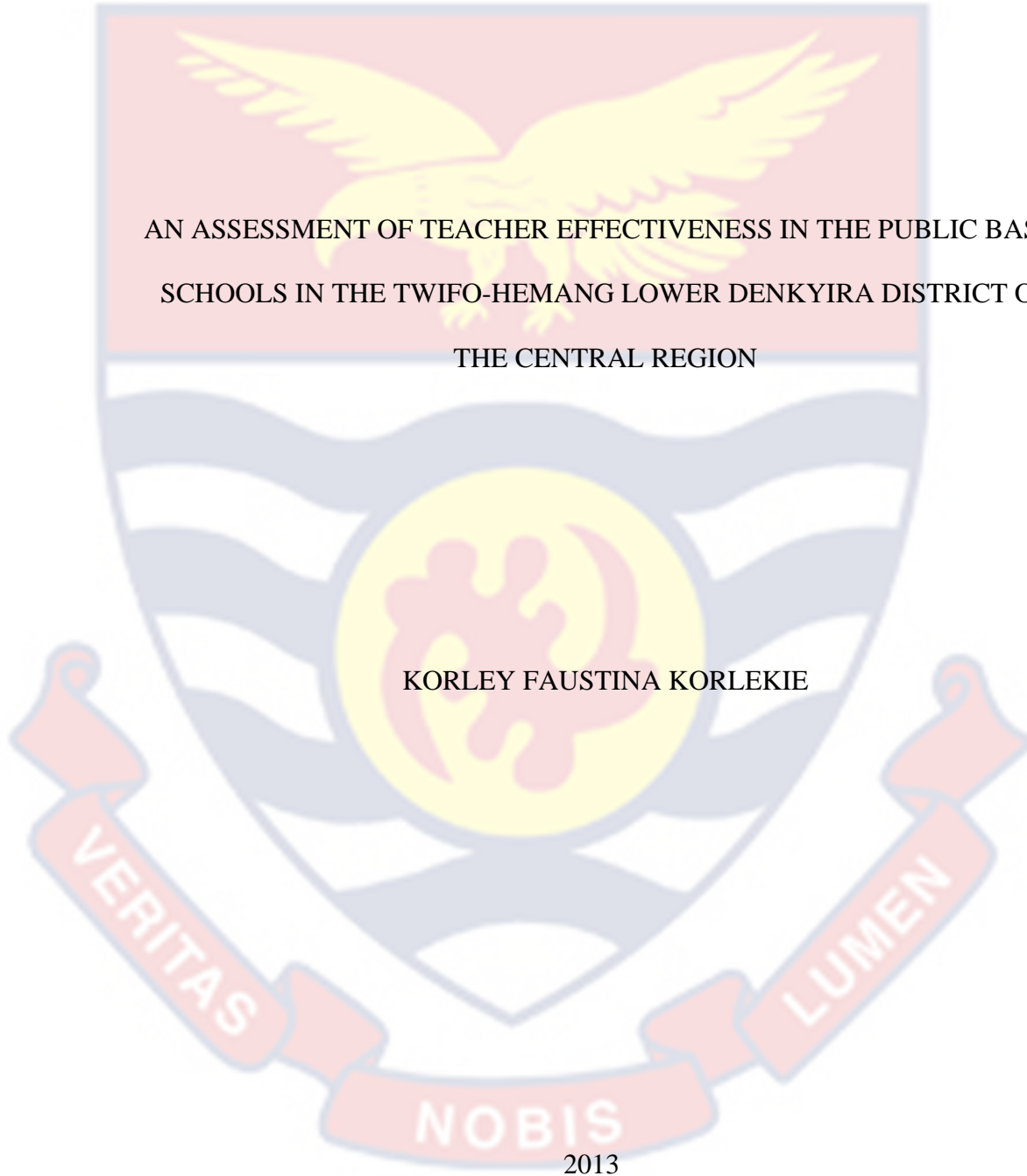


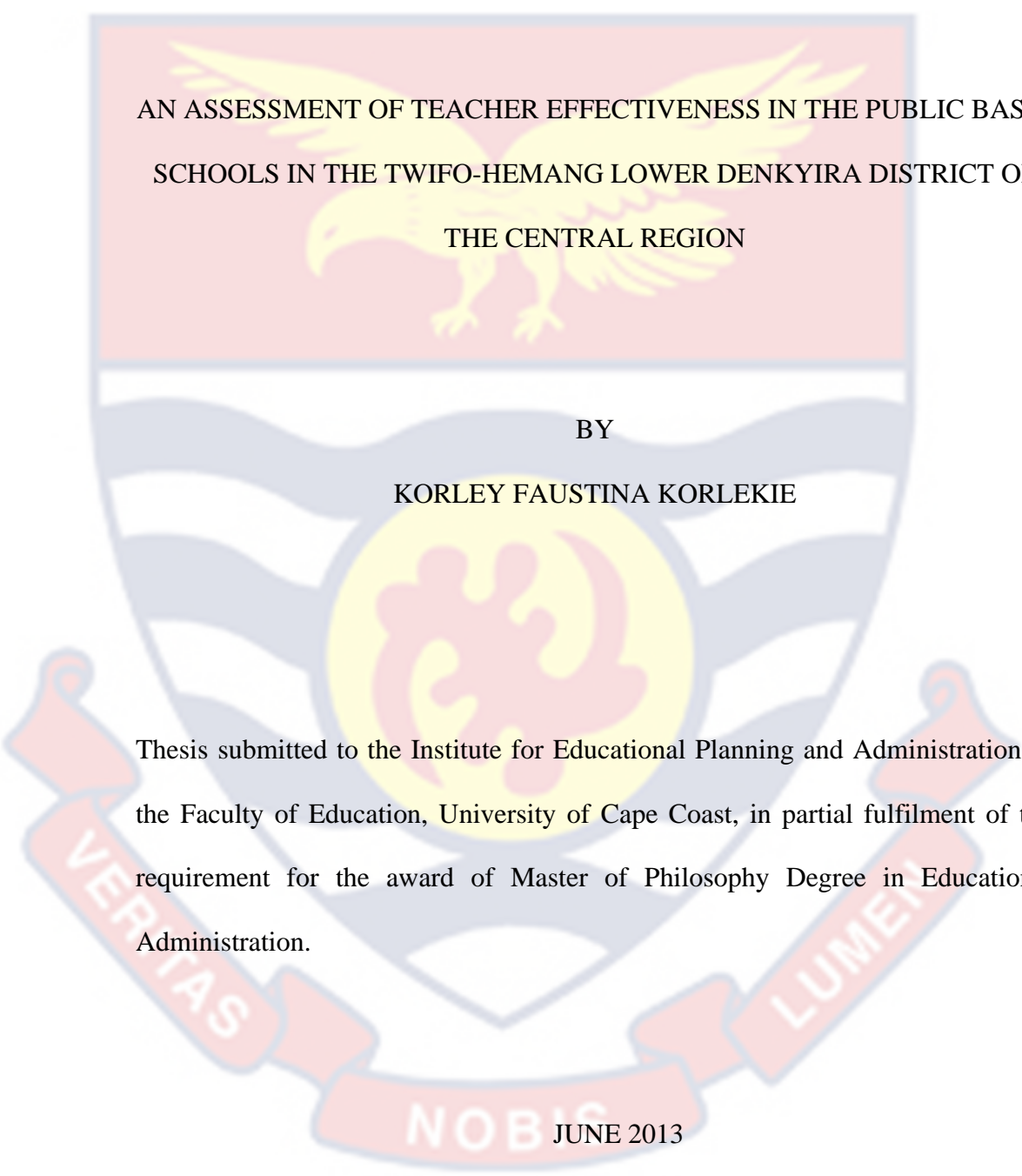
UNIVERSITY OF CAPE COAST

AN ASSESSMENT OF TEACHER EFFECTIVENESS IN THE PUBLIC BASIC  
SCHOOLS IN THE TWIFO-HEMANG LOWER DENKYIRA DISTRICT OF  
THE CENTRAL REGION

KORLEY FAUSTINA KORLEKIE



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BY

KORLEY FAUSTINA KORLEKIE

This thesis submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirement for the award of Master of Philosophy Degree in Educational Administration.

NOBIS JUNE 2013

## DECLARATION

### Candidate's Declaration

*I hereby declare that this thesis is a 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: Korley Faustina Korlekie

### Supervisors' Declaration

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

Principal Supervisor's Signature..... Date.....

Name: Mr. J. M. Dzinyela

Co-Supervisor's Signature..... Date.....

Name: Rev Kojo Arkoh-Boham

## Abstract

Parents, practitioners and policymakers agree that the key to improving public basic education in Ghana is placing highly skilled and effective teachers in all classrooms. So for more than two decades, policymakers have undertaken many and varied reforms to improve education in the Ghanaian public basic schools.

The instruments used for the study is the questionnaire which was mostly the Likert scale type, an interview guide, study of relevant documents and an observation guide. In all, ten schools were selected from the ten circuits in the Twifo- Hemang- Lower Denkyira District. The Assistant Director Supervision and Monitoring, Circuit Supervisors, Headteachers, the English, Mathematics and Science teachers and JHS 2 students were selected for the study.

One important lesson from the study is the repeated finding that teachers are the fulcrum determining whether any school initiative tips toward success or failure. The findings on teacher characteristics showed that some characteristics of teachers influence teacher effectiveness. Findings on teacher attitude revealed that teachers' attitudes have an influence on their effectiveness.

Among the recommendations from the findings are that, teachers should make themselves available at in-service training programmes and be guided by good morals. Also there must be an integration of training programmes on the strategies that promote teaching and learning

## ACKNOWLEDGEMENTS

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## DEDICATION

To my children Gloria Otoo (Maame) and Henrietta Otoo (Naana).





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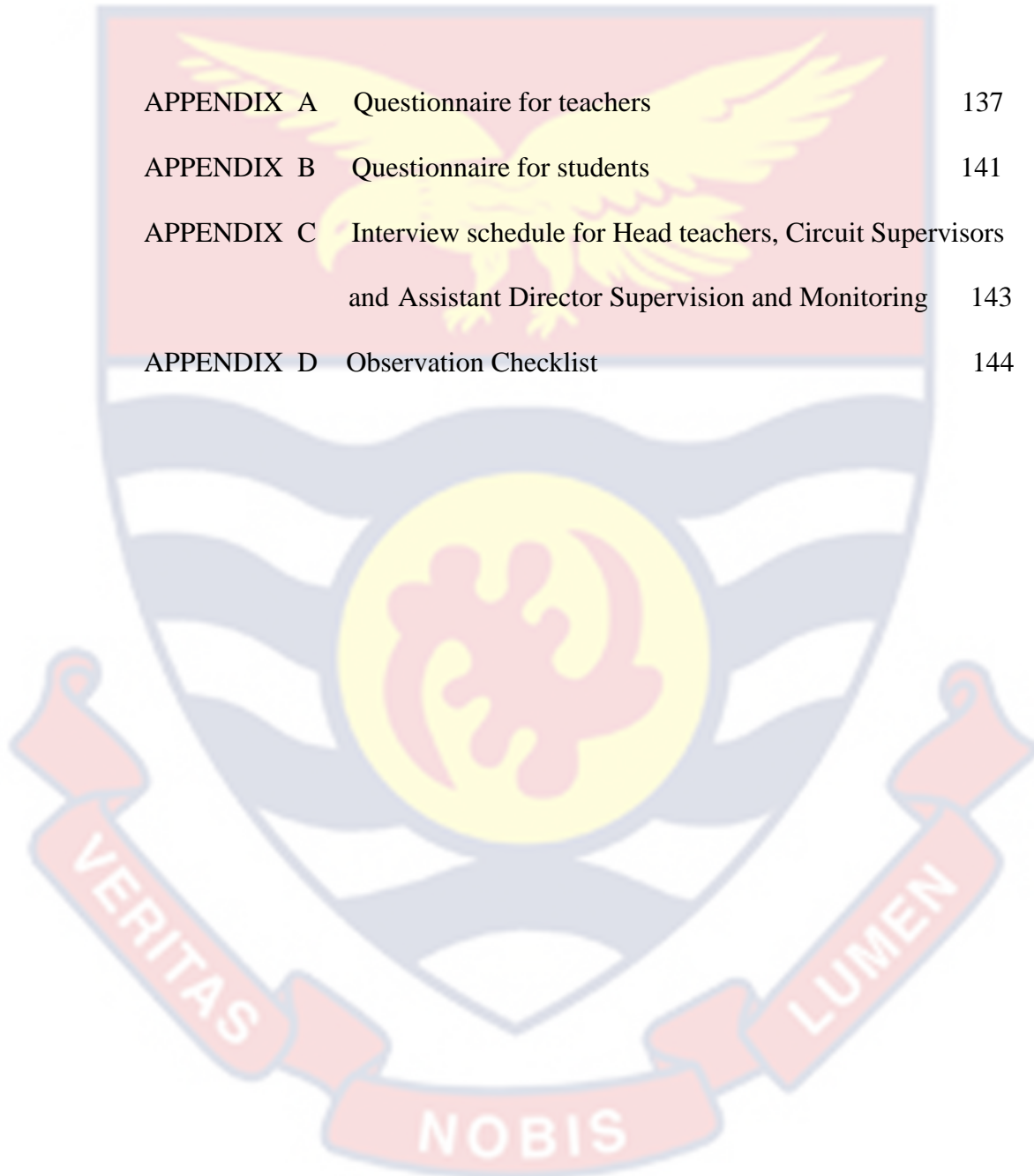


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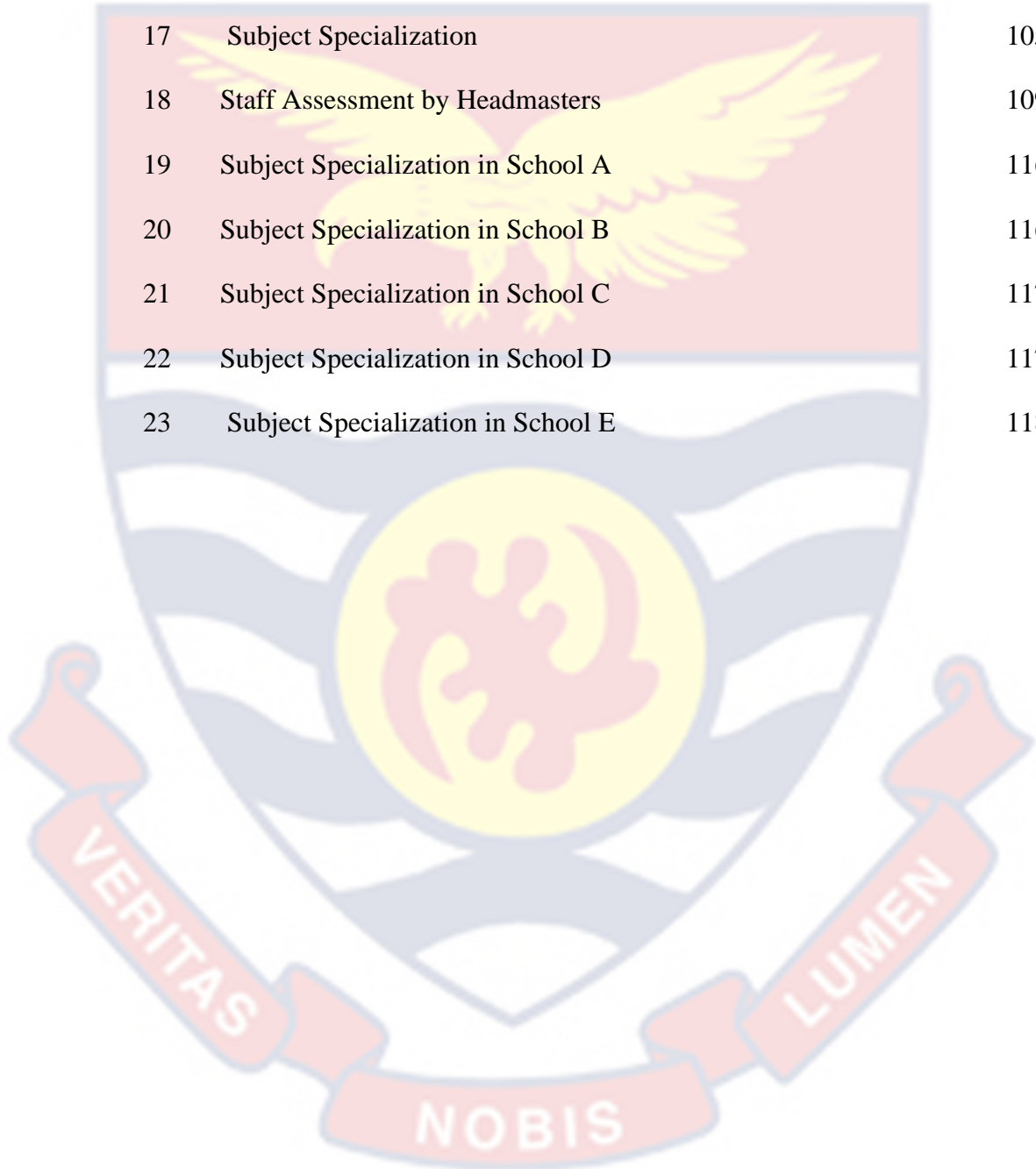
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## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

Education is the key to the development of a knowledge based society and for this reason governments spend millions of their countries' resources to provide formal and informal education in order to build a skilful human resource base to manage the affairs of state. For sometime now, the general decline in the standards of education has affected the quality of graduates of our public first cycle institutions, especially, those in the rural and less endowed areas. It came to light that using teachers' for national exercises, such as the national identification registration programme, electoral registration processes and immunizations denied the students' access to their teachers' and eventually affected effective teaching and learning thus, affecting teacher effectiveness (Ntow,2006).

Education in Ghana has undergone a number of reforms in the past two decades. This has ranged from the initial emphasis on linear and quantitative expansion to the present more diversified stage (Ministry of Education and Culture,1998). Educationists usually define basic education as either a minimum number of years of education, in which a beneficiary is expected to have achieved a level of numeracy and literacy that can be maintained through out of school services after completion, or the maximum number of years that government can afford to provide for all or most of its citizens.

The significance attached to basic education is clear to society. Not only is it expected to produce literate and numerate citizens who can effectively deal with everyday life challenges both at work and at home, but



also, it serves as a foundation upon which the entire education system is built. It is therefore imperative that, countries establish a basic education system that caters for universal access to all children of school going age (Chimombo, 2004).

It is recognized the entire world, that education is the bedrock of national development (Forojalla, 1993). This is why nations spend large proportions of their resources in the provision of education to their citizens. As education is the bedrock to development in every society, improvement of the quality of education has been a major concern for policy makers and governments elsewhere including our country, Ghana.

In view of the above, the quest to have a model educational system to meet the demand of the present improved and new social and technological needs have emerged in all countries. One of those improved and new technological and social needs is human resource. This demands that students are exposed to more practical subjects. Students' exposure to more practical subjects is necessary for promotion of economic and general growth of a country especially, the developing and emerging ones. This depends on effective and efficient training of people who would promote self-employment, work towards reduction of widespread poverty through efficient utilization of resources, contribute positively to national development, support increased agricultural productivity and be mindful of what constitutes the environment and how to protect it.

The social needs of any country demand that students learn more about their country's and other countries' cultures, in order to establish the right international relations which promote development in every country. For

example, Ghanaian students' must study French in order to be able to communicate effectively with people from its neighbouring countries.

Despite the development which education brings to a country, some countries are not able to achieve its full benefits. In Ghana, the mere mention of education in the government basic schools raises eyebrows and negative sentiments due to low student achievement. The researcher observed in her community that many students' in the public basic schools perform dismally in the Basic Education Certificate Examination (BECE). This is further enhanced by dropout tendencies due to lack of parental support and teenage pregnancies.

The question of teacher effectiveness and its attendant quality of education in the Ghanaian public basic schools and the role of the teacher in bringing about the expected quality continue to be of public concern. The important issue here is teacher effectiveness and the standard of basic education in the government schools. The achievement of quality basic education depends on school environment, teacher morale, teacher innovativeness, teacher motivation, teacher preparation, supervision and resources.

The main goal of education is to equip learners with appropriate knowledge, skill and attitudes to bring about the desired change. This should enable them to play the desired social, economic and political roles as good citizens of the country. The one who facilitates these desired changes in the behaviour of the learner is the teacher. Teacher effectiveness is measured by the extent to which the teacher succeeds in his/her performance in bringing about the desired changes in the behaviour of his/her learners.

Scholars have had difficulty in defining the term education. Because of the difficulties involved in stating the meaning of education, modern day scholars have agreed with RS Peters as explained by Lee (1997), to use other ways to determine whether or not an activity may be termed education. Farrant (1980), states that, education is a process of human learning and endeavours by which knowledge is imparted, faculties trained and skills developed. There are three forms of education, namely, informal education, non- formal education and formal education.

### **Informal Education**

Informal education is the type of education which is not structured. It takes place mostly in the home. That is, the kitchen, on the farm, and outside the home where other social activities takes place, for example; the church, shrine, the market place and the mosque. This form of education takes place throughout a person's life. Here, children learn how to cook from their mothers and older siblings, learn to farm from parents, uncles and grandparents and many other more from other members of the extended family and the community as a whole.

Certain characteristics of the informal education are there is no hierarchical structure, every responsible adult is considered a teacher, method of assessment is through observation, no records are documented and it practice oriented. Teaching methods in the informal education system include imitation, observation and participation. It encourages high retention of memory, promotes good character development, job opportunities are easily available, no shortage of teachers and it is less expensive. Some weaknesses associated with the informal form of education are; since it is not structured,

there are no previous links between old and new and the children are not allowed to question the adult teacher.

### **Non Formal Education**

The other form of education is the non - formal education. This form of education is organized learning activities outside the structured one done in school. Non formal education aims at meeting certain needs of a particular group of children, youth or adults in society such as; school dropouts, remedial students and adults who did not get the chance to go to school. Training skills such as hairdressing, adult literacy, modern farming techniques and many more are provided. Non formal education can also be organized through seminars, in-service training or professional development and workshops.

Non formal education is of two types, these are, work oriented functional literacy, for the improvement of workers competence and knowledge and socio-cultural functional literacy meant for the masses like educating people on health issues like family planning, HIV/AIDS, and civic responsibilities like voting procedures and many others. Non formal education is less structured, it is opened to all groups of people who are interested and there is no age limit.

The non-formal education system has its own strengths and weaknesses. One of its strengths is that, it helps people to upgrade their knowledge and competence. Another one is that, it enhances productivity and it helps students to acquire more skills to help boost their work efficiency. The first weakness of the non- formal education system is that, it does not create room for learners to share ideas. For instance, farmers who learn new techniques in agricultural practices do not meet to discuss their challenges and successes.



Second, people who receive talks on health issues do not meet to share their problems and, there is lack or inadequate teaching learning materials.

### **Formal Education**

The third form of education is the formal type. It is structured and systematic.

Formal education is the training or learning that takes place in a special place called a school. As such, formal education includes primary, secondary, technical, vocational, polytechnic and tertiary institutions. Some characteristics of the formal education system are; it is structured, it is well organized, learning takes place under the guidelines of the Ministry of Education through the Ghana Education Service, the Regional to the District level. It is literate, that is, it involves reading, writing and mathematics/numeracy and both trained and untrained personnel are allowed to teach. Some of the things taught and learnt in the formal school system are moral values, mathematics/numeracy, reading, occupation and many others.

### **Background History of Education in Ghana**

According to the Handbook on Elmina Heritage (2005), the initial attempts to introduce formal education in Ghana were made by the many European merchants, especially the Danes, Dutch and English, who started it all with the education of their numerous mullato children, that is their offspring with the native women, in the forts and castles, for employment as administrative assistants or soldiers..

