around his or her work and related problems.
5. The criteria assess the knowledge of the teacher on current issues and policies on education, which may include:
 - a. Community participation in the educational reforms especially the FCUBE,
 - b. Examination malpractices or leakages,
 - c. Assessment and certification, including continuous assessment and external examinations,
 - d. Study leave policy -the quota system,
 - e. Distance education and sandwich courses, extra classes,
 - f. In-in-out programme for trainee teachers.
6. The candidate is also assessed on his or her involvement in social and community development. The areas assessed here include the teacher's: Religious commitment and lifestyle; marital status and family responsibility; commitment to community development; involvement in social activities; human relations and drug use. Under this criterion, the teacher is assessed on the influence of his or her lifestyle on the lifestyle of the youth and the community as a whole.
7. There is also an assessment on current affairs and national development issues. Here the teacher is assessed on his or her understanding of current events and developments in the national and

international scenes and his or her ability to appreciate their significance and implications towards education.

8. The personality of the teacher is assessed. These include, the social, morals, emotional and spiritual characteristics of the teacher that give positive manifestation of his or her role as a teacher and model personality to the youth in the school-community.
9. The last but not the least criterion is the teacher's power of expression. The teacher's ability to communicate orally and in writing is assessed to ensure that the right candidate is selected for the award. The above exercises are done through interviews conducted by a panel, and an appraisal of the teacher's work on the field by an assessment team, whose members should be different from the interviewers (MOEYS, 2003).

Category of Awards

The Award covers many educational disciplines and professional levels; at educational level, it covers all institutions below tertiary level which are the following: Primary school; Junior High School; Senior High School; technical or vocational institution and teacher training college. The subject category includes the following: Basic school Science and Mathematics; second cycle Science and Mathematics. Best teachers are selected in Science and Mathematics category, because the nation is aiming at producing scholars with science and technology base so as to speed up the development of the nation.

The categories listed above are given awards at the district/municipal/metropolitan level. Apart from professional and subject categories other areas

are considered for the awards at the regional, and national levels. They include the following: Rural National Service Teacher; non-teaching Personnel and foreign Volunteer. The awards given at the Overall National Best Teacher Awards are as follows: The Overall National Best Teacher; National Best Teacher – First runner-up and National Best Teacher - Second runner-up. Once again to have a fair selection of the best teachers, all the educational units should select their best teachers to compete with the best from public and private institutions for the awards. Also, headteachers and other categories of teachers who are helping in the education of the child such as circuit supervisors and education office staff should be considered for another category of the award, because the education of the child cannot be complete without their inputs. For instance, the former Minister of Education Youth and Sports (Kwodwo Baah-Wiredu) attributes the poor performance of public schools to lack of supervision in the public school (Quarcoopomme, 2004). He went on to say that, the circuit supervisors and headteachers either lack supervisory skill or are not motivated to do effective supervision. If this is the case, then the incentives given to teachers will not achieve its aim of ensuring quality teaching and learning, when supervision in schools is not effective.

Contribution of Award Winners toward Improving Basic Education

Unfortunately, there is no association of National Best Teacher Award Winners. They do not have any organised front, there is no forum for them to meet and deliberate on issues relating to education. Contribution and pronouncement are made on individual basis. The findings of Owusu (2007) revealed that the best teacher award scheme had impacted positively towards the achievement of the Basic Education Sector Improvement Programme. He,

however, added that the impact had not been profound. There may be some award winners in their various corners of the country making their contributions to improving basic education, there is a very little information on them. The 2nd Runner-up 2008 National Best Teacher, Mrs. Alice Gligui-Denueme as local capacity builder and SNV in collaboration with Akatsi District Assembly/Akatsi District Directorate of Education contributed tremendously to improving basic education. This was, however, referred to as the magic capsule (SNV, 2011). This collaboration resulted into the construction of three-unit class block with an office and a store, motivational talks to pupils, teachers and parents (see Figures 1 & 2), and formation of reading clubs in the district among others (MTN, 2011).



Figure 1. Mrs. Alice Gligui-Denueme (researcher) giving motivational talk at Xavi



Figure 2. Motivational talk to community members at Agornukplorkplorte

These contributions were applauded by the District Director of Education, Mrs. Bridget A. Tsegbey. In her excitement, she stated, "...there is no doubt that the multi-stakeholder process intervention by SNV has improved basic education in our district. This MTN project and the reading clubs are some good examples. Let me say that Akatsi District is very grateful to SNV for this support" (SNV, 2011). "...Alice Gligui-Denueme (Mrs), the Second Runner-up National Best Teacher 2008, which is transforming her life from an individual to an organisation offering great support to many more teachers in the district" (SNV, 2011). Mrs. Gligui-Denueme further indicated, "...I think this relationship with SNV has given me a new useful direction in my life" (SNV, 2011). If an individual award winner could make such a tremendous contribution to education then an association can do better. Therefore, there is the need for the formation of National Association of Best Teacher Award Winners.

Summary

In reviewing the literature, a number of issues have been raised. One of the issues is that effective communication of information and organisational environment contribute greatly to employees' perception of reward system. Another issue raised was that workers are motivated when their knowledge and skills improve. Therefore, skilful teachers are more likely to deliver effectively than those with less skill.

Additionally, the literature revealed that the Best Teacher Award Scheme was instituted to motivate all teachers, yet teachers in private institutions are not given the chance to compete for the award. The issues above indicate that many studies have been done on motivation of teachers. Yet, scholars have not adequately investigated into the impact of the Best Teacher Scheme on quality teaching and learning in schools. The present study, therefore, sought to find out the views of stakeholders regarding the role of the Best Teacher Award Scheme in the nation's quest for quality education in the basic schools.

CHAPTER THREE

METHODOLOGY

This chapter described the research design, study area, population, sample and sampling procedure, instrumentation, pilot-testing of research instruments, administration of the instrument and data analysis procedure. The study was conducted to assess the effect of Best Teacher Award Winner's intervention package for improving basic education in the Akatsi District of the Volta Region.

Research Design

The researcher considered the descriptive survey design appropriate for this study since it involves collecting of data in order to answer questions concerning the current status of the subject of the study. According to Gay (1992), the descriptive survey design is directed towards determining the nature of the situations it exists at the time of the study. It is versatile and practical in that it identifies the present conditions and points to recent needs. It focuses on vital facts about people and their beliefs, opinions attitudes, motivations and behaviours. Simply it describes and provides understanding of a phenomenon.

Furthermore, descriptive survey provides information on which to base sound decisions. It interprets, synthesises, integrates data and points to implications and inter-relationships. Also, in-depth follow up questions can be

asked about items that are unclear and can be explained using the descriptive design (Frankel & Wallen, 2000).

Study Area

The Akatsi District came into existence on 10th March 1989 by Legislative Instrument (L1) 1470. The ethnic composition is made up of the Avenors and the Aves. The communities are largely agrarian and engage in subsistence farming for their livelihood. The standard of living in the communities is very low as many of the economic activities are primary and undeveloped.

