

**UNIVERSITY OF CAPE COAST**

**PROVISION OF TEACHER MANAGEMENT AND SUPPORT  
SERVICES IN PUBLIC JUNIOR HIGH SCHOOLS OF LAMASHEGU  
CIRCUIT “B” IN THE TAMALE METROPOLIS**

**CLETUS AANOMAH VENWULLU**

**2010**

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IN PUBLIC JUNIOR HIGH SCHOOLS OF LAMASHEGU CIRCUIT “B”  
IN THE TAMALE METROPOLIS

BY

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

MAY 2010

## DECLARATION

### Candidate's Declaration

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

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

Name: Cletus Aanomah Venwullu

### Supervisors' Declaration

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

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

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## ABSTRACT

This study investigated management and support services provided for teachers of Lamashegu Circuit B public junior high schools by service providers. It sought to discover services actually provided at the time, challenges faced by both service providers and teachers, and solutions needed to address them.

Purposive sampling was adopted to select 62 respondents, from whom data were collected, using a questionnaire with Cronbach's Coefficient Alpha reliabilities of .91 and .82. Return rate was 100%. Descriptive statistics were used to analyse the data collated.

In all, 12 management and support services, some of which included recruitment, posting and transfer, and provision of instructional materials, were offered to the teachers. Ban on recruitment, and inadequate supply of instructional materials, were among challenges faced by the service providers. To cope with these challenges, respondents suggested, among other things that government should lift ban on recruitment, and instructional materials should be supplied adequately and early.

Because of the challenges the service providers encountered, they were ineffective in discharging their duties. The study recommended that the Tamale Metropolitan Assembly, the School Management Committees, non-governmental organisations, and the Member of Parliament of the area, should team up and address these challenges to boost the morale of the teachers to deliver their best.

## **ACKNOWLEDGEMENTS**

I wish to express gratitude to my supervisors, Dr. A. L. Dare and Dr. Y. A. Ankomah for their commitment to offering me the needed academic guidance that resulted in the writing of this thesis. In addition, I am grateful to Rev. K. Arko-Boham, Mr. S. K. Atakpa and my fellow students, for their invaluable advice and suggestions during the study.

I am thankful as well to Miss Alberta Adjei who expertly typed out the scripts for me. I also wish to thank Mr. Wisdom Agbevanu for proof reading the report and helping to correct some errors.

I wish to thank my son Reuben G. Aanomah of the Institute of Professional Studies, Accra, for encouraging me in my studies on this graduate degree programme. I finally wish to thank my entire family for the support given me during the study.

## **DEDICATION**

I dedicate this thesis to my twin children Nsikyirimaana Aanomah and Npuopella Aanomah.

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## **CHAPTER 1**

### **INTRODUCTION**

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

Teacher management and support services are unavoidable if education delivery in Ghana is to be successful, especially, at the pre-tertiary level of education and particularly at the junior high school (JHS) stage. This is so because the JHS level is the transitional stage between elementary and high school learning when the teachers need the best of support to teach their students well against future higher challenges. Educational reforms all over the world, aimed at improving quality education delivery, failed to make the desired impact wherever teacher support was either inadequately provided or became an issue of lip service, by stakeholders concerned. This view was supported by Fullan and Hargreaves (1996) when they posited that educational reforms have failed several times because teacher support systems have either been ignored or unduly over simplified regarding what teaching is all about.

For teachers to perform to their best capacity, they need to be appropriately managed and supported by committed and informed service providers. In line with this view, Fletcher, Chang and Kong, (2008) opined that teacher management and support services involves handling, preparing, inducting, motivating, developing, remunerating and retaining teachers in a manner as would boost their morale, and promote efficiency in a teaching and learning



situation to improve student academic achievement. Contributing to the discussion, Williams (2003) explained that because the need for teacher support was so important, Scotland as a national policy, launched its National Teacher Support Scheme to make sure teachers were given adequate support and attention to enable them improve upon student academic achievement throughout the country.

Improving the quality of teaching and learning in schools requires the support of all and sundry and the input of resources of which teachers are the most crucial. Owolabi and Edzii (2000) in support of this view explained that the need to give support services to teachers throughout their career is being recognised as the only way to maintain an effective teaching profession. Teachers therefore need the support of all the agents of education to reach the highest possible levels of achievement.

Education in Ghana (including the Gold Coast era) went through several reforms without giving the teacher the best of management and support services. For example, certain developments right from the inception of formal education in the Gold Coast did not suggest a committed support for the wellbeing of the teacher. According to Graham (1976), the Portuguese, the first among the European missionaries and traders to arrive in the Gold Coast (now Ghana) in the 16<sup>th</sup> century, started a school at Elmina in 1482 and paid every teacher 240 grams of gold per pupil for every 15 pupils on conditions that, beyond that number the amount should remain the same and that if a pupil died or dropped out, the amount paid him (the teacher) should be reduced by the amount per pupil. This was unfair to the teacher since if more

children dropped out or died, he had to suffer the repercussions and that could not result in any meaningful education delivery.

The provision of teacher management and support services later improved when the British showed more commitment to their school in Cape Coast Castle, while the Danish did the same at Christiansborg Castle, Accra. As a result these schools produced some brilliant native scholars such as Anthony William Amo of Axim, Christian Protten of Accra and Phillip Quacoe 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 (Ministry of Education [MOE], 2007).

The Government in 1882 drew the first plans to guide the development of education in the Gold Coast and 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 affecting education and teachers' performance. The Board was also to ascertain that the conditions upon which grants were awarded were met and to grant certificates to teachers. To improve on the former, an updated ordinance was passed in 1887 which remained in force until 1925 (Aboagye, 2002).

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 to finance the dramatic improvements in the educational sector. The people themselves were appreciative of the value of education, and 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 targets, namely primary education for every African boy and girl; a training college for teachers in every province; better salaries for teachers; and ultimately, a 'Royal Teachers' College' (McWilliam & Kwamena-Poh, 1975).

The Governor valued the union between parents and teachers 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 to cater for teacher management support services as well as other educational needs (Benning, 1976). Benning further explained that the training of teachers was a government's priority and by 1933 there were 449 teacher trainees. In 1937, the White Fathers' Mission founded a two-year teacher training college at Navrongo.

Provision of teacher management and support services is so crucial that little or lack of it will definitely affect education delivery negatively. Nwagwu (1981) posited that teachers cannot teach well when facilities and equipment for a school are not supplied to it. This view suggests that supplying teachers with the needed materials is an integral part of good teacher management and support.

The teacher is the most valuable and most indispensable resource the school has. He is without doubt its greatest aid to learning, and any improvements in the learning process depend heavily on him. Therefore, as far as circumstances permit, he should be the most carefully selected, most carefully trained, and most carefully maintained and supported in the field

afterwards. Not many Ministries of Education can honestly claim that this fact happens.

Research has shown that the ability of trained teachers to provide adequate training and education to the learner and the extent to which the learner is able to assimilate and understand the training and teaching provided, can have a crucial impact on the effectiveness of the type of school education he gets. The willingness of parents to send their children to school is likely to be influenced by the judgments they make about the quality of teacher support and learning provided by the school (Anamuah-Mensah, 2002).

The 1974 education reforms introduced the experimental Junior Secondary School concept (Saddique, 2006). It stressed the educational importance of a curriculum which predisposed pupils to practical subjects, and activities by which they could acquire occupational skills at school and after a little further apprenticeship, could become qualified for some gainful self-employment. The implementation of this reform began on an experimental basis. New subjects were introduced for the first time and 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, to manage and support the teachers concerned, the new programme never went beyond the experimental stage. It became dormant and finally failed.

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 problems of the system were lack of educational materials, deterioration of school structures,

low enrolment levels, lack of trained teachers for the system, high drop-out rates, poor educational administration and management, drastic reductions in Government's educational financing and the lack of data to plan with (Nkansah, 2007).

The Education Sector Adjustment Credit (EdSAC) became operational with the help of development partners notably the World Bank, the Department for International Development (DFID) and grants from other friendly countries. This programme aimed at arresting the decline of the education sector through effective teacher management and support. Under EdSAC, a review of the Dzobo Committee Report was undertaken by the Evans Ankomang 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 (MOE, 2003).

The major considerations for the restructuring of pre-university education in 1987 included the need to increase resources to the sector, to help include vocational skills in education by shifting emphasis from an academic orientation to a more practical and technical one, and to reduce the cost of education by shortening the statutory period of pre-university schooling. In brief, the education reform introduced objectives to increase access to basic education, to change the structure of pre-university education from 6-year primary, 4-year middle school, 5-year secondary school, and 2-year sixth form (6:4:5:2) to 6-year primary, 3-year junior secondary school (JSS) and 3-year senior secondary school (SSS) (6:3:3) i.e. from 17 years to 12 years; to make

education cost-effective, achieve cost recovery, and be able to sustain the reform programme after the adjustment period; and finally to improve the quality of education by making it more relevant to socio-economic conditions (MOE, 2003). This meant that the teachers available to that sector needed to be given the type of management and support services that could empower them to work to achieve in 12 years what used to be achieved in 17 years.

Following this, the then MOE proposed a special salary package for only the then JSS teachers to motivate them to commit themselves towards making the programme a success. This was fiercely resisted by the Ghana National Association of Teachers (GNAT), the only teachers' union at the pre-tertiary level at the time on grounds that such a move could cause agitations and labour unrest at the teachers' front particularly among those within the pre-school, primary and second cycle levels. As a result, the idea was withdrawn but this was followed by several in-service training sessions for all JSS teachers who were arranged in groups (A for art subject teachers, B for Mathematics and Science teachers and C for technical teachers).

Indeed, although the reforms 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. These took the form of non-commitment to supporting the teachers to deliver, for example, poor allowances and conditions of service, lack of instructional materials, prevalence of untrained teachers resulting in poor quality of instruction, and weak administration and management as pointed out by Anamuah-Mensah (2002).

The Free Compulsory Universal Basic Education (FCUBE) programme initiative in basic education was another bold attempt by the Government to address the major problems that persisted in the education sector in spite of the earlier reforms. The package put in place to realise its goals was the Basic Education Sector Improvement Program (BESIP). The main goal of the BESIP was to provide an opportunity for every child of school-going age in Ghana to receive good quality basic education, that is, from primary to JHS levels which of course, required an effective teacher support system. The programme was intended to reinforce the on-going 1987 educational reform programme to achieve good basic education for the Ghanaian child (MOE, 2003).

It was realised that good basic education could not be achieved without engaging teachers who were academically and professionally qualified, preferably, those with a diploma or degree in education. As an attempt to solve that problem, study leave with pay was granted to a lot of teachers who wished to update their academic and/or professional status in the polytechnics and universities. Those who remained in the classrooms were also allowed the option to pursue distance and sandwich programmes to improve their qualifications. Pupil teachers in 2005 were availed the chance to enrol on the Untrained Teacher Training Diploma in Basic Education (UTTDBE). However, as time passed by the number of teachers who could be allowed to benefit from study leave with pay started dwindling as a yearly quota system was introduced to stop the mass exodus of teachers from the classrooms to the tertiary institutions to better themselves, with some of them failing to return to the Ghana Education Service (GES) after completing their programmes and

went in search of better paid jobs elsewhere. Examples of the dwindling study leave quota system were that in 2000/2001 academic year, 10,103 teachers belonging to various categories and levels were granted study leave with pay; the number reduced to 5000 in 2003/2004; 3000 in 2004/2005 (GES, as cited in Agyeman, 2005). This figure remained so up to the 2009/2010 academic year (GES, 2009).

In 2006 Ghana started the implementation of its second Growth Poverty Reduction Strategy (GPRS II). This was very much focused on developing Ghana to the status of a middle income country by 2015. Developing human resources was one of its three main thematic areas, to emphasise the creation of competent manpower for developing the country in which case, education obviously played an important role. It did not only aim to meet the Millennium Development Goal Two (MDG 2) but also to strengthen the quality of basic education, improve quality and efficiency in the delivery of education services and bridge the gender gap in access to education (Adamu-Issah, Elden, Forson, & Schrofer, 2007). This suggested that the issue of training competent teachers, managing and supporting them effectively and efficiently to actually deliver quality education was of paramount importance to this goal.

The JHS system comprises Forms 1 to 3 (Grades 7 through to 9). Admission is open to any student who has completed Primary Class 6. There are no national entrance exams, and the system constitutes the final stage of Ghana's basic education scheme to which all her primary school children are entitled. Though the majority of JHS sector teachers are certified most of the technical and vocational skills teachers are non professional ones and are scarce with some schools having none at all. This is also a destination ground



for untrained national service personnel from the country's polytechnics and universities usually posted there yearly to support the staff there or fill up vacant positions as teachers.

Because teachers were not given appropriate management and support services, the JSS sector under the 1987 education reforms could not deliver as expected. For example, the MOEYS (2004) in its white paper on the Education Reform Committee Review pointed out categorically that a fundamental weakness of the said basic education system was that too many subjects were taught at the primary and JSS levels, and very poorly, owing to shortage of qualified teachers and materials.

The New Patriotic Party Government under the leadership of His Excellency former President J. A. Kufour introduced the 2007 Educational Reforms following a study of the Anamuah-Mensah Education Review Committee report of 2002 which saw the JSS system change name to JHS system. The JHS maintained the three-year system with English, Mathematics, Social Studies, Integrated Science including Agricultural Science, a Ghanaian Language, Technical Skills, Vocational and Agricultural Education and Training (pre-technical vocational), and French in the curriculum. They are examined at the Basic Education Certificate Examination (BECE) organised by the West African Examinations Council (WAEC) to enable the graduates passing out, gain entry into the SHS, formerly, SSS sector (MOEYS, 2004).

The Lamashegu Circuit "B", which is one of 20 circuits currently in the Tamale Metropolis, existed since the 1987 education reforms were implemented which saw the establishment of its junior secondary schools (JSSs) now junior high schools (JHSs). With the strengthening of the

decentralisation system under the FCUBE policy which came into force in 1996, structures put in place to manage and support the teachers of its JHSs included the Tamale Metropolitan Education Directorate, which operates mostly through the circuit supervisor; the Metropolitan Education Oversight Committee (MEOC) which is the advisory body of the Tamale Metropolitan Assembly (TAMA), on educational matters in the metropolis; the Presbyterian Educational Unit which owns a school in the circuit, the School Management Committees (SMCs) of the individual JHSs, the Headmasters (HMs) and the Parent-Teacher Associations (PTAs) whose roles specifically are to support and not to take part in managing the teachers and the school. Whenever these stakeholders are not able to manage and support the teachers well for example, poor supervision, inadequate supply of instructional materials, lack of suitable teachers' accommodation, and non-payment of allowances, their duties are never properly executed resulting in poor education delivery in their schools.

### **Statement of the Problem**

Information available from annual reports at the Tamale Metropolitan Education Directorate (TMED) has indicated that no teacher from the three JHSs of Lamashegu Circuit "B" has ever won any category of the best teacher awards at the district, regional or national levels since its inception in 1995. Like any of the other 19 circuits it had decentralised structures empowered by the FCUBE reform policy to manage and support the teachers there. The questions that therefore come to mind include the following: Are the stakeholders in charge of the teacher management and support services for the JHS teachers in the Lamashegu Circuit "B" aware of the roles they are supposed to play to enable these teachers to give of their best? What

management and support services are these agents currently capable of offering their said teachers? Are the teachers performing their roles as expected of them? What challenges do they encounter in the process and how are they resolved? Answers to these and other questions required in-depth investigation which the study sought to accomplish.

### **Purpose of the Study**

The main purpose of the study was to find out the management and support services being offered at the time to teachers in the public JHSs of the Lamashegu Circuit “B”, by the stakeholders concerned. Specifically:

1. The study sought to find out what management and support services existed in the circuit and if they were offered to the JHS teachers.
2. It also examined challenges facing the service providers in their attempt to function as expected and solutions that could be provided.
3. Finally, the study examined major challenges encountered by the teachers in their work and how they expected them to be addressed.

### **Research Questions**

In order to seek appropriate solutions to the research problem, the following research questions were formulated:

1. What teacher management and support services do the service providers concerned offer the public JHS teachers in Lamashegu Circuit “B”?
2. What challenges do these service providers encounter in their attempt to manage and support the teachers in their work and how can they be solved?

3. What are the major challenges facing the JHS teachers in the Lamashegu Circuit “B” in the performance of their duties?
4. What are the expectations of the teachers in the Lamashegu Circuit “B” regarding how challenges they encounter in their duties can be solved?

### **Significance of the Study**

It is anticipated that the results of the study would be useful as a contribution to the stock of literature of the TMED, the GES and the MOE. It would also contribute to knowledge and theory in general. Furthermore, policy makers who are concerned with JHS education in general would be guided in formulating policies on how the teachers at that level need to be managed and supported. Additionally, teachers of the JHS sector in Lamashegu Circuit “B” and even those of the other circuits and sectors in the Tamale Metropolis and elsewhere would be guided as to what management and support services to expect from their service providers concerned. They would also be guided as to how best to play their roles. The MOE, GES and other stakeholders of all school systems in Tamale Metropolis would be guided better as to how to support their teachers in their work.

Furthermore, the results would also provide information about teachers’ expectations from supporting agencies which may be useful to those agencies when planning teacher programmes. In addition, researchers on the same topic or any similar topics could use the results of the study to design their own studies. Moreover, donors who wish to support the development of JHS education in the Tamale Metropolis would be guided regarding the form their support should take.

### **Delimitation of the Study**

The decentralisation policy spelled out the roles of stakeholders of education at the pre-tertiary level including the JHSs, in every district. This empowered the Metropolitan/Municipal/District Assemblies to appoint MEOCs/DEOCs to manage their schools through their education directorates. SMCs represent these MEOCs/DEOCs at the various community levels to manage their schools including managing and supporting the teachers there to boost their morale to perform better (Republic of Ghana, 2008). Even though there were several management and support systems e.g. health and legal issues in the Lamashegu Circuit “B”, the mandate of the service providers under this study fell within only what was investigated. Those services not covered by their mandate, were not studied. Also, the circuit was the only one whose JHS teachers at the time never received any best teacher award since the inception of the scheme in 1995 in the country (TMED, 2008).