Some historians claim that, the Portuguese started one such school at the Elmina Castle around 1529, whilst the Dutch who evicted them from the castle are believed to have opened their own school in 1644, which ran for 200 years. Records indicate that the British began a school in nearby Cape Coast

Castle, while the Danish did the same at Christiansborg Castle, Accra. These schools produced some brilliant native scholars such as Anthony William Amo of Axim, Christian Protten of Accra and Phillip Quaiocoe of Cape Coast. These men continued their education in Europe, financed by the merchant companies, and served as role models for others upon their return home.

Also inextricably linked with the establishment of formal education in Ghana, were the Christian missionaries who realized early that, in order to create an independent native church, they needed to have a staff of well educated local assistants. In the 18th century, the Directors of the Danish Guinea Company invited "The United Brethren" mission from Moravia, Germany, to the Gold Coast, to teach in the castle schools. Five of these missionaries arrived at Christiansborg in 1768. Unfortunately, the first two batches of eleven men all died within a short period. However the enthusiasm did not die among the Danish settlers with one of the Governors, Johann von Richelieu, credited with personally teaching the children.

### **Colonial Era**

By 1874 when the British Government assumed colonial authority of the Gold Coast colony, significant progress had been made in the educational sector and it was still expanding with the majority of the Basel and Wesleyan Mission schools scattered widely over the interior. Most of the teaching was done in the vernacular or local languages.

By 1881, there were 139 schools. Of these, one was in Cape Coast and two others in Accra. These were under direct government management. The Basel Mission had 47 schools, the Wesleyans 84, the Bremen Mission 4 and the Roman Catholic Church, one. However, it was observed that the system of



education adopted by the various missions differed widely, and so in 1882, the Government drew the first plans to guide the development of education. The missions co-operated whole-heartedly with the new policy. The plan called for the establishment of a General Board of Education, and for the formation of local boards to study and report on existing conditions. The Board was also to ascertain that the conditions upon which grants were awarded were fulfilled and to grant certificates to teachers. To improve on the former, an updated ordinance was passed in 1887 which remained in force until 1925.

An Inspector of Schools was appointed, initially responsible for Gambia, Sierra Leone and Lagos till 1890, when the office of a full Director of Education for the Gold Coast was created. At this stage, total enrolment was 5,076, including 1,037 girls. In 1902 Ashanti and the Northern Territories were both annexed to the colony and the country's favourable economic situation due to increasing revenue from cocoa, helped finance the dramatic improvements in the educational sector. The people themselves were appreciative of the value of education, and they contributed money and labour for its expansion.

In 1918 the Governor of the Gold Coast, Sir Hugh Clifford, publicly deplored the 'pitifully small sum' of £38,000 spent on education and proposed as targets:

1. Primary education for every African boy and girl.
2. A training college for teachers in every province.
3. Better salaries for teachers.
4. Ultimately, a 'Royal College'.

In 1920, the Phelps-Stokes Fund of America sent a mission of investigation College'. into African education. One of the members of this mission was the great Ghanaian scholar Dr. James KwegyirAggrey, who at that time was teaching in America. The mission's report made the British Government realize how great the need for education in the Gold Coast was. In the same year, the Gold Coast Government appointed a local committee to deliberate on the major requirements of education. The committee recommended that three new institutions should be built: a secondary school, a new Government training college for male teachers to replace the existing buildings of the college which had been founded in 1909, and a training college for female teachers.

The issue was taken a step further by Sir Gordon Guggisberg, who had become the new Governor of the Gold Coast in 1919. He demonstrated a keen interest in the educational sector and was convinced that the Gold Coast needed above everything, education of a first-rate quality. Guggisberg set up the '1922 Committee', chaired by the Director of Education, Mr. J.D. Oman, to debate further on education in the Gold Coast. He suggested that the three separate institutions recommended by the 1920 Committee could not be afforded by the Government, and should therefore be combined into one comprehensive institution. The Committee recommended that the site chosen at Achimota, in Accra, should provide general secondary education, teacher training, and technical education for male students.

When it finally opened in 1927, the Prince of Wales College, which later became Achimota College and School, offered general secondary education as well as post secondary technical education and teacher training

for both sexes. Its first Principal was Rev. Alek Fraser, a British missionary and a great educationist. Dr. Aggrey was appointed Assistant Vice-Principal. Today, the former College is a secondary school and is still a prestigious establishment. The University College of the Gold Coast, which had its roots in Achimota College, and was established as an independent body in 1948, later moved to a separate campus in Legon and is known today as the University of Ghana.

Trade or industrial schools were one of Guggisberg's deepest interests, four of which he built by the end of 1922, including the Accra Technical School. The Governor valued the "union between parent and teacher" and worked at improving the low pay of teachers and extending the length of teacher training, as a result of which pupil teaching was abolished. One of his most remarkable achievements was to bring the neglected Northern Territories into focus, with the opening of a separate Department of Education for the North and the establishment of a Trade School in Yendi in 1922. This school was later transferred to Tamale. Education policy continued to emphasize technical and agricultural education. From the Prince of Wales College, scholarships were awarded to suitable candidates to pursue further studies in British universities.

The training of teachers was a Government priority and by 1933 there were a total of 449 teacher trainees. In 1937, the White Fathers' Mission founded a two-year teacher training college at Navrongo. A significant development in the 1930s was the approval of some local languages, namely Twi, Fanti, Ewe and Ga, as examinable subjects for the Cambridge University School Certificate.

After ten years of lower and upper primary education, the Education Department gave scholarships for brilliant but needy boys and girls at approved secondary schools. Domestic science including cookery, laundry, child welfare and needlework was taught to girls, whilst courses in commercial subjects such as shorthand, book -keeping and typewriting were introduced at Mfantshipim school in Cape Coast and soon gained ground in others schools.

Recognizing the impossibility of instituting free and compulsory education, the government absorbed the cost of tuition and subsidized the rest, but encouraged the payment of token school fees which enhanced the respect with which education was regarded. In the Northern Territories where the schools were almost entirely boarding institutions, payment of fees could be made in kind, for instance with livestock and foodstuffs.

The Second World War (1939-45) affected education as the European inspectors, principals and teachers were mobilized for military service. Consequently, the first African Deputy Director of Education, Mr. V.A. Tetey, was appointed. The total number of primary and secondary schools reached 3,000 in 1950 with an enrolment of 280,960 boys and girls. The number of people in school constituted 6.6% of the population of 4.2 million.

Other than Governor Gordon Guggisberg, there were several others who contributed to the development of education in the colonial era. Some of these 'education pioneers' were natives of the Gold Coast. Perhaps the best known of these was the above-mentioned Dr. James Kwegyir Aggrey from Anomabo in the Central Region, who is considered to be one of the greatest scholars ever produced by this country. In 1898, Dr. Aggrey went on



scholarship to America where he studied and taught for 20 years. He confounded the racists of the time with his string of academic degrees including a B.A., an M.A. and a Ph.D. Whilst teaching at Livingstone College, North Carolina, he was invited to join the afore-mentioned fact finding mission to Africa, to explore the possibilities of educational funding.

During this visit, he formed a strong friendship with Governor Guggisberg. On his return to the Gold Coast, Dr. Aggrey was appointed Assistant Vice-Principal of the Prince of Wales College. He campaigned vigorously for women's education at a time when the idea was not popular, and held the belief that to educate a man was to educate an individual, while educating a woman had more far-reaching benefits to family and community. This led to an increase in the number of places offered to girls by the College.

Another native education pioneer was Josiah Spio-Garbrah, the grandfather of former Minister for Education, Ekwow Spio-Garbrah, Josiah Spio-Garbrah was educated at the Wesleyan Mission School at Axim and at the Government Boys' School, Cape Coast. In 1912 he was appointed Principal Teacher of the Government Boys' School, Cape Coast. Besides his duties as Principal Teacher, Mr. Spio-Garbrah concerned himself mostly with collecting the backward pupils from the senior classes and assisting them with their studies, especially in mathematics, which was his forte.

He was the only African to serve on the above-mentioned committee appointed in Accra in 1920 by Governor Guggisberg, to advise the Government on education. In 1922 he was promoted Headmaster and transferred to Accra where he again served on the Education Committee of 1922. While he was the Headmaster of the Accra Government Senior Boys'

School, he was promoted Inspector of Schools, the first native to hold this post. He eventually retired after 35 years of service with the Government.

Although the formal education system established by the British colonial government provided a solid foundation for education in Ghana, it was geared towards producing a small educated elite to run the colonial economy, while the rest of the population had little access to education. In 1952, The Nkrumah government affirmed the place of education as a major instrument of national development and introduced a policy of education for all.

### **Post-Independence Era**

Since Ghana's independence, successive governments have demonstrated their recognition of the importance of education to national development, by pursuing policies aimed at making education accessible to all and relevant to the social, industrial and technological development of the country.

Independent Ghana's first President, Osagyefo Dr. Kwame Nkrumah, initiated the Education Act 1961, Act 87, aimed at achieving Free Universal Primary Education. The Act endorsed the two-tier system of education as instituted by the British in colonial times, namely primary and middle education, and secondary education.

There are three things of significance and worth highlighting. The first one is the Act that established Local Education Authorities within Local Authorities and entrusted them with the responsibility, among other things to;

1. build, equip and maintain all public primary and middle schools in their areas; and



2. establish all such public primary, middle and special schools as are, in the opinion of the Minister, after consultation with the Minister responsible for Local Government, required in its area.

Thus the establishment of public basic schools henceforth became the responsibility of the local authorities only. The second important feature of the 1961 Act was the fact that it made education compulsory. Section 2(1) states that: "Every child who has attained the school-going age as determined by the Minister shall attend a course of instruction as laid down by the Minister in a school recognised for the purpose by the Minister."

A third equally important aspect of this Act was its provision for free education. Section 20(2) stipulated: "No fee, other than the payment for the provision of essential books or stationery or materials required by pupils for use in practical work, shall be charged in respect of tuition at a public primary, middle or special school."

Soon after coming into office in 1966, the Government of the National Liberation Council (NLC), appointed an Education Review Committee "to examine the problems arising from the Programme of National Research and make recommendations for improvement."

The Review Committee's proposals covered a wide range of issues concerning education from primary to university levels. Its recommendations on the structure of education were largely an endorsement of the policies already existing. The highlights were as follows:

1. The school-going age should be six years.

2. Elementary education should have a duration of ten years with a break at the end of the eighth year for selecting those suitable for secondary education.
3. After this selection, the remaining middle school pupils should complete their elementary education by attending for two years pre-vocational continuation classes where these are available; otherwise the pupils should continue the study of the ordinary school subjects for the two remaining years.
4. Two-year pre-vocational continuation classes patterned on the industrial and farming needs of the country should be established in two middle schools of each region to serve as a pilot scheme.
5. The secondary school courses should have a duration of five years, at the end of which suitable pupils may proceed to a two year sixth form course.
6. The first-degree course at the university should be of three years' duration (four years or more for specialized courses).

The Committee also proposed for a long-term plan a six-year primary school course followed by four years of secondary school education, with two years of sixth form work leading to a three-year university degree. Within this long-term plan, pupils who could not enter secondary school after the primary school course would have to attend continuation classes for four years.

On the content of elementary education, the committee recommended the following subjects: Ghanaian Language, English, Mathematics, History, Geography, Civics, Science, Music, Art and Craft, Physical Education, Religious Instruction and Housecraft.

Thus, by the end of the 1960s, the structure and content of education in Ghana largely remained a heritage of the pre-independence era: long and academic. The National Liberation Council experimented with the 8-year primary course at the end of which pupils who did not gain admission into secondary or equivalent level schools either attended pre-vocational continuation classes to predispose them to suitable occupations in industry and farming, or continued the study of the general subjects in school. Among the subjects studied were woodwork, masonry and agriculture (McWilliams and Kwamena –Poh, 1975).

Public desire for change reached a high point in the 1972-74 period with the development in 1974 of an elaborate programme for education from Kindergarten through Primary and Junior Secondary to Senior Secondary Schools. The proposals in the document "The New Structure and Content of Education for Ghana" which was the report of the Dzobo Committee, were discussed nationwide and subsequently approved by Government for implementation. Consequently, the Ghana Education Service was established in 1974, principally to ensure the effective implementation of the New Structure and Content of Education.

The 1974 reform of education introduced the Junior Secondary School concept. It stressed the educational importance of a curriculum which predisposed pupils to practical subjects and activities by which they would acquire occupational skills at school and, after a little further apprenticeship, become qualified for gainful self-employment. The implementation of this reform began on an experimental basis. New subjects were introduced for the first time. They included Technical Drawing, Tailoring, Dressmaking,

Metalwork, Automobile Practice, Woodwork, Masonry and Catering.

However, due to the economic constraints that faced the country in the late 1970s, bureaucratic bottlenecks and sheer lack of interest and commitment from administrators, the new programme never went beyond the experimental stage. There was stagnation and near demise of the experimental JSS system. By 1983 the education system was in such a crisis that it became necessary for a serious attempt to be made to salvage it. Among the many problems of the system were lack of educational materials, deterioration of school structures, low enrolment levels, high drop-out rates, poor educational administration and management, drastic reductions in Government's educational financing and the lack of data and statistics on which to base any planning.

### **Reforms of the 1980s**

From the early seventies to the mid- eighties, Ghana experienced a serious national economic decline which affected all social sectors. Along with other sectors, the education system was starved of both human and material resources. In the early eighties, Ghana embarked on a series of IMF structural adjustment programmes under which the government mounted reforms in all social sectors. The Education Sector Adjustment Credit (EdSAC) became operational with the help of development partners notably the World Bank, the Department for International Development (then the ODA) and grants from other friendly countries.(Ministry of Education and Culture, 1996).

This programme aimed at arresting the decline of the education sector. Under EdSAC, a review of the Dzobo Report was undertaken by the Evans Anfom Committee in 1986 and the resulting proposals implemented in 1987.



Some of the principles which formed the basis of the reform were the importance of education for all, the need for education to be relevant to professional employment opportunities, and the importance of scientific and technological education to national development.

The major considerations for the restructuring of pre-university education in 1987 thus included the need to increase resources to the sector, to vocationalize education by shifting emphasis from an academic orientation to a more practical, technical one, and to reduce the cost of education by shortening the statutory period of pre-university schooling. In brief, the education reform had the following objectives;

1. to increase access to basic education;
2. to change the structure of pre-university education from 6:4:5:2 to 6:3:3 i.e. from 17 years to 12 years;
3. to make education cost-effective and achieve cost recovery, and be able to sustain the reform program after the adjustment period;
4. to improve the quality of education by making it more relevant to socio-economic conditions.

As a result of the reforms, the Junior Secondary School structure was put in place nationwide. This meant that the 6 years of primary school and 3 years of junior secondary school were consolidated into a uniform and continuous 9-year free and compulsory basic education. The length of the school year was increased from 32-35 weeks to 40 weeks to compensate for the reduction in the years spent at pre-university level.

The reforms also brought about revisions in syllabuses and provision of educational resources ranging from infrastructure such as classroom blocks

and libraries, to school supplies such as books and technical skills equipment. New Senior Secondary Schools were built to absorb the expected increases in enrolment. To improve the management of the education system, District Education Offices were upgraded with the appointment of Directors and Circuit Supervisors, and the supply of logistics such as vehicles, to enhance their management activities. Qualified teachers were appointed to head basic schools.

The implementation of the 1987 education reforms was supported with some other interventions. One of them was the Primary Education Project (PREP) which was embarked upon in 1991 with a USAID grant to bring about improvement in Primary Education. Another was the Primary School Development Project, implemented from 1993 with financial assistance from the International Development Association (IDA).

Despite the numerous interventions to improve education, achievement levels of school children, especially at the basic level, were low. The results of public schools in the criterion reference tests (CRTs) conducted from 1992 to 1997 in English and Mathematics indicated an extremely low level of achievement in these subjects. Indeed, it was evident that although the reforms had succeeded in resolving some of the problems like reducing the length of pre-tertiary education and expanding access to education, some of the problems still persisted (Ministry of Education and Culture, 1998).

The current initiative in basic education is another bold attempt by the Government to address the major problems that persisted in the education system in spite of the earlier reforms. The package is called the Basic Education Sector Improvement Program (BESIP) or, more popularly, the Free,



Compulsory, Universal, Basic Education (fCUBE) Programme. The main goal of the BESIP/fCUBE. Programme is to provide an opportunity for every child of school-going age in Ghana to receive good quality basic education. The Programme is intended to reinforce the on-going educational reform programme and achieve good quality basic education for the Ghanaian child. (Ministry of Education 1996).

Very important in the educational system is the effectiveness of the teacher which becomes a necessity for the success of every educational system. Aghenta (1991), describes the teacher as the mainstay or the prime mover of the educational system. The Ministry of Education (1998), also observed that no education system can rise above the quality and effectiveness of its teachers. Whilst Ndu (1991), describe the teacher as the most important resource in the teaching function. According to Skinner (1973), the key to a good school is an effective teacher. Aghenta (1991), also describes teacher effectiveness as the most important issue in the educational system so that the government and the people's huge investment in education will not be in vain.

Teacher effectiveness is thus, an important area to explore in the search for means to improve the educational system in the country. According to Awoyemi (1984), out of all educational problems that face most countries, one of the most pertinent issues is that relating to the professional attitudes and of the teachers and their effectiveness in education.

Ghana, like some other nations introduced Free Compulsory Universal Basic Education (FCUBE) Policy in order to provide quality education for all children of school age as a measure to catch up with the rapid global change. The main tenets of the policy include:

- a. Increasing access to quality basic education for all school age.
- b. Improving literacy and innumeracy skills and improving education and school management practices.

But for sometime now, the policy has not been reflective, especially in our public basic schools, which handle the majority of our school children. The majority of the Junior High School product/students turned out year after year lack reading and comprehension skills and that has been reflective in their performance in the Basic Education Certificate Examination ( BECE).

### **Statement of the Problem**

Whilst a lot of research has been conducted on teacher effectiveness in the developed world and some African countries as well, not so much has been done on the subject in Ghana. Further, the finding of these studies in other places may not necessarily apply to Ghana. Chivore (1994), states that, experience has shown that authors from developed countries give their analysis from their point of view and context of their countries of origin.

The current Educational reform has exposed students to a variety of academic technical, vocational as well as agricultural subjects. In view of this, the teacher on which its success lies must be re-oriented. He /she must be a true agent of change in order to reflect the new expectation of the Ghanaian society. This is better understood in the words of Fafunwa (1967,) cited by Ehun (1998), you cannot use yesterday's tools for today's job and expect to be in business tomorrow. As the curriculum of the basic school has been enriched, the teachers who are the implementers of the programme have to be very innovative.

The Ghanaian society attaches great importance to quality government basic education, because it is the foundation upon which the Ghanaian society can be effectively built. The question then is, are the teachers exhibiting the expected teacher performance characteristics that enhance effective teaching and learning, the end product of which is quality outcome. The Basic Education Certificate Examination (BECE) results over the years have revealed a downward trend of academic performance in government basic schools to the extent that some schools score zero per cent in the BECE, even though they are taught by trained teachers and even in most cases Diploma and Graduate teachers. The problem here is students in most of the public schools basic have performed abysmally over the years.

If the country continues paying lip-service to the poor academic performance of the students in public basic schools, then Ghana is doomed forever. There is, therefore, the urgent need to conduct a thorough research into teacher effectiveness in the public basic schools. This was what prompted the researcher to undertake the research into teacher effectiveness in the public basic schools.

### **Purpose of the Study**

When one talks of teacher effectiveness, what immediately comes to mind is the classroom and the teaching methods that a teacher uses to impart knowledge to his/ her students. The purpose of this study is to determine whether the observed teacher factors like teachers characteristics, teacher attitude to work as well as supervision and monitoring do enhance teacher effectiveness in the Twifo Hemang Lower Denkyira District.

Specifically, the study attempts to:

1. Determine whether the teaching characteristics of teachers in the Twifo Hemang Lower Denkyira District enhance their effectiveness.
2. Examine the effect of teachers' attitude on teachers' effectiveness.
3. Find out whether supervision and monitoring of teachers in the Twifo Hemang Lower Denkyira District contribute to teacher effectiveness.
4. Find strategies to promote teacher effectiveness learning in the Twifo Hemang Lower Denkyira District.

### **Research Questions**

The study was to answer the following research questions:

1. How do the characteristics of teacher's in the public basic schools in Twifo Hemang Lower Denkyira District enhance their teacher effectiveness?
2. How does the attitude of the teachers in the Twifo Hemang Lower Denkyira District enhance teacher effectiveness?
3. In what ways does supervision and monitoring enhance teacher effectiveness in Twifo Hemang Lower Denkyira District?
4. How do the teaching strategies a teacher uses promote student learning in the Twifo Hemang Lower Denkyira?

### **Significance of the Study**

The study is intended to help improve upon the effectiveness of the teacher as a necessary tool for his/her achievement. It would help the regional managers and the district director of education in the recruitment and placement of teachers. The study would produce a list of characteristics which government basic school teachers would be expected to demonstrate to ensure



effectiveness. Furthermore, the study is aimed at helping educational programme planners, head teachers, circuit supervisors and district directors to emphasize the most important elements that are crucial to teacher education. It could also help to increase teacher awareness of professional responsibility.

Also the outcome of the study may be of some use in the pre-service training of teachers as well and the characteristics of the teachers identified by the study as influencing effectiveness may be emphasized in the training of teachers at all levels.

### **Limitations of the Study**

The approach to this study was limited by a number of factors. The district chosen for the study is said to have been over researched as most students from the university and the polytechnic conduct researches over there. Also some of the respondents were reluctant to answer the questions due to the fact that, the researcher being an officer from the District Education Directorate would use the responses against them. As a result the researcher had to convince them before the questionnaires were given out. The reluctance may cause them to give false response to some of the items. Also, the researcher's personal perception as a teacher may have interfered with the research, as a result important information may have been lost.

### **Delimitation of the Study**

The scope / area of the study was teacher effectiveness. Though the problem is a national phenomenon, its study was limited to Twifo Hemang Lower Denkyira District due to its average academic performance. The subject 'teacher effectiveness' was chosen due to the belief that, it is the key to the realization of the country's education goals. The researcher worked with



the Junior High School two (JHS 2) students who are the direct beneficiaries of the teacher's efforts, the Assistant Director Supervision and Monitoring, the circuit supervisors who are always in regular contact with the teachers' through supervision, the headteachers' who are the bosses in the schools and the teachers' who are the pivot on which all educational policies revolve.

### **Organization of the Rest of the Study**

Chapter Two reviews the related relevant literature and some empirical studies on the chosen topic. The review was undertaken under the following sub-headings: the concept of the teacher effectiveness, the teacher as a professional, supervision, in-service training, teacher motivation, teacher preparation, academic qualification, teaching experience and school environment.

Chapter Three is devoted to the research design used to present the procedures through which data would be obtained and analyzed. It describes the population, sample, sampling procedure and the instrument to be used for data collection and data collection procedure. Chapter Four deals with the presentation of data and analysis of data collected. Chapter Five gives a summary of the study, conclusions and recommendations.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter is to acquaint readers with existing studies because, I am aware that, this is not the first time people have thought of the challenge of teacher effectiveness. The purpose of this study is to determine whether the teaching characteristics of teachers enhance their effectiveness, examine the effects of teachers attitude on their effectiveness, find out whether supervision and monitoring of teachers contribute to effective teaching and learning and teacher effectiveness and find strategies to promote student learning.

Education is the key agent for moving a society along the development continuum. It is said to play a major role in economic development through the provision of skills and techniques designed to improve competencies. The direct contribution of education to economic development is therefore, in terms of the quantity and quality of occupational skills; because skilled labour is a vital component of the factors of national output.