The Akatsi District is located in the south-eastern part of the Volta Region and has a total land area of 809 sq km. It is bounded to the south by Keta District, to the east by Ketu District, to the west by North Tongu and South Tongu Districts and to the north by Adaklu-Anyigbe District and the Republic of Togo. It is located between latitudes 6°S - 7°N and longitudes 0°W - 1°E. The District falls within the coastal savannah equatorial climatic region characterized by high temperatures (minimum 21°C – maximum 34.5°C) high relative humidity (85%) and moderate to low rainfall pattern (1,084mm) with distinct wet and dry seasons of about equal lengths. The vegetation of the District is made up of coastal savannah in the south and savannah wood land to the North.

The Akatsi District was chosen because an intervention package for improving basic education was put in place by a National Best teacher Award Winner in collaboration with SNV of the Netherlands due to the falling educational performance of the pupils in the Basic Education Certificate Examination (BECE). Since 2004 the district's performance in the BECE had

been falling and by 2008, it was the poorest performing district in the Volta Region.

Population

The target population for this study included teachers, pupils and parents of Akatsi District of the Volta Region. The accessible population was limited to only four rural basic community schools because they were the beneficiaries of the intervention package for basic school improvement. These schools were Agornukplorkplorte D/A Basic School, Zemu, L/A Basic School, Xavi E. P. Basic School and Ave Atsa D/A Basic School. The population of the study was 700.

Sample and Sampling Procedure

The sample size for the study was 248 made up of 200 pupils, 30 teachers and 18 parents. This was determined according to Krejcie and Morgan (1970) that if the population is about 700, then a sample size of 248 is adequate and representative. Furthermore, two (namely, Agornukplorkplorte D/A Basic School and Zemu, L/A Basic School) basic schools were purposively chosen based on their communities' commitment and interest in the implementation of the intervention package and also their proximity to the researcher.

In selecting the pupils, their class registers were compiled into a single one and inputted into the Statistical Product and Service Solutions (SPSS). The Random Number Generators function in the SPSS was therefore used to randomly select 200 of them for the study. Similarly, with respect to the selection of the teachers, a register was compiled for all teachers in the District then using the SPSS, 30 of them were randomly selected. However, parents

were purposively chosen from the District. This selection was done from among the parents who were regular at PTA meetings.

Research Instruments

The instrument used to gather information was questionnaire. Three different types of questionnaires were used for teachers, pupils and parents. The questionnaire was selected as the best alternative because the respondents were literates. It was personal, less expensive and required less skill to administer.

The questionnaire design was “open” and “close” ended types of questions. The questions were based on the research questions of the study. Areas which were probed into included personal or background information of pupils, teachers and parents. It also looked at the extent to which the promotion of the three methodologies/strategies (community cooperative learning, small group discussion and excursions) affected teaching and learning. It again touched on influence of the motivational programme on teachers, pupils and parents and the perceptions of teachers, pupils and parents on the reading clubs. In addition, information was sought on the impact of the intervention package on teaching.

The questionnaire for the pupils had four sections with 21 items. The one for the teachers had five sections consisting of 23 questions while that of the parents had five with 19 items.

Pilot-Testing of Instruments

Polit and Hungler (2003) regarded pilot-testing as a small-scale version or trial run done in preparation for the actual study. The purpose of a pilot-testing is to ensure the level of validity and reliability of the data collection

instrument. One of the advantages of conducting a pilot-testing is that it might give advance warning about where the main research project could fail, where research protocols may not be followed or whether proposed methods or instrument are inappropriate or too complicated. According to De Vaus (1993), pilot-testing is important for the following reasons:

1. Developing and testing adequacy of research instruments,
2. Identifying logistical problems which might occur using proposed methods,
3. Determine what resources (finance and staff among others) are needed for a planned study, and
4. Estimating variability in outcomes to help in determining sample size.

The instruments were pilot-tested on 15 pupils, 10 teachers and 10 parents from the Xavi E. P. Basic School in the Akatsi District of the Volta Region. This district was chosen because they share similar educational, geographical, economical and cultural settings. Fraenkel and Wallen (2000) defined reliability as the consistency of scores obtained from one administration of an instrument to another. Internal consistency for each of the instruments was calculated using the Cronbach's Alpha reliability test. The Cronbach's Alpha reliability coefficients for the questionnaires for the pupils, teachers and parents were 0.79, 0.94 and 0.89 respectively. These were examined against the acceptable range of 0.60 or above (Cohen as cited by Leech, Barrett, & Morgan, 2005). These results indicated that the instruments had "adequate" internal consistencies.

Validity, according to Fraenkel and Wallen (2000), revolves around the defensibility of the inferences researchers make from data collection

through the use of an instrument. The issue about validity, therefore, has to do with the instruments used to collect data and whether the instruments permit the researchers to draw valid conclusions about the characteristics of the individuals about whom they collected the data. The validity of the instruments for this study was, therefore, established by making the instruments available to my supervisor and colleagues to critique.

Data Collection Procedure

The questionnaires were administered personally to the respondent after the rationale for the study was explained to them. In the two schools under review, questionnaires were administered to the pupils who are beneficiaries of the intervention package. The pupils were seated in their classroom and the researcher guided and supervised them to fill the questionnaire. A period of one week was given to teacher respondents to complete the questionnaire. The parents were invited to the school and were briefed on the study after which two teachers from each school guided and supervised the parents.

Out of the 248 copies of questionnaire administered, 242 (including 196 pupils, 30 teachers and 16 parents) was retrieved representing 97.5% questionnaire retrieval rate. This was a good omen for the study since it indicated that the respondents were happy with the study.

Data Analysis Plan

To Ary, Jacobs and Razavieh (1990), data analysis is the ordering and breaking down of data into constituent parts and performing of statistical calculations with the raw data to provide answers to the research questions which guide the research. In addressing the research questions, the analyses

were done as follows: with the first research question: “To what extent has the promotion of the three methodologies/strategies affected teaching and learning?” frequencies, percentages, means and standard deviations were computed and discussed. The keys of interpretation for the mean ratings are as follows:

1.00 – 1.49 – Strongly disagree;

1.50 – 2.49 – Disagree;

2.50 – 3.49 – Undecided;

3.50 – 4.49 – Agree; and

4.50 – 5.00 – Strongly agree.

Similarly, frequencies and percentages were run for the remaining research questions and separately discussed to answer the respective research questions.

CHAPTER FOUR

RESULTS AND DISCUSSION

The results from the investigation are presented in this chapter. This study sought to find out stakeholders' assessment of Best Teacher Award Winner's intervention package for improving basic school education in Akatsi District. It specifically attempted to address the following research questions:

Data were gathered from 242 respondents (including 196 pupils, 30 teachers and 16 parents) out of a sample size of 248 (made up of 200 pupils, 30 teachers and 18 parents). This represented 97.6% questionnaire retrieval rate. Frequencies were tallied and their corresponding percentages and means were computed, and presented in tables and graphs using the SPSS. Tables and graphs were briefly introduced and discussed to address the research questions stated above.

Background Information on Respondents

The study requested participants to indicate their background characteristics since these characteristics and attributes could influence their responses. These included sex, age, academic qualification, profession, and duration of service. Table 1 is a summary of the sex distribution of the respondents.