The study therefore included to all the teachers of the three public JHSs in the Lamashegu Circuit “B”, namely Bamvim Presby JHS, Lamashegu M/A JHS and Zosimili Girls’ JHS and stakeholders concerned with providing them management and support services. These service providers included the MEOC the TMED, the Presbyterian REUO which owned a school there, the HMs of the schools concerned and their SMCs. Any management and support services available from the MEOC and TAMA were supposed to be executed through the TMED. The Lamashegu Circuit “B” is located on the South-Western part of the metropolis. It shared boundaries with Zogbeli Circuits ‘A’ and B to the North, Hospital Road Circuits ‘A’ and B to the East, Salaga District to the South and Lamashegu Circuit ‘A’ to the West.

### **Limitations of the Study**

I administered and gathered the required data, and had known many of the respondents because I ever served as a circuit supervisor in the Tamale Metropolis. Being the researcher in this case, some of the respondents particularly the teachers might have provided responses with the intention of pleasing me rather than addressing the issues at stake. Also, my own views regarding the discussion of the results might have been influenced by knowledge of what pertained in the area on teacher management and support services and their challenges. Though these possibilities were conceivable, there was no cause to believe that their effects were sufficiently serious to invalidate the data or conclusions of the study.

### **Definition of Terms**

In the context of this study, some operational definitions and abbreviations have been adopted to make reading meaningful:

**Stakeholders:** These include the Ghana Government through MOE, the GES, the MEOC of the Tamale Metropolis, the TMED, the TAMA, the SMCs of JHSs, Religious Educational Units in Tamale Metropolis, PTAs; HMs and teachers of JHSs in Tamale Metropolis; parents of students in JHS, Non-Governmental Organisations interested in education in the metropolis, students of JHS in the Metropolis, and any individual or organisation interested in JHS education in the metropolis.

**Teacher Management Services:** These involve preparing, inducting, motivating, retaining, developing, directing, encouraging, promoting, monitoring, disciplining and relating with teachers in a manner as would promote efficiency in a teaching/learning situation.

**Teacher Support Services:** These involve providing the material, psychological, social and any other needs of teachers to enable them perform their duties, effectively and efficiently.

**Service Providers:** These are the stakeholders responsible for managing and supporting the JHS teachers of Lamashegu Circuit “B” in their work, namely the MEOC members, the TMED professional staff, the Presbyterian Northern REUO professional staff, the HMs and SMC members of the JHS of the circuit.

**He, Him or His:** These also mean she, her or hers.

### **Acronyms**

**MEOC:** Metropolitan Education Oversight Committee. It is the highest decision-making body on pre-tertiary education in a metropolis like Tamale and represents the MOE at that level.

**TAMA:** Tamale Metropolitan Assembly.

**DEOC:** District Education Oversight Committee. It is the highest decision-making body on pre-tertiary education in a district and represents the MOE at the district level.

**SMC:** School Management Committee. It is the highest decision-making body of every basic school in Ghana. It represents the MEOC or DEOC at the school level.

**PTA:** Parent-Teacher Association. It is an association of parents and teachers of every pre-tertiary school that takes decisions on supporting the school and the teachers to function effectively and efficiently.

**CS:** Circuit Supervisor. A senior officer of a metropolitan or municipal or district education directorate appointed to see to the promotion of teaching and learning, and other educational activities in a circuit.

**HM (s):** Headmaster (s) or Headmistress (es) of junior high schools.

**JHS (s):** Junior high school (s).

**NGO:** Non-governmental Organisation. Any organisation not set up by the government but is interested in helping to develop education and or other aspects of human needs in a community.

### **Organisation the rest of the Work**

Chapter 2 deals with the literature review on eight topics, namely the meaning and forms of teacher management and support services, the teacher's role in education, staff recruitment, selection and induction, staff appraisal and development, staff motivation and retention, staff supervision and discipline, community involvement in managing and supporting teachers, and challenges facing stakeholders of education and some solutions. Chapter 3 which deals with the methodology is on the procedure used in carrying out the study and involves the research design, population, sample, sampling procedure, research instruments used, pilot testing, reliability of items, main data collection procedure, and data analysis. Chapter 4 contains the results and discussion of the study. Chapter 5 consists of the summary of the main findings of the study, the conclusions drawn from these findings, the recommendations made, and suggestions for future research.



## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews what other researchers, scholars and authorities have written, said or done on provision of teacher management and support services in books, articles, journals, the internet and all other sources of knowledge possible. This is in line with the view of Amedahe (2000) who stated that the opinion of experts in the field as well as other research studies are of interest to the researcher. The chapter is organised under the following eight sub-headings:

1. Theoretical/Conceptual Framework.
2. The meaning and forms of teacher management and support services.
3. The teacher's role in education.
4. Staff recruitment, selection and induction.
5. Staff Appraisal and development.
6. Staff motivation and retention.
7. Staff supervision and discipline.
8. Community involvement in managing and supporting teachers.
9. Challenges facing stakeholders of education and some solutions.
10. Empirical Studies.

#### **Theoretical Framework/Conceptual Base of the Study**

The provision of teacher management and support services falls within the domain of the systems approach to organisations theory. Cole (2004)

explained that the systems approach to organisations theory is based on three major elements of inputs, throughputs/conversion, and outputs. He added that the process of management is concerned with all these three elements, and especially with the conversion process of organisations. He cited Drucker, as having opined in his management theory that management is concerned with the systematic organisation of economic resources and its tasks is to make these resources productive. Cole also cited Senge (1990) as describing learning organisations in his theory as ‘organisations where people continually expand their capacity to create the results they truly desire, where collective aspiration is set free, and people are continually learning how to learn together’ (p.3).

Provision of teacher management and support services in public JHSs of Lamashegu Circuit “B” in the Tamale Metropolis can be conceptualised as grounded in these theories because (a) the teachers and the services that they need in order to perform their duties are crucial inputs which are also economic resources that need to be well managed if results are to be achieved, (b) the role the teachers have to play in the classrooms namely the throughputs/conversion will only be enhanced by the services received, and (c) the output here will be realised when their morale has been boosted resulting in higher performance. Also, the Lamashegu Circuit “B” JHSs are learning organisations where strategies must always be put in place to make sure the teachers learn through supervision and monitoring, orientations, in-service training courses, on-the-job training, and experience. The sub-headings, on which literature is reviewed, are based on this framework.

### **Meaning and Forms of Teacher Management and Support Services**

According to Dunlop (1989), teacher management and support services include: moral support; promotion of teacher qualities; consistent and clear communication of systemic expectations; communication by means of exemplary practice; access to support materials; incentives/rewards; time for off regular duties; opportunity to cultivate expertise; consultancy opportunities; good public relations; evaluation of performance.

Hopps (1989), in contributing to the topic, explained that while there are other sources of motivation, moral support from administrators can assist in providing reassurance in a climate of uncertainty and instability which may accompany curriculum change and bolster the effort of teachers, particularly in the initial stages of implementation. He further explained that cultivation of a supportive environment for teachers within the school, availability of professional counselling when required, and visible committed Head Office leadership are prerequisite of such types of support needed for providing the knowledge of the complexities of the change process.

Essentially, teacher support provision has to do with continuous contact with teachers in order to identify areas where the support is needed most. This means that they should be encouraged to engage in a reflective dialogue within their practice. This involves dialogue with experienced retired teachers, colleagues old in the practice, elders in the community the school serves and all other people with knowledge in the teaching profession (Schon, 1987).

Teacher management and support systems are supposed to involve, making available all that teachers need to operate as expected in the classroom. In that vein Owolabi and Edzii (2000) opined that for the teacher to deliver his best

he deserves to be provided (a) in-service training on important aspects of his work, (b) teaching materials and laboratory equipment, (c) financial support, (d) awards and incentives, and (e) reliable supervisors to guide them in the work.

The school as any human institution cannot function without conflict situations arising among its workers as they work together. This calls for conflict resolution to promote the harmony needed to propel team spirit for the teachers to accept each other, the students, the parents and the community members. In support of this, Dzinyela and Agezo (2000) posited that there was the need for management of schools, e.g. HMs and circuit supervisors to be empowered to help resolve conflicts that involve teachers as quickly as possible for them to give of their best.

UNESCO (2009) in support of the view of Schon (1987) reported that it was working towards development of training materials in the area of teacher training and management. It further stated that it was working to improve the management of teachers through the enhancement of national and comparative teacher data within its Institute of Statistics.

In line with the 10-year FCUBE programme in 1996, a policy framework to increase educational access to all children emerged from the 1992 Constitution. This policy had three main themes: improving quality of teaching and learning, improving management efficiency including teacher management support, and increasing access and participation (GES, 2003).

The most recent policy initiative meant to support teachers in their work in the classroom is the Capitation Grant. This policy permits the teachers to budget for instructional materials needed to enhance their work. A total of 95

billion cedis, an equivalent of US\$ 10.4 million, was allocated for Capitation Grant in 2006 to all basic school head teachers to help support their teachers in their work (Government of Ghana [GOG], 2006).

### **The Teacher's Role in Education**

The teacher's role in education involves a very wide variety of activities to help make his work meaningful and acceptable. In line with this view, the GOG (2002) listed some roles and responsibilities of the class/subject teacher to realise the expectations of the new education reforms, as follows:

1. Responsibility for enriching the curriculum through the inclusion of cultural elements specific to the locality e. g. use of learning materials based on indigenous industries and practices.
2. Developing yearly plans and weekly/daily units of study schemes of work.
3. Determining specific cognitive, psychomotor and affective instructional objectives.
4. Teaching specified national standards.
5. Using text books, teachers' guides and other resource materials for efficient teaching and learning processes.
6. Assessing pupils, using various continuous and other assessment systems (approved by MOE or teacher-made).
7. Using diagnostic instruments to identify the potentialities of pupils (including the talented, gifted and special needs pupils).
8. Providing prompt and regular feedback on student performance to students themselves, parents, heads and others.
9. Providing an enabling environment for effective teaching and learning.

10. Implementing activities that enhance lifelong education and life-wide competencies (p.145).

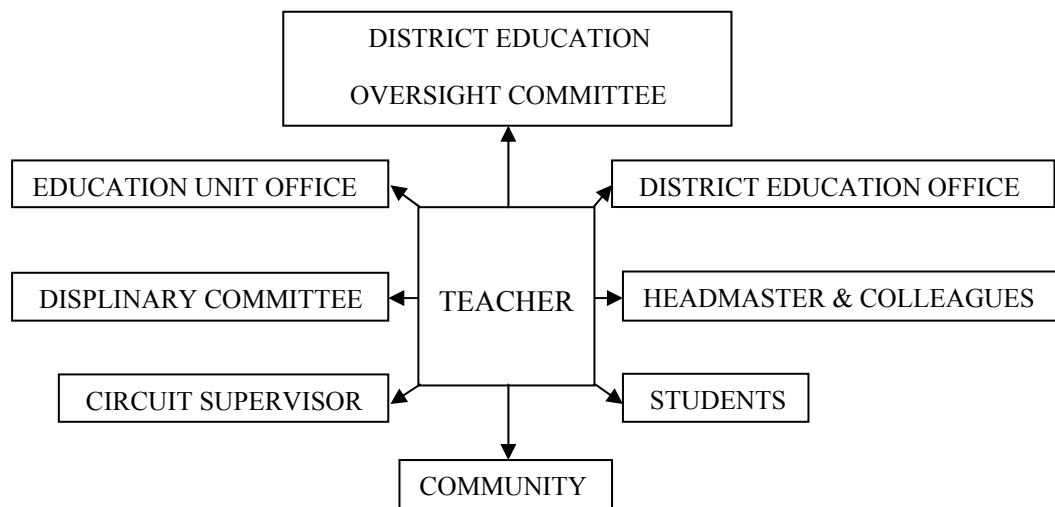
In contributing to the discussion, Nwagwu (1981) also explained that politicians, employers, parents and the general public require someone to whom they can entrust their children and therefore look for a teacher who is sympathetic, friendly and out-going, as well as values human relationships especially with young children. He added that they also look for someone who is cheerful, flexible, well-balanced and secure and is self-assured in his own knowledge and authority to teach what society approves.

Ability to realise quality education delivery is a paramount role of the teacher. In line with this assertion, Sofer (as reported in Gillard, 1988) explained that the word “delivery” has entered the educational vocabulary and seems to sum up the role of the teacher in the age of the national curriculum, but that every education minister should remember that the actual delivery of his ministry’s curriculum will depend on the complex ability of the classroom teacher over which he (the minister) has relatively little control.

Another role of the teacher is that he should be able to contribute in the decision-making process of the school. Afful-Brohni (2004) posited that involving teachers in the administration of schools would be a strong mark of a new vision of schools. He added that as much emphasis is being placed on the nature of the school as a community, shared leadership would be a step in the right direction.

Tableman (2004), in contributing her views to the discussion, opined that when teachers are actively involved in mapping change, the outcome is improved morale and willing participation. She mentioned the role of teachers

as, motivating students for good conduct, using time and opportunities with learners to reinforce behavioural expectations, cooperating with management and other stakeholders for participatory decision making, and planning effective teaching and learning strategies. Tableman’s view can be visualised as illustrated in Figure 1 to show the stakeholders to whom the teacher must be responsible in order to realise the expected education delivery.



**FIGURE 1: Diagram Displaying Stakeholders to Whom the Teacher is Responsible.**

Teacher management and support services can only be meaningful when rendered to facilitate the role of the teacher. In the view of Frempong (n. d.), such support should empower the teacher to be (a) a specialist in knowledge in order to lead others, (b) a substitute of the parents of his students, (c) a guide and counsellor to his students, (d) a model character trainer, (e) a public servant employed to serve the school and the community, (f) an innovator and initiator of programmes of reform, (g) a consultant and advisor to the community, and (h) a mirror to both children and adults.

The presence of the teacher in every classroom situation is an important role that can never be disputed. Even though modern technology has been

brought in to play key roles in teaching and learning effectiveness, yet in every classroom beginning from the rural setting and ending at the most technologically advanced community, we still see the presence of the teacher whose direct personal contact remains the hull mark of the educational process. Therefore, the new discoveries in audio-visual technology cannot abolish the teacher's role but can rather help enhance creative teaching and learning instead of the ancient authoritative approach (William, 1979).

### **Staff Recruitment, Selection and Induction**

One important stage in teacher management and support services is staffing which involves recruitment, selection and induction as important components. In the view of Afful-Brohni (2004), staffing is the task of recruiting, selecting, training and supporting key personnel who will help the organisation to accomplish its goals. He explained that it also entails the maintenance of necessary situations which are considered useful by both superiors and workers so that the best outcomes can be obtained.

Staff recruitment, selection and induction involve very key stages that are necessary to produce the right employees. In that vein, Armstrong (2005) stated that there are three stages of recruitment and selection, which are:

1. Defining requirements by preparing job descriptions and specifications, and deciding on terms and conditions of employment.
2. Attracting candidates by reviewing and evaluating alternative sources of applicants both inside and outside the company, advertising, using agencies, and consultants.



3. Selecting candidates by sifting applications, interviewing, testing, assessing candidates, assessment centres, offering employment, obtaining references, and preparing contracts of employment (p.395).

Rebore (2001), explained that recruitment is a process which entails discovering potential applicants for anticipated vacancies and is a process of attracting qualified applicants for jobs in the public sector. Contributing to the discussion, Harris and Monk (1992) explained that the most important influence on the quality of an institution's programme is the collective competency of the professional staff and the recruitment of able personnel who are the sine qua non of the development of competent staff. Teacher orientation and mobility in the school situation is so important that educational authorities must place high premium on it to make teachers feel at home in the school. Hill (2002) shared a similar view when he explained that orientation is the process of using sensory information to establish and maintain one's position in the environment, while mobility is the process of moving safely, efficiently, and gracefully within one's environment.

Selection of staff is one of the most important decisions that administrators make. Utmost care must be taken during the process since wrong choices can be very expensive for the organisation in question. This view was shared by Adesina (1990) when he opined that the qualities expected of a prospective employee must be comprehensively written down to guide those charged with the responsibility of selecting staff from candidates. Adesina further explained that areas needing careful scrutiny when selecting staff include information on applicant's highest institution attended, his mental abilities, academic and professional qualifications, personal and physical characteristics.

To become a qualified teacher in Ghana now, one has to be a graduate of either a teacher's training college or university, and should be awarded a teacher's certificate or degree. Previously, many people became teachers after completing the middle school without having any professional training. The situation has improved, and presently around 75% of primary school teachers and 67% of JSS teachers are at least minimally trained and certified. The GNAT counts among its members all teachers at public schools and those at private ones, on secondment from the public sector, and those with qualifications for teaching but holding administrative posts (World Bank, 1996).

Over the years, Ghana has built up a teaching body comprising the following eight categories of teachers namely the pupil teacher, the 4-year certificate 'A' teacher, the certificate B teacher, the 2-year Post-Secondary Certificate 'A' Teacher, the 3-year Post Secondary Certificate 'A' teacher, the 2-year Specialist/3-year Diploma Teacher, National service personnel, and the Graduate teacher. It was observed that, a system of teacher education which produced so many categories of teachers was unsatisfactory hence the current educational reform which laid emphasis on two levels of teacher education, the diploma and degree awarding ones. Though the country's new education reform programme was implemented in 1987, it was however not until 1992 that the new teacher education programme started with the upgrading of all the 38 teacher training colleges to diploma awarding colleges (Agbeko, 2007).

Currently, before one can become a trained teacher at the basic level in the GES, one has to either attend a college or university of education to be awarded a diploma or a degree certificate in education. For both admissions,

selection is usually done from senior high school graduates with aggregate 24 or better at the West African Senior Secondary Certificate Examination (WASSCE) or Senior Secondary School Examination (SSSCE). Other diploma and degree holders who wish to become teachers are allowed to undergo a one year certificate or postgraduate diploma programme in education. This helps to ascertain the fact that they are qualified enough to teach. In line with this discussion, Agbeko (2007) explained further that since a teacher by definition is one who is trained and is equipped with instructional skills to teach, the MOE introduced the Untrained Teacher Training Diploma in Basic Education (UTTDBE) in 2005 in addition to the popular paid study-leave policy, to help train the large numbers of pupil teachers in the GES to rise to diploma status and the numerous Certificate 'A' teachers who wished to enter the universities and polytechnics to upgrade themselves.