Formal education seeks to promote physical, social, psychological and intellectual development. If children fail to develop positively, they tend to become a liability to their families, societies and the country as a whole. After independence in 1957, the new government of Ghana embarked on a nationwide free and compulsory education for all children of school going age. At the same time, mass education was introduced to give all adults the opportunity to read and write. The initial enthusiasm was great, and within the first six years all the indicators pointed at full literacy for all Ghanaians.

For better understanding and easy assimilation, literature on teacher effectiveness is reviewed under the following relevant headings:

- a) The concept of teacher effectiveness and the criteria for measuring it
- b) Teacher preparation
- c) The teacher as a professional
- d) Supervision and monitoring
- e) Teacher motivation
- f) School environment
- g) Academic qualification
- h) Teaching experience
- i) Summary

### **The Concept of Teacher Effectiveness**

According to Borich (1977), as cited by Ehun (1998), indicated that review on teacher effectiveness has revealed many problems connected with assessment of teacher effectiveness. The problems range from identification of appropriate criteria against which to evaluate teachers, to the selection and use of strategies that could bring about a true assessment of teachers' performance. He identified a number of techniques for measuring teacher effectiveness.

These include the following:

- a) Research into variables like personality, attitude, experience and achievement and their effect on the teachers' performance.
- b) Observing continuing classroom events and taking records by the sign system, where an event is recorded once regardless of how often it occurs within a specified time period, and the category system: which records a given teacher behaviour each time it appears providing a frequency count for the occurrence of specific behaviours.

c) Summating Ratings (Likert Scale). This is a technique which requires a large number of items that describe teacher behaviours. They are arranged hierarchically and administered to a group of teachers whose response patterns are analyzed to determine the usefulness of the items. A check list is used when a behaviour cannot be easily rated on a scale of values. It indicates the present behaviour. Another technique is measuring student achievement over a specified period of instruction and using it as an index of teacher effectiveness. The use of the above method is however, characterized by a number of problems, namely: determining and controlling the extent to which student performance is affected by influence other than the teacher's, and unreliability of the difference between the students pre-test and pro-test achievement. Student achievement may be affected by environmental conditions as well as the teacher's attitude towards work.

Bar (1985), as cited by Anyanful (2003), is of the view that, the best approach to finding out how effectively a teacher performs is to identify effective teacher behaviours. According to this view, a teacher should have a combination of teacher behaviours. Some of these behaviours include the ability to mix freely with pupils and to exercise proper control over them. He believed that these behaviours affect their effectiveness.

Afe (1990), is of the view that, teacher effectiveness is a complex concept that lends itself to various interpretations. Gage (1963), as cited by Chivore (1994), was of the opinion that, there seems to be no agreement as to what constitutes an effective teacher. He thus regards a study of the subject as chasing an elusive myth. This is true because, there are many variables



involved which differ from situation to situation, from time to time and from place to place. Bantock (1961), as quoted by Martins (1963), as cited by Anyanful (2003), states that, there are and can be no universally applicable criteria of what constitutes an effective teacher. This argument is based on the fact that, teaching is triadic related that is the teacher teaches something.

In reaction to Bantock's assertion, Anyanful (2003), noted that the demands of the teacher with the appropriate disposition, can meet the demands in the various situations. Aghenta (1991), asserted that, through the ages, the concept of teacher effectiveness has presented insurmountable problems of definition to professionals writing on education. Presently, the problems are less difficult. Stronge (2002), in the introduction to his study on teacher effectiveness, states that, "If finding or becoming an effective teacher were simple, this book would not be needed. If a single method for developing an effective teacher existed, such a teacher would be in every classroom" (p.vii).

The above reference makes the study of teacher effectiveness seem impossible, but as Ehun (1998), puts it, "an effective teacher, like an elephant, is difficult to describe, but cannot be mistaken when seen." (p1). This assures us that the study of teacher effectiveness is possible and has relevance. Teacher effectiveness has been described using different terminologies. Some are Star teachers' (McBer, 2002), Competent teachers' (Stronge, 2002), Successful teachers' (Chivore, 1994) and Good teachers' (Barr 1991). Anderson (1991), regard effective teachers' as those who achieve the goals set for them by the school administration and the ministries of education and those set by themselves. He further argues that, 'a corollary of this definition is that, effective teachers' must possess the knowledge and skills needed to



obtain the goals, and must be able to use those skills appropriate if the goals are to be achieved' (p16).

Avalos (1995), defines an effective teacher as the one who is able to discern from alternatives, what makes instructions successful and what does not. This definition is inadequate because, a teacher may discern from alternatives but may not practice it. The Encyclopaedia of Educational Research as cited by Wayne and Young (2003), also defines teacher effectiveness as the relationship between the characteristics of teachers', teaching acts, and classroom teaching.

Anderson (2005), concludes that an effective teacher is the one who consistently achieve goals, which either directly or indirectly, focuses on the learning of his/her students. Stevens (1993), as quoted by Tauber (1999), pointed out that, concepts like teacher effectiveness are defined in terms of operation that produces them. He went further to conclude that, teacher effectiveness as a concept has no meaning apart from the criterion measures of operational definitions of success as a teacher.

In spite of the numerous definitions and opinions on the concept of teacher effectiveness, recent studies have confirmed the fact that, teacher effectiveness is a strong determinant of difference in student learning (Darling-Hammond 2000). Teacher effectiveness is the process of comparing teachers' performance against the standards and expectations of their employers in order to decide how well they do their work. A study of this subject is therefore relevant and important to the development of education.

### Criteria for Measuring Teacher Effectiveness

If the definition of teacher effectiveness is elusive and ambiguous, the yardstick for measuring it is even more controversial. Corelan-Jeromy (1983), poses the following questions: what constitutes success, competence, effectiveness, or high level skill in the teacher? Is it whether or not his students fail an examination? Is it what he has achieved at the end of a thirty minutes' lesson, a school term, a year or in the life of the students he teaches? (Bressourx, 1996).

Awoyemi (1984), also pose the following questions:

- 1) Is teacher effectiveness multidimensional or mono-dimensional?
- 2) Should teacher effectiveness be evaluated primarily against the intellectual cognitive goals of education or primarily against effective attitudinal goals?

Mitchel (1960), as quoted by Henninger (2004), in his discussion of teacher effectiveness distinguishes the process of learning from the product of learning. Henninger talked of:

1. Presage Criteria in the evaluation of teacher effectiveness.
- . 2. Process Criteria
3. Product Criteria

#### Presage Criteria

Awoyemi (1984), describes the presage criteria, as being based on a logical standpoint, completely removed from the goals of education. He argues that, they are pseudo criteria, because their relevance to education depends on an assumed or conjectured relationship with either the process or

product criteria. He further identified four types of presage variables, commonly used as criteria for assessing teachers in training, teacher knowledge, in-service, teacher status and characteristics.

If in answering Awoyemi's questions on the dimensions of teacher effectiveness, we agree that it is multi-dimensional, then, we should also agree that the use of one dimension or one criteria to evaluate teacher effectiveness might not be the best. McBer (2002), in his study, for example, used a combination of the three criteria mentioned above. In the introduction of his report, he stated, 'We analyzed the career history and qualification of teachers, their teaching skills, their professional characteristics, the climate in the classrooms and the students' progress data' (p2).

By studying the career history and qualification of the teacher, Awoyemi and McBer were using the presage criteria. In the analysis of the students' progress data, they were using the product criteria and by their study of the professional characteristics and the climate in the classroom, they were using the process criteria. The Ohio Education Association (1975), as quoted by Monk (1994), suggests that the following approaches should be considered in the evaluation of a teacher's effectiveness.

- a) Classroom observation
- b) The use of rating scales
- c) The identification of job targets
- d) The battle self- appraisal instrument

### Process Criteria

The proponents of these criteria are more interested in the process of teaching. They therefore observed the teacher at work in an effort to identify behaviours of the teacher and the learners that make the lessons more successful. In this vein Karlinger (1997), and Brophy (2001), both argue that, even though only few of the teachers' working hours is spent in the classroom, it is their classroom teaching that should be the focus of effort to evaluate their teaching effectiveness. The researchers, who fall into this group, use classroom observation as their main technique. Avalos (1990), also argues that, insights into teacher effectiveness could probably be gained mainly by observational technique.

Ryan (2006), used observational studies to identify factors associated with effective teaching. Rosenshine and Stevens (1986), in the United Kingdom are examples of researchers who used these criteria in their research. One problem with this criterion is that, it is narrow and does not take into consideration the time and energy teachers spend in planning, counselling and encouraging students outside the classroom.

### Product Criteria

This criterion focuses its evaluation of teacher effectiveness on the performance of students. The proponents of this system of evaluation argued that, the ultimate aim of education is to bring about some changes in the students, and it is only when this is achieved that, one can say the teacher has been effective.

Sanders and Rivers (1996), states categorically that, teacher effectiveness has to be measured from the point of view of students'



achievement. They quote Avalos (1995), who seem to have shifted from her earlier position mentioned above. Here, she is quoted as saying that, “there appears to be practical agreement that, scholastic success for the students’ is a measure of teacher effectiveness” (p.201).

Chivore (1994), further argues that, in Africa, there is much emphasis on examination success and as such, evaluation of teacher effectiveness should be tied to the academic performance of the students. He cited Omari and Mosha (1981), who did a similar study in Tanzania as holding the same view. Medley (1982), on the other hand argues that, ‘teacher effectiveness, can only be assessed in terms of behaviours and learning of students’. My reservation about the use of this criterion in isolation is that, the findings may be misleading.

Factors other than the effectiveness of the teacher, may account for the level of performance of students’ so that, in this case it will be a bad criteria for evaluating the effectiveness of the teacher concerned. This criterion seems to emphasis the “end justifies the means” theory, and this is not appropriate in education. The user of these criteria should, therefore, make the effort to investigate the factors that led to the level of the student’s or learner’s achievement carefully.

### **Classroom Observation**

This is an evaluation by the supervising authority of the teacher using the observation technique. The reliability of the procedure has been questioned on account of the inadequacy of the sampling technique of the teacher’s behaviour to be observed.



**The use of Rating Scale:** Rating scales usually deal with superficial characteristics of the teacher and respondents are expected to rate the subject on those scales. One problem identified here is the imprecise definition of the characteristics to be rated. This rating can also be subjective as it depends on the respondents' own view or falling on given characteristics.

#### **The Identification of Job Target**

This is referred to as the, "Redfern Model", this model accepts the fact that, it is not possible to expect improvement in all areas of teaching simultaneously. It therefore recommends that some critical areas be selected at a time for close study.

#### **The Battle of Self-Appraisal Instruments**

This provides procedures that include the use of behavioural objectives and critical incidents as the major source for identifying characteristics and situations which influence teacher effectiveness. Here the teacher is studied as an object without giving him the chance to state his side of the case. Latif (2005), in reviewing the book, 'Class Acts: Teachers Reflects on their own Classroom Practice' (1997), had this to say, in the midst of all the discourse on education, schooling and schools, there remains one constant –teachers , much maligned and over analyzed; teachers rarely have the opportunity to tell their stories.

The researcher is of the opinion that, a blend of these four approaches will ensure a meaningful evaluation of the effectiveness of a teacher. The fact that, the characteristics of the teacher affect his/her effectiveness is generally an accepted fact by researchers. Researchers, however, differ as to which

characteristics of the teacher promotes teacher effectiveness. Ntow (2002), in reviewing the finding of her study, remarked, ‘Whilst studies into instructional and managerial processes are keys to effectiveness, many interview and survey responses about effective teaching emphasize the teacher’s social and emotional behaviours more than Pedagogical Practice” (p.13).

Brophy (1982), as cited by Myra and Millar (1998), summarized research studies that indicated that, teachers’ do have a significant effect on the learning rates of students’. Their review emphasized that, instructional effects share common characteristics that are independent of other factors such as; class size, group dynamics and teachers’ welfare. Mcber (2002), also emphasizes the importance of the teachers’ characteristics in determining their effectiveness.

For years, educational researchers have sought to isolate the characteristics essential to good teaching and learning. In the process, they have named literally thousands of teacher characteristics, which they consider ensure effective teaching. For the purpose of this study, the researcher wishes to limit her review to only the teacher characteristics that are relevant to the research questions posed. These are teacher’s personality, his/her attitude, and his/her professional background.

### **Teacher Personality**

Although personality is usually confined to mental characteristics, researchers suggest that from teachers’ point of view, the physical appearance of the teacher need to be considered as it has a probable effect on his

personality. This section reviews literature on teacher behaviour as well as appearance and how they influence his/her effectiveness.

Ryan and Cooper (1984), in their view of some studies concluded that many people believed that, the teachers' personality is the most critical factor in effective teaching. Barr (1985), after reviewing 50 years of research reduced the list of successful characteristics from over a thousand to twelve. His list included reliability, co-operation, refinement, attractiveness, dominance, drive, objectivity and buoyancy. Others were considerations, emotional stability, intelligence and resourcefulness.

Ryan (1960), as cited by Anyanful (2003), however conducted a more comprehensive single study of over 6000 teachers from 1700 schools in USA. The objective of the study was to identify, through observation and self-ratings the most desirable characteristics. Respondents were asked to identify and described a teaching act they felt made a difference between effective and ineffective teaching. The research produced 25 effective and 25 ineffective behaviours. This list, however, did not differ much from Barr (1985) list except that, the latter study broke up some of the behaviours on Barr's list into smaller segments. For example, Barr's 'consideration' was broken down further to 'appreciative', 'friendly' and 'kind' in Ryan's list.

Rosenshine and Furst (1971), as reviewed by Rivkin, Hanushek and Kain (2001), analyzed some 42 co-relational studies in their "process-product" research. They concluded that eleven teacher processes constantly related to products. They further divided the eleven "processes" into five "very strong" and six "promising" processes.

The five very strong processes were listed as;

- 1) Clarity of teacher's presentation.
- 2) Teacher's ability to vary medium of instruction.
- 3) Enthusiasm, defined in terms of the teacher's movement, voice, inflection and others.
- 4) Business like behaviours – time conscious, abhors tardiness.
- 5) Teacher's coverage of the subjects matter – good subject mastery. The five promising processes included justified criticism, use of structured commands and use of appropriate questions.

Bibens and Henderson (1970), suggest that effective teachers should possess the following personal qualities.

- 1) Human qualities – kind, cheerful, good –tempered, and at ease with students.
- 2) Disciplinary qualities – Fair, impartial, firm and consistent.
- 3) Physical qualities – well groomed, audible voice and generally attractive.
- 4) Teaching qualities – helpful, democratic, interesting and enthusiastic.

According to the Ghana Education Service head teacher's handbook, a teacher must possess the following qualities to enhance his/her effectiveness.

**Personal qualities** – Speaks clearly and naturally, takes advantage of in-service training, is willing to experiment and to learn from experience, accepts mistakes, failures and success without excitement, is dependable, make efforts to improve on qualification and derives satisfaction from teaching.

**Attitude** - Committed to work, willing to take on additional class for short periods, able to meet deadlines, prompt in marking student's exercises, able to demonstrate initiative, punctual to school, rarely absent from school,



faithful in preparing continuous assessment and prompt in completing cumulative records among others.

**Preparation for teaching** – Consults syllabi, consults textbooks and other reference books, prepares a comprehensive scheme of work at the beginning of the term and attends in-service meetings, courses and seminars.

**Effectiveness of Preparation** – Orderly lesson presentation organizes class meetings, varies teaching methods, uses the chalkboard regularly, gives reinforcement to the students, summarizes lesson, distributes questions evenly among the students, handles incorrect responses appropriately, scans the class sufficiently to see every student in the class, and discourages chorus answering among others.

**Work Output** - Gives enough exercises for practice, set assignments for further practice, ensures that students correct their mistakes, keeps records of work done, sets work which is neither too easy nor too difficult for the students level, keeps classroom records neat and up to date.

**Human Relations** – Relates well with other members of staff, is friendly towards pupils, has cordial relationships with members of the community, fosters positive relationships among the students, encourages tolerance and kindness among the students and teaches students to be helpful and patient with others.

**Social Traits** – Knows the community well, respects social practices and customs in the community, participates in community activities, helps to organize social functions at school for staff, students and the community; visit students home, gets on well with people and others. (Headteachers' Hand Book). Similarly, Stronge (2002), mentions being a good listener, caring about



learners, showing respect and being fair are some of the hallmarks of an effective teacher.

Ozumba (1981), in her attempt to isolate qualities of an effective teacher in Nigeria, came up with a list of behaviours which include warmth, understanding, responsible, businesslike, simulative, healthy and imaginative. According to Ukeje (1991), students in his studies reported that, some of the characteristics of the least effective teachers were nagging, sarcastic, temperamental, mean, old fashioned, weak personality, unpleasant voice, ill-mannered, inconsiderate, unfair and too strict.

There are some characteristics that run through many of the studies reviewed here but to a large extent the lists are varied. Another problem with the list reviewed is that some of the characteristics mentioned lend themselves to multiple interpretations. For example, words like co-operative (Barr, 1985), warmth (Ozumba, 1981), and the weak personality (Ukeje, 1991), can be interpreted in many ways. Without an accompanying definition, therefore, the respondents in a study may interpret them in their own way and respond to them accordingly.

There are also some of the characteristics, which are subjective and are rooted in the culture of the setting of the study. What would be considered democratic, attractive or old fashioned in one setting may not be seen as such in another. Personality measurement is therefore a well established means of describing or measuring teacher effectiveness. Nevertheless, the results from studies in both advanced and developing countries referred to such a variety of personal traits that it is difficult to establish the type of personality best suited for achieving educational objectives. It may be a worthwhile experience for

each society, to decide on the type of personality best suited to its educational needs based on its own values and cultural background.

Myron (1963), as cited by Afe (1991), says a profession can be regarded as an occupation which exhibits certain characteristics. Some of these characteristics are, it emphasize intellectual techniques and performing its services and requires a longer period of specialized training.

### **Teacher as a Professional**

It is generally agreed that professional qualities of a teacher, are a very essential quality of every effective teacher, though some studies indicate otherwise. Day and Bell (1991), reported that, professional qualities of a teacher contribute to his or her performance. He describes a professional teacher as one who has command of theoretical knowledge about learning and human behaviour and who controls technical skills of teaching that facilitates pupils' learning. He therefore, concludes that the training of the teacher should include both academic and pedagogical knowledge in order to enable him or her to affect sustainable student learning.

Chivore (1994) reviews a number of studies carried out on the subjects in some parts of the world. In the review, he mentioned Avalos' (1990) summary of the major findings based on studies in countries such as India, Iraq and Sierra Leone. According to these studies, trained teachers have more positive effects on achievement at both primary and secondary levels. Attar (1975), as cited by Goldhaber and Brewer (2000), found out that in Iraq, the achievement of students' whose teachers' had pre-service training was higher in chemistry and Biology than the achievement of students' whose teachers' had no training. They also indicated a positive effect of teacher training on

student achievement. Valli and Agostielli (1995), specify a positive relationship between teachers training and students' achievement from primary reading. Adeyeye and Arifolo (1999), also concluded that, in both developed and developing countries, people prefer having trained teachers to teach their children.

In Zimbabwe, in separate studies made by Nyagural (1991) and Manenji (1991), as cited by Latif in (2005), both indicated that students taught by trained teachers obtained better results than those taught by untrained teachers. Similar results were reported by Caloids and Postlethwaite (1994), who found in their study in Malawi that, teachers' have significant influence on students' academic achievement.

In Ghana, we have the paradox of students from the private junior secondary schools, with fewer professional teachers, performing better at the BECE, than their counterparts from the public schools who have relatively more professional teachers. Though some people have cited this as evidence in dismissing the importance of professional training for teachers, it is an undeniable fact that the relative success of the private schools students are due to factors other than the professional quality of the teachers.

There are however, some researchers who felt professionalism was irrelevant in the determination of teacher effectiveness. Wilkins (1975) argued that, some teachers quietly succeed in establishing easy, friendly relationship with their students and this result in good order and learning. Others may take much trouble and time to study psychology and pedagogy, and still encounter endless problems when they had completed their initial training and face the real classroom situations.

A study by Alhassan (2001), commenting on the issue of trained and untrained teachers' found out that the direct skill of the groups did not differ in any significant way. Supporters of this view argue that the study of pedagogy is a waste of time.

Emenogu, Okoro and Ofoefuna (1997), compared the effectiveness levels of teachers' trained over a period of seven weeks with normal trained teachers in the Nigeria. Although this was only based on the perceptions of their effectiveness by school principals, they found no significant difference between the two groups. Libermann (1963) as cited by Hight (1997), talks about the characteristics of the professional teachers', which identified and differentiated between the good teacher and the best teacher in an excellent and beautiful commentary as summarized below:

- i) A good teacher can tell his/her students a lot of answers to a lot of questions, while the best teacher plays dumb and help students to think out the answers for themselves.
- ii) A good teacher knows that his/her students ought to be responsible, honest and good citizens but the best teacher communicates these qualities through daily actions and conscious teaching.
- iii) A good teacher is humble, but the best teacher is even humble for he or she respects the feelings of young people.
- iv) A good teacher earns his /her salary many times over. But the best teacher also earns a deep and secret satisfaction which should not be talked about in public or converted into cash.
- v) A good teacher strives to keep his/her class under control, but the best teacher knows that he or she must first be able to control him/ herself.



- vi) The students of a good teacher pass their courses, graduate and settle down with good jobs, but the students of the best teacher goes on receiving rewards every day of their lives for they have discovered that the life of the inquiring mind is exciting.

According to the researcher, even though there is no single best or worst kind of a teacher, there are clearly distinguishable characteristics, associated with “good” or “bad” teachers. There is no one best kind of a teacher, because there is no one best kind of a student. A teacher may be professionally good or bad depending on the type of students and environment as well.

Hight (1997), commenting on the professionalism of teachers, describes the Japanese teacher as a worker, a professional and sees teaching as a sacred mission. On sacredness, he says teaching is a special calling, but not just an occupation but also an obligation. According to him, because teaching is a special calling, the professional teacher should have freedom to choose what to teach and how to teach it. What then is a profession? A profession can be described as a vocation that has the following characteristics.

- a) It ensures the well being of practitioners and the greater happiness of others.
- b) It has a monopoly over the application of theoretical knowledge to its field of operation.
- c) It has legal control over its membership, including control of entry and licensing standards.
- d) It creates a sense of personal and group responsibility and ensures the professional growth and efficiency of its members.



- e) It has a code of ethics which sets standard for the practice of the profession and the behaviour of its members, and builds practice upon research and experience.

### Teacher Preparation

Allen and Lynd (2003), are of the view that a good teacher should be prepared academically and professionally. They state that preparation of the teachers' rest on a broad liberal education, specialization in the subject or field to be taught and professional knowledge and skills. However, the emphasis which each area should receive depends upon various educators.

Prall-Charles (1994), and Wenglsky (2004), are of the view that, the influence exerted on the future teachers by this programme of preparation is not simply a matter of the courses they take. They believe that, this is due to the degree to which his programme of study has been individualized. That is, the programme of studies for the teacher trainees which places emphasis on those aspects could make the future teachers' knowledgeable in the subjects that they are to teach, as well as the methodology they will use and the intensity of contact with individuals whom they perceives as professional models. They pointed out that, the teacher trainees should of necessity be exposed to a series of practical teaching lessons conducted by the experts or trainers. They are also of the view that in order to perform well, the teacher is to be research oriented, creative and having less fear of failure.