Table 1: Sex Distribution of Respondents

Respondents	Sex	Frequency	Percentage
Pupils	Males	110	65.1
	Females	85	43.9
Total		196	100.0
Teachers	Males	18	60.0
	Females	12	40.0
Total		30	100.0
Parents	Males	10	62.5
	Females	6	37.5
Total		16	100.0

Table 1 shows that majority (57.0%) of the respondents were males while the remaining 43.0% were females. The boys were dominant among the pupils. Also, there were more males than female teachers in the two schools that were studied. Similarly, the sex representation among the parents also slightly favoured the men.

With regards to the age distribution of the respondents, Table 2 presents the findings. The mean ages of the pupils, teachers and parents were 16.2, 37.5 and 45.5 years respectively.

Table 2: Age Distribution of Respondents

Respondents	Age group (in years)	Frequency	Percentage
Pupils	10 – 14	54	27.6
	15 – 19	120	61.2
	20 and above	22	11.2
Total		196	100.0
Teachers	21 – 30	8	26.7
	31 – 40	11	36.6
	41 – 50	8	26.7
	51 – 60	3	10.0
Total		30	100.0
Parents	21 – 30	1	6.2
	31 – 40	3	18.8
	41 – 50	8	50.0
	51 – 60	3	18.8
	61 and above	1	6.2
Total		16	100.0

About 61% of the pupil respondents were between the age of 15 and 19 years, while 22 (11.2%) of them were above 20 years. With regard to the teachers, 36.6% were aged 31 – 40 years. Also, about 93.8% of the parents were above at least 31 years.

On the academic qualifications of the teachers, a large majority (73%) had obtained diplomas and degrees, while 17% were GCE ‘O’ and ‘A’ levels holders as shown in Figure 3. The implication is that majority of them were

generally well qualified to teach at the basic school and were likely to understand the relevance of the intervention packages introduced in their respective schools.

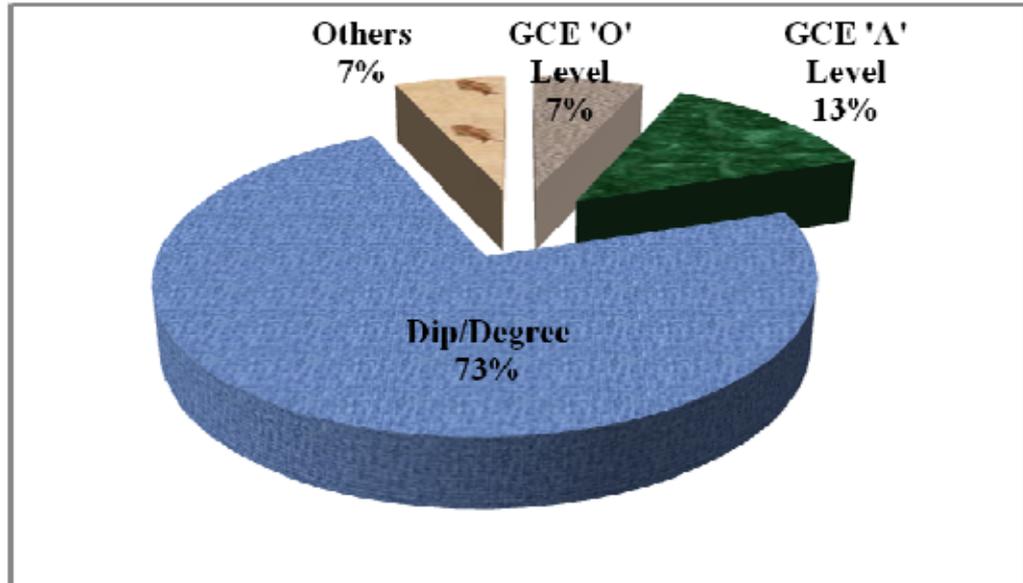


Figure 3. Academic qualifications of teachers

Figure 4 indicates that half of the teachers had taught for 3-4 years. Ten representing 33.3% of them had being teaching for 4 or more years.