Decentralising teacher recruitment has been one of the strategies adopted by Government to solve the problem of rural teacher deployment. Under the policy, district assemblies are required to sponsor senior high school graduates to access teacher education. Under the district sponsorship scheme, District Assemblies take up the full or partial cost of accessing teacher training whereas in return the beneficiary also commits to lay his skills acquired at the disposal of the district for a minimum number of years, averaging five. Decentralised systems of teacher deployment, like the district sponsorship scheme, allows for more flexibility to respond to local needs, but at the same time are open to the influence of local elites and abused by beneficiaries especially where administrative capacity of the district is weak. The district teacher sponsorship scheme has succeeded in training several teachers but is

not making the expected impact in solving the problems of teacher retention in rural areas (Asare, 2009).

Induction is the process of introducing new recruits to an organisation by explaining their roles within it. It usually begins with a guided tour of the building. Indeed, induction is important because impressions gained by new employees during this period can influence their perceptions of the organisation for many years to come. Designing a good induction procedure for an organisation goes a long way to ensure that employees fit into a strange and initially uncomfortable environment quickly and without fuss (Rebore, 2001).

In addition to the direct induction process, other ways of aiding socialisation into the organisation is mentorship. The starter is linked up with a companion who is an existing staff and is already settled within the same department. Having a ready-made colleague helps the socialisation process to proceed smoothly and gives the new starter an information source at his own level (Hannagan, 2005).

An effective induction programme must have well-defined objectives that reflect the needs of new employees and the philosophy of the school system. Although the objectives of an induction programme will vary among individual schools, some universal objectives should be common to all programmes. These aim to (a) make the employee feel welcome and secure, (b) help the employee become a member of the team, (c) inspire the employee towards excellence in performance, (d) help the employee adjust to the work environment, (e) provide information about the community, school systems, school building, faculty and students; (f) acquaint the individual with other

employees with whom he or she will be associated, and (g) facilitate the opening of school each year (Rebore, 2001).

Orientation on the community is also the responsibility of the human resources department. Employees should be presented with information about the economic, social, cultural, ethnic and religious make up of the community. Specific topics to be covered should include occupations, customs, clubs and organisations, religious denominations, museums, libraries, colleges or universities and social services. This usually begins during the interview when candidates are told about the community and questioned on how they would respond to its various issues if they were employed within the district (Rebore, 2001).

In his contribution to the discussion, Okumbe (1998) explained that to make applicants interested in applying for a job, it is necessary to search for them and stimulate them to apply. He added that the recruitment process is only complete after the human resource department has signalled the need for new workers or promotion of incumbent once.

Bottomley (1983), viewed recruitment as a critical stage of personnel work and believed that inefficient recruitment could result in very high financial loss to an organisation. He explained further that unsuitable work by an unqualified worker may either be unable to reach desirable standards or result in physical or psychological strain. This he added could lead to resignation following embarrassment. He concluded that if the employee resigns or is dismissed or struggles to work, the result is finally very costly in both economic and human terms.

Selection involves the process of identifying from a pool of a number of candidates, the most suitable ones with the potential to perform the tasks posed in a job situation. Implications are that those selected are perceived to be likely to perform the job more effectively and efficiently than those rejected (Blunt & Popoola, 1985).

According to Okumbe (1998), there are several methods available for finding information about workers for an employment opportunity. These, he continued, included interviews, and tests of aptitude, intelligence, achievement, and personality. He concluded with the caution that if this process cannot produce effective and efficient employees, the cost to the organisation or school district is often enormous due to inadequate performance, the cumbersome process of termination, and the expense of hiring new employees.

### **Staff Appraisal and Development**

Staff appraisal and development is a very crucial issue in the progress of every school since they enable the teachers to gain skills needed to deliver their best. In line with this, the University of Salford (n. d.) in a report explained that the purpose of staff appraisal and development is to improve staff performance and develop potential in the context of the achievement of institutional development plans, thereby improving the efficiency with which the school as a whole is managed. It added that the whole appraisal should be designed as a two-way process and part of an ongoing dialogue between the appraiser and appraised worker.

GES Council (1999), in contributing to the discussion, explained that appraisal assessment will ensure that each of us contribute meaningfully to the

attainment of our organisational goals and provide feedback in anticipation of improved future performance. This implies that for a school to achieve its set objectives, the performance appraisal of its teachers must be an important key to enable it identify and address any challenges they may encounter as they work along. He added that information collected during staff appraisal is useful in counselling the employee as part of the developmental process of the organisation, informs the person whether he is improving in his work performance, and determines whether he needs further training in some particular work areas.

Appraisal of staff is the only way management can determine the effectiveness of its working force towards the efficiency of any organisation. In line with this fact, the GES in its 2007 Education Reforms Policy document stated that as part of its management of teacher performance in the service, persons appointed to positions of responsibility at all levels should be academically and professionally qualified and receive training in management and administration (MOEYS, 2004).

To maintain high professional standards and efficiency, Agyeman, Baku and Gbadamosi (as cited in MOE, 2003) recommended that continuous professional education should be organised for practising teachers irrespective of their academic and professional background. It was also recommended that teacher supervision should be strengthened to ensure that teachers were present in the classroom and teach effectively. It added that to achieve this goal there was the need to improve incentive package for teachers in order to attract high achievers to the teaching profession.

The importance of staff appraisal and development cannot be overemphasised since it is the key by which people can qualify for promotion to positions of responsibility to help run an organisation effectively and efficiently. In line with this view Amo-Dako (2000) explained that promotions in the GES are based on merit determined through comprehensive staff appraisal and the appropriate qualification starting from Superintendent II and ending at Director General.

The objectives of teacher education are to provide teachers with a sound basis in the content of the courses they teach, sound professional skills that will enable them to guide the children, court their interest in the acquisition of learning and basic vocational skills, and foster their leadership qualities. Leadership should create favourable conditions in which children can learn with pleasure and ease. It should also enable them to integrate themselves within the community (GES, 2004).

### **Staff Motivation and Retention**

Motivating and retaining employees is what keeps any human enterprise alive. For this reason very rewarding conditions of service must be made available in the form of competitive salaries, vacation, and study-leave. It is also wise to hire efficient employees, offer them attractive and competitive benefit packages with components such as life insurance, disability insurance and flexible hours. The next thing is to provide opportunities for workers to share their knowledge through training sessions, presentations, mentoring others and team assignments. Employees like to share what they know which ensures their own learning. Demonstrating respect for them at all times, listening to them attentively, using their ideas, never ridiculing or shaming



them, also impresses workers to want to stay on the job. Through appropriate communication channels, show value for them and offer performance feedback, and praise them always for their good efforts and results. Few employees would wish to quit after such a fair deal by management (Heartfield, 2009).

The Ghana Government has instituted an annual award scheme for performing teachers throughout the country. Currently, teachers are the only professionals enjoying this special initiative which is meant to encourage them to perform creditably and to prompt society to appreciate the good work done by them. Since the inception of this award, more than 1000 teachers were given various prizes ranging from houses, saloon cars, to electrical gadgets. As a matter of fact the award has been a positive drive aimed at retaining teachers and attracting young and qualified personnel. Basically the award policy intends to boost the morale of teachers, raise their status, encourage excellent professional performance among them, and restore the traditional respect that used to be accorded the teaching profession (GES, 2004).

There was also the need to entice qualified teachers to accept to stay and work in communities where their services were most needed. In that direction, the GES (2004) explained further that metropolitan/municipal/district assemblies were empowered to sponsor teacher trainees into the colleges of education so that on completion they could sign bonds to serve in such areas.

To live and work in difficult and deprived areas is indeed a very challenging task for teachers posted to such places. However, to soften the hardship involved in accepting such postings, incentives need to be given the teachers in that category. This is in line with the statement by the Eastern

Regional Minister, Mr. Samuel Ofofu Ampofo who opined that teachers posted to rural areas would be given incentive packages to encourage them occupy the classrooms there (Kofaya-Tetteh, 2009).

Heartfield (2009) on the issue of retaining employees explained that if one works with people, sometimes they complain and ignoring their complaints will only increase them. Explaining further, she added that many workers often complain about never been praised for anything, unfriendliness among fellow staff, new workers taking higher salaries than old ones, poor work place communication channels, no benefits and incentives, delayed payment of salaries, and poorly defined jobs.

Staff motivation is so crucial that production can hardly be achieved without it since workers perform better when made impressed with the work. In this direction, Afful-Brohni (2004) opined that motivation is the inner drive that prompts people to act in a desired way and involves a lot of psychological factors and forces which initiate and maintain activity towards the achievement of personal goals. He added that it can result in different behaviours in different people.

According to Dunham (1995), the two major reasons for motivating staff are to (a) instil and sustain in them the will to work, and (b) to share that will in order to work effectively. For staff of any organisation to wish to remain and work in it motivation must be the key factor. In support of the view, Adesina (1990) explained that getting and retaining staff depends on a company's ability to motivate them regarding promotion prospects, payment type, conditions of service, social prestige and sensitivity to their plight.

In Ghana about 10,000 teachers leave the GES every year in search of better-paid jobs in other department (MOESS, 2006). Contributing to the discussion, Antwi (1992) explained that the issue of low teacher retention could be attributed to poor salaries and conditions of service, and negative change of public attitude towards the teaching profession. He added that this has driven many talented teachers into other professions where high social prestige is enjoyed. Concluding, he noted that graduate teacher retention appreciated significantly in 1969 following increased remuneration for them.

Motivation for hard work is a very important ingredient for retaining workers in an organisation. In that vein the Republic of Ghana (2002) stated that teachers and heads of schools that excel in their work should be awarded by District Directorates to motivate them to achieve set standards. The GES (2000) explained in its report on whole school development that to retain competent teachers, the strategies to be implemented include:

1. Rewarding them for excellence.
2. Providing them on-going support and training for whole school development.
3. Recognising their contributions towards developing the school.
4. Providing regular and timely payment of salaries to them.
5. Providing accommodation and welfare services for them especially those in deprived areas.
6. Providing full complement of teachers (pp.7-8).

On the need to motivate teachers the General Secretary of GNAT, Mrs. Irene Duncan-Adanusa explained that the association has been undertaking promotion of the general welfare of teachers through activities such as

establishment of the Teachers Fund and Credit Mall Limited to offer consumer service credit services to teachers, and credit unions and housing co-operatives at local and district levels to help provide solutions to their personal and accommodation problems (Akyire, 2002).

As a move to motivate and retain teachers, the Vice-President of Ghana during the Kufuor Government, His Excellency Alhaji Aliu Mahama explained that their government, in recognition of the enormous responsibilities of the teacher, had initiated and was implementing programmes and projects to motivate the teacher to become more dedicated and committed. He added that government had embarked on distribution of bicycles, radio cassette recorders, cooking utensils to teachers in deprived and difficult areas of the country to soften their hardships (Akyire, 2002).

Certain factors referred to as motivation tend to lead to job satisfaction. These include achievement, recognition of the nature of the work itself, responsibility, advancement, and growth. The absence of motivators may not dissatisfy workers but when available, can build strong levels of motivation resulting in excellent job performance. Other factors on the other hand, often lead to dissatisfaction among workers. These can take the form of inappropriate relationship with supervisors, subordinates or peers, poor supervision, work conditions, salaries, company policy and administration, security, and status (Herzberg, 1987).

A variety of reward systems are available to motivate staff but the classification is between intrinsic and extrinsic rewards. Intrinsic rewards refer to feeling of job satisfaction that can be derived from activities in the work place. It refers to one believing he has done a job well, thereby praising

himself. This is what drives many contemporary teachers to remain in the profession as it is a powerful form of incentive that is self-rewarding. On the other hand, extrinsic rewards surrounding a job include salaries, fringe benefits and job security which can retain teachers in the work but may not eliminate inefficiency (Pasiardis, 2002).

### **Staff Supervision and Discipline**

In the educational setting, staff supervision and discipline are very key factors without which the school cannot achieve its set goals. In this vein, Afful-Brohni (2004) opined that students as well as teachers are in a place of formation and must abide by the rules else many may go astray. He added that discipline is easier to maintain in an environment where there is formality, order and a programmed system in place.

Marsh (2001) contributing to the topic, explained that team supervision by professional staff requires that supervisors attend to employees concurrently in order to accomplish organisational goals, and the personal and professional developmental concerns of staff. Supervisors he said must indeed be trained to assist them in understanding the needs of staff members in various stages of their psychological and career development. He added that identifying developmental tasks or challenges many student affairs professionals face during their working lives and approaches supervisors may use to assist staff in addressing them is very important.

Continuous supervision of schools and teachers is the only way by which management can verify effectiveness of educational activities in the field and to determine where support is needed and in what form. In this vein the MOEYS (2004) explained that DEOCs and MEOCs will be expected to

cooperate with District Assemblies to monitor and supervise schools in their districts while District, Municipal or Metropolitan Chief Executives, who chair the DEOCs or MEOCs, must ensure that the committees meet regularly and exercise effective oversight but external inspection of schools would be taken out of the GES and transferred to the MOEYS.

The new Inspectorate Board of Education is supposed to be staffed at very senior levels to undertake in accordance with its own time table, evaluation on a periodic basis of all first and second cycle institutions in Ghana. It will report to MOE, to ensure its recommendations are enforced. This means that under the new arrangement, the National Inspectorate Board will be empowered to set and enforce standards to be observed at the various levels in both public and private educational institutions. However, routine internal inspection of schools by directors and supervisors within the Regional and District Directorates of Education will continue so that standards of performance in teaching and learning are constantly maintained (MOEYS, 2004).

Teacher supervision, which includes the evaluation process, should be authentic and reflect the actual work of teachers. Teacher supervision should result in a positive and growth-evoking experience for the teacher, where feedback is provided and used to improve instructional effectiveness, and result in improved student learning opportunities and results (Cronk, 2009).

Quality supervision recognises the complexities of good teaching and the value of good professional practice. It promotes a positive environment for teachers' professional growth and development. It is also based on professional trust and collaboration and be adapted to meet individuals' needs

and assignments. In support of this view, Cronk (2009) explained that the teacher supervision process, involves (a) students' learning, (b) instructional planning, (c) classroom environment, (d) instructional process, and (e) professional responsibilities.

Enhancing the performance of teachers is the ultimate need for which supervision in the school situation is supposed to be carried out. Cronk (2009) in support of this stated that the purposes for teacher supervision include enhancing teachers' performance and instructional effectiveness in ways that directly improve student' learning opportunities and results; providing an objective assessment of overall performance based on students' learning, and the four domains of teaching responsibility namely supporting state law, board of education policies, the district's guiding documents and collaboratively establishing professional goals that will improve teaching and learning.

Once school staff have been appointed and assigned to their respective schedules, the school head must rise up to his supervisory role of guiding and supporting them. In contributing to the discussion, Campbell, Bridges, and Nystrand (1977) explained that activities related to supervision should focus on the educational programme, the teachers, and others who implement the programme. Citing Burton and Brueckner (1955), Campbell et al explained that supervision may include such activities as (a) an appraisal of the educational programme, (b) a study of the learner and diagnosis of learning difficulties, (c) a study of the curriculum in operation, (d) a study of instruction, and (e) a study of materials of instruction, and the social environment.

For any organisation (including schools) to achieve its goals and objectives, supervision of the performance of its staff must be a key target alongside discipline. In consonance with this idea, the US Department of Defense (2005) stated that supervision is the process of advising other staff officers and individuals who are subordinate to the commander, of his plans and policies; interpreting those plans and policies, assisting such subordinates in carrying them out, determining the extent to which they are being followed, and advising the department thereof.

### **Community Involvement in Managing and Supporting Teachers**

In line with the decentralisation policy of Ghana, schools at the pre-tertiary level, particularly basic schools are community-based. As such, they should be owned, supported and developed by the community within which the school is located. This is supposed to prompt the community to be concerned about the development and progress its school as the medium of change for its people towards the future (GOG, 1992).

All communities in Ghana are supposed to participate in the new educational reforms to make it a success. Without the communities' participation, very little may be achieved. The community participation may take the form of provision of land for infrastructure and agriculture; provision of classrooms, workshops and furniture, assisting in enrolment drive by educating the communities to send their children of school-going age to school, assisting staff to get residential accommodation, and supervision of certain areas of school life or activities to ensure effective teaching and learning (Sekyere, 2008).



Sekyere (2008) further explained that areas of community involvement in supporting their schools include discouraging pupil absenteeism emanating from child labour, trading, and farming activities; excessive alcoholism, and drug-abuse on the part of teachers; and other activities that militate against effective teaching and learning and moral training of the child. However, it should be noted that the community cannot supervise the academic and professional activities of the school because they are not competent to vet lesson notes, supervise classroom teaching, or assess teachers' professional competence. They can however monitor the collection PTA fees and proceeds from the school's activities and the use of such monies to support the school.

The purpose of school-community relationship is to promote a positive challenging school climate in which student achievement and staff productivity are achieved. Maximum involvement of parents in their children's educational development at home and in school should be encouraged, and public knowledge of the purposes, successes and needs of the school system should be built to promote public understanding and support. It is also supposed to involve the citizens in co-operative learning practices, partnerships and other means to help make full use of human and other learning resources in the community (Berger, 1987).

Members of the school community and the village/town/city community and their teachers should actually know each other very well if any support of any sort is to take place. In this vein, Aboagye (2002) opined that members of the community should get to know the school at first hand, be able to raise questions, express ideas and take action on pressing issues about the school. This will help the teachers to deliver their best.

Contributing to the discussion, the GES (1998) explained that consideration will have to be given to the empowerment of communities in school management and control. It added that strategies will have to be developed to guide this process of empowerment. Since schools belong to communities, there is always the need for them to help in managing and supporting the teachers there.