Angrist and Lavy (2001), for instance claimed that there is a stronger relation between teacher preparation and student achievement. Findings by other researchers have also indicated a more positive results of professional educational preparation on teachers' effectiveness. Dildy (1982), investigating

the results of a randomised trial found that, teacher preparation increases teacher effectiveness thus affecting students performance positively. So in view of the above, the future teachers' should be encouraged to find out for themselves more about the teaching profession. These include knowledge of the subject matter as well as the students they are to teach. They should be able to find out for themselves, new ways of handling situations in the classroom with much success. Teachers' in preparation should be innovative in order to produce innovative students.

### **Supervision and Monitoring**

Schools that are better managed have effective supervision schemes. School-based supervision instituted by the head of the school contributes to the improvement of the performance of both teachers and pupils. The commonest definition of the supervision that runs through most books is associated with the improvement of instruction. Griffin (1999), asserted that supervision covers a wide range of activities, but its ultimate goal is to improve instruction.

Supervision is the foundation upon which all programmes for the improvement of teaching must be built. The role of instructional supervision is to help teachers acquire teaching strategies that will increase the capabilities of the students to make wise decisions in various contexts with regards to peers, adults, academics and life. Again, through supervision, the teachers are encouraged to demonstrate abilities; exercise sound, mature judgment in the performance of their duties, resulting in the achievement of school objectives. Thus, it improves the teaching and learning process, ensures discipline among

students and reduces the rate of student absenteeism. Barr (1997), and Little (2000),

According to Clift (1982) and Chimombo (2005), supervision and monitoring of instruction conjures up cold images in the minds of many teachers'. They view supervision, as a poorly implemented means to evaluate them. They see it as a subjective threat to their welfare, something totally divorced from the concept of growth and professional development. Even though most teachers' seem not to be very comfortable with supervision, and try to put in measures to curb it, the public has given attention to it.

It is alleged that, the performance of children in most Ghanaian public basic schools is generally seen as being on the decline and several people have raised the issue in public forums and in the mass media, identifying the causes of the problem as lack of effective supervision. Head teachers' and teachers' of the schools have been accused of being lackadaisical towards their official duties.

Asiedu-Akrofi (1978), sees the supervisor as a colleague, whose aim is to stimulate teachers and children's enthusiasm for the improvement of their work. He continued to say that, it is the supervisors' role to provide leadership among teachers, that is the supervisors skills and experience should readily be placed at the service of the teachers. According to him, the supervisor's authority comes from his knowledge and understanding of his job. This authority commands for him the respect of teachers with whom he works.

According to Combe (1998), as reviewed by Tauber (1999), Wayne and Young (2003) remarks that, all jobs involve both aspects of performance but in varying positions depending on the nature of the job. In order to measure

the performance of a worker, a supervisor has to observe the worker on the job performance over a reasonable period of time. The following types of supervision are suggested.

- i) Immediate supervision – Here, the supervisor is probable familiar with the individuals, and has had the best opportunity to observe actual performance. The head teacher is the best, to relate the individual performance to the goals of the school and the community.
- ii) Peer supervision - Peers can provide a perspective on performance that is different from that of immediate supervision. The reliability of this is limited by potential friendship bias.
- iii) Subordinate supervision – This is an input to the immediate supervisor’s development. This can work better in a big setting where raters cannot be easily identified.
- iv) Self appraisal – This improves the workers motivation and reduces defensiveness. It however tends to be more lenient, less variable and more biased and shows less agreement with the judgment of others. Smyth-John (1984),and Latif (2005), points out that whatever the type, appraisal and supervision of teaching has the objective of directing teachers towards improved performance. These are aimed at identifying areas where teachers mostly need help in the form of in-service training/professional development.

### **In-service Training/Professional Development**

In-service training /professional development could be described as the training which follows the initial training of the teacher. It lasts throughout the teacher’s professional life, and is regarded as further training or a refresher



course. No matter how effective a teacher is, such a training session is necessary for him/ her. Its purpose is to intensify his / her initial training. As a refresher course, it is to remedy a state of crisis caused for instance, by the appearance of new subjects or techniques.

Karlinger (1997) discovered that, in-service training professional/development is demanded as a right by teacher organizations and acknowledged as a necessity. Coreelen (1986), as cited by Riykin, Hanushek and Kain (2001), said as a result of spectacular changes going on, even the most highly qualified teachers have been helped to adapt to these changes, either through a refresher course to bring knowledge up to date to fit new circumstance, or actual further training. He stressed that, though greater classroom experience may serve to increase the competence or self-confidence of beginning teachers, in-service/professional development education is often regarded as a means by which teachers can be helped.

### **Teacher Motivation**

Babalola (1993), pointed out that, the basic principle of motivation is based on the claim that individuals invest their time, energy, skill, knowledge and effort into work in order to obtain desired outcomes which satisfies their needs. Contributing to the question of teacher motivation, Babalola said that, if teachers esteem needs are satisfied, perhaps through increased and professional benefits, their output may increase. However, a study by him in Israel showed that teachers' salaries were increased and professional benefits were added but results of their performance on the job did not change.

According to Carter (2002), incentives such as recognition, advancement and inter-personal relationship on the job contributes to teacher



effectiveness, but policy and administrative factors, low salary, the nature of the work and the social status of the teacher did not. In a similar study, Lockheed(1991), found out that, extrinsic and ancillary rewards for the teacher have provided little change over a long period of time so, they do not act as motivators. The teaching profession does not attract people who are motivated by monetary compensation, but from intrinsic or psychological rewards.

Contributing to this Silverman etal (2000), wrote that, motivation is a psychological concept raised to the strength and direction of behaviour. According to him, students who are highly motivated towards passing their examinations display this in their behaviour. Individuals are motivated by a need to fulfil their potential and to continue their self development. Factors that are intrinsic to the content of the job, such as, experiencing a sense of responsibility at work, are those that motivate employees.

According to a verbal source, in the past, the title “Teacher” was a term of considerable respect. The profession commanded high status in the community and even in the law courts. The position was the dispirited force in the communities, but now, the teachers’ status has been eroded and their working conditions made so poor.

Writing under the heading “Teacher Motivation”, Anderson (1991), made a number of recommendations as a means of lifting teachers morale. Some of these are:

- a) Giving teachers the necessary respect and recognition in matters that involve the business of education and granting them and their unions a consultative status on national, regional, district and community bodies

dealing with educational issues. Teachers should reciprocate by making their impact felt on these bodies.

- b) Teachers should develop a positive outlook on their profession, and hold their shoulders high among other professionals.
- c) Teachers, who put in extra effort, should be financially compensated in a form which would encourage them to continue to render such service. In rural areas, teachers should be rewarded in kind.

### **School Environment**

Both Awoyemi (1984), and Chivore (1994), are of the view that, for teacher effectiveness research to be meaningful, factors such as, the school environment should be considered. They identified some other factors that can impact either positively or negatively on the teachers' performance as including school plant and teaching and learning materials.

Asiedu-Akrofi (1981), stresses the importance of the school environment as a conditioning factor for teacher effectiveness. Writing under the heading, "The Living Classroom", he points out that, the school environment in the learning context encourages pupils to discover and explore with their senses and encourages living together and coping with conflict environment (p 34). Dove (1986), argued that, 'Common sense suggests that teachers, however well educate and trained are rendered less effective if schools lack the basic facilities, equipment and materials necessary for learning'(pg 198).

Only too often, teachers in training learn to use overhead projectors, only to be posted to schools where seats, blackboards and chalk are lacking.

In developing countries, greater part of the education budget is spent on salaries, leaving very little for the provision of teaching and learning facilities. According to Dove (1986), in Asia, the average is 9.0% on material resource and 91.0% on salaries, whilst in Africa; it is 4.0% and 96.0%. In Ghana, over 90% of the educational budget is used to pay salaries, leaving very little for the provision of teaching and learning materials.

Doyle (1986), as cited by Ehun (1998), in his studies found that primary schools which were well equipped with facilities such as, textbooks, libraries, vehicles, television, chalk and other items of stationeries did far much better in grade 7 Mathematics and English Examination, than those primary schools that lacked these facilities.

Another factor in the school environment, which is believed to affect teacher effectiveness, is the school administration. The administrative style of the school is said to affect the work output of teachers. Karlinger (1997) noted that, the rise or fall of a school could readily be traced to the quality and effectiveness of the head of the school. Chivore (1994), in his study of primary school teachers in Zimbabwe found out that teachers who are scarcely supervised perform poorly.

One controversial factor in the school environment that can possibly affect teacher effectiveness is the class size. Currently one of the most controversial issues in education is the class size which according to Cailods and Postlethwaite (1989), had just negligible effect on teacher effectiveness. The study was undertaken in ten industrialized countries apart from the United States of America and found that, students in Australia, Finland, Belgium, and France did significantly better in larger Mathematics

class. Class size had no effect on students' performance in Canada, Germany, Ireland, South Korea and Singapore. Japanese students' who consistently outscored their USA counterparts in Mathematics and Science frequently attend class of forty and above.

Allen and Lynd (2003), again were of the view that, for any teacher effectiveness research to be meaningful, context factors such as school environment should be considered. He identified some factors which can have positive or negative impact on a teacher's performance. These include the school building and equipment. Mcber (2000), finds a relationship between the location of the school and teachers performance. Stronge (2002), also share the same view and reports that, the location of the school is related to practice teaching in adult literacy training.

Lourenco et al (1953), as cited by Prall-Charles (1994), point out that, larger class sizes and outdated syllabi are related to backwardness, especially, in mathematics at that level. Another research by Rosenshire and Stevens (1986), finds a high positive relationship between students and teacher ratio and student environment in the first grade. They also found a significant co-relation between student and teacher ratio and years of experience as well as school slowness. They concluded that achievement may not actually be related to student and teacher ratio but to other factors.

Darling- Hammond (2001), reported that for many years, teachers and their professional organizations have argued for the need to reduce class size if education of children should improve. Wilkins (1975), supported this claim when he discovered a high positive relationship between higher teaching loads and student achievement. Seven months after the report by Darling, she again



led a team of educational researchers to review about 80 studies all over the world, to establish a relationship between the class size and students' achievement in 2002. Using new statistical techniques, they discovered that the average student achievement increased as class size decreased. Further, the typical achievement of students' instructional groups of fifteen and less were several percentile ranks above that of students, in classes of twenty-five and thirty students.

Ndu (1991), discovered that in Brazil, it is rather the standard of living of teachers and stability of school contracts that contributed positively but not strongly to students' achievement and not class size. Earlier, Ozumba (1981), had sampled two groups of elementary school teachers from the same environment to find out if there was any relationship between class size and teacher effectiveness. Each group was presented with "large" class size of nineteen (19) students and a "small" class size of four (4) students respectively. The students were stratified by grade and ability and randomly assigned to reconstitute classes.

Half of the number of teachers in each group taught their large classes' first and small classes second. The order of teaching was reversed and the students were post-tested after each lesson, teacher effectiveness was determined by calculating the post-test scores. For primary teachers, correlation between teachers' performance with "large" and "small" classes was 0.69 at 0.01 level of significance. This suggested that performance and for that matter, teacher effectiveness does not depend on class size. The upper grade results was different. The results showed that, the teachers did not perform with consistency regarding class size. Supporting this view, Myra and Millar



(1998), as quoted by Ntow (2006), report an absence of statistical association between achievement and student-teacher ratio, except for students of low social-economic status who did better in small classes.

Redfern (1975), concluded in his study that, lack of teaching aids in libraries have negative effects on teacher behaviour. Ntow (2006), found out that there was some relationship between school resources and achievements. Also, lending support to this view, Hightet (1997) that, lack of facilities, teaching materials and reference books contribute negatively to students' achievement.

### **Teacher Academic Qualification**

Research to date has not been conclusive with regard to the relationship between the level of teachers' academic qualification and teacher effectiveness. In their review of research in some development countries, Ingvarson (2003), concluded that, the teachers' academic qualification is not important at the primary school level, but they appear to be important at the secondary school level in some subject areas such as science.

On the other hand, Fuller and Chantanvanich (1976), as well as Heyneman (1976), as cited by Good and Brophy (1999), found no evidence of relationship between the teacher's academic qualification and their effectiveness. Mcber (2002), also shares the view that the level of qualification of the teacher did not allow them to predict the level of his/ her effectiveness. Other researchers on the subject, however, have different views from the above. Griffin (1999), is of the view that, an effective teacher must have a broad educational background and be sound in his teaching field, in order to

be sensitive and responsive to and to be effective in meeting the needs of the learner and responding to the challenges of the time and place.

Henniger (2004), ranks teachers' knowledge of their subjects as the highest attribute of what he calls 'a good teacher'. He argues further that, teaching is inseparable from learning and that a teacher who does not have appropriate academic qualification is not likely to be effective. Arrends (1991), in listing some pre-requisites of effective teaching writes that, effective teaching requires as its baseline, individuals who are "academically good". Wenglinsky (2000) and Ashton, Crocker and Olejnik (1986), found out that a teacher's academic qualification affects how his/her students' learn. Byrne (1983), as quoted by Darling-Hammond-Sykes (2005), summarized the results of over thirty studies relating to teacher's knowledge matter to student achievement. The results were mixed, with seventeen showing a positive relation and fourteen showing no relationship. Alhassan (2001), also saw a positive relationship between measures of the subject knowledge matter and teacher effectiveness.

Though there does not seem to be any agreement as to the correlation between the academic qualification and the effectiveness of the teacher the assumption that, the quality of a teacher is affected by his knowledge of subject matter cannot be ignored. Between 28<sup>th</sup> July and 4<sup>th</sup> August, 1997, a National Teachers Training Conference was held at the then University College of Education, Winneba, to search for ways of improving teacher education in the country.

One issue that was emphasized at the conference was the need to insist on a high academic qualification as a criterion for selection into the teacher

training colleges, now the colleges of education. This explains why the entry requirements into the colleges of education are now at par with the requirements for entry into the tertiary institutions. The phasing out of the post-middle teacher training courses may also be due to the emphasis placed on academic qualification of teachers.(Ministry of Education, 1998).

### **Teacher Experience**

Afe (1991), reviewed studies in nine countries and based on the data collected, concluded that teacher experience had a positive influence on teacher performance in primary and lower secondary grades, but it was not important in upper secondary school grades. The countries where the studies took place were St. Lucia, Kenya, Tunisia Chile, Puerto Rico, Iran, India and Thailand. The researchers found out that, the more experienced the teacher, the more their children appeared to learn, experience being between ten and twenty years, during which period effects are said to be noticeable. The experienced teachers were rated as more committed to their roles as instructors, more participatory and less authoritarian in their teaching acts.

According to Adeye and Arifolo (2000), study of 182,000 students in grades 3, 6, 9, and 12 concluded the experience was more relevant in the lower grades than in the higher ones. He suggested that, skills and knowledge were more important in the upper grades of the secondary schools. Studies by Emenogu, Okoro and Ofoefuna (1997), in their review of eleven studies for the World Bank said that, the cumulative evidence supporting the notion that, teacher experience contributes to teacher skill and success, at least for some grade levels, is persuasive.

The pattern of the eleven findings reported here indicates, with some consistency that teachers' experience is most important for lower grades and least in the upper grades. Whatever the explanation, to reject the value of teacher experience for student performance, at least for some grade levels, would be completely unwarranted according to evidence presented.

Stronge (2002), also found out in a study that teachers who have been teaching for more than three years tend to be more effective than those with less experience. He however, adds, "These differences seem to level after five to eight years", Mcber (2002), however, found no relevance of teacher's experience to the effectiveness or otherwise of a teacher.

Two separate studies in Zimbabwe however, had interesting outcomes. In the first one, Silverman (2000), found that, those teachers' who had recently been trained, that is, the relatively less experienced teachers, were more effective than the experienced ones. He thus, concluded that: "This finding suggest that, newly trained recruits have much to offer and that longer experience erode teacher effectiveness especially in the face of changing curriculum, methodology and examination requirements' (p.60).

In another study, Afe (1991), came out supporting Flanders (1965), that, more primary school teachers' in Zimbabwe declined in their effectiveness as they gained experience. Both studies recommended in-service training or professional development as a solution to this state of affairs. Though the findings reviewed above are not conclusive as to how effectiveness is affected by the experience of the teacher, there is much evidence that experience has some effect, positive or negative on teacher effectiveness.



### Skills Common to Effective Teachers

Simply knowing something does not mean the ability to act on it. There is a great difference between knowing something and doing it. A teacher may know something, but may not be able to teach it well. Teacher characteristics are based mainly on the process of the art of teaching and learning. Most teachers lack the necessary skills, strategies and knowledge to bring about the desired changes.

Tamakloe (1996), came out with two basic groups of skills and competencies that are very vital for effective teaching and learning; these are the skills for organizing content and skills for attaining instructional objectives by name the teaching process. Also, there are personal and social skills for relating to parents and administrator. Beerens (2000), proposed an essential framework for understanding the important skills needed for effective teaching and learning. She suggested four main skills area in this framework. In her view effective teachers should engage in quality planning and preparation, prepare a positive classroom environment use proven instructional strategies and exhibit professional behaviours .

#### Summary

Stronge (2002), sums up many of the qualities of effective instruction in his discussion of the teachers professionalism, classroom management and organization, lesson preparation, teachers commitment, attitude and content knowledge expanding on each expansively. This list echoes Creemers (1994), who emphasizes questioning techniques, goalsetting and presentation of skills.



## CHAPTER THREE

### METHODOLOGY

This chapter describes the methodology that was used to carry out the study. It includes the research design, the population, the sample and its selection as well as the research instruments that were employed to collect data from the respondents. Also, pilot testing of instruments, data collection and analysis procedures were considered. The study was aimed at ascertaining teacher effectiveness in government basic schools in the Twifo Hemang Lower Denkyira District (Central Region). Therefore, the chapter outlined the procedure that was used to undertake the research.

In order to ensure reliability of information given by the respondents, there was triangulation; the responses given by teachers' on an issue were compared with those given by head teachers' on the same issue. This is an interpretive research where the design of questions and methodological issues were subject to re-thinking throughout the study.

#### Research Design

The research design for this study was the descriptive survey. Fraenkel and Wallen (2000), described the descriptive survey as a research design that attempts to describe existing situation, without actually analyzing relationship among variables. The design was chosen because it had the advantage of producing a good amount of responses from a wide range of people it provided behaviour on the basis of data gathered at a point in time. Also items that were not clear were explained.

There was however, the problem of ensuring that questions responded to using the descriptive design were clear and not ambiguous, because the

results varied significantly depending on the exact workings of questions. This limitation notwithstanding the researcher's conviction came true that the descriptive survey was the most appropriate design which made her come into direct contact with people whose attitude was relevant for the investigation , so the researcher was able to draw useful and meaningful conclusions from the study. The design dealt with assessment of teacher effectiveness in the public basic schools in the Twifo Hemang Lower Denkyira District of the Central Region.

Descriptive survey permitted the researcher to obtain data to determine specific characteristics of the group. The descriptive survey design enabled me to use questionnaire which represented the most appropriate approach for conducting the investigation. It was appropriate to use this method for this research, because, it had the potential to provide a lot of information from quite a large sample of individuals and enabled me to make inferences and generalizations on findings from the study (Ary, Jacob and Razavieh, 1985).

There could be various research approaches through which a researcher could obtain information on teacher effectiveness, but the main approach that the researcher chose was the quantitative research methodology which employs the classroom observation technique, interviews and questionnaire. The researcher chose these methods because they provide the best opportunity for in depth study of teacher effectiveness.

This type of research cannot be conducted without taking into consideration various problems associated with classroom observation. In the first place, classroom observation is likely to be affected by subjectivity. This

is a situation where a researcher's conclusions may be influenced by personal feeling rather than what really happens.

Personal biases which refer to the values and preferences of the researcher are other issues worthy of note when conducting a classroom anchored observation. A researcher's support for a particular theory of teaching may interfere with or distort the interpretation of what is seen in the classroom. The researcher therefore had to control personal biases in this study in order to avoid undue interference when interpreting what was observed.

Apart from the use of questionnaire and observation, The researcher carried out interviews which also have their own problems. Some of these problems include confidentiality. This refers to the extent to which the researcher keeps and uses information revealed to her by the respondents. The respondents may withhold information for fear of being divulged. Respondents must have confidence in me so that, they be able to reveal important and useful information. For this reason, the researcher assured the respondents in this study of confidentiality. The information obtained was used by the researcher alone.

### **Population**

The study investigated an assessment of teacher effectiveness in public basic schools in the Twifo Hemang Lower Denkyira District in the Central Region of Ghana. The district is divided into 10 circuits, each with a supervisor. There are 69 Junior High Schools in the district all with individual head teachers. The target population comprised the four frontline Assistant Directors, Circuit Supervisors, Junior High School Headteachers, Junior High School 2 teachers and Junior High school 2 students in the Twifo Hemang

Lower Denkyira District (Central Region) . The head teachers, teachers and students came from the various public basic schools in the catchment area within the Twifo Hemang Lower Denkyira District (Central Region). The total population for the study was 1804; comprising of 10 circuit supervisors, 69 head teachers, 353 Junior High School 2 teachers and 1372 Junior High School 2 students.

### **Sample and Sampling Procedure**

Cohen (1998), defines sampling as the process of selecting a portion of the population to represent the entire population. A sample consists of a carefully selected subset of the units that comprise the population. The study sampled 10 circuit supervisors from the 10 circuits. Ten head teachers were selected from 69 Junior High School in the district. Thirty teachers and 300 students were selected from 10 Junior High Schools in the Twifo Hemang Lower Denkyira District.

All circuit supervisors in the district were selected due to their numbers for the interview. Purposive sampling technique was used to select 30 head teachers out of 69 head teachers in the district for the interview. Sarantakos (2005), explained that purposive sampling is based on the assumption that the investigator wants to discover, understand and gain insight and therefore must select a sample from which the most can be learned. In purposive sampling, researcher handpicks the cases to be included in the sample on the basis of their judgment of their typicality or particular knowledge about the issues under study.

Head teachers were selected based on the fact that they have been heads of the schools for more than three years. This was to help the researcher



get accurate information from head teachers. The schools in which the research was undertaken comprised urban, semi urban and rural schools.

The researcher randomly picked 10 schools in the district. That is one (1) school was randomly selected from each circuit schools to represent them for the study. Thirty (30) Junior High School 2 students from the ten (10) selected schools making three hundred (300) was used for the study. Gay (1992), sees random sampling as the type of sampling which allows members of the population to have the same probability of being selected.

Purposive sampling techniques were used in selecting 30 Junior High School 2 teachers. For the study to achieve its purpose, the researcher purposively selected English, Mathematics and Science (EMS) Junior High School 2 teachers. Teachers and students have difficulty in teaching and studying the EMS. The researcher therefore selected the EMS subjects to satisfy the purpose for the study. The researcher picked EMS teachers from the ten (10) randomly selected schools for the study. This was done so as to ensure reliability of responses. The sample size was 399.

### **Research Instruments**

To enable the respondents supply the needed data on the study, separate questionnaire and interview guides were used for pupils and teachers. The researcher observed documents such as teachers' personal files and observed classroom teaching based on observation instruments constructed personally, because self-developed instruments are known for their appropriateness for the design and information retrieval.

The questionnaire designed for teachers and students were all closed-ended items (where respondents were given options from which they were to

select what responses they deemed appropriate). The questionnaire was used because it enabled me to collect data from the circuit supervisors and the students in the assessment of teacher effectiveness. The questionnaire had six sections (see Appendix A). Section One of the questionnaire was devoted to the characteristics of teachers. It had five questions. It sought opinion on how a teacher's characteristic enhances his/her effectiveness. Section Two of the questionnaire had six items that addressed issues on teacher attitude. Section Three contained ten items that addressed the research question that dealt with the role that supervision and monitoring on teacher effectiveness and students learning ability. Section Four was made up of five items on teaching strategies that promote students learning.