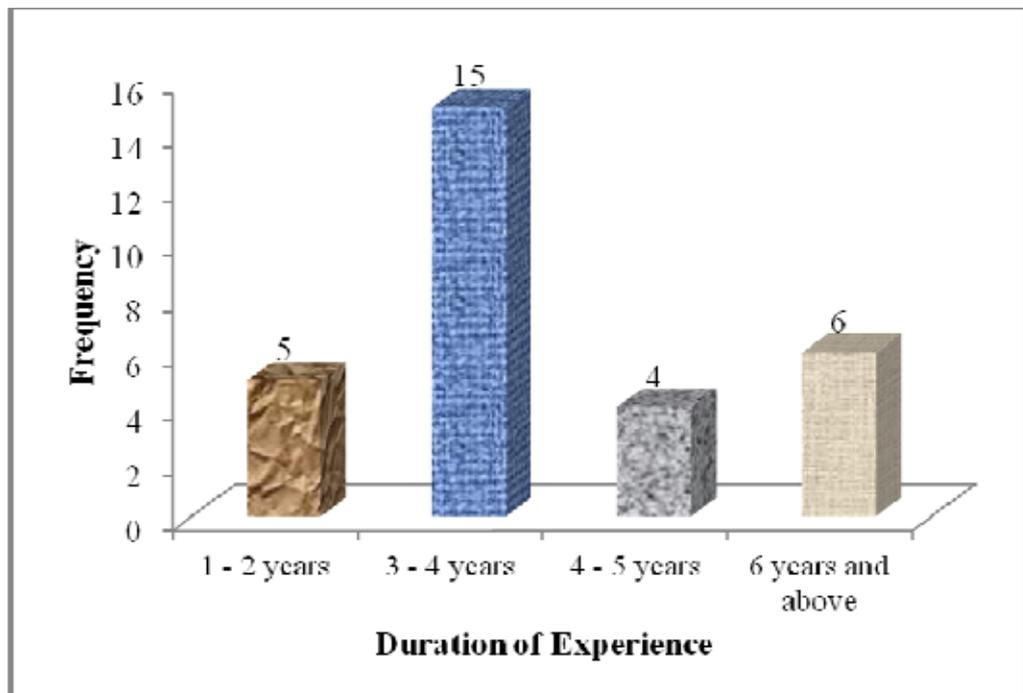


Figure 4. Teaching experience of teachers

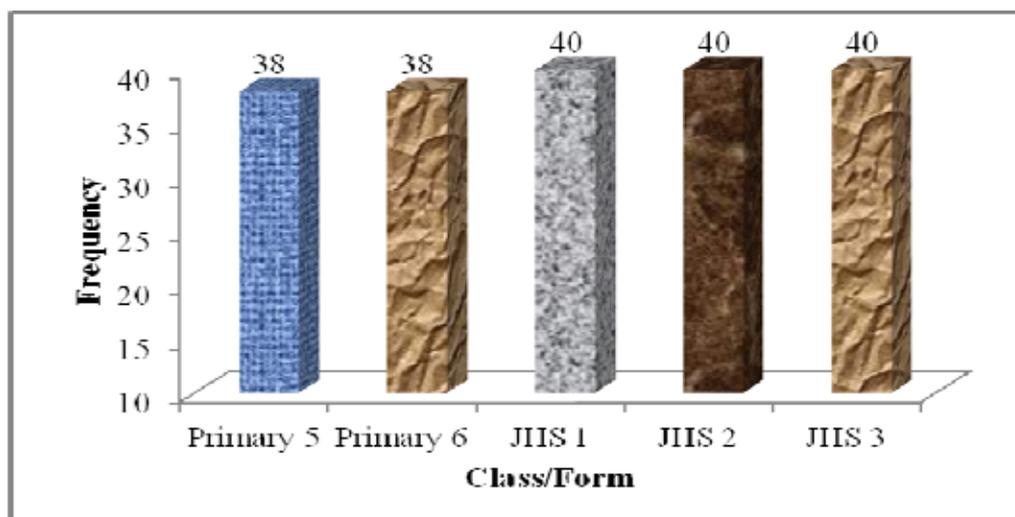


Figure 5. Classes/forms of pupils

Results from Figure 5 indicate that the selection of the pupils was uniform and representative. This implies that the study would solicit information on the invention packages across all levels of basic school, name, upper primary and Junior High School.

Impact of Methodologies/Strategies on Teaching and Learning

Research Question 1: To what extent has the promotion of the methodologies and strategies affected teaching and learning?

This research question sought to assess the impact of the teaching methodologies on teaching and learning in the selected schools. The methodologies studied included community cooperative learning, small group discussion, field trip/study tour, lesson note preparation and usage, and teaching learning materials preparation and usage. Data were collected from the teachers only. Here, the analysis was done by computing the frequencies, percentages, means and standard deviations for each of the methodologies. In calculating the means and deviations, Strongly disagree is assigned 1, Disagree (2), Undecided (3), Agree (4) and Strongly agree (5). The results are presented in Table 3.

Table 3: Teachers' Assessment of the Impact of Methodologies and Strategies on Teaching and Learning (n=30)

	Responses										Mean	Std. Dev.
	SA		A		U		D		SD			
	No.	%	No.	%	No.	%	No.	%	No.	%		
<i>Methodologies:</i>												
Community cooperative learning.	18	60.0	10	33.3	0	0.0	1	1.3	1	1.3	4.43	0.562
Small group discussion.	15	50.0	7	23.3	2	6.7	4	13.3	2	6.7	3.97	0.781
Field trip/ study tour.	12	40.0	8	26.7	2	6.7	5	16.7	3	10.0	3.43	0.233
<i>Strategies:</i>												
Teaching and learning materials preparation and usage.	15	50.0	10	33.3	0	0.0	3	10.0	2	6.7	4.10	0.960
Lesson note preparation and usage.	10	33.3	12	40.0	1	3.3	5	16.7	2	6.7	3.77	0.388

From Table 3, with a mean rating of 4.43 and a standard deviation of 0.562, the teachers considered the impact of the community cooperative learning methodology as been most influential on teaching and learning in their respective schools in the Akatsi District. In this regards, overwhelming majority (99.3%) of them indicated either strongly agree or agree. This methodology may have been well appreciated by the teachers due to its all inclusiveness of relevant stakeholders (i.e. SMCs, parents, teachers and pupils) in improving the academic activities of the pupils.

Similarly, the small group discussion methodology was rated second with an average value of 3.97 with variability of 0.781. It also appears that field trips or study tours were largely not adopted in the schools understudy probably due to its relatively high cost. In addition, among the two strategies that the teachers usually adopted, teaching and learning materials preparation and usage was considered as the most favourite. About 83% of the teachers agreed that it had impact on their teaching and learning styles. Similarly, with a mean rating of 3.77 and a variability of 0.388, majority (73.3%) of the teachers also regarded lesson note preparation and usage as influential on their teaching and learning strategies.

In conclusion to the Research Question 1, it is deducible that the methodologies and strategies employed to improve the standard of basic education in the selected schools in the Akatsi District were yielding the desired impacts as reported by the teachers and confirmed in an monitoring and evaluation study done by SNV (2011).

Influence of Motivational Programme on Respondents

Research Question 2: What is the influence of the motivational programme on teachers, pupils and parents?

The study sought to investigate the influence of the motivational programme (talks) on the stakeholders in basic education in the district. These included the teachers, pupils and parents. Both school-based and community motivational talks had been undertaken as part of the intervention package implementation in the district. Data were gathered from the three categories of respondents, namely, teachers, pupils and parents.

The pupils were asked to indicate the inspirational levels of the motivational programme undertaken in their schools. Table 4 is a summary of their responses.

Table 4: Pupils' Views on Motivational Talks

Response	Frequency	Percentage
Very much inspiring	37	18.8
Much inspiring	49	25.0
Inspiring	74	37.8
Not inspiring	24	12.2
Not very inspiring	12	6.2
Total	196	100.0

As seen in Table 4, a large majority (81.6%) of the pupils were positive about the motivational programme conducted in their schools. The essences of

these talks among others are to have pupils have clear visions, take risk and have flare for business (SNV, 2011). About 32% of the pupils reported that they had learnt about hard work and discipline during these talks. Quoting a pupil, he said, “I have learned to work hard and be committed to my studies in order to pass my BECE and go to the SHS, then to the university for a brighter future.” Other lessons learned included discipline, sincerity and faithfulness, and obedience. The feedback from the pupils is a clear testimony of their appreciation of the motivational programme in the schools.

The study required the teachers and parents to indicate the influence that the motivational package have had on their willingness to invest in their wards’ education. Their responses as summarised in Table 5 have been positive.

Table 5: Influence of Motivational Programme on Parents’ Investment in Wards’ Education

Response	Teachers		Parents		Total	
	No.	%	No.	%	No.	%
Very much	11	36.7	6	37.5	17	37.0
Much	7	23.3	4	25.0	11	23.9
Average	4	13.3	2	12.5	6	13.0
Little	5	16.7	2	12.5	7	15.2
Very little	3	10.0	2	12.5	5	10.9
Total	30	100.0	16	100.0	46	100.0

The teachers and parents largely accepted that the motivational programme (talks) was influential parents’ investment in their wards education.

Indeed, 73.9% of them alluded to the above statement. With reference to the teachers, only 8 (26.7%) claimed not to have seen any effects. The successes chalked in this regards were as a result of the motivational talks given The Local Capacity Builder (Mrs. Alice Dzifa Gligui-Denueme – the researcher) who shared her experiences in northern Ghana with the people and advised parents to invest in their wards' education. She also advised parents to visit the school to find out about how their children were performing.

She appealed to parents to show interest in the children's school work by finding out from them what they learnt in school. In so doing, they would be checking both pupils and teachers. She informed parents on the intended plan to carry out a host of activities including formation of reading club, pupils/teachers embarking on an excursion to places of interest. Mrs. Gligui-Denueme appealed to parents to give their maximum support during the process of carrying out these activities. At the same meeting, the District Girl Child Education Officer also advised parents to take good care of their girls so as to reduce the high rate of teenage pregnancy in our schools. The above fate was also confirmed by the pupils as about 80% agreed that their parents' investment in their education had been positively influenced by the community motivational talks given them by the researcher.