Musaazi (1982) explained that experts from the community in say, weaving, carving, painting, sculpting, leather-working, pottery-making, mat-making, and glass-making, should always support their school teachers by accepting invitations to help in teaching such arts to the students. On accommodation for teachers, he opined that parents of schools have erected school buildings and houses to accommodate teachers.

According to the GES (2004), community involvement in the delivery of basic education is a strategic objective in the education reform process in Ghana. It added that SMCs which largely represent their communities, are supposed to take part in planning school projects and monitoring performance of the teachers and the pupils with a view to supporting them to maximise their output.

PTA executives should provide leadership to champion support from the community for their schools to ensure their effectiveness. This can help them to better engage in consultation, manage projects, and take part in planning resource mobilisation, partnership and transparency to reflect ownership, empowerment and involvement. This can greatly support the school headmaster and his staff to develop the school in the desired direction (GES, 2004).

According to the Republic of Ghana (2008), metropolitan/municipal/district assemblies should appoint MEOCs/DEOCs with fair representation of the communities, to ensure efficient education throughout the basic, second cycle and functional literacy education levels. It added that these MEOCs/DEOCs should be in charge of:

1. Provision of teachers and making sure they and the pupils are punctual and regular at school.
2. The moral and professional behaviour of staff and pupils relating to discipline complaints about teachers and non-teaching staff and learning materials, as well as complaints from teachers.
3. Supply of instructional materials to support the teachers in their lesson delivery (p.vi).

Abaidoo (1993) opined that the PTAs were formed to let their communities feel the schools belong to them and that the strong ones can play effective supervisory roles and can recommend or disapprove the appointment of any member of staff. He concluded that the PTA can be identified as a pressure group of the school to ensure its effective management. In support of Abaidoo's view, Frempong (n.d.) postulated that the aim of the PTA is to bring parents and the community as a whole to cooperate with the teachers for the advancement of education and the society, and provide a forum for parents and teachers to interact.

### **Challenges Facing Stakeholders of Education, and Some Solutions**

Ironically, it is evident that the major challenges confronting the education sector seem to have been compounded as policy interventions appear to be succeeding. For instance, an impact assessment of the capitation grant policy

revealed that even though it helped to increase enrolments in 2005/2006, it also compounded existing problems. One of the key challenges is shortage of qualified teachers which plays a major part in deepening the inability of the country to provide quality basic education for the growing numbers of the primary and JHS school children. Available statistics show that teacher availability and deployment remain problematic, especially in rural and deprived areas, and staff to match the ever increasing pupil population. In some cases, a teacher was expected to handle as many as 100 or more pupils. The deprived districts have been the worst affected (MOESS, 2006).

There are numerous challenges bedevilling stakeholders in their efforts to promote quality education delivery. One of such challenges is that many newly qualified teachers who pass out after their training courses lack confidence when posted to the field to practice (Lee & Alison, 2006).

Despite the substantial progress that has been made over the years in providing access to education, the nation continues to grapple with serious challenges on quality of education. Most of the 91% education financing provided by government in 1998 was absorbed by teachers' salaries, leaving very little funds for non-salary expenditure. This adversely affected the provision of teaching and learning materials and infrastructure development for the period (GES, 1998).

There is also the issue of teacher training and development. The most deprived areas lack teachers while at the same time there is some over-concentration of teachers in the urban areas. The teacher deployment issue has become critical to successful education delivery in the country. As a solution, the GES (1998) explained that to ensure effective and optimum utilization of

teachers, it is also important to have accurate data and statistics on teacher availability and deployment.

Furthermore, a large number of teachers were promoted and appointed to management positions for which they have no training. Consequently, assistant and deputy directors in technical positions like planning, budgeting, as well as data gathering and analysis are so incompetent that the desired technical support needed to make the District Education Office effective is often lacking. Finally, over-staffing in urban schools and under-staffing in rural schools is a characteristic problem both at the basic and secondary education levels. While well-established urban schools are overcrowded, the newly created rural ones have poor enrolment and staffing (GES, 2004).

Though leadership is a key commodity in twenty-first century organisations, basic schools in the GES lack qualified head teachers since in most cases they are not often trained in leadership before being appointed. In support of this assertion Zame, Warren, and Respress (2008) posited that heads of basic schools lacked leadership proficiencies because of the absence of school leadership preparation programmes. They added that such school heads lacked professional preparation in leadership, and as such practiced management and administrative behaviours rather than leadership.

The success of any decentralised teacher deployment policy depends on the administrative efficiency of the education district. Administrative inefficiencies have weakened the veracity of bonds signed by teacher trainees to return to teach in their parent districts. To address the situation, Asare (2009) suggested that there was the need for a coordinated institutional and inter-agency collaboration between District Assemblies and all Ministries,

Departments and Agencies. He added that a computerised human resource networked database should make it easy for tracking labour within the education sector and between it and other state owned institutions within the civil and public service. This he explained should be backed by a cross cutting civil and public service policy to prohibit the unconditional employment of bonded teachers. Concluding, he noted that this will make it easy for districts to either blacklist or prevent abusive tendencies.

In spite of increased enrolments rates in basic schools following the introduction of the capitation grant policy, the GOG itself concedes that in a number of cases, this reduced at the JHS and SHS levels due to poor parental care, and poor teaching. There are some parts of the country where access to basic education is lower and in some cases persistently underserved. The Northern Region has persistent lower school attendance rates than the national average (MOESS, 2006).

The successes achieved, however, masked up long-term challenges namely access, retention and quality education for all, particularly for students with disabilities due to lack of professional development activities for teachers, ineffective monitoring system, and limited resources provided to schools (Sayed, Akyeampong, & Ampiah, 2000). Furthermore, architectural barriers, inaccessible curriculum and limited pre/post-training in special education courses for regular classroom teachers limit access to education for students with disabilities (GES, 2004). The challenges facing the GOG in ensuring social and educational inclusion are (a) public prejudiced perception of persons with special needs, (b) architectural barriers, (c) inadequate assessment facilities, (d) inaccessible curriculum, (e) curriculum inflexibility,

and (f) pre-/post-training in special education needs for regular teachers (GES, 2004).

Communities should see their school teachers as their agents of change and support them to deliver quality education for their children. In support of the view, Hargreaves (1992) opined that the culture of teaching consists of beliefs, values, habits, and assumed ways of doing things among communities of teachers, to help bring about the desired change in the students. Contributing to the discussion, (Harvey, 1998) opined that successful inclusive educational practices cannot be possible without policies to provide clear guidelines and a commitment to the principle of inclusion.

Undue delay in promoting teachers who quality is another challenge which make the teachers affected disillusioned with the GES and out of resentment, may either not put up their best performance any longer or cause agitations at the teachers' front. This is in line with the call on teachers by the National President of NAGRAT to embark on a nationwide strike against the undue delay in their promotions by the GES (Kofaya-Tetteh, 2009).

Indiscipline among teachers in the form of drunkenness, child abuse, absenteeism, lateness, insubordination, and failure to prepare lesson notes are challenges that have made several teachers ineffective and inefficient in their schools. As a result, the President of the Conference of Directors of Education (CODE), Mrs. Sophia G. Awortwi shared the view that, the main challenge facing directors of education was indiscipline among teachers and that the MOE and the GES should appreciate measures instituted against teachers who became recalcitrant (Kofaya-Tetteh, 2009).

Few teachers can continue to deliver their best after they have been denied of their legitimate entitlements such as transport and travelling, and responsibility allowances. As expressed by the president of the NAGRAT, Mr. Christian Addai-Poku, that the MOE and the GES had turned deaf ears to teachers' concerns over payment of allowances and that such inaction was very frustrating, hence the need for a nation-wide strike by teachers (Kyei-Boateng & Bonney, 2010).

Gender disparities resulting from lack of role models, ignorance and poverty are challenges that reflect the situation of poor community participation. Thus, the confidence of parents in the public school system is low because of its perceived low value for money. This is mainly so at the basic education level where many of the parents complain of lack of jobs after school (GES, 2004).

### **Empirical Studies**

During my search for literature, limited related studies on teacher management and support services were discovered and needed to be acknowledged. These studies were undertaken at other levels and delimited locations and their results emphasised the importance of the topic in helping to boost teachers' morale in the process of education delivery.

Edzii (2000) reported on teacher management and support systems in senior secondary schools in the Cape Coast Municipality of the Central Region of Ghana, in a study to compile his thesis. The study sought to ascertain whether management and services were adequate enough to have the desired impact on teacher morale and quality education. Nine secondary schools (Adisadel College, St. Augustine's College, Oguaa Secondary-



Technical School, Holy Child School, Wesley Girls' High School, Mfantshipim School, University Practice Secondary School, Ghana National College, and Academy of Christ the King) were surveyed using 252 teachers and 12 service providers as the respondents. The main results were that, six teacher management and support systems (in-service training, supply of teaching and learning materials, healthcare, incentives, supervision, and financial support for teachers) existed in the Cape Coast Municipality and were offered to its senior secondary school teachers; and that all the services offered were either inadequate or poorly done. It was therefore concluded that professional support services provided by the GES for teachers at the senior secondary school level in the Municipality were, in most cases, not adequate.

Eyiah (2000) also undertook a study on teacher management and support systems in basic education in the West Akim District of Ghana. The study sought to discover how the educational agencies established in the on-going education reform programme were helping to enhance teacher performance in the said district. Eighty-one service providers from the District Education Directorate, the District Education Oversight Committee, the SMCs, the PTAs, and the basic school headship in the district; and 91 teachers from these schools were involved in the survey. The results of the study revealed that nine teacher management and support systems (recruitment, posting and transfer; orientation and in-service training; supervision and appraisal; supply of teaching and learning materials; school buildings and furniture; teachers' accommodation; settling of conflicts; and incentives) were offered to the teachers. It was also revealed that apart from incentive giving, which was very

ineffective, all the other eight services were fairly and effectively offered by the service providers.

### **Chapter Summary**

The literature review revealed that teacher management and support services included (a) moral support, (b) promotion of teacher qualities, (c) in-service training on important aspects of teachers' work, (d) provision of teaching materials and laboratory equipment, (e) supervision and guidance, (f) consistent and clear communication of systemic expectations, (g) provision of awards and incentives, (h) making time available for off regular duties, (i) giving opportunity to cultivate expertise, (j) providing consultancy opportunities, (k) maintaining good public relations, (l) giving financial support, and (m) evaluation of performance. The review also showed that:

1. The purpose of staff appraisal and development is to improve staff performance and develop potential in the context of the achievement of institutional development plans, thereby improving the efficiency with which the school as a whole is managed.
2. To retain staff in our educational institutions, it is wise to employ efficient teachers, offer them rewarding conditions of service, attractive and competitive benefit packages, raise their status, encourage excellent professional performance among them, and restore the traditional respect that used to be accorded the teaching profession.
3. Supervision requires understanding the needs of staff members in various stages of their social and career development, identifying developmental tasks or challenges they face during their working lives, and assisting in addressing them.

4. Basic schools are community-based and as such, should be owned, supported and developed by the community within which the school is located not forgetting the teachers' concerns.

The literature review further revealed that the new education reforms listed some roles and responsibilities of the class/subject teacher to enable service providers to appreciate the circumstances under which teachers work as follows:

1. Being responsible for enriching the curriculum through the inclusion of cultural elements specific to the locality e. g. use of learning materials based on indigenous industries and practices.
2. Developing yearly plans and weekly/daily units of study schemes of work.
3. Determining specific cognitive, psychomotor and affective instructional objectives.
4. Teaching specified national standards.
5. Using text books, teachers' guides and other resource materials for efficient teaching and learning processes.
6. Assessing pupils, using various continuous and other assessment systems (approved by MOE or teacher-made).
7. Using diagnostic instruments to identify the potentialities of pupils (including the talented, gifted and special needs pupils).
8. Providing prompt and regular feedback of student performance to students, parents, heads and other stakeholders.
9. Providing an enabling environment for effective teaching and learning.

10. Implementing activities that enhance lifelong education and life-wide competencies.

Finally the literature review identified challenges bedevilling the stakeholders of education which made them ineffective in playing their roles as expected. Notable among them were:

1. Shortage of qualified teachers which plays a major part in deepening the inability of the country to provide quality basic education for the growing numbers of the primary and JHS school children.
2. Undue delays in promoting qualified teachers, making them disillusioned with the GES and out of resentment, either do not put up their best performance any longer or cause agitations at the teachers' front.
3. Indiscipline among teachers resulting in drunkenness, child abuse, absenteeism, lateness, insubordination, and failure to prepare lesson notes.
4. Poor community participation in school matters resulting from lack of role models, ignorance and poverty.
5. A number of drop-out cases at the JHS and SHS levels due to poor parental care, and poor teaching.
6. Teachers on study-leave abandon the teaching profession after completing their programmes of study.

The present study investigated into teacher management and support services in public JHS of the Lamashegu Circuit "B" in the Tamale Metropolis. It sought to discover particularly, services actually offered to these teachers by the service providers concerned (to answer Research Question 1).

It also examined challenges facing the service providers in their attempt to function as expected, and solutions that respondents felt could be provided (to answer Research Question 2). Finally, it examined major challenges encountered by the teachers in their work (to answer Research Question 3) and how they expected them to be addressed (to answer Research Question 4).

The review also discovered that the above issues that emerged from the literature review related to the objectives upon which the study was based. In particular, all the issues revealed on teacher management and support services informed the formulation of Research Question 1. Those on challenges facing stakeholders of education, and some solutions, led to the formulation of Research Questions 2, 3 and 4.

With reference to the empirical studies encountered during the literature review, it must be emphasised that certain gaps were identified. The study of Edzii (2000) reported on teacher management and support systems in senior secondary schools of the Cape Coast Municipality while this study targeted JHSs of Lamashegu Circuit “B” of Tamale Metropolis.

In the case of Eyiah (2000), he undertook a study on teacher management and support systems in basic education in the West Akim District of Ghana. However, it did not target the JHS level which had characteristics that were distinct and different from the other aspects of basic education namely the pre-school and primary school levels. Secondly, his study was carried out in the West Akim District in the Eastern Region of Ghana which had different delimitations and characteristics from that of Tamale Metropolis in the Northern Region where Lamashegu Circuit “B” is located. The present study was an attempt to fill this gap.

## **CHAPTER 3**

### **METHODOLOGY**

This chapter describes the methodology that was used for the study. It discusses the research design, population, sample and sampling procedure used. The research instruments and their pilot testing, the data collection procedure and analysis have also been discussed.

#### **Research Design**

The descriptive cross-sectional survey design was adopted for this study as it permitted the collection of data through questionnaires from different respondents at different times, to answer the research questions on the issue at stake. Cohen, Manion, and Morrison (2005) described the design as a situation where different respondents are studied at different points in time, for example, a sample consisting of individuals of different ages, occupations, educational and income levels, to help test hypotheses or answer research questions on the study.

Cohen et al. (2005) explained that weaknesses encountered in the use of this design included (a) difficulty in analysing causal relationships, (b) inability to chart individual variations in development, (c) its sampling not entirely comparable at each round of data collection as different samples are used, (d) the fact that it can be time-consuming as background details of each sample have to be collected each time, (e) results being undermined if a variable is omitted, and (f) the fact that it only permits analysis of overall, net

change at the macro level through aggregated data. Despite these limitations, the method was found to be suitable for the study since none of the weaknesses outlined, posed any threat.

### **Population**

The population for the study included all committees, associations and departments whose members or staff were providing or receiving teacher management and support services Lamashegu Circuit “B” public JHSs. They included the Tamale Metropolitan Education Oversight Committee (MEOC) members, professional staff of the Tamale Metropolitan Education Directorate (TMED) and Presbyterian Regional Educational Unit Office (REUO), junior high school (JHS) headmasters (HMs), school management committees (SMCs) of JHSs in the circuit, and their teachers as presented in Table 1.

Table 1

**Population of Stakeholders who Provide or Receive Teacher Management and Support Services in the Lamashegu Circuit “B”**

Stakeholder	Population
Tamale Metropolitan Education Oversight Committee Members	13
Tamale Metropolitan Education Directorate Professional Staff	30
Presbyterian Regional Educational Unit Office Professional Staff	3
School Management Committee Members	30
Junior High School Headmasters	3
Junior High School Teachers	41
<b>Total</b>	<b>120</b>

Source: Tamale Metropolitan Education Directorate (2008)

### Sample and Sampling Procedure

The sample for the study comprised a total of 62 respondents who were purposively selected from the population for the study. These included 31 service providers selected from the MEOC, TMED, the Presbyterian REUO, the JHS headmasters and the SMCs; and all 31 teachers from the three JHSs of the circuit. The list of the respondents as illustrated in Table 2 was considered on grounds that it contained people who actually offered teacher management and support services and those who benefited from such services in the Lamashegu Circuit “B”.

Table 2

#### **Sample of Stakeholders who Provide or Receive Teacher Management and Support Services in the Lamashegu Circuit “B”**

Stakeholder	Sample
Tamale Metropolitan Education Oversight Committee Members	5
Tamale Metropolitan Education Directorate Professional Staff	10
Presbyterian Regional Educational Unit Office Professional Staff	3
School Management Committee Members	10
Junior High School Headmasters	3
Junior High School Teachers	31
Total	62

Purposive sampling was adopted to produce the sample as it helped to target the people who could respond to the issues concerned in the study. This was also in line with the reasons given by Agyedu, Donkor, and Obeng (1999) that, purposive sampling is chosen to suit the purpose of the study and that certain elements of the population are deliberately selected in the judgment of the researcher and nothing is left to chance.



In view of this philosophy, I visited the TMED on 07 December 2008 for the list of its professional staff. I then selected the Metropolitan Director of Education, three of his frontline unit heads (the Deputy Directors in charge of Finance and Administration, Human Resource Development, and Inspectorate Divisions), the CS of Lamashegu Circuit “B”, the officers in charge of guidance and counselling, logistics, training and staff development, personnel, and welfare, making 10 respondents. I also collected the list of the Lamashegu Circuit “B” JHSs namely Lamashegu M/A JHS, Bamvim Presbyterian JHS and Zosimili Girls’ JHS from the TMED and selected the HMs and all their 31 regular teachers. I also collected the lists of the SMCs from the HMs, and selected the chairmen, the PTA representatives, the old students’ representatives; the assembly men and the unit committee representatives serving on all the SMCs of the JHSs concerned, making 10 respondents.