All the items in the questionnaire were of the Likert scale typology. Laczko-Kerr and Berlinder (2005), posit that the Likert scale appears to be the most popular method of attitude scale construction. The Likert scales are easier to construct and score than the Thurstone and Guttman Scales. It has a high return rate which makes it advantageous compared with open-ended questionnaires (Sarantakos, 2005).

The questionnaire was developed using the Likert scale format with few open-ended items, precisely, the four-point Likert scale. This scale had score values for positive statements as: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1 or Very Important (VI) = 4, Important (I) = 3, Less Important (LI) = 2 and Not Important (NI) = 1. The scoring was reversed for negative statements. The questionnaire was important because it enabled the researcher to collect data from the respondents in order

to assess the teachers' effectiveness in the public basic schools in the TwifoHemang Lower Denkyira District in Central Region.

Observation was made of teachers and students both inside and outside the classroom. Apart from this, other environmental issues that were likely to affect teacher performance were observed. These included the school buildings, furniture, siting of schools, students health facilities, playgrounds and feeding habit of students at school/canteen systems.

In the study, the researcher used the classroom as the central focus of the investigation. Whatever happened inside the classroom was considered a contributory factor to teacher effectiveness. Teachers were observed on the basis of teacher confidence, introduction of lessons, development of lessons, clarity of expressions, availability and use of resources, evidence of student learning, assignments given and assessment of students work.

Apart from observation of teachers in relation to students in the classroom, students were also observed outside the classroom (see Appendix B for observation guide for students). Observation of students outside the classroom was based on the following; Students appearance, students visit to libraries, feeding/ canteen system and students health.

Other environmental issues that were considered during the observation included school buildings, furniture, siting of schools, playgrounds, teaching-learning materials, class size and teacher work-load. In addition to the above, the researcher sat with the headmasters of the schools in their offices and observed how they received and interacted with parents, teachers as well as students. Teachers were also observed in the staff room as well on the compound. Notes were taken of teacher-teacher relationship,

student-teacher relationship and teacher-headteacher relationships. This was done because it is believed that the existence of cordial relationships among members of any institution promotes a sense of belongingness and is likely to result in effective output of work. All the 10 education circuits were chosen for the observation and interview schedule. One school was randomly chosen from each of the 10 circuits to represent the district.

Interviews were carried out in order to obtain information from the right sources to confirm what the researcher had observed. Education officers and head teachers' were interviewed. Head teachers' were interviewed on the following; assessment of staff, school-based in-service training, availability and use of teaching-learning materials (see Appendix E for interview guide). One education officer was interviewed, that is the officer in charge of supervision and monitoring. The officer was interviewed around the following issues; problems involved in schools supervision, district level in-service training and problems in supervision and monitoring of schools. Students were asked to give information on family background and availability and use of textbooks and other stationery.

The researcher had to study some relevant documents in the schools in order to get a more accurate and up to date information on issues that affect teacher effectiveness. The documents were also studied for further confirmation of information obtained through observation and interviews. Some of the documents studied were the log books, attendance/time books, movement books, register of attendance, requisition books, punishment books syllabi and cumulative records.



### Pilot Testing of Instruments

Since the researcher personally designed the research instrument, there was the need to check reliability and validity of the questionnaire used for the final data collection. There was also the need to find out if the items contained in the instrument were explicit enough and would therefore aid the respondents to complete the questionnaires as accurately as possible. This process of the study helped the researcher to detect inherent problems, inconsistencies and ambiguities in the instruments intended to be used, and correct any abnormalities before carrying out the actual study.

The sample for the pilot test was 40 respondents. They were selected from the Lower ManyaKrobo district in the Eastern Region which has similar characteristics as the study population. The pilot testing was done in the Lower ManyaKrobo district to avoid contamination. The breakdown was 30 JHS 2 students and 10 classroom teachers. The pilot testing was done in two weeks. It was conducted when the basic schools were in their last part of the second term. This was to make room for corrections before the actual study. The researcher collected all the questionnaires administered and ran the responses using Cronbach's co-efficient alpha for the co-efficient. After the test has been run the result was 0.75. This outcome proved that the instrument used was valid.( Cronbach, 1970).

In spite of this test, using the computer software, the statistical package for service solution (SPSS), further adjustments were made to the instruments for easy administration. These processes were in line with Cornette (1984), contention that reliability and validity of documents and personal account can be assessed through various techniques and triangulation.

### Data Collection Procedure

Data was personally collected by the researcher to ensure a high return rate and uniformity in the interpretation of items. The researcher obtained permission from the District Director of Education to carry out the study in the schools. At the school level, the headmaster of each school introduced me to the teachers and students. There were four main approaches to the study. They included:

- a) Questionnaire
- b) Observation
- c) Interview
- d) Study of documents

The researcher used the first week of the study to learn and acquaint myself with the general conditions of the schools. This included a brief history of the schools, the number of teachers in each school and the academic and professional qualification of each teacher.

The researcher personally administered the questionnaires. The respondents were briefed on the objectives of the study and assured of their anonymity and confidentiality of data. Looking at the magnitude of work and time limit for the exercise, respondents were grouped and briefed on the purpose of the study. After that, the questionnaires were distributed to respondents who filled them and returned them two days later. This ensured a 100% return rate of the questionnaires. The administration of the students questionnaire took five weeks, whilst that of the circuit supervisors took one week, so in all it took the researcher six weeks to complete the administration and collection of the data, that is from 18/05/10-28/06/10.

Education officers were interviewed in their office and circuit supervisors in the schools when they were on visit. Heads of the schools were interviewed when they were less busy; teachers were interviewed during break times and observed during class periods. The researcher made sure that respondents opened up and confidently gave the necessary responses.

### **Data Analysis**

The data was qualitatively and quantitatively analyzed. By this data was analyzed using frequency table and in some cases making the presentation of data in prose form because the items could not be presented in tabular/table form. To be precise, quantitative analysis was made using simple descriptive statistics such as frequencies and percentages. The responses were edited and analyzed according to specific research questions. Students questionnaire were scored using a four-point Likert scale for positive statements as Very Important(VI) = 4, Important(I)= 3, Little important(LI)=2 and Not Important(NI)=1. Responses from head teachers and circuit supervisors were also scored using a four-point Likert scale for positive statements as Strongly Agree(SA) = 5, Agree(A)= 4, None(N)=3 Disagree(D)=2 and Strongly Disagree(SD)=1. The scoring was reversed for negative statements. The items were coded and fed into the computer. This helped me to run the percentages (%), and charts.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter provides the analysis of responses and discussion of the findings from the study on the assessment of teachers' effectiveness in public Basic Schools in the TwifoHemang Lower Denkyira District. There were 30 teachers who responded to one set of questionnaire and 300 school students sampled from (each of) the 10 circuits in the district who responded to items. The purpose of this chapter is to analyze data obtained from questionnaire, observation, interviews and study of documents.

The purpose of the study is to determine whether the observed teacher factors like teacher characteristics, teacher attitude to work as well as supervision and monitoring do enhance teacher effectiveness. The presentation is in two main parts. The first part covers analysis of students' and teachers responses describing who an effective teacher is. The second is concerned with the analysis of observation, interviews and study of documents. Tables and figures are used to support the research findings where they are deemed appropriate.

#### **Research Question 1**

How do the characteristics of teacher's in the public basic schools in TwifoHemang Lower Denkyira District enhance their teacher effectiveness? Research question 1 examined how teachers' personality affects teacher effectiveness in the TwifoHemang Lower Denkyira District. Table 1 gives a summary of all responses from the teachers and students in the sample schools concerning teachers' characteristics that enhance teacher effectiveness.



**Table 1: Teacher Characteristics and how they Enhance Teacher Effectiveness**

| Item  | Students  |          |         |         | Teachers  |           |         |         |                                 |          |         |   |
|---|-----------|----------|---------|---------|-----------|-----------|---------|---------|---------------------------------|----------|---------|---|
|   | SA (%)    | A (%)    | D (%)   | SD (%)  | SA (%)    | A (%)     | D (%)   | SD (%)  |                                 |          |         |   |
| Clarity in presentation.                      | 245(84.7) | 27(9.0)  | 19(6.3) | -       | 19(63.3)  | 8(26.7)   | 3(10.0) | -       | Varying medium of instruction   |          |         |   |
|   | 196(65.3) | 95(31.7) | 5(1.7)  | 4(1.3)  | 16(53.3)  | 9(30.0)   | 5(16.7) | -       | Movement, voice and inflection. |          |         |   |
|   | 7(2.3)    | 18(60.0) | 7(23.3) | 3(10.0) | 2(6.7)    |           |         |         |                                 |          |         |   |
| Time conscious; abhors lateness and tardiness |           |          |         |         | 165(55.0) | 109(36.3) | 16(5.3) | 10(3.3) | 17(53.7)                        | 11(36.7) | 2(6.7)  | - |
| Good subject mastery                          |           |          |         |         | 212(70.7) | 53(17.7)  | 28(9.3) | 7(2.3)  | 21(70.0)                        | 9(30.0)  | -       | - |
| Relates well with Students                    | 203(67.7) | 82(27.3) | 9(3.0)  | 6(2.0)  |           |           |         |         | 23(76.7)                        | 4(13.3)  | 3(10.0) | - |

Key: All the figures in the brackets stand for percentages (%).

This research question guiding the study, sought to find out the extent to which teacher characteristics enhance teachers effectiveness in their interaction with their students. Table 1 indicates that, teachers and students believe that clarity in teachers' presentation enhances their effectiveness. This is indicated by 27(9.0%) students and 8(26.7%) teachers indicating that they 'agreed' to the statement of clarity in teachers' presentation. 245 (84.7%) students and 19 (63.3%) teachers 'strongly agreed' to the same statement. This agrees with Avalos (1990), definition of an effective teacher as the one who is able to discern from alternatives, what makes instructions successful and what does not.

Table 1 further depicts that, respondents were of the opinion that one characteristic of teachers that enhance their effectiveness is teachers ability to vary medium of instruction. A total number of 291(97.0%) students and 25 (83.3%) teachers expressed positive sentiments, strongly agreed and agreed to the statement that teachers ability to vary their medium of instruction do enhance their effectiveness. The table further shows that, 9 (3.0%) students and 5 (16.7%) teachers expressed negative sentiments in relation to the statement. These respondents were not in favour of teachers ability to vary medium of instruction. This supports the Encyclopaedia of Educational Research, definition of an effective teacher as "the relationship between the characteristics of teachers, teaching acts, and classroom teaching" (p169). This is in line with Rivkin, Hanushek and Kain who listed teacher's ability to vary medium of instruction as a very strong process which determines teacher effectiveness.

Table 1 also showed that, a greater number of students 280 (93.3%) believed that, a teacher's voice, movements in class and inflections contribute to

teacher effectiveness. This opinion was supported by 25 (83.3%) teachers 'agreeing' to the statement. In relation to teachers being time conscious and abhorring tardiness, students and teachers were of the opinion that it enhances teacher effectiveness. The table shows that 275 (91.3%) students and 28 (90.4%) teachers 'strongly agreed' and 'agreed' respectively to the statement. Bibens and Henderson (1970) shared the same view that a teacher's personal qualities like voice, movements, time consciousness and abhorring tardiness make them more effective.

Majority of the students 265 (88.4%) and all the teachers 30 (100%) strongly agreed and agreed that, good subject mastery helps teachers to function effectively. A teacher's ability to function effectively depends on the area in which he/she has mastered. Also from table 1, respondents indicated that when a teacher relates well with students it enhances the teacher's effectiveness. This was shown by 285 (95.0%) of students and 27 (90%) of teachers strongly agreeing and agreeing to the statement. This agrees with the words of Didly (1982), who said that teachers must have good knowledge of the subject matter they present to students.

### **Research Question 2**

How does the attitude of the teachers in the TwifoHeman Lower Denkyira District affect their teaching effectiveness?

Research question 2 examined how teachers' attitudes affect teacher effectiveness in the TwifoHemang Lower Denkyira District. Table 2 gives a summary of all responses from the teachers and students in the schools.





**Table 2: Attitude of Teachers that Contribute to Teacher Effectiveness**

| Items                | Students  |          |          |          | Teachers |          |         |         |
|----------------------|-----------|----------|----------|----------|----------|----------|---------|---------|
|                      | VI (%)    | I (%)    | LI (%)   | NI (%)   | VI (%)   | I (%)    | LI (%)  | NI (%)  |
| Punctual and regular | 232(77.3) | 62(20.7) | 4(1.3)   | 2(0.7)   | 20(66.7) | 8(26.7)  | 2(6.7)  | -       |
| Easy to approach     | 162(54.0) | 97(32.3) | 33(11.0) | 8(2.7)   | 12(40.0) | 11(36.7) | 3(10.0) | 4(13.3) |
| Appearance           | 175(58.3) | 87(29.0) | 33(11.0) | 5(1.7)   | 9(30.0)  | 12(40.0) | 6(20.0) | 3(10.0) |
| Morally upright      | 193(64.3) | 77(25.7) | 16(5.3)  | 14(4.7)  | 19(63.3) | 7(23.3)  | 3(10.0) | 1(3.3)  |
| Fair and firm        | 135(45.0) | 68(22.7) | 43(14.3) | 54(18.0) | 8(26.7)  | 12(40.0) | 6(20.0) | 4(13.3) |

Key: VI-Very Important I-Important LI-Less Important NI-Not Important

Teacher attitude contribute to teacher effectiveness. From table 2, majority of the students considered teacher attitudes as important in enhancing teacher effectiveness in the classroom. It depicts that out of the 300 students, 294 (98%) of them indicated teachers' punctuality and regularity at school as very important or important in enhancing their effectiveness in the classroom. This was supported by 28(93.4%) teachers. When students were asked whether when a teacher is easy to approach affect his/her effectiveness, 259 (86.3%) of them and 23 (76.7%) teachers indicated it as very important and important, whilst 41 (13.7%) students' and 7 (23.3%) teachers considered it as less important and not important. It can further be seen in table 2 on the item 'appearance' that, majority of the students 262 (87.3%) and 21 (70.0%) teachers indicated as important and very important in the contribution to teacher effectiveness in the class, whilst 38 (12.7%) students' and 9 (30.0%) teachers showed that, it does not contribute to teacher effectiveness. This is in support of the Headteachers' Handbook (2000), that teachers attitude in terms of commitment to work, willingness to take on additional responsibility, ability to meet deadlines, promptness in marking students exercises, punctuality, regularity, ability to demonstrate initiative all contribute to teacher effectiveness.

When respondents were asked whether teachers' moral uprightnes enhances their effectiveness, 270 (90.0%) students' and 26(86.6%) teachers' gave a positive answer to that idea. The moral uprightnes of teachers' is therefore crucial in enhancing their effectiveness.

It can be deduced from table 2 that, teachers and students were in full support of teachers' fairness and firmness as being an important factor in

teacher effectiveness. From the responses, 203 (67.7%) students' and 20 (66.7%) teachers' saw teachers fairness and firmness as 'very important' and 'important' as a positive contributor to teachers effectiveness. Ninety seven (32.3%) students' and 10 (23.3%) teachers' saw teachers' 'fairness' and 'firmness' as less important and not important in enhancing teacher effectiveness. The findings of the study debunks Bibens and Henderson (1970) suggestion that teacher's fairness and firmness do enhance their effectiveness.

### Research Question 3

In what ways does supervision and monitoring enhance teacher effectiveness and promote student learning in the TwifoHemang Lower Denkyira District?

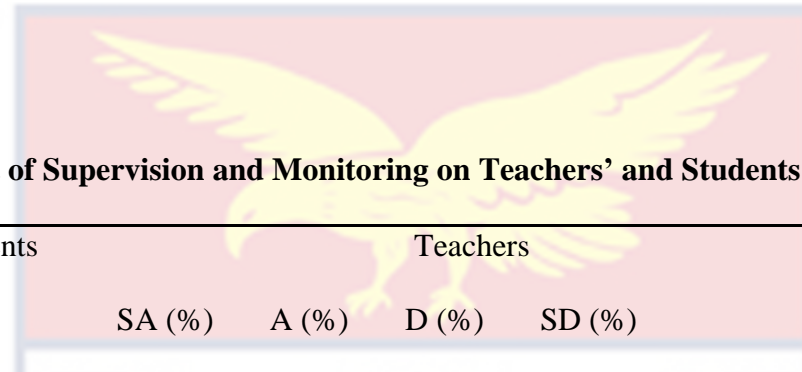
Research question 3 examined how supervision and monitoring enhance teacher effectiveness and promote student learning in the TwifoHemang Lower Denkyira District. Table 3 gives a summary of all responses from the teachers and pupils in the sample schools concerning how supervision and monitoring enhance teacher effectiveness and promote student learning.

The researcher wanted to know from respondents whether supervision and monitoring help teachers'/students' to be time conscious. From table 3, it can be realised that most students, that is 296 (98.6%) and most teachers 23 (76.7%) did believe that supervision and monitoring helps teachers' and student's to observe time. Hence, effort should be made to ensure strict supervision and monitoring in our schools since it enhances teacher effectiveness and improves students learning.

Students' and teachers' of TwifoHemang Lower Denkyira District expressed positive sentiment to the statement that teachers and students' dress well to school when there is supervision and monitoring. This was represented by a majority of 280 (93.3%) students' and 23 (76.7%) teachers' who strongly agreed and agreed respectively to the statement that teachers' and students' who are supervised and monitored dress well/properly to school.





**Table 3: Respondents' View on Effect of Supervision and Monitoring on Teachers' and Students' Activities**

| Item  | Students  |           |         |        | Teachers |          |         |         |
|---|-----------|-----------|---------|--------|----------|----------|---------|---------|
|   | SA (%)    | A (%)     | D(%)    | SD (%) | SA (%)   | A (%)    | D (%)   | SD (%)  |
| 1. Teachers and students are time conscious | 247(82.3) | 49(1.3)   | 4(16.3) | -      | 12(40.0) | 11(36.7) | 4(13.3) | 3(10.0) |
| 2. Teachers and students dress well         | 184(61.3) | 96(32.0)  | 13(4.3) | 7(2.3) | 14(46.7) | 9(30.0)  | 4(13.3) | 3(10.0) |
| 3. Teachers prepare before teaching         | 179(59.7) | 117(39.0) | 3(1.0)  | 1(0.3) | 12(40.0) | 9(30.0)  | 7(23.3) | 2(6.7)  |
| 4. Teachers give exercises and mark them    | 215(71.7) | 81(27.0)  | 3(1.0)  | 1(0.3) | 15(50.0) | 9(30.0)  | 6(20.0) | -       |
| 5. Teacher prepares notes for students      | 212(70.7) | 53(17.7)  | 28(9.3) | 7(2.3) | 13(43.3) | 6(20.0)  | 7(23.3) | 4(13.3) |
| 6. Finish the syllabus                      | 209(69.7) | 62(20.7)  | 21(7.0) | 8(2.7) | 11(36.7) | 9(30.0)  | 8(26.7) | 2(6.7)  |
| 7. Students are given attention             | 197(65.7) | 87(29.0)  | 14(4.7) | 2(0.7) | 10(33.3) | 15(50.0) | 3(10.0) | 2(6.7)  |
| 8. Students present during lesson           | 165(55.0) | 123(41.0) | 9(3.0)  | 3(1.0) | 16(53.3) | 8(26.7)  | 5(16.7) | 1(3.3)  |
| 9. Students do exercises and homework       | 163(54.3) | 32(44.0)  | 3(1.0)  | 2(0.7) | 6(20.0)  | 17(56.7) | 7(23.3) | -       |
| 10. Students are comfortable                | 159(53.0) | 133(44.3) | 4(1.3)  | 4(1.3) | -        | -        | -       | -       |

Key: SA-Strongly Agree A-Agree D-Disagree SD-Strongly Disagree

Emphasizing on supervision and monitoring helping teachers' to prepare well before teaching, table 3 tells us that, 296 (98.7%) students' and 21 (70.0%) teachers' indicated that it did, however 9 (30.0%) teachers disagreed to the statement. It can be seen from table 3 that, teachers' who are supervised and monitored also give exercise, mark and correct them as well. Majority of the students, 296 (98.7%) and 24 (80.0%) teachers indicated that teachers' gave exercises, marked and corrected them for students to know their performance when there is supervision and monitoring. Latif (2005) finds a positive relation between supervision and monitoring and teacher effectiveness.

A critical look at the table reveals that teachers' give students' notes when there is supervision and monitoring in schools. Out of the 300 students, 265 (88.4%) of them and 19 (63.3%) out of the 30 teachers' 'strongly agreed' and 'agreed'. However, 35 (11.6%) students' and 11 (36.6%) teachers' 'disagreed' and 'strongly disagreed'.

In relation to teachers' ability to finish the syllabi, respondents were of the opinion that, supervision and monitoring helps teachers' to finish the syllabi before the end of the year. Responses from 271 (90.4%) students' and 20 (66.7%) teachers' indicated that they 'strongly agree' and 'agree' respectively to the statement. This agrees to an earlier statement that teachers' and students' are time conscious and therefore are able to complete the syllabi as a result of supervision and monitoring.

Teacher giving students' attention. Table 3 indicates that, supervision and monitoring increases teachers' attention for students, thus enhancing teachers' teaching and students' learning. This came out by way of

theresponses given by the respondents, that is, 284 (94.7%) students' and 25 (83.3%) teachers'. As supervision and monitoring increases teacher attention for students', it enhances students' presence in class. This was indicated by 288 (96.0%) students' and 24 (80.0%) teachers' indicating that students' were present during lessons. The issue of supervision and monitoring enhancing students' doing exercise and homework, was strongly supported by 295 (98.3%)students' and 23 (76.6%) teachers'.

From Table 3, 292 (97.3%) students' were of the opinion that they are comfortable in class when there is a supervisor around. Barr and Burton (1997), as cited by Little (2000), states that supervision and monitoring is the foundation upon which all programmes for the improvement of teaching must be built. The role of instructional supervision and monitoring is to help teachers' acquire teaching strategies that will increase the capabilities of the students' to make wise decisions in various contexts with regards to peers, adults, academics and life. Again, through supervision and monitoring teachers' are encouraged to demonstrate abilities such as; exercise sound mature judgment in the performance of their duties, resulting in the achievement of school objectives. Thus, it improves the teaching and learning process, ensures discipline among students and reduces the rate of student absenteeism.

#### **Research Question 4**

In what ways do teaching strategies promote students learning in the TwifoHemang Lower Denkyira?

Research question 4 examined how teaching strategies promote students learning in the TwifoHemang Lower Denkyira. Table 4 gives a summary of all responses from the teachers and students.





**Table 4: Effect of Teaching Strategies on Student Learning**

|  | Student   |          |         |         | Teachers |          |         |        |
|--|-----------|----------|---------|---------|----------|----------|---------|--------|
|  | VI (%)    | I (%)    | LI (%)  | NI (%)  | VI (%)   | I (%)    | LI (%)  | NI (%) |
| Teacher asks question and helps students in answering them | 182(60.7) | 85(28.3) | 23(7.7) | 10(3.3) | 14(46.7) | 10(33.3) | 5(16.7) | 1(3.3) |
| Teacher gives more exercises and examples                  | 209(69.7) | 82(27.3) | 6(2.0)  | 3(1.0)  | 21(70.0) | 5(16.7)  | 4(13.3) | -      |
| Teacher is time conscious when teaching                    | 231(77.0) | 64(29.3) | 3(1.0)  | 2(0.7)  | 19(63.3) | 7(23.3)  | 4(13.3) | -      |
| Teacher has mastery of matter                              | 212(70.7) | 79(26.3) | 9(3.0)  | -       | 23(76.7) | 7(23.3)  | -       | -      |
| Teacher controls his/her Temper                            | 256(85.5) | 25(8.3)  | 17(5.7) | 2(0.7)  | 22(73.3) | 6(20.0)  | 2(6.7)  | -      |

Key: VI-Very Important I-Important LI-Less Important NI-Not Important

From table 4, respondents indicated that, when teachers' ask and help students' in questions it promotes students' learning. The study revealed that 267 (89.0%) students' and 24 (80.0%) teachers' indicated 'very important' or 'important' to the statement. Chikoko (1987) as quoted by Chivore (1994), found in his study in Malawi that, teachers' have significant influence on students' academic achievement. The teachers help students' to find answers to difficult questions.