On how often parents visited their wards' schools after the motivational talks by the researcher, Mrs. Gligui-Denueme with parents and community leaders. Table 6 presents the views of both teachers and parents.

Table 6: Impact of Motivational Programme on Parents' Follow-up Visits

Response	Teachers		Parents		Total	
	No.	%	No.	%	No.	%
Very often	2	6.7	1	6.2	3	6.5
Often	4	13.3	2	12.5	6	13.1
Average	3	10.0	2	12.5	5	10.9
Not often	9	30.0	5	31.3	14	30.4
Not very often	12	40.0	6	37.5	18	39.1
Total	30	100.0	16	100.0	46	100.0

It seems that there had not any drastic improvement in how parents paid visits to their wards' schools to get firsthand information on them as majority (69.5%) of the teachers and parents reported that they had not witnessed any positive change. In corroborating the views of the teachers and parents, majority of the pupils were also not impressed about the frequency of their parents' follow-up visits to their schools. The parents were thus not abiding by the advice of the 2008 National Best Teacher – 2nd Runner-up that parents should visit their children's schools. Quoting her, she indicated, "She also advised parents to visit the school to find out about how their children were performing." Under one of the intervention package (i.e. the community cooperative learning), parents are to pay regular visits to the schools (SNV, 2011).

The teachers and parents were also asked to indicate whether the motivational programme had fostered stronger relationship between them, and

Table 7 presents a finding that more than half (54.4%) of them agreed that much had changed.

Table 7: Influence of Motivational Programme on Teachers-Parent Relationship

Response	Teachers		Parents		Total	
	No.	%	No.	%	No.	%
Very much	5	16.7	3	18.8	8	17.4
Much	11	36.6	6	37.4	17	37.0
Average	5	16.7	3	18.8	8	17.4
Little	6	20.0	3	18.8	9	19.6
Very little	3	10.0	1	6.2	4	8.6
Total	30	100.0	16	100.0	46	100.0

The study asked a follow-up question as to whether the results in Table 7 had influence parents' participations in school activities in the district. Table 8 is a summary of the opinions of the teachers and parents which was positive and confirmatory.

Table 8: Effect of Motivational Programmes on Parents' Participation in School Activities

Response	Teachers		Parents		Total	
	No.	%	No.	%	No.	%
Very much	6	20.0	2	12.5	8	17.4
Much	12	40.0	6	37.5	18	39.1
Average	4	13.3	4	25.0	8	17.4
Little	5	16.7	2	12.5	7	15.2
Very little	3	10.0	2	12.5	5	10.9
Total	30	100.0	16	100.0	46	100.0

Table 8 indicate that as much as 70.0% of the parents claimed that their participation in school activities was largely influenced by the motivational programme organised by the researcher (Mrs. Alice Gligui-Denueme). In fact, this was corroborated by 73.3% of the teachers. These results are intriguing and encouraging.

Figure 6 displays how the motivational talks had impacted school attendance of the pupils. About 73% of the teachers were in agreement that the programme had caused majority of the pupils to be regular and punctual at school. From the pupils, a large majority (85.2%) also attributed their regularity and punctuality to the motivational talks given them in school.

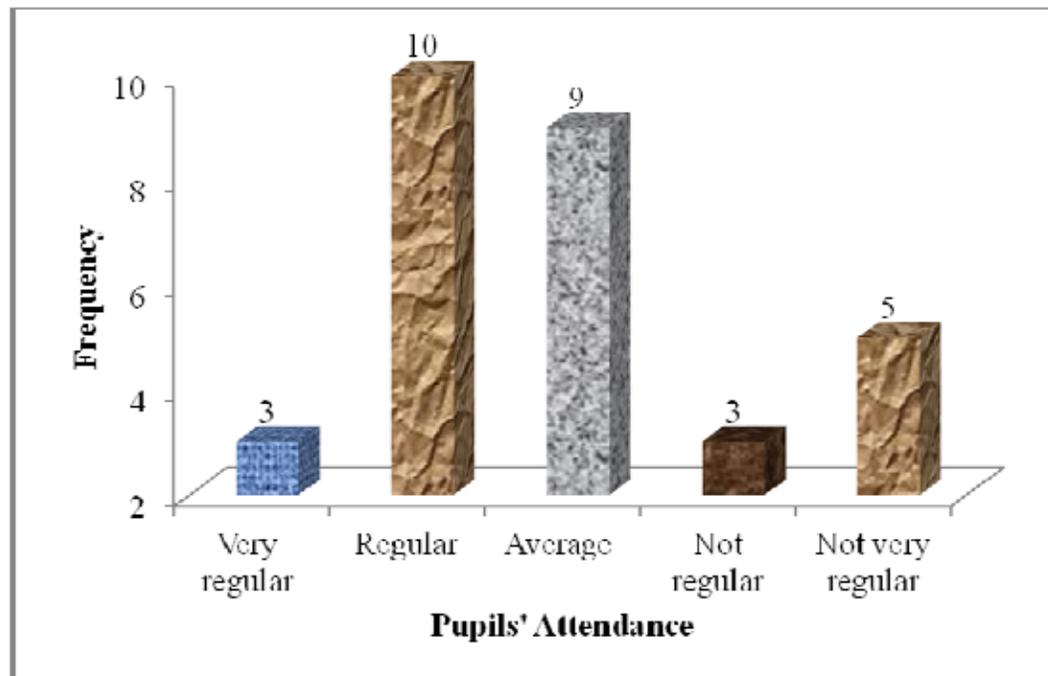


Figure 6. Impact of motivational programme on pupils' attendance

Table 9 presents responses of the teachers and parents on the influence of the motivational programme on pupil monitoring both at home and school.

Table 9: Impact of Motivational Programme on Monitoring of Pupils in School and at Home

Response	Teachers		Parents		Total	
	No.	%	No.	%	No.	%
Very much	6	20.0	3	18.8	9	19.6
Much	9	30.0	5	31.3	14	30.4
Average	9	30.0	5	31.3	14	30.4
Little	5	16.7	2	12.5	7	15.3
Very little	1	3.3	1	6.1	2	4.3
Total	30	100.0	16	100.0	46	100.0

From Table 9, it appears that monitoring of pupils both at home and school had improved as a majority (80.4%) of them had reported. Among the teachers, 80.0% of them claimed to have strengthened the monitoring strategies at school, while 81.4% of the parents also said that they had done so at home. As suggested during one of the motivational talks, the District Girl Child Education Officer advised parents to take good care of their girls so as to reduce the high rate of teenage pregnancy in schools in the district (SNV, 2011).

In conclusions to the second research question, the study revealed that the motivational programme (talks) had had positive influence in areas of parents' investment in wards' education in the Akatsi District and their involvement in school activities which had strengthened the relationship between teachers and parents. The programme had also resulted in improved school attendance among pupils and effective monitoring of pupils both at home and school.

Perceptions on Reading Clubs

Research Question 3: What are the perceptions of teachers, pupils and parents on the reading club?