I also visited the Presbyterian Regional Educational Unit Office on 09 December 2008 for its professional staff list and selected the Regional Manager, the Human Resource Management and Development (HRMD) Officer and the Welfare Officer making three respondents. Finally I contacted the secretary of the MEOC the same day for the list of their members and selected the Chairman (Metropolitan Chief Executive), the secretary, the GNAT representative, the Chairman of the Social Services Subcommittee of the assembly and the representative of the PTAs in the metropolis since there was none yet for the SMCs, making five respondents.

### **Research Instrument**

The instrument used for collecting data from respondents was questionnaire made up of two categories. The first one was for all the stakeholders

responsible for providing teacher management and support services referred to as service providers, namely the professional staff of the TMED and Presbyterian REUO, members of MEOC, members of SMCs of the schools concerned and their HMs (Appendix A). The other category was for the teachers who were the beneficiaries of the management and support services provided in the Lamashegu Circuit “B” (Appendix B).

The questionnaire for the service providers (Appendix A) had sections A and B. Section A had closed-ended items which sought background information on respondents while Section B was composed of closed and open-ended items seeking information on the variables to be measured to answer Research Questions 1 and 2. The questionnaire for the teachers (Appendix B) were all made up of close-ended items and grouped under three sections, A, B and C. The information sought from these sections included background information on the respondents from Section A, and information on the variables to be measured to answer Research Questions 3 and 4 respectively, from Sections B and C. A four-point Likert scale (strongly agree, agree, disagree, and strongly disagree) was used for Sections B and C.

### **Pilot-Testing of Instrument**

A pilot test of the instrument was carried out between 07 and 10 November 2009 to verify the reliability and validity of the items for the data collection. This was done on 60 respondents before using it for the actual study in order to provide an opportunity to assess their appropriateness and practicability. This also enabled me to check how the respondents understood the language used and problems connected with the length, sequence, sensitivity among others of the items. It also revealed whether the data produced by the

questionnaire could be analysed and whether the results that appeared could make any sense (Easterly-Smith, Thorepe & Lowe, 1999). It as well helped to improve the question formats and scales in accordance with Creswell's (2003) view that the pilot testing can help to improve the questionnaire formats and scales.

The pilot test was conducted in the Walewale Circuit of the West Mamprusi District in the Northern Region whereby Walewale L/A JHS and Kperiga Presbyterian JHS were selected. This choice was considered because of the urban similarities the circuit had with Lamashegu Circuit "B". The sample was the purposive type for reasons stated earlier and made up of 30 teachers as service beneficiaries comprising 17 teachers from Walewale L/A JHS and 13 teachers from Kperiga Presbyterian JHS. The service providers were also 30 and comprised the chairman (District Chief Executive), the secretary, the GNAT representative, the PTA representative and the District Assembly Social Services Sub-Committee representative, all of the DEOC; the District Director of Education, the Deputy Directors (for Finance and Administration, Supervision, and Human Resource Management), the officers in charge of guidance and counselling, logistics, training, welfare, and personnel; and the CS of Walewale Circuit all of the District Education Directorate; the Presbyterian Educational Unit Local Manager, the SMC and PTA chairmen, the assembly men and unit committee representatives of the communities the schools belonged to, old pupil representatives, and the HMs of the two schools making 30 service providers. In all, 60 respondents were selected.

The questionnaire forms were administered to all the respondents concerned within two days while two more days were used to retrieve all filled questionnaire forms. The response rate was 100 percent as all the respondents co-operated as expected. Following the successful completion of the pilot test, a few corrections were made regarding ambiguity. For example, from the teachers' questionnaire, Item 20 which read: "Teachers need to be motivated for hard work" was revised to read: "The PTA and SMC need to sometimes motivate teachers who serve well in their communities." Also, Item 8 of the service providers' questionnaire, which read: "If yes to Item 7 above, indicate levels taught below." was revised to read: "If yes to Item 7 above, indicate number of years taught below".

The reliability of the items was determined using the Cronbach's Coefficient Alpha formula with the help of the SPSS software. This checks how well a set of items (or variables) measures a one-dimensional latent construct. In other words, it determines the internal consistency or average correlation of items in a survey instrument to gauge its reliability. The computed results of the Cronbach's Coefficient Alpha of reliability of the questionnaire, is presented in Table 3. Positive values between zero and one are considered. According to Nunnally (1978), 0.70 or higher obtained on a substantial sample is an acceptable reliability coefficient before an instrument is used. This therefore confirmed the computed coefficient values displayed in the table, as acceptable.

Table 3

**The Cronbach's Alpha Coefficient of Reliability of the Questionnaire**

Questionnaire Category	Alpha Coefficient
Challenges facing teachers in their work	0.91
Solutions to challenges facing teachers in their work	0.82

**Data Collection Procedure**

One week was used to administer the instruments to all the respondents, and two weeks to gather the data. Before the start of the exercise, an introductory letter (Appendix C) was obtained from my academic department, the Institute of Educational Planning and Administration (IEPA) of the University of Cape Coast, introducing me to, and soliciting the support needed from those concerned, to successfully gather the data. This was handed over to the Tamale Metropolitan Director of Education on 07 December 2009 who permitted me to meet the remaining nine selected professional staff of the TMED and personally handed over the questionnaire forms to them, after explaining how they were to be filled. He also issued letters (Appendix C) introducing me to the HMs of schools concerned to assist in collecting the required data from their teachers. I then went to each HM who invited his teachers to listen to my explanations on how the questionnaire forms had to be filled after which they were administered to them.

A copy of the introductory letter from the IEPA (Appendix C) was also delivered personally to the Manager of the Northern Regional Presbyterian Educational Unit Office who permitted me to administer the questionnaire forms to the three selected professional staff there. One was also given to the chairman of the MEOC who directed me to respondents who were members of

his committee. The HMs led me to the SMC members of their schools for the same purpose. Finally, all the 31 service providers and 31 teachers were reached and given questionnaire forms bringing the total number of respondents to 62. They were all assured of confidentiality as well as anonymity and told that the outcome of their responses would not be used against their interest or reputation.

One week after the administration of the instruments, follow-up visits were made to retrieve completed forms. During those visits, replacement of questionnaire forms was done for those who could not trace or lost theirs and those who appeared not committed to filling them were persuaded to do as soon as practicable. By the end of the third week, all questionnaire forms were gathered, ensuring a recovery rate of 100 %.

### **Data Analysis**

First, all the data gathered had to be edited to eliminate errors and omissions that could adversely affect the results of the analysis. Second, being a descriptive study data analysis process, the data had to be summarised in line with the conclusion of Glass and Hopkins (1996) that descriptive statistics serves as a tool to describe or summarise or reduce to manageable form, the properties of mass data. Amedahe (2000) also explained that the large masses of data that one will collect for his research must undergo a process of summarisation or reduction before they are comprehensible. As such the responses had be coded and scored, resulting in frequencies and percentages. The open-ended responses were grouped based on common themes that emerged.

For a faster and more reliable data analysis, the computer software known as the Statistical Product for Service Solutions (SPSS) was employed to speed up the process. This was because it offered a full range of contemporary statistical methods with good editing and labelling facilities that proved very helpful for the purpose. It also provided a variety of ways to summarise the data and accurately described variables of interest as confirmed by Easterby, Smith, Turpe, and Lowe (2003) who posited that the SPSS software system is useful for accurately describing variables of interest and providing a variety of ways to summarise data. The required frequencies and their corresponding percentages which emerged were then presented for the description of the data.

Research Question 1 sought to find out the teacher management and support services which the service providers concerned offered the public JHS teachers in the Lamashegu Circuit “B” at the time of the study. To arrive at the answer to this question, the responses made on all such services as listed in item 9 under the questionnaire for the service providers (Section B of Appendix A), were analysed to determine both the frequencies and percentages that helped to report on the services rendered by them to the teachers concerned.

Research Question 2 sought to discover the challenges the service providers encountered as they managed and supported their teachers and how they could be resolved. For the answers, item 10 (Section B of Appendix A) was formulated which gave respondents the opportunity to state the challenges they encountered in carrying out the services they offered and also their views on how such challenges could be solved. Respondents’ views were classified,

grouped and coded, and used to generate frequencies and percentages to help determine the answer to the research question.

To find out the challenges facing the teachers in the performance of their duties, Research Question 3 was formulated and Items 9 to 14 of the questionnaire (Section B of Appendix B) gathered responses to answer it. The frequencies and percentages which were generated for each item determined the appropriate answers to the question.

For Research Question 4, which was to find out the teachers' expectations on how major challenges they encountered in their duties could be solved by the service providers concerned, Items 15 to 20 under (Section C of Appendix B) were constructed. As usual, the frequencies and percentages generated for each item helped to determine the required answers to the question.



## **CHAPTER 4**

### **RESULTS AND DISCUSSION**

This chapter presents the results and discussion of the study. They are based on (a) the background data analysis on all respondents involved in the study regarding the committees, departments and institutions they belonged to, positions held, number of years served, qualifications, gender, age and ranks; and (b) the outcome of all the results from respondents' responses of the which are supported with analytical views and relevant literature where appropriate. These responses sought to:

1. Find out what teacher management and support services were offered by the service providers concerned to the public junior high school teachers in the Lamashegu Circuit "B".
2. Examine challenges facing these service providers in their attempt to manage and support their teachers and how solutions could be provided.
3. Discover major challenges encountered by the teachers in their work.
4. Verify the expectations of these teachers regarding how challenges they encountered in their duties could be addressed.

#### **Background Information on Respondents**

The data for this study was gathered from two categories of respondents, namely 31 service providers of teacher management and support services in the Lamashegu Circuit "B" JHSs and 31 teachers who benefited from those

services. The service providers were made up of five MEOC members, 10 MED and three REUO professional officers, 10 SMC members and three HMs of junior high schools. In all, 62 people responded to the questionnaire successfully and the return rate was 100 %. These respondents provided responses for the study.

### **Work Places of Respondents**

The respondents were grouped under their respective areas of work. Table 4 displays the information on the said areas. The highest number of respondents namely 34 (54.8%) of them came from the JHSs because all the teachers and their HMs were involved in the study. The TMED and SMC followed with 10 (32%) respondents each and constituted the largest population of service providers for the study while 3 (9.7%) were from the REUO.

Table 4

### **Respondents' Work Places**

Work Places	Service Providers		Teachers	
	Number	(%)	Number	(%)
Metropolitan Education Oversight				
Committee	5	16.1	0	0.0
Metropolitan Education Directorate	10	32.3	0	0.0
Regional Educational Unit Office	3	9.7	0	0.0
School Management Committees	10	32.3	0	0.0
Junior High Schools	3	9.7	31	100.0
<b>Total</b>	<b>31</b>	<b>100.0</b>	<b>31</b>	<b>100.0</b>

### Positions Held by Respondents

As indicated in Table 5, the officers from the TMED and REUO put together constituted the highest number of service providers namely 12 (38.7%). This is followed by the ordinary members of MEOC and SMCs with 11 (35.5%) each. Chairman and HM positions, had three (9.7%) respondents each while manager and director were one (3.2%) each.

Table 5

### Positions Respondents Hold

Position	Service Providers		Teachers	
	Number	%	Number	%
Chairman	3	9.7	0	0.0
Committee Member	11	35.5	0	0.0
Director	1	3.2	0	0.0
Manager	1	3.2	0	0.0
Officer	12	38.7	0	0.0
Headmaster	3	9.7	0	0.0
Assistant Headmaster	0	0.0	4	12.9
Form Master	0	0.0	11	35.5
Staff Secretary	0	0.0	2	6.5
Sports Master	0	0.0	3	9.7
Health Master	0	0.0	1	3.2
Academic Board Chairman	0	0.0	1	3.2
Staff or Committee Member	0	0.0	9	29.0
<b>Total</b>	<b>31</b>	<b>100.0</b>	<b>31</b>	<b>100.0</b>

Even though the primary duty of a teacher is to impart knowledge to his learners, it is important to assess how other duties by him outside the classroom can impact either positively or negatively on his ability to carry out the actual work for which he was employed. Table 5 therefore displays also, other positions apart from teaching which the teachers hold. Form master positions were 11 (35.5%), the highest followed by ordinary staff members with nine (29.0%), who were in their schools only for teaching duties. Others were: four (12.9%) assistant HMs, staff secretaries two (6.5%), sports masters three (9.7%) and one (3.2%) each for health and academic board. A total of 21 (67.7%) teachers held positions in their schools that could interfere with their teaching duties.

#### **Respondents' Length of Service in Current Work Places**

The main purpose of the distribution of years served in the positions held by the respondents was to assess how experienced they were. Referring to the Table 6, only one (3.2%) service provider, served for 16 years and over while 23 (74.2%) of them served for between 1 - 5 years. This could be due to transfers among the officers and change of positions among committee members in the MEOC and SMCs.

Table 6 also helps to assess how long the teachers were in their current schools in order to adjust to local conditions and situations necessary for effective teaching and learning. Those who were in their schools for between 1 - 5 years were 26 (83.9%), while only five (16.1%) stayed in their schools for between 6 - 10 years. This meant that the majority of them were in the category of those who were either newly posted or transferred to their schools.

Table 6

**Length of Service of Respondents**

Years Served	Service Providers		Teachers	
	Number	%	Number	%
1 – 5	23	74.2	26	83.9
6 - 10	6	19.4	5	16.1
11 – 15	1	3.2	0	0.0
16 and over	1	3.2	0	0.0
Total	31	100.0	31	100.0

**Academic Qualifications of Service Providers**

From the distribution of qualifications of the service providers in Table 7, it can be observed that the highest number, namely 18 (58.1%) was made up of bachelor degree holders. This was a positive indicator since they could be seen as role models for the teachers to emulate and as such accept their services. The lowest qualifications of MSLC and BECE had one (3.2%) respondent each while two (6.5%) of them, had no qualifications and that can be traced to the community level where the local people are represented on the SMCs. Three (9.7%) respondents were holders of ‘O’ level, another three, diploma holders, and two were (6.5%) master’s degree holders which all helped to enrich the group with a broad class of qualified people.

Table 7

**Service Providers' Academic Qualifications**

Qualification	Service Providers	
	Number	%
None	2	6.5
Middle School Leaving Certificate	1	3.2
Basic Education Certificate	1	3.2
Ordinary Level General Education Certificate	3	9.7
Advanced Level General Education Certificate	0	0.0
Senior Secondary School Certificate	1	3.2
Diploma	3	9.7
Bachelor Degree	18	58.0
Master's Degree	2	6.5
<b>Total</b>	<b>31</b>	<b>100.0</b>

**Academic and Professional Qualifications of Teachers**

Since all the education reforms that Ghanaians embraced right from the colonial era emphasised the need for quality in the teaching and learning situation, it became necessary for our teachers to be of acceptable academic standing. Table 8 therefore helps to cast a glance at the academic and professional capabilities of the teachers of Lamashegu Circuit "B" JHSs. The highest number of them, namely 13 (42%), was made up of diploma holders and that could be attributed to the distance learning opportunities made available to them to improve their academic and professional qualifications, and the fact that newly posted teachers from the colleges of education, graduated with diplomas. An encouraging development was the fact that nine

(29.0%) of them were bachelor degree holders testifying that many teachers were aware of the need to raise their academic levels.

Table 8

**Teachers' Academic and Professional Qualifications**

Qualification	Academic		Professional	
	Number	%	Number	%
Ordinary Level General Certificate of Education	2	6.5	0	0.0
Advanced Level General Certificate of Education	1	3.2	0	0.0
Senior Secondary School Certificate	6	19.4	0	0.0
Non-professional	0	0.0	2	6.5
Certificate 'A' Three Year (Post Secondary)	0	0.0	14	45.1
Specialist Teacher's Certificate	0	0.0	2	6.5
Diploma	13	41.9	8	25.8
Bachelor Degree	9	29.0	5	16.1
Master's Degree	0	0.0	0	0.0
<b>Total</b>	<b>31</b>	<b>100.0</b>	<b>31</b>	<b>100.0</b>

Table 8 also shows the distribution the teachers' professional qualifications with Certificate 'A' Post-secondary holders being the majority, namely 14 (45.1%), followed by Diploma in Education with eight (25.8%). Bachelor Degree in Education teachers were five (16.1%) while specialist and non-professional teachers were two (6.5%) each. The large number of certificate 'A' teachers could be attributed to those who for financial and other reasons could not take advantage of the distance learning and sandwich programmes to upgrade themselves.

### **Ranks of Teachers**

With reference to Table 9, the highest rank, Deputy Director was one (3.2%) who ought to be in a management or supervisory position. However, this was attributed to a retired officer on contract teaching.

Table 9

#### **Teachers' Ranks**

Rank	Number	%
Pupil Teacher	1	3.2
Superintendent II	6	19.4
Superintendent I	4	12.9
Senior Superintendent II	10	32.2
Senior Superintendent I	2	6.5
Principal Superintendent	7	22.6
Deputy Director	1	3.2
Total	31	100.0

Hopefully his presence could be a support to the others because of his experience. Principal Superintendents were seven (22.6%), Senior Superintendent I holders two (6.5%), Senior Superintendent II holders 10 (32.3%), Superintendent I four (12.9%), Superintendent II six (19.4%) and Pupil teacher one (3.2%). The fact that the highest number of 10 (32.3%) came from the Senior Superintendent II rank, was because of the graduates from the diploma awarding institutions who were given that grade.

#### **Teaching Status and Experience of Service Providers**

An interesting feature of Table 10 is that 25 (80.6%) of the service providers were people who ever taught before as against only six (19.4%) of



them who never taught. This meant that the majority of them had a history of teaching experience which could help them appreciate their role of providing management and support services for the teachers concerned.