Respondents indicated that one strategy to increase students' learning is to give more exercises and examples. Majority of the students' 291 (97.0%) and 26 (86.7%) teachers' respondents 'very important' or 'important' that given students' more exercises and examples increase their learning.

On teachers' using activity method when teaching as a way of enhancing students' learning, teachers' 26 (86.6%) indicated 'very important' and 'important'. On the other hand, students' 295 (98.3%) believed that their teachers' using activity and conscious teaching enhances their learning.

From table 4, respondents indicated that a teacher's mastery of subject area enhances students' learning. This was represented by 291 (97.0%) of students' and 30 (100%) of teachers' sharing a positive sentiment ('very important' and 'important') to the statement of mastery of subject area taught.

Lastly from table 4, respondents were of the opinion that teachers' ability to control their temper whilst teaching helps students in their learning. Students are able to approach teachers who are very open to them. As many as 281 (93.6%) students and 28 (93.3%) teachers expressed positive sentiments (Very important and Important) to the statement. Wilkins (1975), argued that,

some teachers quietly succeed in establishing easy, friendly relationship with their students and this result in good order and learning. Also Ukeje (1991), confirms that, a good teacher strives to keep his/her class under control, but the best teacher knows that he or she must first be able to control him/ herself.

### **Analysis of Classroom Observation**

The researcher used the observation of teachers' teaching to assess their effectiveness in the classroom. The teachers' were observed on the following:

**Introduction and development of lessons:** Lessons observed were well related to students' previous knowledge. Teachers explained lesson objectives to students'. This put students' on track for development of lessons introduced. For example, questions on the previous lessons were asked and where new topics were introduced, they were linked to familiar experiences. For instance, a topic in social studies on Highlands and lowlands was started with a short story.

In another instance, a topic in English Language "past perfect tense" was written on the chalkboard. The teacher then asked students' to read it in chorus instead of calling on individuals to read aloud. Three other teachers' were found to be fond of abbreviating words written on the chalkboard instead of writing them fully for students' to learn. Examples of these were, "Eng. Lang" instead of English Language and " Int. Scien." Instead of Integrated Science.

**Teacher Confidence:** Seven of the teachers' observed were found to be quite confident in the subjects they handled. For example, A Topic Integrated Science; pollution was handled with confidence.

One teacher had problems with pronunciation of some English words. For instance “essential” /isénshəl/ was pronounced /e’senhel/. On another occasion, “barnyard” / “ban:ja:d” / was pronounced by students as /baan’ yaad/. This was not corrected by the teacher. In another instance, a teacher pronounced “merely” /mieli/ as /melli/ and “priest” / pri:st/ as /pli:st/. Another teacher impressed upon students’ that in the English language, the letter ‘C’ is always pronounced as ‘K’ and students’ were made to respond in chorus “Yes Sir”.

**Teacher warmth towards students:** Teachers used both verbal and non-verbal re-enforcers to praise students’. This was done in the case of good students. Non-verbal re-enforcers like nodding and direct eye contact with students and verbal re-enforcers like the use of expressions like “well done”, “good point”, and “good work” were used.

Student-teacher relationship in the classroom was generally cordial. However, there were three teachers’ who always used the cane to get their lessons and messages understood. This treatment was meted out to slower students who were not able to pronounce words correctly. Insults like “stupid”, “kwasea”, “wona,” “woagyimipaa” and “aboa” were often used by two teachers.

**Use of teaching-learning materials:** Teachers always gave out the few English Language textbooks to students in groups. Teachers’ read from their copies to explain points to students’.

The chalkboard was well used by teachers especially in the area of introduction and summary of lessons. Presentation on the chalkboard was not properly done by two teachers’ in the studies. Chalkboard presentation by the



two teachers was not as orderly as expected. Writing was started in the centre of the chalkboard and was continued on the left hand side then to the right. This resulted in lack of coherence on the part of students in reading from the chalkboard.

On one occasion, there was no chalk at all for the teacher to start teaching with, when the teacher was asked why he had not started the lesson as scheduled, the response was this, 'The chalk is in the head teacher's office and he hasn't come to school today'. When the headteacher was approached on this issue, he explained that some teachers' were not honest. The headteacher said that, he feared to leave the office keys with any teacher because of possible theft of books and other materials from the office.

**Class control:** Teachers' occupied students' with introductory questions and maintained discipline by asking questions in the course of each lesson. On four occasions, it was observed in the class of two of the teachers' that some students' were either doing something outside from what the teachers' were teaching or reading books instead of listening to the teacher. Three teachers' kept their students' under control only by threat of the cane.

**Evidence of advanced preparation:** There was the general complaint of no teachers' notebooks in the schools. Seven teachers' had however prepared their lesson notes to date in improvised teachers' note books. Other teachers' treated the topics as they were found in the textbooks. Four teachers', two in the English Language department and two in the Science department exhibited signs of advanced preparation. This was evidenced by the orderly manner in which lessons were presented, for instance, a topic in English Language, "subject-verb agreement" was introduced and developed



systematically to the final stage. The teacher gave enough exercises to occupy students throughout the lesson.

**Student involvement:** Student involvement or participation in the lessons was mainly in the area of answering teachers' questions especially at the introductory stage of the lessons. Only twelve teachers' used to ask questions in the course of lessons and most students were not asking questions as expected.

Teachers distributed questions fairly except on two occasions where only students' who were capable of answering questions were called. Four teachers' were noted for doing most of the talking and rendering student participation impossible.

**Evidence of student learning:** Students' were able to answer more than half of the written assignments given by teachers'. Other students' who could not answer half of the questions were helped by the teachers' to correct their mistakes.

Answering questions orally was a problem. In each class, only about eight students' out of 40 or 45 students' were able to answer questions well, especially in the English Language. Six teachers' insisted on the use of the English Language as the medium of communication. Others reverted to the local language, 'Asante Twi' when it became necessary to make their points understood or drive their point home. On nine occasions, this was done even in the teaching of the English Language.

**Assignment:** Class assignment always followed each lesson delivered by teachers'. They were in two forms, oral and written.

1) **Oral questions and answers example;**

- a) Integrated Science -What is photosynthesis?
- b) In English Language –Choose the correct verb form in the brackets to complete each of the following sentences.
  - i) Two of the masters (have/has) gone home already.
  - ii) Some of the studentss (were/was) working on the school farm.
  - iii) One of the books (cost/costs) ten pesewas, etc.

2) **Written assignment:** Here some of the questions that had been treated orally were written on the chalkboard for the students' to answer in their exercise books. Teachers' hardly gave written assignments due to large class sizes.

**Marking and grading including continuous assessment:** A few exercises given were marked by students' themselves in most cases. The exercise books were exchanged and students marked and awarded marks. In seven classrooms, teachers had set and marked only three exercises in English Language in a whole term. One of these exercises was in English Language Grammar, another in English composition and the other one in English comprehension.

### **Issues Arising out of Observation of Teachers in the Classroom**

From the observation of teachers' in the classroom, the researcher noted the following to be crucial to teacher performance. They include:

- a) **Teacher qualification:** Through observation of teacher classroom behaviour, the researcher took note of the influence of one important teacher factor on teaching and learning. The qualification of the

teacher was found to be necessary, but not a sufficient condition for teacher effectiveness.

The researcher noted several instances where teachers' with "higher" qualification were seen and heard spelling and pronouncing words wrongly.

They also used wrong tenses in many instances. For instance when one "qualified" teacher was questioned why he went to Nigeria, the response was "at that time, our salary is not good".

In the area of improvisation in the absence of the necessary logistics and preparation of lessons before teaching, only eight teachers' with "higher" qualification performed better as compared with other qualified teachers. These teachers' also showed much confidence in the subject matter as well as methodology of the subject taught.

b) **Teaching-learning materials:** In the rural setting where most students' have problems with understanding the English Language, the medium of instruction, the researcher considered the use of suitable textbooks to be very crucial to teacher effectiveness. Students' responded favourably to lessons when they were few and the books were enough for them. Teachers' were observed making easy reference to the textbooks. In this case, students' were able to complete the assignment in good time for teachers' to mark.

It was found in one class for instance, that most students' used the same exercise books for Social Studies, English Language and Integrated Science. It was therefore very difficult for teachers' to finish marking their part of assignment before the beginning of another lesson. This was found to be a disincentive to effective teaching and learning.

c) **Furniture:** In one of the Junior High Schools, the furniture situation was just enough for students. Two other schools had furniture problems. In some classes, three students' had to share a desk meant for two students'. Two Junior High Schools had staff common rooms but there were no furniture for the staff. Teachers' therefore used tables and chairs meant for students' who absented themselves from school. Due to lack of tables and chairs, some teachers' had to carry the bulk of the students' exercise books to their houses before they could mark them.

d) **Class size:** On class size, the researcher observed that at certain times, some classes reduced because of absenteeism especially on market days. This reduced the size of the class to between 12 and 20. When this happened, there were enough chairs and tables for students' to sit and write. Teachers' were able to move between rows to check students' participation in lessons. So more students' were reached in terms of distribution of questions.

In another instance, when a teacher wanted to reduce his work load, he combined two classes. In that case, the class size was between 80 and 95. It was difficult for teachers' to move between the rows. Some students' were found doing other things of their choice. It was difficult to control those classes.

e) **Teacher personal characteristics:** Through the observation of teachers'in the classroom, I noted the following teacher characteristics and their role in bringing about effective teaching learning.

i) Firmness



- ii) Neatness in appearance
- iii) Good sense of humour
- iv) Mixing freely with students

Students' paid more attention and learnt better from teachers' who were well-mannered, patient and emotionally stable. Seventeen of the teachers' observed exhibited a high degree of the above characteristics. One teacher was rather emotionally unstable. This teacher was easily upset by the least misbehaviour of the students'. At other times when he was in the right mood, he mixed freely with students'. Four other teachers' was observed to have less sense of humour.

Students of teachers' with good sense of humour were free to act and reach out among themselves. They were better able to ask questions. This promoted good interpersonal relationship and effective learning. This study therefore lays some emphasis on the finding of Tauber (1985), that teacher personal characteristics is an important factor that promotes effective teacher performance.

### **Mastery of Subject Matter**

Respondents' views on influence of teachers' mastery of subject on teacher effectiveness are presented in Table 5.

**Table 5: Influence of Mastery of Subject Matter on Teacher Effectiveness**

| Category            | SA (%)    | A (%)     | N (%)  | D (%) | SD | Mean | SD* |
|---------------------|-----------|-----------|--------|-------|----|------|-----|
| Circuit Supervisors | 5 (50)    | 4 (40)    | 1 (10) | 0 (0) | 0  | 4.4  | 0.5 |
| Head teachers'      | 15 (51.7) | 14 (48.3) | 0 (0)  | 0 (0) | 0  | 4.5  | 0.9 |

Key: SA-Strongly Agree A-Agree N-Not Sure D-Disagree  
SD-Strongly Disagree SD\*-Standard Deviation



Respondents view on teachers' mastery of subject matter has been presented in table 5. The table shows that generally, respondents were in full agreement that teachers mastery of subject matter contribute highly to teacher effectiveness. From Table 5, all the head teachers 29 (100%) agreed that mastery of subject by the teacher contribute to teacher effectiveness (mean=4.5, SD=0.9) whilst all but one circuit supervisor also agreed to the statement (mean=4.4, SD=0.5). This is in support of Anderson (2004), view's that the programme of studies for the teacher trainee should emphasize those aspects that could make the future knowledgeable in the subject he is to teach. Knowledge of the subject matter of the subject the teacher is to teach is a factor in teacher effectiveness. (Anderson, 2004).

### Use of Teaching Learning Materials

Respondents' views on contribution of the use of teaching learning materials on teacher effectiveness are presented in table 6. Common sense suggests that, no matter how well educated and trained teachers are, they are rendered less effective if schools lack basic facilities and materials for teaching and learning.

**Table 6: Use of Teaching Learning Materials on Teacher Effectiveness**

| Category            | SA (%) | A (%)   | N (%) | D (%)  | SD | Mean | SD* |
|---------------------|--------|---------|-------|--------|----|------|-----|
| Circuit Supervisors | 5 (50) | 4 (40)  | 0 (0) | 1 (10) | 0  | 4.3  | 0.9 |
| Head teachers       | 9 (31) | 20 (69) | 0 (0) | 0 (0)  | 0  | 4.3  | 0.5 |

Key: SA-Strongly Agree A-Agree N-Not Sure D-Disagree  
SD-Strongly Disagree SD\*-Standard Deviation

From Table 6, it can be seen that, almost all the circuit supervisors 9 (90%) either agreed strongly or agreed that, the use of teaching learning

materials contribute greatly to teacher effectiveness while one person (10%) disagreed with this assertion. However, all the head teachers' were in total agreement that using teaching learning materials enhances teacher effectiveness. This supports the view of Chivore (1994), who is of the view that factors such as teaching and learning materials has a great impact on teachers performance and effectiveness in the classroom.

### Use of Appropriate Teaching Method

Views on the appropriateness of the use of teaching learning materials on teacher effectiveness have been presented in Table 7.

**Table 7: Views on Appropriate Teaching Methods**

| Category            | SA (%)    | A (%)     | N (%) | D (%)  | SDMean | SD* |
|---------------------|-----------|-----------|-------|--------|--------|-----|
| Circuit Supervisors | 2 (20)    | 6 (60)    | 0 (0) | 2 (20) | 3.8    | 1.3 |
| Head teachers'11    | 18 (37.9) | 18 (62.1) | 0 (0) | 0 (0)  | 4.4    | 0.5 |

Key: SA-Strongly Agree A-Agree N-Not Sure D-Disagree  
SD-Strongly Disagree SD\*-Standard Deviation

From Table 7, eight (80%) of the circuit supervisors supported the view that using appropriate teaching and learning method contribute to teacher effectiveness (mean=3.8, SD=1.3) whilst two (20%) of them did not support the view that using the appropriate teaching method contribute to teacher effectiveness. However, all the head teachers were in full support that using appropriate teaching method will contribute to teacher effectiveness.

### Providing Individual Attention

Views on the provision of individual attention in the classroom have been presented in Table 8. From the table, it could be seen that there is a

divided view on the provision of individual attention to pupils in the classroom.

**Table 8: Views on Providing Individual Attention**

| Category            | SA (%)  | A (%)    | N (%)  | D (%)   | SD (%)   | Mean | SD* |
|---------------------|---------|----------|--------|---------|----------|------|-----|
| Circuit Supervisors | 1 (10)  | 4 (40)   | 1 (10) | 2 (20)  | 2 (20)   | 3.0  | 1.4 |
| Head teachers       | 2 (6.9) | 8 (27.6) | 2 (6)  | 14 (48) | 3 (10.3) | 2    | 1.2 |

Key: SA-Strongly Agree A-Agree N-Not Sure D-Disagree  
SD-Strongly Disagree SD\*-Standard Deviation

Table 8 shows that five (50%) of the circuit supervisors either strongly agreed or agreed that when teachers' provide individual attention to students in class it contributes to teacher effectiveness (mean=3.0, SD=1.4). However, five (50%) of them did not support this view with four (40%) of totally disagreeing and one (10%) could not decide on the issue.

### Emphasis on Intellectual Development

The issue of teachers emphasizing on students' intellectual development in the classroom also generated divergent views among the respondents. These views are represented in Table 9.

**Table 9: Views on Emphasis on Intellectual Development on Teacher Effectiveness**

| Category            | SA (%)   | A (%)    | N (%) | D (%)     | SD (%)   | Mean | SD* |
|---------------------|----------|----------|-------|-----------|----------|------|-----|
| Circuit Supervisors | 1 (10)   | 2 (20)   | 0 (0) | 5 (50)    | 2 (20)   | 2.5  | 1.4 |
| Head teachers       | 3 (10.3) | 8 (27.8) | 0 (0) | 11 (37.9) | 7 (24.1) | 2.6  | 1.4 |

Key: SA-Strongly Agree A-Agree N-Not Sure D-Disagree  
SD-Strongly Disagree SD\*-Standard Deviation

From Table 9, it is obvious that generally respondents were not in support of the view that teachers emphasis on students' intellectual

development contributes to teacher effectiveness. Less than 40% of the circuit supervisors agreed to the issue on emphasis on intellectual development whilst 7 (70%) of them disagreed that emphasis on students' intellectual development has no contribution to teacher effectiveness. Interestingly, majority 18 (62%) of the head teachers also disagreed that emphasis on intellectual development has no contribution to teacher effectiveness with the remaining 11 (37.9%) agreeing to this view.

### **Analysis of Response on Assessment in Classroom on Teacher Effectiveness**

The analysis looks at the degree to which characteristics under assessment by teachers in the classroom contribute to effective teaching. Key characteristics that were considered were adequate preparedness before coming to class, influence of regular assessment, provision of feedback.

#### **Adequate Preparedness before Coming to Class**

Views on Adequate Preparedness before Coming to Class on Teacher Effectiveness have been presented in Table 10.

**Table 10: Influence of Adequate Preparedness before Coming to Class on Teacher Effectiveness**

| Category            | SA (%)    | A (%)    | N (%) | D (%)  | SD (%) | Mean | SD* |
|---------------------|-----------|----------|-------|--------|--------|------|-----|
| Circuit Supervisors | 6(60)     | 2(20)    | 1(10) | 1(10)  | 0      | 4.3  | 1.1 |
| Head teachers'      | 14 (48.3) | 13(44.8) | 0(0)  | 2(6.9) | 0(0)   | 4.3  | 0.8 |

Key: SA-Strongly Agree A-Agree N-Not Sure D-Disagree  
SD-Strongly Disagree SD\*-Standard Deviation

From Table 10, majority of circuit supervisors 8 (80%) supported the view that the teachers adequate preparedness before coming to class contribute



to teacher effectiveness. This is not different from the views of the head teachers' where more than 90% of them also agreed to the fact that teachers' must prepare adequately before coming to class. However, about 7% of the head teachers disagreed to this view.

### **Regular Assessment of students on Teacher Effectiveness**

The views of head teachers' and circuit supervisors on regular assessment of pupils on teacher effectiveness are presented in Table 11.

**Table 11: Views of Head Teachers' and Circuit Supervisors on Regular Assessment of students**

| Category            | SA (%)    | A (%)     | N (%)   | D (%)  | SD    | Mean | SD* |
|---------------------|-----------|-----------|---------|--------|-------|------|-----|
| Circuit Supervisors | 2 (20)    | 6 (60)    | 0 (0)   | 2 (20) | 0 (0) | 3.8  | 1.0 |
| Head teachers       | 13 (44.8) | 14 (48.3) | 2 (6.9) | 0 (0)  | 0 (0) | 4.4  | 0.6 |

Key: SA-Strongly Agree A-Agree N-Not Sure D-Disagree  
SD-Strongly Disagree SD\*-Standard Deviation

From the Table 11, while 8 (80%) of the circuit supervisors agreed with the fact that regular assessment of students by the teacher is a major contributing factor to teacher effectiveness, 2 (20%) saw this not important as a contributor to teacher effectiveness.

### **Provision of Feedback on Teacher Effectiveness**

Responses to teacher provision of feedback in the classroom on teacher effectiveness are presented in Table 12. Feedback on students' responses in the classroom has been found to be one of the motivating factors in promoting students' learning process.



**Table 12: Influence of Provision of Feedback on Teacher Effectiveness**

| Category            | SA (%)   | A (%)     | N (%)    | D (%)  | SD (%) | Mean | SD* |
|---------------------|----------|-----------|----------|--------|--------|------|-----|
| Circuit Supervisors | 2 (20)   | 6 (60)    | 1 (10)   | 1 (10) | 0 (0)  | 4.0  | 0.9 |
| Head teachers'      | 3 (10.3) | 22 (75.5) | 3 (10.3) | 3 (4)  | 0 (0)  | 4.3  | 0.8 |

Key: SA-Strongly Agree A-Agree N-Not Sure D-Disagree  
SD-Strongly Disagree SD\*-Standard Deviation

From Table 11, eight (80%) of the circuit supervisors share the same view with 25 (85.8%) of the head teachers' on the issue of provision of feedback in the classroom which is a contributing factor to teacher effectiveness.

#### **Analysis of Responses on Teaching Experience on Teacher Effectiveness**

The analysis captures the degree to which characteristics under teaching experiences of teacher contribute to teacher effectiveness. Notable among them that were considered were "Teaching Experience Per Se has no Effect on Teacher Effectiveness", "Teacher Fatigue Tends to set in after 10 years of experience" and "Teachers in the Urban areas are more Effective than those in the Rural and Semi-Rural areas".

#### **Teaching Experience Per Se has no Effect on Teacher Effectiveness**

Teacher experience has a positive influence on teacher performance in primary and lower secondary grades Anyanful (2003). The responses on the item "Teaching Experience Per Se has no Effect on Teacher Effectiveness" have been presented in Table 13.

**Table 13: Teaching Experience has no Effect on Teacher Effectiveness**

| Category            | SA (%)  | A (%)    | N (%) | D (%)     | SD (%)    | Mean | SD* |
|---------------------|---------|----------|-------|-----------|-----------|------|-----|
| Circuit Supervisors | 2(20)   | 0 (0)    | 0 (0) | 3 (30)    | 5 (50)    | 2.1  | 1.6 |
| Head teachers'      | 1 (3.4) | 4 (13.8) | 0 (0) | 12 (41.4) | 12 (41.4) | 2.0  | 1.1 |

Key: SA-Strongly Agree A-Agree N-Not Sure D-Disagree  
SD-Strongly Disagree SD\*-Standard Deviation

From Table 13, a quarter of the number of the circuit supervisors affirmed that the experience that a teacher has got in teaching has no effect on teacher effectiveness. However, three quarters of them disagreed with the statement, hence agreed that teaching experience has an effect on teacher effectiveness. Less than a quarter of the head teachers' five (27.2%) also agreed to the statement whilst more than 80% of the head teachers were in agreement that teaching experience has an effect on teacher effectiveness. This supports Stronge (2002), findings that teachers teaching for more than three years tend to be more effective than those with less experience.

#### **Teacher Fatigue Tend to set in after 10 years of Experience**

Responses on the issue "teacher fatigue tend to set in after 10 years of experience on teacher effectiveness" have been presented in Table 14.

**Table 14: Fatigue tend to set in after 10 years of experience**

| Category            | SA (%)   | A (%)    | N (%)    | D (%)     | SD (%)   | Mean | SD* |
|---------------------|----------|----------|----------|-----------|----------|------|-----|
| Circuit Supervisors | 1 (10)   | 3 (30)   | 1 (10)   | 4 (40)    | 1 (10)   | 3.1  | 1.3 |
| Head teachers'      | 3 (10.3) | 7 (24.1) | 5 (17.2) | 10 (34.5) | 4 (13.8) | 3.2  | 1.2 |

Key: SA-Strongly Agree A-Agree N-Not Sure D-Disagree  
SD-Strongly Disagree SD\*-Standard Deviation

There was almost a split between the responses given by the circuit supervisors on the issue of teacher fatigue setting in after ten years of teaching experience. A little below half of them agreed to the issue while one person could not decide, with the rest disagreeing to the statement. However among the head teachers, five (17.2%) could not decide on the issues, whilst fourteen (48.3%) of them disagreed with the remaining head teachers'. Ten (34.4%) affirmed to set in after ten years of teaching. Respondents who agreed to the statement would be thinking on the same lines that fatigue tends as Ehun (1998), whose studies in Ghana revealed that, the more experience primary school teachers' gain, the more the decline in their effectiveness.