The objective of the study was to examine the perceptions of the respondents (teachers, pupils and parents) on the reading clubs set up by the 2008 National Best Teacher Award (2nd runner-up), Mrs. Alice Gligui-Denueme, in some selected schools in the Akatsi District. Prior to the formation of the reading clubs, Mrs. Gligui-Denueme informed participants during one of her community cooperative learning meetings of the formation of reading clubs in the pilot schools and gave participants a handout on the formation of the reading clubs. She further appealed to parents on the role they would have to perform with regards to the reading clubs (SNV, 2011). According to SNV (2011, p. 59), the steps followed in forming these reading clubs were as follows:

1. Sensitisation of pupils and parents;
2. Registration of club members;
3. Election of leadership of the clubs;
4. Inauguration of reading clubs;
5. Monitoring of the activities of the clubs; and
6. Evaluation of the activities of the clubs.

The activities of the reading clubs shall include reading, poetry reading/recital, drama, and poetry/prose writing. Therefore, the analyses here centred on the importance of reading clubs, and challenges facing these clubs in the Akatsi District. Table 10 is a summary of the responses of the pupils, teachers

and parents on the importance of the reading clubs set up in these selected basic schools.

Table 10: Importance of Reading Clubs in Schools

Response	Pupils		Teachers/ Parents		Total	
	No.	%	No.	%	No.	%
Very much important	45	23.0	11	23.9	56	23.2
Much important	75	38.3	18	39.1	93	38.4
Average	38	19.4	9	19.6	47	19.4
Not important	23	11.7	5	10.9	28	11.6
Not very important	15	7.6	3	6.5	18	7.4
Total	196	100.0	46	100.0	242	100.0

As show in Table 10, 81.0% of the respondents had acknowledged the importance of reading clubs in their schools. Among the pupils, 158 (80.7%) of them agreed that these clubs were helpful to them. Similarly, both the teachers and parents had appreciated the formation of reading clubs in some of the schools in the district. The reasons given by the respondents on the importance of reading clubs included the ability of the reading clubs to enable the pupils to read and write, to use their leisure time wisely, to afford them to learn new words, to enable them to work within groups and to help them share ideas among themselves.

On the challenges confronting the effectiveness of the reading clubs in the district, Table 11 is the summary of the responses of the respondents.

Table 11: Challenges facing Reading Clubs

Challenges	Frequency	Percentage
Absence of relevant books for pupils.	73	30.2
Inadequate time.	52	21.5
No reading room in the schools.	50	20.7
Inadequate teachers to help pupil in the reading.	45	18.6
Lack of interest and support from authorities.	19	7.8
Others	3	1.2
Total	242	100.0

The main challenge facing the reading clubs set up by this researcher in collaboration with SNV (an NGO) was the absence of relevant and current books for the pupils to use (30.2%). SNV (2011, p. 59) stated, “Logistics for club utilisation shall be provided from schools’ libraries. Items to be provided from school shall include pupils’ textbooks, library books, supplementary readers, and charts/pictures.” It is, therefore, evident that the schools could not fulfil their responsibilities of providing the library books for use. Another challenge of reading clubs was inadequate time. In the reading club formation agreement, SNV (2011, p. 59) indicated, “the period allocated to the reading clubs as library periods within class hours from 2.00 pm to 3.00 pm and shall be bi-weekly between 12 pm – 2.00 pm.”

About 21% of the respondents also complained about the unavailability of reading rooms for the pupils to have uninterrupted study time. It also appears that

many teachers were not interested and therefore did not avail themselves for the activities of the reading clubs.

General Assessment of Intervention Package

Research Question 4: What is the general assessment of the intervention package on teaching and learning in schools?

This research question sought to assess the contributions and influence of the intervention package introduced in schools in the Akatsi District of the Volta Region by this researcher (Mrs. Alice Gligui-Denueme). The intervention package included teaching methodologies/strategies, motivational programme (talks) and formation of reading clubs. The researcher looked at the timeliness of the intervention package, its adequacy, relevance and effectiveness.

The teachers and parents were asked to appraise the intervention package in terms of its timeliness. Table 12 shows that the introduction of the intervention package was timely.

Table 12: Timeliness of Intervention Package

Response	Teachers		Parents		Total	
	No.	%	No.	%	No.	%
Very timely	12	40.0	6	37.5	18	39.1
Timely	11	36.7	6	37.5	17	37.0
Untimely	4	13.3	2	12.5	6	13.0
Very untimely	3	10.0	2	12.5	5	10.9
Total	30	100.0	16	100.0	46	100.0

Majority (76.7%) of the teachers rated the introduction of the researcher’s intervention packages as somewhat timely, just as 75% of the parents. This is indicative that the stakeholders had welcomed the introduction of the intervention package by Mrs. Alice Gligui-Denueme, 2008 National Best Teacher Award, 2nd Runner-up. On the relevance of the intervention package to the beneficiaries, 87% of the respondents agreed that it was relevant.

Table 13: Relevance of Intervention Package

Response	Teachers		Parents		Total	
	No.	%	No.	%	No.	%
Very relevant	18	60.0	10	62.6	28	60.9
Relevant	8	26.7	4	25.0	12	26.1
Irrelevant	3	10.0	1	6.2	4	8.7
Very irrelevant	1	3.3	1	6.2	2	4.3
Total	30	100.0	16	100.0	46	100.0

The respondents excluding the pupils were asked to indicate the adequacy of the intervention package introduced by the researcher, Mrs. Alice Gligui-Denueme, in the Akatsi District. Table 14 presents their responses.

Table 14: Adequacy of Intervention Package

Response	Teachers		Parents		Total	
	No.	%	No.	%	No.	%
Very adequate	7	23.3	4	25.0	11	23.9
Adequate	8	26.7	4	25.0	12	26.1
Inadequate	9	30.0	5	31.2	14	30.4
Very inadequate	6	20.0	3	18.8	9	19.6
Total	30	100.0	16	100.0	46	100.0

From Table 14, it can be seen that half (50.0%) of the respondents agreed that the intervention package was adequate, while the others disagreed. This slight response was across both the teachers and parents. Truly, the package as indicated earlier included teaching methodologies and strategies, motivational talks and reading clubs. It therefore means that the respondents were still expectant of additional programmes.

However from Figure 7, the effectiveness of the intervention package had not been in question. As majority (69%) of the teachers and parents were convinced and agreed that the intervention package introduced by the researcher, by Mrs. Alice Gligui-Denueme, 2008 National Best Teacher Award, 2nd Runner-up, in collaboration with SNV, Akatsi District Education Directorate and Akatsi District Assembly was effective.