Table 10

**Service Providers’ Teaching Status and Experience**

Experience (Years)	Ever Taught		Never Taught		Sub-Total	
	Number	%	Number	%	Number	%
1 – 5	2	6.5	0	0.0	8	25.8
6 – 10	0	0.0	2	6.5	9	29.0
11 – 15	9	29.0	4	12.9	13	41.9
16 and over	14	45.1	0	0.0	1	3.2
Total	25	80.6	6	19.4	31	100.0

Out of the 25 (80.6%) service providers with teaching experience as distributed in Table 10, 14 (45.1%) of them ever taught for 16 and more years, nine (29.0%) for between 11 – 15 years and only two (6.5%) for between 1 – 5 years. On the other hand, only six (19.4%) never taught at all, with four (12.9%) and two (6.5%) of them coming from the 11 – 15 and 6 – 10 year groups respectively. This indicated that the majority of them were very experienced teachers and could be adjudged as the appropriate people to offer technical management and support services for the JHS teachers of Lamashegu Circuit “B”.

**Teaching Experience of Teachers**

The number of years served by teachers as displayed in Table 11 helped to establish the extent to which they gained experience in the GES. Only two (6.5%) of them served for 16 years and over, nine (29.0%) for between 11 - 15

years while six (19.4%) fell within the range of 6 – 10 years. The majority, namely 14 (45.1%) were the least experienced as they were in the 1 – 5 years range.

Table 11

**Teachers’ Work Experience**

Years Taught	Number	%
1 – 5	14	45.1
6 – 10	6	19.4
11 – 15	9	29.0
16 and over	2	6.5
Total	31	100.0

This trend could be attributed to the fact that the most experienced ones in the service were in most cases, moved to administrative positions like school headship and supervisory roles at the religious unit, district, regional and headquarters levels. This was found to be in line with Takyi (2009), when he reported that hundreds of senior teachers who had applied for positions of deputy director and above, and were waiting impatiently to take up vacant positions.

**Gender of Respondents**

As shown in Table 12, the number of male service providers was 24 (77.4%) as against seven (22.6%) for the females suggesting a high male domination over the females. This also indicated few role models among them for the female teachers. However, it is welcome news that on-going education reforms keep encouraging gender parity particularly with the creation of the

Girl-Child unit in every education directorate to promote future women involvement in decision-making through girl-child education (MOE, 2003).

Table 12

**Respondents' Gender**

Gender	Service Providers		Teachers	
	Number	%	Number	%
Male	24	77.4	23	74.2
Female	7	22.6	8	25.8
Total	31	100.0	31	100.0

For the teachers, Table 12 indicated quite a low number of female respondents namely 8 (25.8%) compared to that 23 (74%) for the males. It also meant that few female teachers as role models existed in the circuit at the time of the study and that was not a positive indicator. As Bame (1991) put it, that more than 70% of teachers in basic schools in Ghana were males. It is hoped, however, that the introduction of the girl-child policy in education would avert the trend in future.

**Ages of Respondents**

The age distribution of service providers in Table 13 indicated that as many as 23 (74.2%) of them, were within the age range of 45 – 60 years. This suggested that the teachers had matured and seasoned people to render management and support services to them. Even though only one (3.2%) was from the 60 years and over range, it was encouraging to have a retired officer as a service provider in the group to share his rich experience with the teachers.

Table 13

**Respondents' Ages**

Years	Service Providers		Teachers	
	Number	%	Number	%
23 – 38	3	9.7	24	77.4
39 – 44	4	12.9	4	12.9
45 – 60	23	74.2	2	6.5
Over 60	1	3.2	1	3.2
Total	31	100.0	31	100.0

Table 13 also revealed that 24 (77.4%) teachers were very young ones as they fell in the range of 23 – 38 years. This suggested that they needed a lot of management and support services as they could not have been experienced enough yet in their work. The very old ones, the 45 – 60 and over 60 year groups were two (6.5%) and one (3.2%) respectively while the middle aged group, 39 – 44 years, were four (12.9%). This trend could be attributed to promotion of the older ones to management grades, resignations to join other employment sectors, and retirement.

**Teacher Management and Support Services in the Lamashegu Circuit “B” JHSs**

**Research Question 1 (What Teacher Management and Support Services do the Service Providers Concerned, Currently offer the Public Junior High School Teachers in Lamashegu Circuit “B”?)**

For the teachers in Lameshegu Circuit B JHSs to perform their duties as expected, they deserve to be managed and supported effectively, efficiently and adequately. Tables 14 to 25 display information on the various services

provided alongside those who provide them while Table 26 gives the summary list of services provided in the circuit.

**Recruitment, Posting and Transfer**

This was the first and most important category of management and support service given to the teachers before others followed. This was so because the teachers had to first be recruited, posted and after sometime, transferred to wherever their services were needed before other support services could be added. Table 14 displays the distribution on this service as well as those providing it.

Table 14

**Distribution on Recruitment, Posting and Transfer**

Service Providers	Number Sampled (%)	Those Providing Service (%)
Metropolitan Education Oversight Committee	5 (16.1)	0 (0.0)
Metropolitan Education Directorate	10 (32.3)	4 (12.9)
Regional Educational Unit Office	3 (9.7)	2 (6.5)
School Management Committees	10 (32.3)	1 (3.2)
Junior High Schools	3 (9.7)	1 (3.2)
<b>Total</b>	<b>31 (100)</b>	<b>8 (25.8)</b>

Referring to the table, it can be observed that eight (25.8%) service providers were engaged in the provision of the service with four (12.9%) coming from the TMED followed by two (6.5%) from the REUO and the one (3.2%) each from the SMCs and JHSs. It was not surprising that the TMED and REUO contributed the bulk of respondents since they were primarily and officially charged with approving names of teacher-recruits seeking

sponsorship from the Tamale Metropolitan Assembly (TAMA) to enter colleges of education.

They also had to post or transfer teachers to where their services were most needed. This was in line with the assertion of Asare (2009) when he posited that decentralising teacher recruitment has been one of the strategies adopted by government to solve the problem of rural teacher deployment. He added that under the policy, district assemblies were required to sponsor senior high school graduates to access teacher education.

The SMCs and HMS only got involved in the service locally under circumstances where they were unable to get teachers posted or transferred to their schools by the TMED or REUO. In such instances, volunteers or local people with some skills were engaged temporarily to teach and were paid or rewarded by the community.

### **Orientations for Newly-Posted Teachers**

After teachers are recruited and posted or when transferred to a new school and environment they must be orientated to enable them adjust to the new work place, job schedule and colleagues. Table 15 indicates nine (29%) respondents offering that service with the TMED in the lead with five (16.1%) of them followed by the REUO with two (6.5%). This should be expected since it was their duty to make sure teachers arriving in the circuit were assisted to settle down in order to start their teaching duties.

Table 15

**Distribution on Orientations for Newly Posted Teachers**

Service Providers	Number Sampled (%)	Those Providing Service (%)
Metropolitan Education Oversight Committee	5 (16.1)	1 (3.2)
Metropolitan Education Directorate	10 (32.3)	5 (16.1)
Regional Educational Unit Office	3 (9.7)	2 (6.5)
School Management Committees	10 (32.3)	0 (0.0)
Junior High Schools	3 (9.7)	1 (3.2)
Total	31 (100.0)	9 (29.0)

Table 15 also shows that only one (3.2%) of the HMs from the JHSs responded as offering that service and this appeared strange in the sense that every head of a school is supposed to give some orientation to new teachers arriving at his school to join the staff. This is to help such teachers accustom themselves to the school administration, fellow teachers, and the community the school serves. As put in by Musaazi (1982), many mistakes and embarrassing situations encountered by new teachers in a school can be avoided through proper orientation programmes. However, this failure on the part of the HMs of the JHSs could be attributed to failure by their superiors to train them on the important aspects of their duties.

**In-Service Training Courses for Teachers**

In-service training courses enable teachers to receive knowledge on how to improve on their work and other areas of their lives while on the job. This happens particularly during implementation of education reforms when new teaching approaches are required by the teachers to perform better. Table 16

displays information on the service providers involved in this activity. The TMED which constituted the key player had seven (22.6%) respondents, the highest followed by the REUO and JHSs with two (6.5%) each.

Table 16

**Distribution on In-service Training Courses for Teachers**

Service Providers	Number Sampled (%)	Those Providing Service (%)
Metropolitan Education Oversight Committee	5 (16.1)	1 (3.2)
Metropolitan Education Directorate	10 (32.3)	7 (22.6)
Regional Educational Unit Office	3 (9.7)	2 (6.5)
School Management Committees	10 (32.3)	0 (0.0)
Junior High Schools	3 (9.7)	2 (6.5)
Total	31 (100)	12 (38.8)

These groups of service providers had the professional staff with the needed technical experience and knowledge needed to guide the teachers to improve upon their duties in line with the rules of the GES. This agreed with the explanation given by the GES (1994) that an important duty of school authorities is to ensure their staff members understand the need to be involved in the administration of the school in order to carry out their duties in line with the code of ethics governing them as GES professionals.

**Instructional Materials**

Table 17 shows the provision of this service. Referring to the table, a total of 10 (32.3%) respondents were involved in providing it with three (9.7%) each from the TMED and JHSs, two (6.5%) from the REUO and one each from the MEOC and SMCs. The TMED and the JHS headmasters were most



involved because they stored all such supplies needed by the teachers to prepare their lessons while the other service providers supported them during critical shortages in most cases.

Table 17

**Provision of Instructional Materials**

Service Providers	Number Sampled (%)	Those Providing Service (%)
Metropolitan Education Oversight Committee	5 (16.1)	1 (3.2)
Metropolitan Education Directorate	10 (32.3)	3 (9.7)
Regional Educational Unit Office	3 (9.7)	2 (6.5)
School Management Committees	10 (32.3)	1 (3.2)
Junior High Schools	3 (9.7)	3 (9.7)
<b>Total</b>	<b>31 (100.0)</b>	<b>10 (32.2)</b>

Nwagwu (1978) in support of this posited that plans and procedures must always be put in place for the proper management of the supplies until the time they are delivered for actual use by the teachers and pupils.

**Supervision and Discipline**

Supervision and discipline was the key area in which the service providers demonstrated serious involvement in the Lamashegu Circuit “B”. Table 18 indicates that 26 (83.9%) of them took part in providing the service with the SMCs topping the list with nine (29.0%) respondents, followed by TMED with seven (22.6%), MEOC four (12.9%), REUO and JHS three (9.7%) each. This implied that the communities had accepted the schools and the teachers as theirs.

Table 18

**Distribution on Supervision and Discipline**

Service Providers	Number Sampled (%)	Those Providing Service (%)
Metropolitan Education Oversight Committee	5 (16.1)	4 (12.9)
Metropolitan Education Directorate	10 (32.3)	7 (22.6)
Regional Educational Unit Office	3 (9.7)	3 (9.7)
School Management Committees	10 (32.3)	9 (29.0)
Junior High Schools	3 (9.7)	3 (9.7)
Total	31 (100.0)	26 (83.9)

Another revelation was that all the three respondents of the JHSs and REUO each, were involved in the activity thereby showing the seriousness with which it was taken at those places. This agreed with Afful-Brohni (2004) when he explained that teachers being in a place of formation, needed supervision and discipline to make sure they abided by the rules of the work in order not to go astray.

**Staff Appraisal and Promotions**

For teachers to assume positions of responsibility as they stay and work in the GES, they must be appraised and promoted. This also enables them to enjoy higher salary scales. Table 19 displays the involvement of the service providers in this direction for the Lamashegu Circuit “B” JHS teachers. Since technical expertise was required to carry out this duty, the SMC members could not take part. A total of 12 (38.8%) service providers responded as providing this service with six (19.4%) coming from the TMED, all the 3

(9.7%) from the JHSs, two (6.5%) from the REUO and one (3.2%) from the MEOC.

Table 19

**Distribution on Staff Appraisal and Promotions**

Service Providers	Number Sampled (%)	Those Providing Service (%)
Metropolitan Education Oversight Committee	5 (16.1)	1 (3.2)
Metropolitan Education Directorate	10 (32.3)	6 (19.4)
Regional Educational Unit Office	3 (9.7)	2 (6.5)
School Management Committees	10 (32.3)	0 (0.0)
Junior High Schools	3 (9.7)	3 (9.7)
<b>Total</b>	<b>31 (100.0)</b>	<b>12 (38.8)</b>

The responses implied that before any teacher got promoted his immediate HM had to appraise and recommend him for consideration by the REUO and the TMED. The response of one (3.2%) from the MEOC owed to the fact that its secretary is the Metropolitan Inspector of schools who was in charge of the final recommendation for teachers' promotions. Graham and Bennet (1992) explained that promotion is a move of an employee to a job in the company with greater importance, higher status and more salary and should always be fairly handled.

**Provision of School Infrastructure**

Teachers cannot offer their best performance in the absence of school infrastructure. Table 20 shows the distribution of how the service providers involved themselves in providing that service. The MEOC, REUO and SMCs

carried out that activity as shown by responses of four (12.9%), two (6.5%) and seven (22.6%) respectively, totalling 13 (42%).

Table 20

**Distribution on Provision of School Infrastructure**

Service Providers	Number Sampled (%)	Those Providing Service (%)
Metropolitan Education Oversight Committee	5 (16.1)	4 (12.9)
Metropolitan Education Directorate	10 (32.3)	0 (0.0)
Regional Educational Unit Office	3 (9.7)	2 (6.5)
School Management Committees	10 (32.3)	7 (22.6)
Junior High Schools	3 (9.7)	0 (0.0)
<b>Total</b>	<b>31 (100.0)</b>	<b>13 (42.0)</b>

The SMCs contributed most in view of the fact that they organised communal labour whenever the MEOC and TAMA undertook school building projects and also helped with maintenance of furniture. The REUO also showed its involvement because the Presbyterian Church usually handed over all building projects to it to execute where appropriate. This agreed with the view of Sekyere (2008) who explained that communities and churches can provide school buildings and maintenance work to support government's efforts.

**Provision of Teachers Accommodation**

One area that can adversely affect the efficiency of teachers in their work is the issue of their accommodation. This is because if they are compelled to stay far from their schools, transportation difficulties can cause them to often be either absent or late for duty. Table 21 shows how that was provided. A total

of 11 (35.5%) service providers offered that facility with nine (29.0%) from the SMCs and two (6.5%) from the MEOC.

Table 21

**Provision of Teachers' Accommodation**

Service Providers	Number Sampled (%)	Those Providing Service (%)
Metropolitan Education Oversight Committee	5 (16.1)	2 (6.5)
Metropolitan Education Directorate	10 (32.3)	0 (0.0)
Regional Educational Unit Office	3 (9.7)	0 (0.0)
School Management Committees	10 (32.3)	9 (29)
Junior High Schools	3 (9.7)	0 (0.0)
<b>Total</b>	<b>31 (100.0)</b>	<b>11 (35.5)</b>

This was not surprising since the task of accommodating the teachers rested more on the shoulders of the SMC members whose communities the teachers served. Sekyere (2008) in supporting the trend posited that communities in assisting the school staff to get residential accommodation can contribute towards the success of the educational reforms.

**Teachers' Conflict and Complaint Resolution**

In every human institution, there must be conflicts and complaints as the members interact with each other in their daily activities. For the goals and objectives of any institution to be achieved, there must be an effective conflict resolution machinery to work towards achieving harmony among its members.

Table 22 exhibits how the service providers carried out that duty.

Table 22

**Distribution on Teachers' Conflict and complaint Resolution**

Service Providers	Number Sampled (%)	Those Providing Service (%)
Metropolitan Education Oversight Committee	5 (16.1)	2 (6.5)
Metropolitan Education Directorate	10 (32.3)	6 (19.4)
Regional Educational Unit Office	3 (9.7)	3 (9.7)
School Management Committees	10 (32.3)	9 (29.0)
Junior High Schools	3 (9.7)	3 (9.7)
Total	31 (100.0)	23 (74.2)

Referring to the table, a total of 23 (74.2%) of them responded as involved in the task. SMCs responded with nine (29%) the highest, MED six (19.4%), REUO and JHSs three (9.7%) each, and the MEOC, two (6.5%). Again it was normal the SMCs were involved most since the teachers interacted very often with their children (wards) through whom many of the conflicts were usually generated as a result of disciplinary issues. It was also normal that all three respondents of the REUO and JHSs were also involved due to the fact that they worked very closely with the teachers and their school communities. Loomis and Loomis (1965), in explaining the trend said that conflict is an ever-present reality in human relations and the manner of handling it could bring about positive or negative consequences that will affect the lives of the members of the school community and beyond.

**Incentives for Teachers**

Incentive giving is an important impetus that motivates human effort in every area of work. Table 23 displays the involvement of the service providers

in giving incentives to their JHS teachers in Lamashegu Circuit “B”. In all, 13 (41.9%) of them rendered the service. The SMCs were in the lead with six (19.4%) responses followed by MEOC with three (9.7%), REUO two (6.5%) and one (3.2%) each for MED and JHSs. The MEOC and TAMA had the duty of rewarding best teachers at the district and circuit levels while the SMCs and the REUO took up that of rewards at the various school levels. In line with this revelation, Bonney (2009) reported the Minister of Education, Mr. Alex Tettey-Enyo as having promised that government would continue to introduce motivational and incentive packages for teachers, and that he urged corporate organisations to support the initiative. The very low involvement by the TMED and JHS was due to the fact that they were constrained in terms of material provisions needed to offer the teachers as incentives.

Table 23

**Distribution on Incentives for Teachers**

Service Providers	Number Sampled (%)	Those Providing Service (%)
Metropolitan Education Oversight Committee	5 (16.1)	3 (9.7)
Metropolitan Education Directorate	10 (32.3)	1 (3.2)
Regional Educational Unit Office	3 (9.7)	2 (6.5)
School Management Committees	10 (32.3)	6 (19.4)
Junior High Schools	3 (9.7)	1 (3.2)
<b>Total</b>	<b>31 (100.0)</b>	<b>13 (41.9)</b>

**Provision of Leave for Teachers**

To make sure the welfare of teachers is catered for they must always be granted certain categories of leave as and when the need arises. In the

Lameshegu Circuit B, 13 (41.9%) respondents provided that service as shown in Table 24. The TMED contributed three (9.7%) respondents, the REUO two (6.5%), and all the three (6.5%) from the JHSs. This followed the fact they were the only agents mandated by the MOE and the GES to grant leave of any sort to the teachers. All the JHS HMs were involved because only they had the authority to recommend any leave for teachers that exceeded three working days to the REUO or the TMED (Amo-Dako, 2000).