#### **Teachers' in the Urban Areas are more Effective than Teachers in the Rural Areas and Semi-Rural Areas**

Responses on the statement "teachers' in the urban areas are more effective than those in the rural and semi-rural areas" have been presented in Table 15.

**Table 15: Teachers in the Urban Areas are more effective than those in the Rural and Semi-Rural Areas**

| Category            | SA (%)   | A (%)     | N (%)    | D (%)    | SD (%)  | Mean | SD* |
|---------------------|----------|-----------|----------|----------|---------|------|-----|
| Circuit Supervisors | 1 (10)   | 5 (50)    | 0 (0)    | 3 (30)   | 1 (10)  | 2.8  | 1.3 |
| Head teachers'      | 4 (13.8) | 13 (44.8) | 3 (10.3) | 7 (24.1) | 2 (6.1) | 2.7  | 1.1 |

Key: SA-Strongly Agree A-Agree N-Not Sure D-Disagree  
SD-Strongly Disagree SD\*-Standard Deviation

Majority of the circuit supervisors six (60%) agreed to the fact a teacher in an urban area is more effective than his or her counterpart in the rural area whilst four (40%) disagreed to the statement. Also, more than half

of the head teachers' seventeen (58.6%) agreed to the statement whilst nine(31%) of them disagreed.

### Observation of School Environment

The researcher studied the school environment as one of the factors influencing teaching and learning. The following were observed as some of the environmental factors affecting teacher effectiveness.

- a. **School building:**The schools are sited at the outskirts of towns and villages within a distance of between one and a half to four kilometres. One Junior High School is sited exactly opposite the local market place. Students' went to the market especially during market days and returned late after break. Two schools were sited right in the middle of cocoa farms and another one in a palm plantation.

Most of the schools had modern day facilities, thanks to World Vision International; a Non –governmental Organization and GETFUND. One school was housed under thatched roof. One other school was quite old and facilities were fast deteriorating. Walls and floors were cracked. Some of the classrooms had old roof that leaked badly whenever it rained. Students had to shift to one end of these classrooms where the roof did not leak. Some rooms had neither doors nor windows.

- b. **Play grounds:** Students played various games during break and physical education periods. This made them more active and happy during the period that followed. They participated better in lessons. Most students' were seen putting up their hands in an attempt to answer questions or to ask questions.



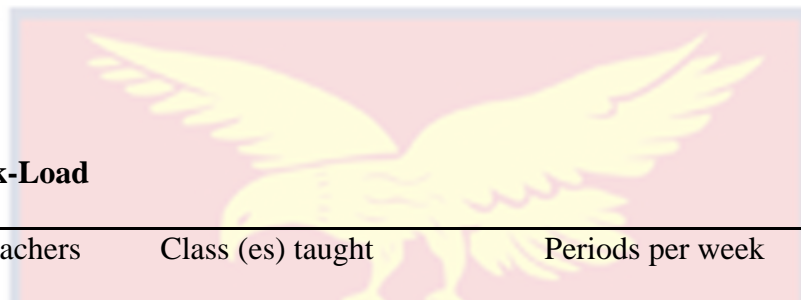
- a) **Canteen:** Some students' went back to their houses to eat during break. From the above, the researcher supports the remark by Asiedu-Akrofi (1981) that "a good teacher combines both the inside and outside resources of the school to the advantage of the child" (p.34).

The researcher also laid some emphasis on the views of Ozumba (1981), that for any teacher effectiveness research to be meaningful, context factors such as school environment should be considered. Some of these factors include the school building and equipment.

### **Interviews**

Interviews were carried out in order to obtain information from the right sources to confirm what the researcher had observed. Education officers, head teachers', teachers as well as students' were interviewed.

**Interview of Teachers':** Results on the effect of class size and teacher work-load on teaching and learning through interviews follow **Schools Responses on Teacher workload.**

**Table 16: Responses on Teacher Work-Load**

| Name of school     | Subject teachers | Class (es) taught    | Periods per week |
|--------------------|------------------|----------------------|------------------|
| Nyinase DA JHS     | English          | JHS 1 A&B, JHS 2 A&B | 20 periods       |
|                    | Maths            | JHS 2 A&B, JHS 3 A&B | 24 Periods       |
|                    | Science          | JHS 1, JHS 2         | 30 Periods       |
| BimpongAgya DA JHS | English          | JHS 2, JHS 3         | 30 periods       |
|                    | Maths            | JHS 2, JHS 3         | 25               |
|                    | Science          | JHS 1, JHS 2         | 32 Periods       |
| Ayaase Zion JHS    | English          | JHS 2, JHS 3         | 30 periods       |
|                    | Maths            | JHS 1, JHS 2         | 25 Periods       |
|                    | Science          | JHS1, JHS2, JHS 3    | 32 Periods       |
| Wamaso DA JHS      | English          | JHS 1 A&B, JHS 2 A&B | 34 periods       |
|                    | Maths            | JHS2, JHS3           | 25 Periods       |
|                    | Science          | JHS1, JHS2           | 35 Periods       |
| Juaben DA JHS      | English          | JHS 1, JHS 2         | 35 periods       |
|                    | Maths            | JHS 2, JHS 3         | 30 Periods       |
|                    | Science          | JHS 1, JHS 2, JHS 3  | 36 Periods       |



Table 16 continued

| Name of school  | Subject teachers                | Class (es) taught    | Periods per week |
|-----------------|---------------------------------|----------------------|------------------|
| Tsimtsimhwe JHS | English                         | JHS 1 A&B, JHS 2 A&B | 30 Periods       |
| Maths           | JHS 2 A&B, JHS 3 A&B            |                      | 36 Periods       |
| Science         | JHS 1 A&B, JHS 2 A&B,           |                      | 30 Periods       |
| Mfoum DA JHS    | English                         | JHS 1, JHS 2, JHS    | 28 Periods       |
| Maths           | JHS 1, JHS 2, JHS 3             |                      | 36 Periods       |
| Science         | JHS 1, JHS 2, JHS 3             |                      | 36 Periods       |
| Model JHS       | English                         | JHS 1, JHS 2         | 20 Periods       |
| Maths           | JHS 2, JHS 3                    |                      | 25 Periods       |
| Science         | JHS1, JHS 2                     |                      | 30 Periods       |
| Topp JHS        | English                         | JHS 1 A&B, JHS 2 A&B | 30 Periods       |
| Maths           | JHS 2 A&B, JHS 3 A&B            |                      | 35 Periods       |
| Science         | JHS 1 A&B, JHS 2 A&B            |                      | 30 Periods       |
| Mampong JHS     | English                         | JHS 1 A&B, JHS 2 A&B | 20 periods       |
| Maths           | JHS 2 A&B, JHS 3 A&B            |                      | 24 Periods       |
| Science         | JHS 1 A&B, JHS 2 A&B, JHS 3 A&B |                      | 35 Periods       |

Responses by teachers' showed that, some teachers' taught up to 36 periods a week. It was learnt from the study that classes ranged between 45 and 55. Eight of the fifteen teachers' who taught 55 students' each in a class commented that it was not easy to set and mark assignment especially in English Language and Ghanaian Language. The teachers' confessed that for fear of piles of exercise books, they hardly gave assignments especially in composition/essays for instance. One teacher claimed that he taught 90 students in two different streams. The teacher lamented that marking such large number of exercise books through the night affects his performance the following day. From the above, this research confirms the finding by Ntow(2006) that, there is a positive relationship between work-load and teacher effectiveness.

The researcher also found from the interviews that apart from the classroom lesson periods, teachers' took on extra duties in the schools. Such duties include the responsibility for sports, houses/sections, forms (form masters) and patron for clubs and societies.

On subject specialization the following is a summary of responses by teachers.

**Table 17: Subject Specialization**

| No. of Teachers | Area of Specialization         |
|-----------------|--------------------------------|
| 11              | Group I : Mathematics          |
| 10              | Group II : English Language,   |
| 9               | Group III : Integrated Science |



It was from the responses given by the teachers' that some teachers taught subjects in which they did not specialize. When teachers' were questioned about this, three teachers' said they had to teach English Language, because there was nobody else to teach it. Another teacher stated that, he would have preferred teaching Mathematics to English Language because he specialized in the science subjects.

At the time of the research, the Ghana Education Service had the following subject groupings in the Junior High Schools:

Core: English Language, Mathematics, Science, Social Studies and Ghanaian Language.

Electives: Basic Technical Design and Home Economics (Pre-vocational options).

Each teacher was expected to teach one or two subjects from any of the above groups according to his / her area of specialization.

### **Interview of Head Teachers'**

From the interviews with each head of institution, The researcher took note of the following and their effect on teaching and learning:

#### **i) Availability and use of resources (teaching-learning)**

During the research the researcher learnt from the head teachers that, items that came from the district level delayed and therefore retarded their work. Particularly among these were general stationery, including teachers' note books and attendance registers. Three head teachers' said that class registers for their schools arrived at the beginning of the second term. Another head teacher stated that, his school did not have the necessary basic textbooks and syllabi. Among these, the head teacher mentioned books on Basic

Technical Design, Social Studies and English Language. The recommended textbooks for Ghanaian Language had not reached the schools. Two head teachers pointed out that, the textbook situation as on the average of one book to three students. One other head teacher said it was one book to two pupils.

ii) **Community attitude towards school**

The schools were mainly community based. However, seven head teachers' said that, most parents had cold attitude towards their children's education. They said that provision of school uniforms and feeding of students depended on the social economic status of the parents. They also said that most of the students stayed either with grandparents or step parents.

It was also learnt that most parents did not encourage extra classes for their wards even when they were organized free of charge. They said that parents preferred their wards helping them on the farm, at the palm oil extraction sites or in the house to being in school for extra classes.

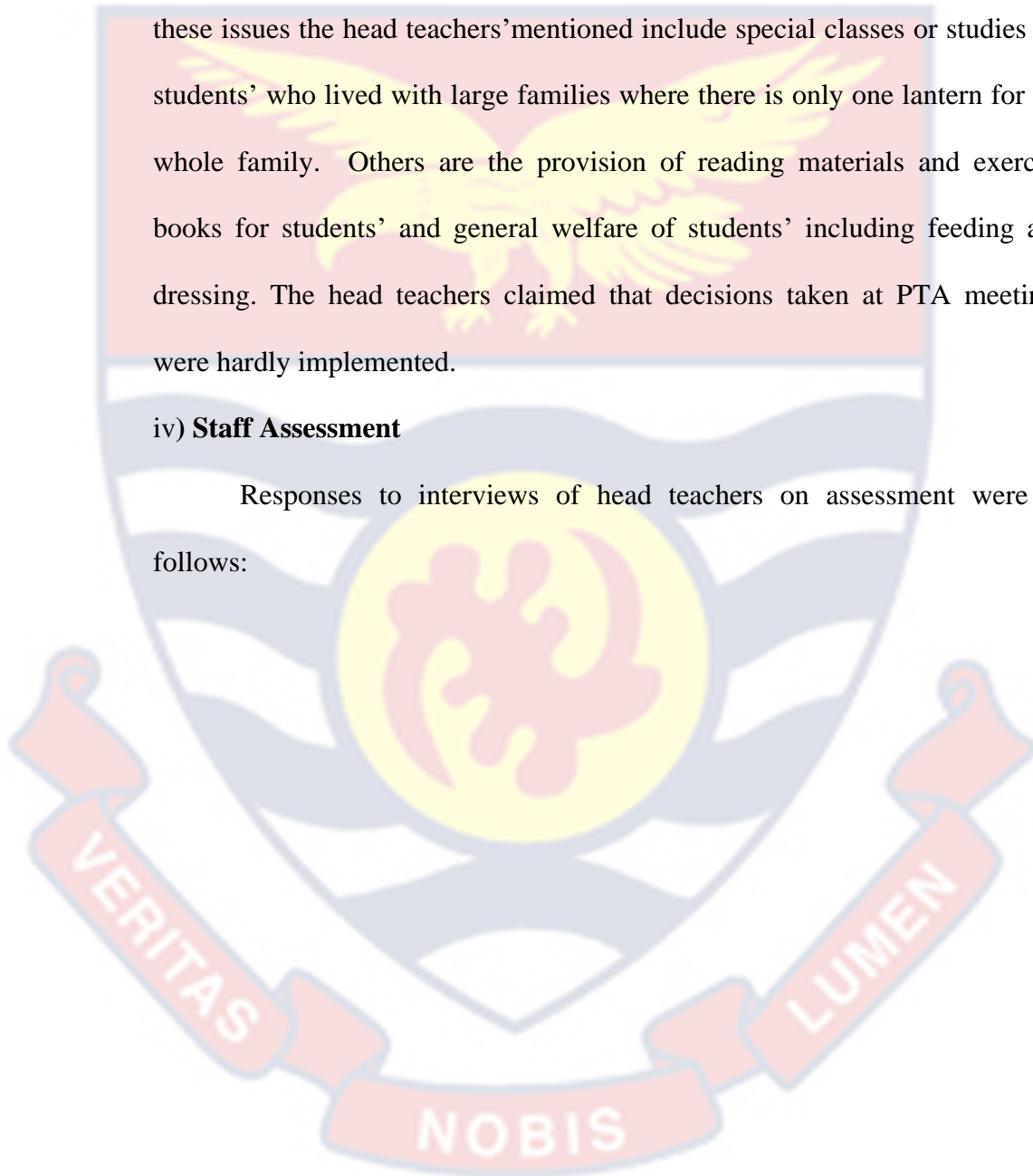
One head teacher further said that, most parents saw the school as their property. The teachers and the head teacher were seen as outsiders who had come to benefit from a property the community had put up. For this reason, the community could take the decision as to which teachers they preferred to the other. This preference was made regardless of the qualification of teachers' concerned. The head teacher pointed out that this affects teaching and learning negatively.

### iii) **Parents attitude towards PTA**

All the head teachers claimed that parents' turn up at PTA meetings was discouraging. The teachers could therefore not get opportunity to discuss fully with parents' pertinent issues that affect teaching and learning. Some of these issues the head teachers' mentioned include special classes or studies for students' who lived with large families where there is only one lantern for the whole family. Others are the provision of reading materials and exercise books for students' and general welfare of students' including feeding and dressing. The head teachers claimed that decisions taken at PTA meetings were hardly implemented.

### iv) **Staff Assessment**

Responses to interviews of head teachers on assessment were as follows:



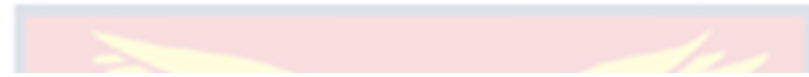
**Table 18: Staff Assessment by Headmasters**

| Name of school     | Subject teachers | Professional/Non-Professional Attitude | Academic Quality                         |
|--------------------|------------------|--|--|
| Nyinase DA JHS     | English          | Punctual, neat                         | Good knowledge of subject matter         |
|                    | Maths            | Punctual, regular                      | Adequate knowledge of subject matter     |
|                    | Science          | Hardworking                            | Good knowledge of subject matter         |
| BimpongAgya DA JHS | English          | Firm, fair                             | Good knowledge of subject matter         |
|                    | Maths            | Respectful Humorous                    | Very good knowledge of subject matter    |
|                    | Science          | Irregular, reserved                    | Adequate knowledge of subject matter     |
| Ayaase Zion JHS    | English          | Punctual, friendly                     | Good knowledge of subject matter         |
|                    | Maths            | Quiet, cold                            | Fair knowledge of subject matter         |
|                    | Science          | Unfriendly, often resorts to caning    | Fair knowledge of subject matter         |
| Wamaso DA JHS      | English          | Punctual, neat                         | Satisfactory knowledge of subject matter |
|                    | Maths            | Firm, unfriendly                       | Good knowledge of subject matter         |
|                    | Science          | Punctual, regular                      | Competent                                |
| Juaben DA JHS      | English          | Firm, friendly                         | Very good knowledge of subject matter    |
|                    | Maths            | Firm, punctual                         | Satisfactory knowledge of subject matter |
|                    | Science          | Regular, neat                          | Good knowledge of subject matter         |

**Table 18 continued**

| Name of school             | Subject teachers               | Professional/Non-Professional Attitude   | Academic Quality                         |
|----------------------------|--------------------------------|--|--|
| Tsimtsimhwe JHS            | English                        | Strict, punctual                         | Fair knowledge of subject matter         |
|                            | Maths Regular, quiet           |  | Good knowledge of subject matter         |
| Science Firm, Competent    |                                | Fair knowledge of subject matter         |  |
| Mfuom DA JHS               | English                        | Reserved, punctual                       | Fair knowledge of subject matter         |
|                            | Maths Quiet, resorts to caning |  | Good knowledge of subject matter         |
| Science Friendly, humorous |                                | Fair knowledge of subject matter         |  |
| Model JHS                  | English Firm, neat             |  | Fair knowledge of subject matter         |
|                            | Maths Punctual, firm Competent |  | Very good knowledge of subject matter    |
| Science Punctual, strict   |                                | Satisfactory knowledge of subject matter |  |
| Topp JHS                   | English Hardworking            |  | Very good knowledge of subject matter    |
|                            | Hardworking                    |  | Good knowledge of subject matter         |
| Science                    | Punctual                       |  | Good knowledge of subject matter         |
| Mampong JHS                | English                        | Quiet, firm                              | Satisfactory knowledge of subject matter |
| Maths Hardworking          |                                | Satisfactory knowledge of subject matter | Science Neat, punctual                   |
|                            |                                |  | Good knowledge of subject matter         |





One headteacher said that one teacher was quite unpopular with the students' because he usually resorted to caning and insulting students when they failed to give correct answers to his question. Students' therefore feared to talk during his lessons. The headteacher said the teacher was also unpopular because parents often came to school to report about unnecessary caning of their wards by that particular teacher.

Another headteacher complained about a teacher who usually reported late for school, because of his private jobs and religious activities. A third headmaster remarked that one teacher was always unconcerned about almost all co-curricular activities / activities outside classroom teaching and learning. He isolates himself from other teachers and was quite reluctant to take on additional responsibilities.

### **Interview of Assistant Director Supervision and Monitoring and Circuit Supervisors (Education Officers)**

Responses to interviews of Assistant Director of Supervision and Monitoring and Circuit Supervisors is summarized under the following.

#### **i) Supervision and Monitoring**

The Assistant Director Supervision and Monitoring and the Circuit Supervisors who were in charge of supervision and monitoring said that, the target of the District Education Office was to let officers inspect each school at least twice every term. Apart from this there were quite a number of visits and inspection of teachers' work for the purpose of promotions and confirmation. The officers were asked to mention some of the problems they encountered as supervisors of schools. Some of the problems that they enumerated include

inaccessibility to some of the schools. The officers explained that it was very difficult to reach some of the schools due to lack of good roads.

Another problem mentioned by the officers was the non-payment of travelling expenses by the GES. According to the officers', an allowance of thirty cedis (¢30.00) per quarter for the maintenance of a motor bike is always in arrears. Apart from that, payments of other transport expenses were always delayed.

The officers further stated that, some of the heads' of the schools were not doing effective school level supervision and monitoring. They went on to say that, supervision and monitoring by head teachers' took the form of marking of teachers' lesson notes, keeping of class registers and other stationery in the office, and supervising teaching and learning including co-curricular activities like sporting activities, compound activities, especially school farms and gardens.

The officers said that, some of the problems that militate against effective teaching and learning at the school level include; poor responses to change-over's and poor adherence to the teaching time-table. The officers further remarked that, regular supervision and monitoring made teachers' aware of the fact that somebody cares and is ready to offer constructive suggestions for effective teaching and learning. Responses to interviews with education officers stress the view of Tauber (1999), that effective supervision and monitoring of teaching has positive effect on teacher performance and effectiveness.

## ii) In-service Training

On in-service training, the officers' confirmed that, there had been a lot of district level in-service training over the years. At the circuit levels, in-service training was said to be organized mostly in English Language and Mathematics, the reason given for this was that, these subjects cut across all the subject areas. For this reason, if a teacher had good knowledge in English Language and Mathematics that teacher was likely to be able to teach all other subjects. This was however found to be impracticable at the Junior High School level.

The officers further stated that, teachers' as well as head teachers' needed more in-service training because:

- a) It upgrades and updates their knowledge
- b) It enhances their professional skills and
- c) It creates opportunities for them to discuss problems in the profession

On the problems of in-service training, the officers' stated that the following negatively affected teaching and learning:

- a) Courses not specifically related to areas of teaching – some teachers' attended courses in subjects other than what they were teaching.
- b) Irregularity and lack of follow-up of in-service training courses due to lack of funds.
- c) No in-service training at school level.

The officer said that teacher effectiveness is greatly enhanced by in-service training. Teachers' are better able to grapple with methodological problems when they attend more in-service training, He continued therefore like Wilson, Floden, Ferrini& Mundy (2001), the findings from this research stress the important of in-service training on teacher effectiveness.

### **Interview of Students**

Twelve of the twenty students' interviewed were the wards of farmers'. Fourteen students' said that they lived with their grandparents, all within walking distances from the schools. Nine said they had six exercise books each instead of twelve. Only six students' said they had textbooks in English language and Mathematics for their own use in their various homes.

On teacher class attendance, seven students' said that, the teacher for English Language came to their class – JHS 2 on only three occasions in a whole term claiming English Language is learnt but not taught. Four students' from two schools' said their teachers' were punctual. These students' however complained that their teachers' sometimes asked them to use some school hours to work on teachers' farms or for people in the community to generate funds for the school.

### **Study of Documents**

Information obtained by the researcher through the study of documents was as summarized below:



**Teachers' Qualification, Teaching Experience, Subject  
Specialization and Subject (s) Taught**

**School A**

**Table 19: Subject Specialization in School A**

| Teachers | Qualification       | Teaching Experience | SubjectArea of Specialization      |
|----------|---------------------|---------------------|------------------------------------|
| A        | Degree BED          | 30 years            | English Language,History           |
| B        | Cert. "A" Post-Sec. | 12 years            | Integrated Science, Social Studies |
| C        | Cert. "A" Post-Sec. | 7 years             | Mathematics,General                |

**School B**

**Table20: Subject Specialization in School B**

| Teachers | Qualification       | Teaching Experience | Subject Taught      | Area of Specialization   |
|----------|---------------------|---------------------|---------------------|--------------------------|
| A        | Dip. Social         | 24 years            | English Language    | SocialStudies<br>Studies |
| B        | Cert. "A" Post-Sec. | 10 years            | Mathematics,        | General                  |
| C        | Cert. "A" Post-Sec. | 6 years             | Integrated Science, | Integrated Science       |

## School C

Table 21: Subject specialization in School C

| Teachers Experience | Qualification Taught | Teaching Specialization | Subject Area of                    |
|---------------------|----------------------|-------------------------|------------------------------------|
| A                   | Dip. Akan            | 24 years                | English Language, General          |
| B                   | Cert. "A" Post-Sec.  | 5 years                 | Integrated Science General Science |
| C                   | Cert. "A" Post-Sec.  | 3 years                 | Mathematics, General               |

## School D

Table 22: Subject Specialization in School D

| Teachers | Qualification       | Teaching Experience | Subject Taught      | Area of Specialization |
|----------|---------------------|---------------------|---------------------|------------------------|
| A        | BED. Maths          | 15 years            | Mathematics         | Mathematics            |
| B        | Dip. Ed.            | 11 years            | English Language,   | Social Studies         |
| C        | Cert. "A" Post-Sec. | 12 years            | Integrated Science, | General                |

**School E****Table 23: Subject Specialization in School E**

| Teachers Experience | Qualification Subject Taught | Teaching Area of Specialization       |
|---------------------|------------------------------|---------------------------------------|
| A                   | Dip. Ed. Cert. "A" 9years    | English Language General              |
| B                   | Cert. "A" Post-Sec 6 years   | Mathematics Home Economics            |
| C                   | Cert. "A" Post-Sec. 4 years  | Integrated Science Integrated Science |

From the documents studied, the researcher noted the importance of the following in teacher effectiveness.