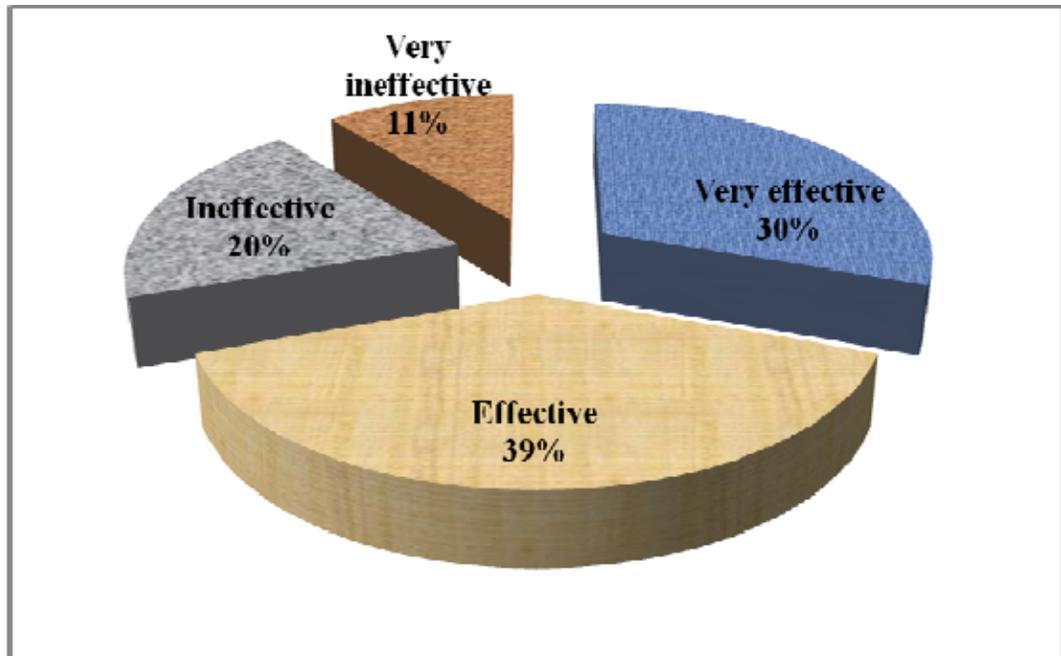


Figure 7. Effectiveness of intervention package

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study. It includes the conclusions drawn and recommendations made for future research based on the findings.

Summary

Overview of the Study

The study sought to find out from the stakeholders their assessment of Best Teacher Award Winner's intervention package for improving basic school education in the Akatsi District. It specifically examined the extent to which the promotion of the three methodologies and two strategies affected teaching and learning, the influence of the motivational programme on teachers, pupils and parents, the perceptions of teachers, pupils and parents on the reading club, and their general assessment of the intervention package on teaching and learning in the schools.

The study involved two of the four basic schools in which the intervention package was implemented in the Akatsi District of the Volta Region, namely, Agornukplorkplorte D/A Basic School and Zemu, L/A Basic School. The population of the study included teachers, pupils and parents making 700 people. A sample size of 248 made up of 200 pupils, 30 teachers and 18 parents was determined for a descriptive study design out of which 242 (including 196 pupils,

30 teachers and 16 parents) participated by responding to three separate questionnaires developed for data collection.

Although I introduced the intervention package therefore well-known in the area, I obtained an introductory letter from the Institute for Educational Planning and Administration (IEPA) to make the study formal. Two months was used to collect data, and another two and half months for data cleaning, entering, analysis and reporting using SPSS. Descriptive statistics like frequencies, percentages, means and standard deviations.

Key Findings

The following were the major findings that emerged from the study:

1. The teaching methodologies and strategies as part of the intervention package implemented by the researcher, Mrs. Alice Gligui-Denueme, 2008 National Best Teacher Award, 2nd Runner-up in collaboration with SNV, had largely impacted teaching and learning in the schools as the teachers agreed to the influence of the following:
 - (a) Community cooperative learning (mean = 4.43),
 - (b) Small group discussion (mean = 3.97),
 - (c) Field trip/ study tour (mean = 3.43),
 - (d) Teaching and learning materials preparation and usage (mean = 4.10),
and
 - (e) Lesson note preparation and usage (mean = 3.77).

2. The motivational programme (talks) given as part of the interventional package was successfully meeting the needs of the teachers, pupils and parents in the following specific ways;

To teachers:

- (a) It had improved teacher-parent relationship and made the monitoring of the pupils more effective in school.
- (b) It had also improved pupils' attendance.

To pupils:

- (a) It was inspiring.

To parents:

- (a) It had improved their relationship with the teachers,
 - (b) Increased their involvement in school activities and their wards' education, and
 - (c) It had helped to effectively monitor their children.
3. About 81% of the respondents had indicated that reading clubs were important in improving the academic performance of the pupils in the district.
 4. The intervention package, in a whole, was regarded by the teachers and parents as timely, relevant, effective but not adequate.

Conclusions

From the aforementioned findings, the following conclusions are drawn:

1. The methodologies and strategies employed in the district are largely influential and assisting the teachers to methodologically and strategically

delivery content of all subjects at the basic school level for an improved academic performance of the pupils. Combination of the methodologies and strategies is therefore an impotent option to consider.

2. The motivational talks are helpful to the re-orientation of the mindset of the teachers, pupils and parents and also catching the commitment of all stakeholders in working towards an efficient basic education system in the Akatsi District.
3. The formation of reading clubs is a good strategy for increasing the pace of reading and writing by the pupils in the schools. This is helping both the teachers and pupils since they are collaboratively involved in this process.
4. The intervention package was largely owned by the community as it has been timely, relevant and effective although it is not been adequate enough for instantly tending around the poor performance of pupils in the district.

Recommendations

Recommendations for Practice

Based on the findings and conclusions, the following recommendations were made for possible implementation by stakeholders in basic education:

1. The methodologies and strategies implemented by the researcher, Mrs. Alice Gligui-Denueme in collaboration with other stakeholders, are effective and efficient and therefore should be continued and regularly monitored ad evaluated.

2. The adoption of motivational programme (talks) has immeasurable impact on the teachers, pupils and parents. By this, it is important for the sponsors should even endeavour to expand the scope of the motivational talks.
3. The establishment of the reading clubs is yielding positive results in the schools. However, the sponsors and stakeholders should provide all necessary materials in terms of books and charts for the desired results.
4. Similar intervention package should be implemented in other deprived and poorly performing basic schools in the district for a holistic improvement in basic education in the area.
5. There should be adequate time allocated to the activities of the reading clubs on the school time-table. This will help the teachers and pupils to sufficiently undertake activities that are related to their programmes.
6. Other NGOs and agencies should also help in providing infrastructure and materials for the reading clubs. The schools should be assisted to establish designated reading rooms that will always be siren for effective studies.

Suggestions for Further Studies

Due to time constraint, the study could not cover all four basic schools where this intervention package was implemented. Hence, further studies can be conducted involving all of them. Also, a study should be conducted on the impact of the activities of National Best Teachers in the country.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

QUESTIONNAIRE ON STAKEHOLDERS' ASSESSMENT OF BEST TEACHER AWARD WINNER'S INTERVENTION PACKAGE FOR IMPROVING BASIC SCHOOL EDUCATION IN AKATSI DISTRICT

The aim of this questionnaire is to solicit information with regard to stakeholders' assessment of Best Teacher Award Winner's intervention package for school improvement in Akatsi District. Confidentiality in respect of whatever information you may give is fully assured.

Please tick [✓] or write when applicable.

SECTION A: PERSONAL INFORMATION

1. Sex: Male []
 Female []
2. Age (in years):
 20 – 30 []
 31 – 40 []
 41 – 50 []
 51 – 60 []
3. Highest academic qualification:
 Diploma/Degree []
 Degree []
 GCE 'O' Level []
 GCE 'A' Level []

Others (specify).....