Table 24

**Distribution on Provision of Leave for Teachers**

Service Providers	Number Sampled (%)	Those Providing Service (%)
Metropolitan Education Oversight Committee	5 (16.1)	0 (0.0)
Metropolitan Education Directorate	10 (32.3)	3 (9.7)
Regional Educational Unit Office	3 (9.7)	2 (6.5)
School Management Committees	10 (32.3)	0 (0.0)
Junior High Schools	3 (9.7)	1 (3.2)
Total	31 (100.0)	6 (19.4)

**Provision of Salaries and Allowances**

The major reward that can retain workers in every organisation is the unflinching payment of salaries and allowances. Table 25 reveals the service providers who handled that onerous task. From the table, it can be seen that a total of 6 (19.4%) respondents offered the service with four (12.9%) of them from the TMED, and one (3.2%) each from the REUO and the JHSs. The reason for the trend of responses was that only the TMED could finally make recommendations on the payment of all teachers' salaries to the GES



headquarters to work on. It also handled payment of all categories of their allowances. This is in line with the call by His Excellency President Atta Mills to the MOE and the GES to ensure that all salaries and other emoluments of teachers were paid promptly (GNA, 2009). The REUO also had the duty of making recommendations on issues relating to teachers’ salaries and allowances to the TMED to approve for inputs to be sent to the GES Headquarters. The JHS HMs also forward any claims on salaries and allowances by teachers under them to the TMED or the REUO for approval and payment. It was therefore surprising that only one JHS HM responded to the item on this service.

Table 25

**Distribution on Provision of Salaries and Allowances**

Service Providers	Number Sampled (%)	Those Providing Service (%)
Metropolitan Education Oversight Committee	5 (16.1)	0 (0.0)
Metropolitan Education Directorate	10 (32.3)	4 (12.9)
Regional Educational Unit Office	3 (9.7)	1 (3.2)
School Management Committees	10 (32.3)	0 (0.0)
Junior High Schools	3 (9.7)	1 (3.2)
Total	31 (100.0)	6 (19.3)

**Summary List of Teacher Management and Support Services provided for JHS Teachers in Lamashegu Circuit “B”**

As a final answer to Research Question 1, the summary list of teacher management and support services offered for teachers in the Lamashegu Circuit “B” JHSs are provided in Table 26. In all, 12 teacher management and support services were provided. As a classification for the services provided,

recruitment, posting/transfer, provision of instructional materials, and salaries/allowances were the most important; orientation/in-service training courses for teachers, supervision and discipline, provision of school infrastructure, and incentives were very important; staff appraisal and promotions, provision of teachers' accommodation, and conflict/complaint resolution were fairly important while provision of leave was the least important.

Table 26

**Summary List of Teacher Management and Support Services Provided in Lamashegu Circuit “B” Junior High Schools**

Services Provided	Degree of Importance	Service Providers	
		Number	%
Recruitment, posting and transfer	Most important	8	25.8
Instructional materials	Most important	10	32.3
Provision of salaries and allowances	Most important	6	19.4
Orientations for newly trained teachers	Very important	9	29.0
In-service training courses for teachers	Very important	12	38.7
Supervision and discipline	Very important	26	83.9
School infrastructure	Very important	13	41.9
Provision of incentives	Very important	13	41.9
Staff appraisal and promotions	Fairly important	12	38.7
Teachers' accommodation	Fairly important	11	35.5
Teachers' conflict/complaint resolution	Fairly important	23	74.2
Provision of leave	Least important	6	19.4

## **Challenges encountered with Suggested Solutions by Providers of Teacher Management and Support Services in Lamashegu Circuit “B” JHSs**

### **Research Question 2 (What Challenges do the Service Providers of Teacher Management and Support Services face in their Attempt to Manage and Support the Teachers in their Work and how can they be Solved?)**

To answer Research Question 2, views of respondents were gathered on the challenges they encountered in providing each of the 12 teacher management and support services in the Lamashegu Circuit “B” JHSs, and their suggested solutions to address them. The results are displayed in Tables 27 - 38 under their respective headings. It should be noted however that only those offering the services in each case, identified the challenges and suggested the solutions.

### **Challenges and their Solutions on Recruitment, Posting and Transfer**

On the challenges encountered and the solutions suggested by the service providers of recruitment, posting and transfer, Table 27 displays the responses. Ban on recruitment and a suggested solution that government should lift the ban received one (3.2%) response each. The ban in this case, affected new engagements into the GES but not recruitment of teacher trainees into the colleges and universities of education. Teachers refusing postings and transfers, received three (9.7%) responses with three suggested solutions namely (a) Government and the Tamale Metropolitan Assembly should provide incentives for teachers in deprived areas, one (3.2%) response; (b) government should improve social amenities in deprived and rural areas, one (3.2%) response; and (c) teachers should be taught the rules of the GES on postings and transfers, two (6.5%) responses.

Table 27

**Challenges Encountered and Solutions Suggested by Service Providers on Recruitment, Posting and Transfer of Teachers**

Challenges	Number (%)	Suggested Solutions	Number (%)
Ban on recruitment	1 (3.2)	Government should lift ban.	1 (3.2)
Teachers refuse postings and transfers.	3 (9.7)	Government and Assembly should provide incentives for teachers in deprived areas.	1 (3.2)
		Government should improve social amenities in deprived and rural areas.	1 (3.2)
		Teachers should be taught rules on postings and transfers.	2 (6.5)
Authorities do not collaborate on postings and transfers.	1 (3.2)	Authorities should consult each other continuously on postings and transfers.	1 (3.2)
Headmasters are not allowed to issue assurance letters to teachers.	1 (3.2)	Headmasters should be allowed to issue assurance letters to teachers.	1 (3.2)
<b>Total</b>	<b>6 (19.4)</b>		<b>7 (22.6)</b>

Incentive giving is a secret power that inspires workers to accept difficult and even hazardous tasks without complaining. Therefore the suggestion to motivate teachers to accept postings and transfers to areas they perceive as difficult to live and work is worthwhile. Afful-Brohni (2004) agreed with this view when he posited that incentives are given by the owners or administrator

of an organisation to entice staff to perform to capacity despite obstacles, for the attainment of its aims and objectives.

Authorities do not collaborate on postings and transfers and a suggestion that they should always consult each other continuously on postings and transfers attracted one (3.2%) response each. This was an unfortunate development which referred to the fact that the TMED and REUO being the authorities in this case were not consulting each other when posting or transferring teachers particularly within the jurisdiction of the latter and that did not auger well on the issue of maintaining discipline in the circuit.

Headmasters prevented from issuing assurance letters to teachers and a suggestion that they should be allowed to do so received a response of one (3.2%) each. This implied that the headmasters were not allowed to initiate any process of identifying and attracting teachers they deemed to be hard working and of good standing to be posted to their schools. If this could be allowed the HMs could lobby for teachers of meaningful ability and character to promote harmonious working relations at the school level to help achieve its aims and objectives. This view was supported by Armstrong (2003) when he postulated that every organisation should resource employees based on their ability to deliver, performance levels, quality, attitude, beliefs and personal characteristics.

### **Challenges and their Solutions on Orientations for Newly-Trained Teachers**

Table 28 displays the challenges encountered and the solutions suggested by respondents on orientations for newly-trained teachers in the circuit JHSs. Lack of training grants for orientations and a suggestion that government

should release enough training grants for the purpose both received four (19.4%) responses each, while a second suggestion that NGOs and development partners should support the service providers with funds, received two (6.5%). This revelation implied that orientation courses were not going on in the circuit even though the newly-posted teachers there needed preparation to start work. Cooper (1959) explained that the orientation programme was necessary for both beginning teachers and those experienced ones who were new to the system, to help brief them on the community and the school system soon after posting, appointment or transfer.

Table 28

**Challenges Encountered and Solutions Suggested on Orientations for Newly-trained Teachers**

Challenges	Number (%)	Suggested Solutions	Number (%)
Lack of training grants for orientations.	4 (12.9)	Government should release enough training grants.	4 (12.9)
		Non-governmental organisations and development partners should support.	2 (6.5)
No follow-ups after orientations.	1 (3.2)	Government should allocate funds for follow-ups.	1 (3.2)
<b>Total</b>	<b>5 (16.1)</b>		<b>7 (22.6)</b>

Another challenge was that there were always no follow-up activities after organising orientation courses and a suggestion that government should allocate funds for that, both received a response of one (3.2%) each. Follow-ups are needed after orientations to get feedback from teachers on how helpful

the course was to them and whether their performances justified the orientation given them.

**Challenges and their Solutions on In-Service Training Courses for Teachers**

The data analysis on challenges encountered and solutions suggested by service providers on in-service training courses for teachers is displayed in Table 29. The only challenge that came up under this service was lack of training grants identified by seven (22.6%) respondents. To address it, six (19.4%) respondents suggested that government should release enough training grants for its execution while two (6.5%) of them were of the opinion that NGOs and development partners should support the service providers to carry it out.

Table 29

**Challenges Encountered and Solutions Suggested on In-service Training Courses for Teachers**

Challenges	Number (%)	Suggested Solutions	Number (%)
Lack of training grants for in-service courses	7 (22.6)	Government should release enough training grants.	6 (19.4)
		Non-governmental organisations and development partners should support the service providers.	2 (6.5)
<b>Total</b>	<b>7 (22.6)</b>		<b>8 (25.8)</b>

This revealed that in-service training courses were not going on due to lack of funds, meaning that the teachers of the Lamashegu Circuit “B” JHSs had

been deprived of (a) being made abreast with current development in the GES, (b) updating their knowledge and skills while on the job, and (c) preparing themselves to meet future challenges as far as competence in their duties was concerned. This was found to agree with Anamuah-Mensah (2002) when he opined that insufficient funding and late release of available funds resulted in delays in execution of institutional activities and projects.

### **Challenges and their Solutions on Instructional Materials for Teachers**

Table 30 presents the challenges encountered and solutions suggested by the service providers on provision of instructional materials for teachers. Late arrival of supplies at their destinations was the first challenge with a suggestion that, the GES headquarters should always send supplies before schools re-open both received two (6.5%) responses each. Looking at that development it was obvious that the teachers could not have exhibited their best performance in their respective schools.

Inadequate supplies from GES headquarters followed up with a suggestion that the GES Headquarters should always send enough supplies, both attracted responses of four (12.9%) each. This indicates that anytime supplies reached the schools, they were often not enough for the teachers to teach with thereby affecting their performance in the classroom.

Another challenge identified by one (3.2%) respondent was that the HMs often delayed in collecting their consignments from the TMED whenever allocations were made to them. As a solution, a suggestion was made by one (3.2%) respondent that HMs should always be given a special fund or transportation to go for their supplies. Associated to this challenge was the issue of inadequate and late release of capitation grants to HMs and a



suggestion that they should always be released early, both received two (6.5%) responses each.

Table 30

**Challenges Encountered and Solutions Suggested on Instructional Materials for Teachers**

Challenges	Number (%)	Suggested Solutions	Number (%)
Late arrival of instructional materials.	2 (6.5)	Headquarters should always send supplies before schools re-open.	2 (6.5)
Inadequate supplies from headquarters.	4 (12.9)	Headquarters should always send enough supplies.	4 (12.9)
Inadequate and late release of capitation grants.	2 (6.5)	Capitation grants should always be released early.	2 (6.5)
Headmasters delay in collecting supplies.	1 (3.2)	Headmasters should be given special funds or transportation to go for supplies.	1 (3.2)
<b>Total</b>	<b>9 (29.0)</b>		<b>9 (29.0)</b>

The absence of funds at the disposal of the HMs, worsened by the inadequate and late release of capitation grants, prevented them from transporting supplies quickly to their teachers soon after allocations were made to them. This definitely also prevented the teachers from carrying out their duties effectively and efficiently. As explained by Nkansah (2007), the low performance in the 1987 education reforms may be traced to factors including inadequate and inappropriate instructional materials and ill-equipped workshops in the JHSs.

## **Challenges and their Solutions on Supervision and Discipline**

Table 31 displays the challenges encountered and solutions suggested by 24 (77.4%) service providers on supervision and discipline in the circuit. Lack of co-operation from teachers was identified, followed by a suggestion that the headmasters should educate their teachers to always cooperate during supervision and discipline both received four (12.9%) responses each.

Supervision helps senior officers and SMC members to identify areas where their teachers need special support to enable them perform as expected. It also gives room for recommendations to be made on the hard working ones for higher responsibilities and awards. It as well determines where there is the need to take disciplinary action to correct deviant or recalcitrant behaviour. Lack of co-operation on the part of the teachers therefore meant that the trend must have persisted for some time thereby preventing them from performing according to laid down procedure and norms. The suggested solution in this case was appropriate since it was the duty of the headmasters to make sure their teachers conducted themselves professionally as clarified by the GES (1994), that one important task of the HM is to make sure there is discipline among his teachers.

Lack of transportation to undertake supervision was identified by six (19.4%) respondents in Table 31. They also suggested that all supervisory service providers should be given means of transport while two (6.5%) of them suggested that funds should be provided for prompt payment of transport and travelling allowances.

Table 31

**Challenges Encountered and Solutions Suggested on Supervision and Discipline**

Challenges	Number (%)	Suggested Solutions	Number (%)
Lack of co-operation from teachers.	4 (12.9)	Headmasters should educate teachers to always cooperate during supervision and discipline	4 (12.9)
Lack of transportation to undertake supervision.	6 (19.4)	All supervisory service providers should be given means of transport.	6 (19.4)
		Non-governmental organisations should support.	2 (6.5)
Non-payment of travelling and transport allowances.	2 (6.5)	Funds should be provided for prompt payment of travelling and transport allowances.	2 (6.5)
Lack of fuel and maintenance for means of transport.	5 (16.1)	Enough funds for fuel and maintenance should be made available for supervision.	5 (16.1)
Failure by senior officers to apply sanctions.	5 (16.1)	Senior officers should be fair and firm on sanctions.	5 (16.1)
Too many schools for one circuit supervisor.	1 (3.2)	More supervisors should be engaged for supervision.	1 (3.2)
Lack of meetings on disciplinary issues.	1 (3.2)	Disciplinary committees should hold regular meetings.	1 (3.2)
<b>Total</b>	<b>24 (77.4)</b>		<b>26 (83.9)</b>

Adequate means of transport or in its absence, adequate and prompt payment of transport and travelling is a sure approach to promoting supervision in schools. Absence of both in the circuit meant that the teachers there were deprived of the support they needed to maximise their performance. This view was also captured by the Republic of Ghana (2002) when it reported that inadequate resources, including lack of means of transport affected the performance of circuit supervisors, and recommended that they should be supported with logistics like transport and fuel among others for their work.

Referring to the table, lack of fuel and maintenance for means of transports and a suggestion that enough funds for fuel and maintenance should be made available for supervision, both attracted responses of five (16.1%) each. This implied that even the vehicle allocated for conveying the inspectorate division officers for supervision work, most of the time either lacked fuel to move or got grounded due to lack of funds to maintain it. On the other hand, officers who had their own means of transport could not be supported with fuel or funds for maintenance during break downs. In that vein, Anamuah-Mensah's (2002) conclusion that the supervisory role of district education officers should be strengthened to enable them offer professional support to classroom teachers, is indeed appropriate.

Failure by senior officers to apply sanctions and a suggestion that such officers should be fair and firm both had responses of five (16.1%) each. This had to do with ensuring discipline among the teachers, and its failure implied that those teachers, who did not follow laid down rules connected with their work, were left off the hook. That of course could influence negatively, the law-abiding ones thereby reducing their efficiency levels.

Too many schools for one circuit supervisor to oversee and a suggestion that more of them should be engaged for supervision, both received one (3.2%) response each. One circuit supervisor in accordance with the GES rules is supposed to visit one school under him three times in a term (Republic of Ghana, 2002). The challenge raised implied that the circuit supervisor of the circuit concerned could not always visit his schools as expected in order to support the teachers to perform better.

The last challenge in Table 31 identified by one (3.2%) respondent, stated lack of meetings on disciplinary issues. For its solution, he suggested that chairmen of committees concerned with disciplinary issues should organise regular meetings. Discipline is necessary in every human institution to make sure rules and regulations are followed for its aims and objectives to be achieved. The challenge identified is a manifestation that decisions on disciplinary issues had not been taken for a very long time to help the teachers to follow laid down rules.

### **Challenges and their Solutions on Staff Appraisal and Promotion**

Table 32 presents the distribution of service providers' challenges in the area of staff appraisal and promotion of teachers in the Lamashegu Circuit "B" JHSs. First to come up was that, some senior officers and headmasters lacked appraisal skills, and the suggestion that such service providers should be trained on appraisal techniques both received two (6.5%) responses each. Promotion is a very important issue which requires excellent staff appraisal to determine the justification for promoting teachers to take up higher responsibilities. If therefore, the appraisers lacked the skills needed for this very important task, it could mean that many of the teachers were either

promoted, or denied promotion, under unfair circumstances, both of which could have very serious repercussions. The consequence could be that either the wrong people might have been promoted or the right people were denied promotion. This agreed with GES Council (1999) when it explained that one purpose of staff appraisal is to use the information collected about staff to counsel them as part of the staff development process of the organisation for its continuous growth.

Table 32

**Challenges Encountered and Solutions Suggested on Staff Appraisal and Promotion**

Challenges	Number (%)	Suggested Solutions	Number (%)
Some senior officers and headmasters lack appraisal skills.	2 (6.5)	Senior officers and headmasters should be trained on appraisal techniques.	2 (6.5)
Undue delay in promoting teachers who qualify.	2 (6.5)	Promotions issues should always be dealt with promptly.	2 (6.5)
Some teachers apply for promotions very late.	1 (3.2)	Teachers should always be told early of promotion deadlines.	1 (3.2)
Appraisal results are sometimes compromised.	1 (3.2)	Appraisal officers should be frequently monitored.	1 (3.2)
Many teachers often fail appraisal interviews.	2 (6.5)	Teachers should be told to learn the rules of the GES.	2 (6.5)
<b>Total</b>	<b>8 (25.8)</b>		<b>8 (25.8)</b>

As shown in Table 32, undue delay in promoting teachers who quality was another challenge with a suggestion that promotion issues should always be dealt with promptly, both received two (6.5%) responses each. Such a

development as revealed, could make the teachers affected disillusioned with the TMED and the GES and out of resentment, may not put up their best performance any longer. This is in line with the call by the National President of NAGRAT on teachers to embark on a nationwide strike against the undue delay in their promotions by the GES (Kofaya-Tetteh, 2009).