**i) Teacher qualification**

One of the teachers' in the study was a degree holder. Two others held Diploma Certificate in their various subject areas. One of these was a Diploma in Ghanaian Language – Asante Twi. The other was Diploma in Social Studies. Six other teachers' were observed in the classroom, the graduate teacher was found to be 'better' than the post-secondary teachers'.

**ii) Teaching experience**

One teacher had taught for 30 years. Two others had taught for 25 years and 24 years respectively. The number of years the other six teachers' had taught ranged between 16 and 3 years. By my assessment of teacher classroom performance, its effectiveness there was not much difference between the performance of more experienced teachers and less experienced

teachers. Teachers' devotion to duty was considered to be more crucial to their effectiveness.

### iii) **Subject Specialization**

Teachers' who held the Diploma Certificate were found to be more confident in subject matter as well as strategies. For instance, a teacher who has a Diploma in Asante Twi was able to present his lessons with much confidence. Students' responded well by answering questions both orally and in written form.

### iv). **Teacher attendance at in-service training**

Some teachers' taught subjects in which they had not specialized in nor had any in service training in. These teachers' were found pronouncing and writing words wrongly for students to learn. For this reason, as rightly pointed out by Angrist and Lavy, (2001), "without liberal education, the teacher cannot interpret any field of knowledge in its proper relationship to the whole of society. (p.315).

At workshops and training courses, teachers' are upgraded and updated in subject matter, pedagogical practices and psychology. This type of education does not end after the initial training. It should be continuous since the aims and objectives of education are always changing.

### v) **Adherence to time table**

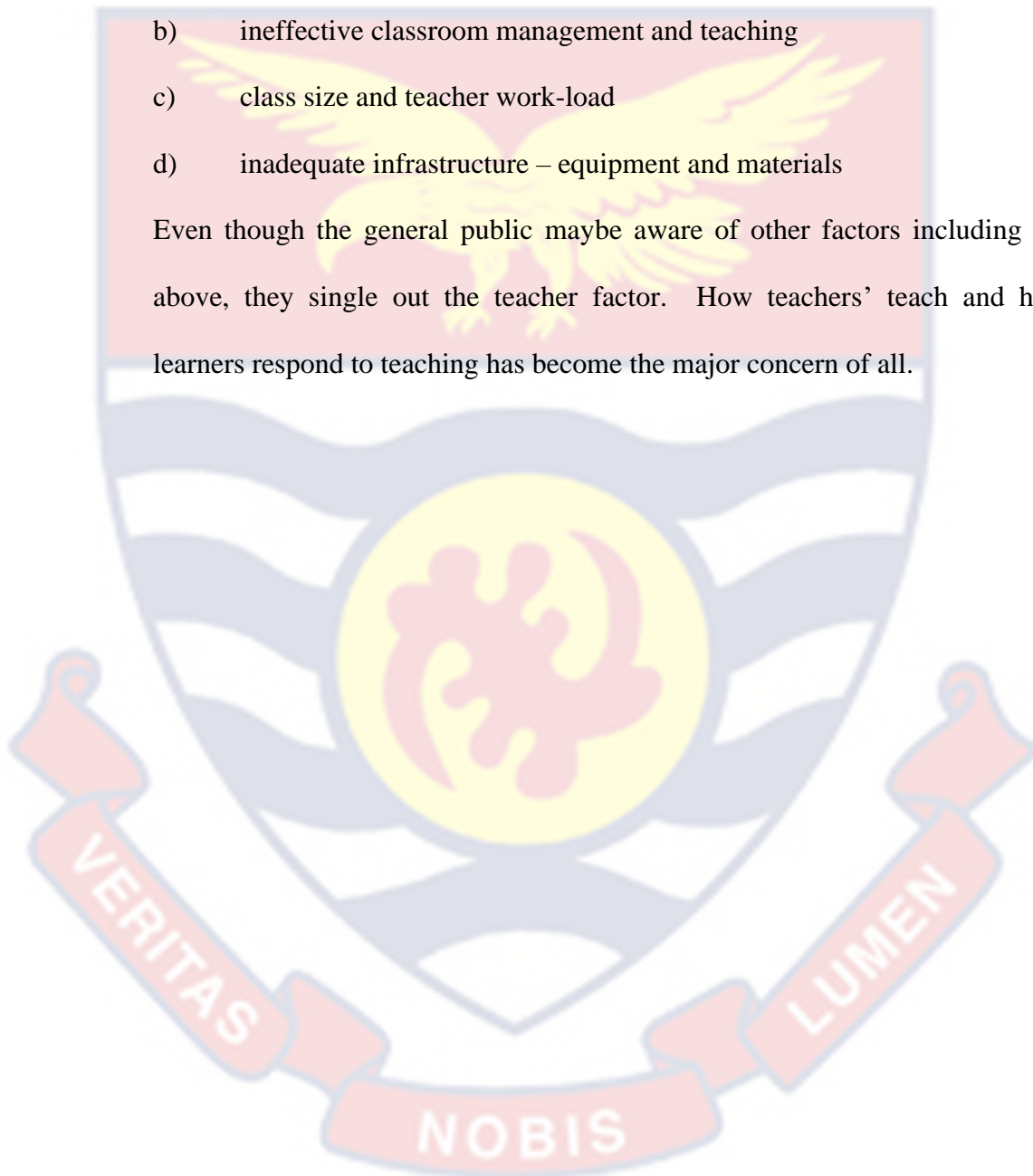
Due to poor adherence to time-table, most topics in the syllabus especially, Integrated Science and English could not be treated. Teachers had to 'jump' over most of the topics. Teaching and learning was ineffective in this area.

### Summary

Policy makers attribute defects in teaching and learning at the basic level to many factors including”

- a) inadequate supervision by heads of Junior High Schools
- b) ineffective classroom management and teaching
- c) class size and teacher work-load
- d) inadequate infrastructure – equipment and materials

Even though the general public maybe aware of other factors including the above, they single out the teacher factor. How teachers’ teach and how learners respond to teaching has become the major concern of all.





## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Overview of the study

The purpose of this research on teacher effectiveness in the TwifoHemang Lower Denkyira District was to identify how teacher characteristics contribute to teacher effectiveness, and how teachers' attitude to work affects teacher effectiveness. It also aimed at finding out how supervision and monitoring influences teacher effectiveness. Last but not the least, the study sought to find out how teaching strategies used by teachers' in the TwifoHemang Lower Denkyira District affect their effectiveness.

The research design used for the study is the descriptive survey. This design was chosen because; it has the advantage of producing a good amount of responses from a wide range of questions it provided on the basis of data gathered at a point in time. The researcher obtained information on teacher effectiveness through the use of a closed-ended questionnaire which was in six sections; four sections for teachers', two sections for students', an interview guide for head teachers', circuit supervisors and Assistant Director of Supervision and Monitoring and an observation checklist.

Teachers' teaching the basic core subjects, that is English Language, Mathematics and Science in the public basic junior high schools, that is JHS 2 in the TwifoHemang Lower Denkyira District of the Central Region of Ghana were used for the research. The total population for the study was 1804; this was made up of 10 circuit supervisors', 69 head teachers', 353 JHS 2 students'. The sample was 351; which consisted of 10 head teachers', 10 circuit supervisors', 1 Assistant Director of Supervision and Monitoring, 30

teachers' and 300 students'. Purposive sampling technique was used in selecting the sample for the study. Data was qualitatively and quantitatively analysed using frequency tables, percentages and prose..

### Summary of Major Findings

Some crucial issues emanated from the research. The findings of the research indicated that:

1. Teacher characteristics contribute immensely to teacher effectiveness in and out of the classroom. The findings in addition indicated that, teacher characteristics like academic qualifications, personality and attitude amongst others contribute to teacher effectiveness.

2. A teacher with good attitudes is able to give special attention to students' with special needs and are also able to emphasise on intellectual development of the individual students. Through their attitude, they are able to encourage the weak students and motivate the good ones. The attitude of teachers' like being fair and firm, helps them to handle tough situations that arise during teaching and learning, thus enhancing their effectiveness. More so, the teachers' attitude help them to be interested in their students' welfare, empathised with them and be fair to them hence enhancing their effectiveness.

3. Teachers' who are frequently supervised and monitored are well organised and more responsible and these affect their effectiveness greatly.

4. The teaching strategies teachers' use do highly promote students' learning thus enhancing their effectiveness. The strategies the teachers' use make

them well organised, systematic, flexible, creative, innovative and make their lessons very lively. All these contribute to teacher effectiveness to a great extent.

### Conclusions

In the face of the inability of students to perform admirably in the BECE, what is required is an effective teacher with the right characteristics, right attitude, adequate supervision and monitoring and with the pre-requisite strategies to impart knowledge to the students. In conclusion:

1. Teachers must exhibit the various characteristics and attitudes associated with their profession in order to ensure the success of the educational system.
2. Since the research found out that, lesson presentation, varying of medium of instruction, voice and inflection and many more contribute immensely to teacher effectiveness, teachers must improve upon them for students to perform well in the BECE.
3. A teacher must exhibit the various professional and academic characteristics associated to the work and exhibit good attitudes, must be experienced and have good skills of teaching in order to ensure the success of the basic school system.
4. Supervision and monitoring at all levels must be stepped up because it is considered to be an important factor that influences teacher effectiveness.
6. Teaching goes with learning, so as teachers' are displaying all the skills needed to make them effective, students and parents must also endeavour to play their part for the students to pass the BECE well.

7. Teachers must exhibit some amount of effectiveness in the various strategies which promote teaching and student learning in order to ensure the success of the reforms.
8. Resources are scarce so teachers must be innovative, be able to improvise and vary their strategies to promote students' learning to bring out their effectiveness.
9. Teachers should have delight in helping their students to develop the right attitude towards solving problems. They are to use their intellectual skills to put to good use the few books and other materials available for achievement of success.

### **Recommendations**

The recommendations for practice are in two main areas, these are:

Recommendations for policy makers and teachers'

#### **Recommendations for Policy- Makers**

1. It is suggested that the characteristics of teachers' be considered by policymakers with regard to the type of persons that are recruited to train and to qualify as teachers.
2. Policy makers are to pay particular attention to proper planning and adherence to what is planned.
3. Proper interviews should be conducted by education directorates for persons aspiring to be teachers, as a way of ensuring that they are physically fit, morally upright and have the right attitude towards the profession.



4. Policy makers should make the teaching profession more attractive by way of instituting incentive and motivation packages for teachers in the public basic schools

### **Recommendation for Teachers**

Based on what is currently known about teachers' in relation to teacher effectiveness, these recommendations are given to improve upon teacher effectiveness.

1. Teachers' should endeavour work diligently to establish to establish a classroom culture based on explicit values and beliefs. These values and beliefs should provide the bases for the way in which teachers' and students' relate to one another as well as expectations for behaviour, effort and learning.
2. Teachers' should be focused and be guided by good morals which will affect their attitude and enhance their effectiveness.
3. Teachers should do peer supervision and monitoring in order to assist themselves
4. It is recommended that teachers should always make themselves available at in-service training programmes, so that, they will be abreast with modern teaching and learning strategies that promote teaching and learning which will enhance their effectiveness.
5. Teachers should create a classroom environment that is warm, yet business-like.



### Suggestions for Further Research

During the study it was observed that most students' were staying with their grand- parents and were not being properly catered for, so further research needs to be conducted on:

1. Parents' responsibilities towards their children.
2. Theeffect of motivation and incentives on teacher effectiveness.



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## APPENDIX A

**QUESTIONNAIRE ON AN ASSESSMENT OF TEACHER  
EFFECTIVENESS IN GOVERNMENT BASIC SCHOOLS IN THE  
TWIFO-HEMANG LOWER DENKYIRA DISTRICT**

**QUESTIONNAIRE FOR TEACHERS**

This questionnaire is to aid in a research into An Assessment of Teacher Effectiveness in Government Basic Schools in the Twifo-Hemang Lower Denkyira District. You are humbly entreated to spare some of your precious time to respond to the following items.

**SECTION 1**

**Teacher characteristics**

Please tick the box that corresponds with your choice of answer in the bracket in front of the question, where application.

1. Gender: Female ( ) Male ( )
2. Age as at last birthday:
 

|                 |                       |                 |                 |
|-----------------|-----------------------|-----------------|-----------------|
| 20-24 years ( ) | 25-29years ( )        | 30-34 years ( ) | 35-39 years ( ) |
| 40-45 years ( ) | 50 years on above ( ) |                 |                 |
3. Highest professional qualification:
 

|                        |                      |
|------------------------|----------------------|
| Cert 'A' 3/4 years ( ) | Specialist Cert. ( ) |
| Diploma (Educ.) ( )    | Degree (Educ.) ( )   |
| Others (specify).....  |                      |
4. Highest Academic Qualification
 

|                        |                             |
|------------------------|-----------------------------|
| M. S. L. C ( )         | G. C. E. "O" level/SSCE ( ) |
| G. C. E. "A" level ( ) | Diploma ( )                 |

H. N. D ( ) Degree ( )

Others.....

5. Rank

Supt. 1 ( ) Supt. 11 ( )

Snr. Supt. 11 ( ) Snr. Supt. 1 ( )

Prin. Supt. ( ) Asst. Dir. ( )

Others (specify).....

6. Number of years in the Teaching Service

Less than 5 years ( ) 5-10 years ( )

11-16 years ( ) 17-22 years ( )

23 years and above

**SECTION 2**

**Presentation of Lesson/Lesson Preparation**

Please indicate how in your opinion, each of the following items contribute to teacher effectiveness in the classroom by marking (x) in the right box.

**KEY**

Strongly agree.....SA

Agree..... A

Not sure.....NS

Disagree.....D

Strongly disagree.....SD

SA   A   NS   D   SD

|     |   |     |     |     |     |     |
|-----|---|-----|-----|-----|-----|-----|
| 7.  | Mastery of subject matter                             | ( ) | ( ) | ( ) | ( ) | ( ) |
| 8.  | Ability to provide most current information to pupils | ( ) | ( ) | ( ) | ( ) | ( ) |
| 9.  | Practical knowledge of special skills                 | ( ) | ( ) | ( ) | ( ) | ( ) |
| 10. | Use of teaching learning materials                    | ( ) | ( ) | ( ) | ( ) | ( ) |
| 11. | Clarifying students' questions                        | ( ) | ( ) | ( ) | ( ) | ( ) |
| 12. | Use of appropriate teaching method                    | ( ) | ( ) | ( ) | ( ) | ( ) |
| 13. | Involvement of students                               | ( ) | ( ) | ( ) | ( ) | ( ) |
| 14. | Providing individual attention                        | ( ) | ( ) | ( ) | ( ) | ( ) |
| 15. | Emphasis on intellectual development                  | ( ) | ( ) | ( ) | ( ) | ( ) |
| 16. | Motivating students                                   | ( ) | ( ) | ( ) | ( ) | ( ) |

**SECTION 3**

**Assessment of Students Work**

Please indicate with an (x) which of the following items contribute to the teachers' effectiveness in the classroom.

|                                   | SA  | A   | NS  | D   | SD  |
|-----------------------------------|-----|-----|-----|-----|-----|
| 17. Evidence of assignments given | ( ) | ( ) | ( ) | ( ) | ( ) |
| 18. Regularly assessing students  | ( ) | ( ) | ( ) | ( ) | ( ) |
| 19. Provision of feedback         | ( ) | ( ) | ( ) | ( ) | ( ) |

## SECTION 4

## Teaching Experience

The following statements are about the effects of teaching experience on the effectiveness.

Indicate your opinion on the issue by choosing one of the following answers. Mark (x) the answer of your choice in box provided.

SA    A    NS    D    SD

20. Teaching experience per se has no effect on teacher Effectiveness
21. The more experienced a teacher is the more effective he/she is liable to be
22. Teacher fatigue tends to set in after 10 years of experience
23. Experienced teachers (more than 10 years) have better class control, teaching methods, knowledge of subject and handling students questions.



**APPENDIX B**

**QUESTIONNAIRE FOR STUDENTS**

**Introduction**

This questionnaire is to aid in a research on An Assessment of Teachers in Government Basic Schools in the Twifo-Hemang Lower Denkyira District.

You are humbly entreated to spare some of your precious time to respond to the following items.

Please, be assured of utmost confidentiality.

**SECTION 5**

**Attitude**

**Particulars of Respondents**

Please, mark (x) the option that best describes your position.

1. Gender: Female ( ) Male ( )
2. Age as at last birthday  
 12-15 years ( ) 16-19 years ( )  
 Others (specify).....

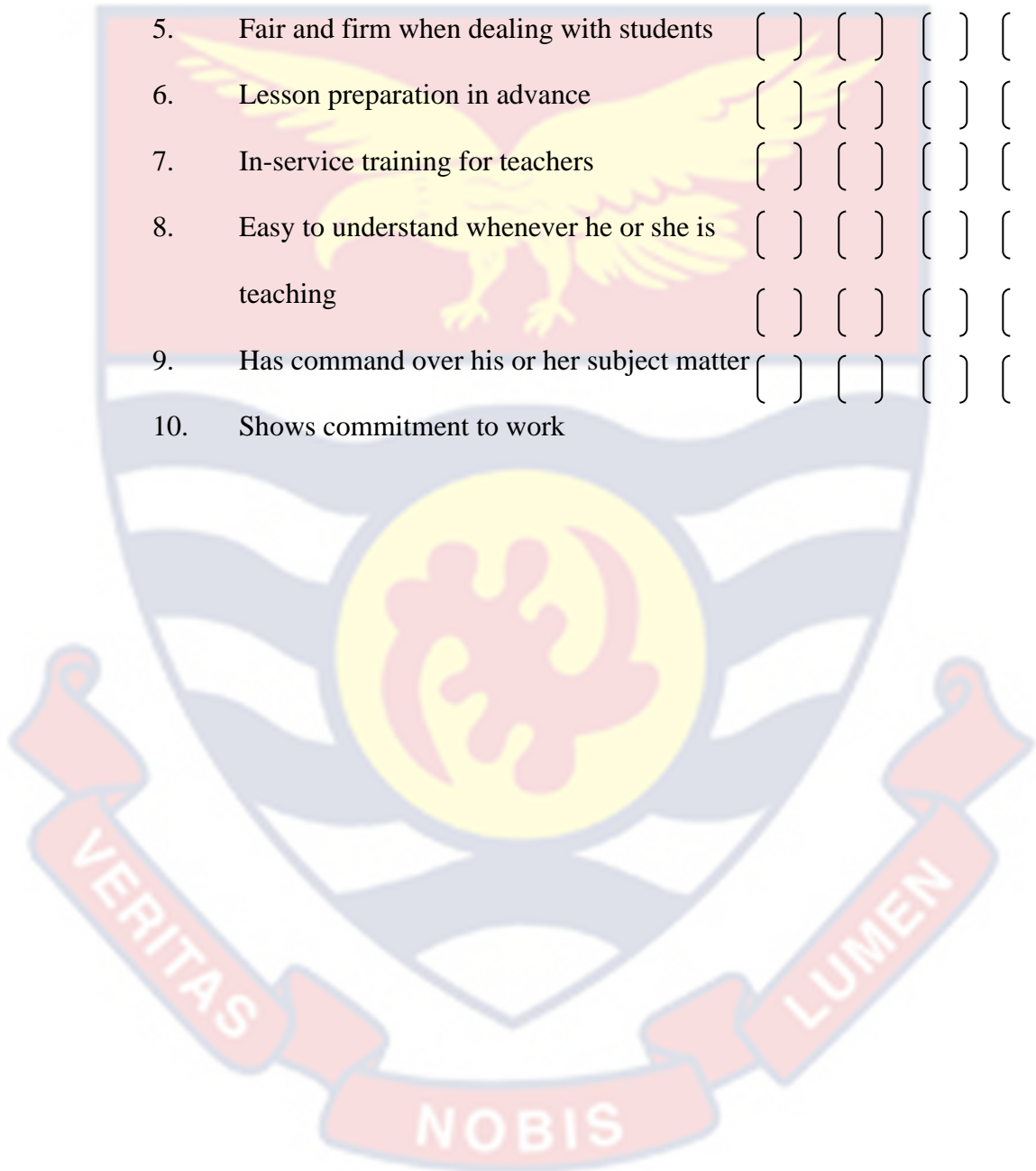
Which one of these do you consider as important when describing an effective teacher in the Twifo-Hemang Lower Denkyira District.

**KEY**

- Very important.....VI
- Important.....I
- Less important.....LI
- Not important.....N

VI I LI N

1. Punctual and regular at school ( ) ( ) ( ) ( )
2. Easy to approach ( ) ( ) ( ) ( )
3. Very neat ( ) ( ) ( ) ( )
4. Morally upright ( ) ( ) ( ) ( )
5. Fair and firm when dealing with students ( ) ( ) ( ) ( )
6. Lesson preparation in advance ( ) ( ) ( ) ( )
7. In-service training for teachers ( ) ( ) ( ) ( )
8. Easy to understand whenever he or she is  
teaching ( ) ( ) ( ) ( )
9. Has command over his or her subject matter ( ) ( ) ( ) ( )
10. Shows commitment to work ( ) ( ) ( ) ( )



**APPENDIX C****INTERVIEW SCHEDULE FOR AD SUPERVISION AND  
MONITORING HEADTEACHERS' AND CIRCUIT SUPERVISORS'****INTRODUCTION**

Good afternoon sir/madam, I am Faustina Korlekie Korley, an MPHIL student of the Institute for Educational Planning and Administration, University of Cape Coast. I am researching into an Assessment of Teacher Effectiveness in the Government Basic Schools in the Twifo-Hemang Lower Denkyira District for purely academic purposes, and your school has been selected for assessment. Your answers to the following questions will be very much appreciated.

1. How often are courses organized for teachers in the district?
2. How often are schools inspected?
3. What are the bases for inspection of schools in the district?
4. What problems do you encounter during inspection of schools?
5. What are some of the problems you encounter when you organize courses for teachers?
6. What problems do you have with regards to supplies from the GES?
7. What are the attitudes of teachers towards work?

**OBSERVATION CHECKLIST**

**Teaching Strategies**

- Lesson plan well prepared.....1, 2, 3, 4, 5
- Introduction Interesting and captivating.....1, 2, 3, 4, 5
- Linked to appropriate previous knowledge.....1, 2, 3, 4, 5
- Mastery of subject matter
- Appropriate teaching methods and strategies used.....1, 2, 3, 4, 5
- Clear logical steps in lesson delivery.....1, 2, 3, 4, 5
- Classroom management and organization.....1, 2, 3, 4, 5
- Individual, group and whole class management.....1, 2, 3, 4, 5
- Class control.....1, 2, 3, 4, 5
- Student participation
- Involving students in lessons.....1, 2, 3, 4, 5
- Competent handling of students' questions/contributions.....1, 2, 3, 4, 5
- Communication
- Correct use of language.....1, 2, 3, 4, 5
- Clear and audible voice.....1, 2, 3, 4, 5
- Closure
- Tidy, interesting, linked to objectives.....1, 2, 3, 4, 5
- Lesson evaluation
- Lesson objectives achieved.....1, 2, 3, 4, 5

Appearance

Neat.....1, 2, 3, 4, 5

Unkempt.....1, 2, 3, 4, 5

Adapted from University of Cape Coast Teaching Practice Unit