4. Professional status:

Professional []

Non-Professional []

5. How long have you been teaching in your present school?

1 – 2 years []

3 – 4 years []

4 – 5 years []

6 years and above []

**SECTION B: IMPACT OF TEACHING METHODOLOGIES/
STRATEGIES**

6. To what extent do you agree that the following teaching and learning methodologies and strategies have improved teaching and learning?

Methodologies	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Community cooperative learning					
Small group discussion					
Field trip/ study tour					
Strategies					
Lesson note preparation and usage					
Teaching and learning materials preparation and usage					

7. In your opinion and from experience arrange the following methodologies and strategies in the order of importance in improving teaching and learning by using: 1. Most important; 2. Average; 3. Least important.

Co-operative learning []

Small group discussion []

Field trips/study tour []

SECTION C: EFFECT OF MOTIVATIONAL PROGRAMMES

8. How does the motivational programme carried out influence the investment of parents in their wards' education?

Very little []

Little []

Average []

Much []

Very much []

9. How regular are parents visiting the school to ascertain the performance of their wards after the motivational programme?

Not very often []

Not often []

Average []

Often []

Very often []

10. To what extent did the motivational programme help in promotion of better teacher/parent relationship?

Not very often []

Not often []

Average []

Often []

Very often []

11. What is the state of attendance to school by pupils after the motivational programme?

Not Very regular []

Not regular []

Average []

Regular []

Very regular []

12. After the motivational programmes, what is the level of participation of parent in school activities?

Very little []

Little []

Average []

Much []

Very much []

13. Has the motivational programme helped in improving monitoring of pupils both at home and school?

Very little []

Little []

Average []

Much []

Very much []

SECTION D: PERCEPTION ON READING CLUB

14. How important has the reading club been in improving teaching and learning in your school?

Not very important []

Not important []

Average []

Much important []

Very much important []

15. List some of the benefits of the reading club.

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16. Indicate some of the challenges of the reading club.

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17. Suggest some ways by which these challenges in Q. 16 can be addressed.

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SECTION E: IMPACT OF INTERVENTION PACKAGE

18. How would you rank timeliness of the intervention package?

- Very untimely []
- Untimely []
- Timely []
- Very timely []

19. What is your perception on the adequacy of the intervention package?

- Very inadequate []
- Inadequate []
- Adequate []
- Very adequate []

20. To what extent is the intervention relevant to teaching and learning?

- Very irrelevant []
- Irrelevant []
- Relevant []
- Very relevant []

21. How would rank the effectiveness of the intervention package?

- Very ineffective []
- Ineffective []

Effective []

Very effective []

21. What do you enjoy most in the intervention package?

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22. What do you enjoy least in the intervention package?

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23. Suggest ways by which the package can be improved in the future.

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Thank You For Your Time!!!

APPENDIX B

QUESTIONNAIRE FOR PUPILS

QUESTIONNAIRE ON STAKEHOLDERS' ASSESSMENT OF BEST TEACHER AWARD WINNER'S INTERVENTION PACKAGE FOR IMPROVING BASIC SCHOOL EDUCATION IN AKATSI DISTRICT

The aim of this questionnaire is to solicit information with regard to stakeholders' assessment of Best Teacher Award Winner's intervention package for school improvement in Akatsi District. Confidentiality in respect of whatever information you may give is fully assured.

Please tick [✓] or write when applicable.

SECTION A: PERSONAL INFORMATION

1. Sex: Male
- Female
2. Age: 10 – 14 years
- 15 – 19 years
- 20 and above
3. Class/Form: Primary 5
- Primary 6
- JHS 1
- JHS 2
- JHS 3

SECTION B: PERCEPTION ABOUT EXCURSION

4. Did you participate in the excursion?

Yes [],

No [], *If No, then answer Q. 10.*

5. If Yes, how was the excursion?

Not interesting []

Of little interest []

Interesting []

Very interesting []

6. Mention some of the things you could remember about the excursion?

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7. What did you enjoy most about the excursion?

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8. What did you least enjoy about the excursion?

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9. Suggest things that can be done to improve future excursions

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10. If No from Q. 4, what did you learn about excursion from friends who took part in the excursion?

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SECTION C: EFFECT OF MOTIVATIONAL TALK

11. How was the motivational talk?

Not very inspiring []

Not inspiring []

Inspiring []

Much inspiring []

Very much inspiring []

12. Mention some of the things you have learnt from the motivational talk.

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13. How does the motivational programme carried out influence your parents' investments in your education?

Very little []

Little []

Average []

Much []

Very much []

14. After the motivational programme how regular do your parents visit the school?

Not very often []

Not often []

Average []

Often []

Very often []

15. How regular are you at school after the motivational programme?

Not Very regular []

Not regular []

Average []

Regular []

Very regular []

SECTION D: PERCEPTION ON READING CLUB

16. Are you a member of the reading club?

Yes [], *If Yes, skip Q. 21.*

No [], *If No, then answer Q. 21.*

17. How important has the reading club been in improving learning in the school?

Not Very important []

Not Important []

Average []

Much important []

Very much important []

18. List some of the benefits of the reading club.

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19. Indicate some of the challenges of the reading club.

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20. Suggest some ways by which these challenges in Q. 19 can be addressed.

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21. If 'No' why?

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Thank You For Your Time!!!

Others (specify).....

4. Profession:

SECTION B: EFFECT OF MOTIVATIONAL PROGRAMMES

5. How does the motivational programme carried out influence your investment in your wards' education?

Very little []

Little []

Average []

Much []

Very much []

6. How regular do you visit the school to ascertain the performance of your wards after the motivational programme?

Not very often []

Not often []

Average []

Often []

Very often []

7. To what extent did the motivational programme help in promoting teacher/parent relationship?

Very little []

Little []

Average []

Much []

Very much []

8. After the motivational programmes, what is the level of your participation of in school activities?

Very little []

Little []

Average []

Much []

Very much []

9. Has the motivational programme helped in improving monitoring of your child at home?

Very little []

Little []

Average []

Much []

Very much []

SECTION C: PERCEPTION ON READING CLUB

10. Is your ward a member of the school reading club?

Yes []

No [], *If Yes,*

11. How important has the reading club been in improving your ward's education?

Not very important []

Not Important []

Average []

Much important []

Very much important []

12. List some of the benefits of the reading club.

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13. Indicate some of the challenges of the reading club.

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14. Suggest some ways by which these challenges in (16) can be addressed.

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SECTION E: IMPACT OF INTERVENTION PACKAGE

15. How would you rank timeliness of the intervention package?

Very untimely []

Untimely []

Timely []

Very timely []

16. What is your perception on the adequacy of the intervention package?

Very inadequate []

Inadequate []

Adequate []

Very adequate []

17. To what extent is the intervention relevant to teaching and learning?

Very irrelevant []

Irrelevant []

Relevant []

Very relevant []

18. How would rank the effectiveness of the intervention package?

Very ineffective []

Ineffective []

Effective []

Very effective []

19. Suggest ways by which the package can be improved in the future.

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.....
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Thank You For Your Time!!!