Some teachers apply for promotions very late and a suggested solution that deadlines on promotion issues should always be communicated early to teachers concerned was made by one (3.2%) respondent each. This implied that some of the teachers in the circuit were not always aware of when to apply for their promotions in order to receive the expected results. It is therefore important that communication systems between the TMED and the schools are improved upon.

Appraisal results are sometimes compromised and a suggested solution that appraisal officers should be frequently monitored received one (3.2%) response each. Implications were that such officers could have been awarding appraisal marks to teachers not based on merit, for certain benefits. Such officers if not monitored as suggested, can jeopardise the essence of appraisal work thereby discouraging dedicated teachers in the circuit from excelling. This is in harmony with the view of Beach (1980) who defined performance appraisal as a systematic evaluation of the individual with respect to his performance on the job and his potential for development.

Many teachers often fail appraisal interviews and a suggestion that they should be told to learn the rules of the GES attracted two (6.5%) responses each. This revelation gave the impression that the teachers in question were not abreast of development in the GES; hence they failed the said interviews

which are usually on the rules of the service. Therefore, the suggestion given was helpful. In line with this, Noe, Hollenbeck, Gerhart, and Wright, (1996) opined that performance appraisal may involve a structured periodic interview in which the work performance of a subordinate is examined and discussed, with a view to identifying weaknesses, strengths and opportunities for improvement and skills development.

### **Challenges and their Solutions on Provision of School Infrastructure**

The challenges encountered and solutions suggested by the service providers on provision of school infrastructure in the Lamashegu Circuit “B” JHSs are presented in Table 33. Seven (22.6%) respondents identified inadequate funds from the Metropolitan Assembly as a challenge. The solutions suggested to address this challenge included (a) members of parliament should support provision of school infrastructure, made by one (3.2%) respondent; (b) Government should increase educational funding to the Metropolitan Assembly, by two (6.5%) respondents; (c) Metropolitan Assembly should generate more funds to support education, by four (12.9%) respondents; and (d) support from donors should be sought, by two (6.5%) respondents. These responses implied that teachers required adequate and comfortable infrastructure to perform their duties well.

Even though the need for government to increase educational funding to the Assembly was suggested, it is better for the Assembly to explore the generation of its own funds to support building projects for its schools in the absence of government’s support. This is in agreement with Sekyere (2008) who opined that the district assemblies in collaboration with the district directorates shall be responsible for building, equipping and maintaining



schools with the assistance of the central government, the educational units and private bodies.

Table 33

**Challenges Encountered and Solutions Suggested on Provision of School Infrastructure**

Challenges	Number (%)	Suggested Solutions	Number (%)
Inadequate funds from Metropolitan Assembly.	7 (22.6)	Members of parliament should support provision of school infrastructure.	1 (3.2)
		Government should increase educational funding to the Metropolitan Assembly.	2 (6.5)
		Metropolitan Assembly should generate more funds to support education.	4 (12.9)
		Support from donors should be sought.	2 (6.5)
Shoddy work done by contractors.	1 (3.2)	Assembly should monitor contractors to deliver quality work.	1 (3.2)
Some communities do not help to provide nor maintain school buildings and furniture.	6 (19.4)	Communities should be educated to take interest in provision and maintenance of infrastructure.	6 (19.4)
<b>Total</b>	<b>14 (45.1)</b>		<b>16 (51.6)</b>

Shoddy work done by contractors, followed up with a suggestion that the Assembly should monitor contractors to deliver quality work both received one (3.2%) response each. This implied that either some or most of the school infrastructure constructed in the circuit were not of acceptable standards thereby endangering the lives of the teachers and school children using them.

Some communities do not help to provide nor maintain school infrastructure, and followed up with a suggestion that, they should be educated to take interest in provision and maintenance of school infrastructure, both attracted six (19.4%) responses each. This signified that such communities still had the impression that schools were for the state which should take care of them. The suggestion in this case was therefore worth making as it tallied with the view of Sekyere (2008) that community participation in the new educational reforms may take the form of provision of school infrastructure.

### **Challenges and their Solutions on Provision of Teachers Accommodation**

Table 34 gives the overview of challenges encountered and solutions suggested by the service providers on provision of teachers' accommodation. Inadequate funds from Metropolitan Assembly and a suggestion that it should show commitment on provision of teachers' accommodation both attracted two (6.5%) responses each. Even though the challenge identified was lack of funds from the Assembly, the suggestion that it should show commitment in solving it was actually very laudable. This is because if accommodation could be built near schools for teachers, absenteeism and lateness could be eliminated among the teachers.

Table 34

**Challenges Encountered and Solutions Suggested on Provision of Teachers' Accommodation**

Challenges	Number (%)	Suggested Solutions	Number (%)
Inadequate funds from Metropolitan Assembly for Teachers' accommodation.	2 (6.5)	Metropolitan Assembly should show commitment on teachers' accommodation.	2 (6.5)
Some teachers refuse buildings put up for them in rural areas.	3 (9.7)	Government should improve amenities in rural areas to attract teachers there.	2 (6.5)
Some community members not committed to provision of teachers' accommodation.	5 (16.1)	Teachers should accept to stay in rural areas.	1 (3.2)
		Communities should be educated to help provide teachers' accommodation.	3 (9.7)
		Members of Parliament should help provide teachers' accommodation.	2 (6.5)
<b>Total</b>	<b>10 (32.3)</b>		<b>10 (32.3)</b>

Two (6.5%) respondents agreed that some teachers refuse buildings provided for them in rural areas. Two (6.5%) respondents suggested that government should improve amenities in rural areas to attract teachers there, while one (3.2%) of them had the view that teachers should accept to stay in rural areas. Because of the demand on teachers to develop themselves academically and professionally, they prefer to stay where there is electricity so that they can use modern technology to their advantage. They also need

where there is good drinking water hospitals and markets. Therefore the first suggestion is what can arrest their interest. This was also echoed by the President, His Excellency J. E. Mills that his government will improve conditions for teachers in deprived and rural areas (GNA, 2009).

Some community members are not committed to provision of teachers' accommodation was responded to by five (16.1%) respondents. To address this, three (9.7%) respondents believed that communities should be educated to help provide teachers accommodation while two (6.5%) of them suggested that members of parliament should help provide teachers' accommodation. This revelation was unfortunate since the schools were for the communities and if they failed to help accommodate the teachers it meant that they did not care if the teachers came to school late due to the distance between their homes and the schools. It was therefore necessary that they should be educated on the issue. Members of parliament are also supposed to show interest in challenges facing teachers within their constituencies by providing accommodation for them. On this, the GES (1994) explained that the communities under the leadership of their chiefs, elders and town development committees should always solve the accommodation problems of teachers sent to work in their schools.

### **Challenges and their Solutions on Teachers' Conflict and Complaint Resolution**

Table 35 displays the challenges encountered and the solutions suggested by the service providers in the area of teachers' conflict and complaint resolution. Eight (25.8%) respondents identified issuing of threats and lack of co-operation by teachers as a major challenge to conflict resolution. Three solutions suggested were (a) teachers should be educated to always accept

amicable solutions to conflicts and complaints, by four (12.9%) respondents; (b) mediators of conflicts and complaints should always be fair and transparent, by one (3.2%) respondent; and (c) teachers whose threats are criminal, should be reported to the police, by three (9.7%) respondents. This revelation depicted indiscipline among such teachers. Being an agent of change, a teacher should be a role model in every community he finds himself and as such, should not be seen as issuing threats in conflict situations.

Table 35

**Challenges Encountered and Solutions Suggested on Teachers' Conflict and Complaint Resolution**

Challenges	Number (%)	Suggested Solutions	Number (%)
Threats and lack of co-operation from teachers.	8 (25.8)	Teachers should be educated to always accept amicable solutions to conflicts/complaints.	4 (12.9)
		Mediators should always be fair and transparent.	1 (3.2)
		Teachers whose threats are criminal, should be reported to the police.	3 (9.7)
Some service providers lack conflict resolution skills.	5 (16.1)	Service providers should be trained in conflict resolution.	3 (9.7)
		Skilled personnel should sometimes be used to resolve conflict	2 (6.5)
Conflict resolution consumes too much time.	2 (6.5)	Conflict should not be allowed to become complex.	2 (6.5)
<b>Total</b>	<b>15 (48.4)</b>		<b>15 (48.4)</b>

The first and second suggestions therefore could promote harmony between the teachers and the community. However, if these two suggestions fail then the third one, that they should be reported to the police, though, somewhat harsh, appeared as the only option which after all agreed with view of the President of the Conference of Directors of Education (CODE) that, the main challenge facing directors of education was indiscipline among teachers and that the MOE and the GES should appreciate measures instituted against teachers who became recalcitrant (Kofaya-Tetteh, 2009).

Some service providers lack conflict resolution skills, was listed by five (16.1%) respondents. As a solution, three (9.7%) respondents suggested that they should be trained in conflict resolution techniques while two (6.5%) respondents were of the view that skilled conflict resolution personnel should sometimes be involved. Teaching and learning thrives better in a harmonious atmosphere and for that matter, if those who mediate to resolve conflicts involving teachers, lack the appropriate skills needed to execute such tasks, it is only fair they are trained. This will enable them speedily resolve such conflicts and complaints involving teachers for academic work to progress.

Two (6.5%) respondents were of the view that conflict resolution consumed too much time and suggested that, conflict should not be allowed to get complex. Conflict resolution is never a simple matter and always requires a lot of tact and diplomacy in order to satisfy the feuding parties. If that is done, chances of it getting complex are very likely to be reduced as suggested in this case. This was found to be in line with the directive issued by the GES (1994) that the chiefs and elders of the communities should always help to quickly

settle disputes involving the teachers working there to promote academic activities.

### **Challenges and their Solutions on Provision of Incentives for Teachers**

Table 36 presents the challenges encountered and solutions suggested by the service providers on provision of incentives for teachers. Four (12.9%) respondents identified as a challenge, lack of funds and donations from the Metropolitan Assembly, non-governmental organisations and churches. To address it, three (9.7%) respondents suggested that communities should be educated to always donate incentives for their teachers, and that NGOs should support the need to always reward teachers. However, one (3.2%) respondent was of the view that the Metropolitan Assembly should establish a fund for rewarding teachers.

Table 36

#### **Challenges Encountered and Solutions Suggested on Provision of Incentives for Teachers**

Challenges	Number (%)	Suggested Solutions	Number (%)
Lack of funds and donations from Metropolitan Assembly, non-governmental organisations and churches.	4 (12.9)	Communities should be educated to always donate teachers' incentives. Metropolitan Assembly should establish a fund for rewarding teachers. Donor organisations should support the need to reward teachers.	3 (9.7) 1 (3.2) 3 (9.7)
Some communities lack awareness on need to reward deserving teachers.	4 (12.9)	Communities should be educated on the need to always reward their teachers.	4 (12.9)
<b>Total</b>	<b>8 (25.8)</b>		<b>10 (32.3)</b>

For any worker to work harder, incentive giving does the trick. If the Assembly is unable to reward its hardworking and deserving teachers in Lamashegu Circuit “B” due to lack of funds as stated in Table 36, then definitely their spirits would be dampened. Therefore the suggestion that the Metropolitan Assembly should establish an adequate fund for motivating teachers appeared to be very appropriate. This agreed with the GNA (2009) when it reported that His Excellency, President J.E.A Mills’ had made a call on all district chief executives and their directors of education to take the district best teacher awards seriously and organise awards ceremonies yearly to motivate teachers in their districts.

In the absence of incentives from the Assembly, it would be prudent for the SMCs and PTAs to team up with NGOs interested in education to reward deserving teachers as suggested earlier. However, they need education in that direction.

Another challenge identified by four (12.9%) respondents was that some communities lack awareness on the need to reward deserving teachers and suggested that communities should be educated on the need to always reward their teachers. This implied that such communities did not see the need to motivate their teachers to maximise their performance. This could rather result in the teachers being disillusioned with the work for lack of appreciation as opined by Safo (2009) that due to lack of motivation some teachers who start with enthusiasm end up disillusioned and display apathy and indifference to their work.



### **Challenges and their Solutions on Provision of Leave**

Table 37 displays the challenges encountered and solutions suggested by the service providers on provision of leave for teachers. Some teachers apply for leave late, and a suggestion that deadlines should always be communicated to teachers early both received two (6.5%) responses each. Since leave enables workers to be exempted from work to rest, study, solve domestic or personal problems, failure to grant it for teachers would mean that their ability to perform their duties with a good mood could be affected. Late applications by the teachers implied that they were ignorant of the consequences. They therefore need to be told of deadlines on all leave issues early by the TMED before they apply as suggested. In this direction, Amo-Dako (2000) emphasised that all cases of leave with or without pay for workers of the GES shall receive the prior approval of management.

Table 37

#### **Challenges Encountered and Solutions Suggested on Provision of Leave**

Challenges	Number (%)	Suggested Solutions	Number (%)
Some teachers often apply for leave late.	2 (6.5)	Deadlines should always be communicated to teachers early.	2 (6.5)
Some replies to leave applications are delayed.	2 (6.5)	Officers concerned with leave applications should always respond on them promptly.	2 (6.5)
<b>Total</b>	<b>8 (25.8)</b>		<b>8 (25.8)</b>

Some replies to leave applications are delayed, and a suggestion that officers concerned with leave applications should always respond to them promptly, attracted responses of two (6.5%) each. Leave is useful when

granted at the time it is needed. The response here gave the impression that, officers in charge of processing leave documents were sometimes not fast enough to meet the appropriate desire for which the leave was sought. As suggested, it is therefore very important that the said officers should be prompt in responding to leave applications by teachers.

### **Challenges and their Solutions on Provision of Teachers Salaries and Allowances**

Table 38 displays the challenges encountered and solutions suggested by the service providers on provision of teachers' salaries and allowances. Teachers' salary documents often delay at the GES headquarters was identified by one (3.2%) respondent and suggested that, the GES Headquarters staff should be made to always speed up with teachers' salary issues. The delay in the processing teachers' salary documents at the GES headquarters obviously must have denied the affected teachers of their salaries for as long as the delay was entertained. Under such circumstances, it could not have been possible for them to exhibit their best performance in the classroom apart from the embarrassment of living without salaries. The suggestion that the headquarters staff should always speed up with teachers' salary issues was appropriate since it agreed with President Atta Mills' directive to the MOE and the GES Headquarters to ensure that salaries and emoluments of teachers especially the newly engaged ones and those in deprived and remote areas, were promptly paid (GNA, 2009).

One (3.2%) respondent, who identified failure by some teachers to attach the right documents to their salary applications, suggested that they should be educated on how to apply for anything concerning their salaries and allowances. This revelation attested to the fact that orientations and in-service

training courses were not actually conducted for a long time for these teachers due to lack of funds, to update their knowledge on how things are done in the GES including applying for salaries and allowances. It is therefore necessary to get them educated on that as suggested. In this vein, the GES (1994) stated that it is the duty of head teachers to always brief their teachers on the rules and regulations of the service through orientations and in-service training courses.

Table 38

**Challenges Encountered and Solutions Suggested on Provision of Teachers' Salaries and Allowances**

Challenges	Number (%)	Suggested Solutions	Number (%)
Teachers' salary documents often over delay at the Ghana Education Service headquarters.	1 (3.2)	Headquarters' staff should be made to always speed up with teachers' salary issues.	1 (3.2)
Some teachers fail to attach the right documents to their salary applications.	1 (3.2)	Teachers should be educated on how to apply for salaries and allowances.	1 (3.2)
Wrong salary scales are sometimes given to teachers.	1 (3.2)	Teachers affected to be advised to apply for correction.	1 (3.2)
No funds to pay teachers' allowances.	2 (6.5)	Government should provide adequate funds to pay teachers' allowances.	2 (6.5)
<b>Total</b>	<b>5 (16.1)</b>		<b>5 (16.1)</b>

One (3.2%) respondent pointed out wrong salary scales sometimes given to some teachers and suggested that such teachers should be advised to apply for

correction. This meant that some of the teachers after waiting for a long time to have their salary grades approved were finally mistakenly given scales far lower than what they deserved thereby frustrating them. Such a development could not motivate them to work hard. Advising them to apply for correction was the only option to salvage the situation.

No funds to pay teachers' allowances, and a suggestion that, government should provide adequate funds to pay teachers' allowances, both attracted one (6.5%) responses each. This revelation could be very disturbing considering the fact that most of such allowances usually involve travelling and transport resulting from postings, transfers, errands run for the school, vehicle maintenance and other responsibilities undertaken for the school or the GES. In most of such instances, the teachers initially use their own scarce resources after which they wait in vain for refund in the form of allowances. Few teachers could continue to exhibit their best after such disappointments. As expressed by the president of the National Association of Graduate Teachers (NAGRAT), Mr. Christian Addai-Poku: "The MOE and the GES had turned deaf ears to teachers' concerns over payment of allowances and that such inaction was very frustrating, hence the need for a nation-wide strike by teachers" (Kyei-Boateng & Bonney, 2010, p.11). It was therefore proper for the service providers to suggest as a solution that government should provide adequate funds to pay teachers' allowances.

## **Major Challenges Facing Teachers of Lamashegu Circuit “B” JHSs in the Performance of Their Duties**

### **Research Question 3 (What are the Major Challenges facing the JHS Teachers in the Lamashegu Circuit “B” in the Performance of their Duties?)**

Research Question 3 was framed to help collate respondents’ views on some of the major challenges facing them as teachers, in the performance of their duties, in the public JHSs of Lamashegu Circuit “B”. Table 39 displays the responses of these teachers to the said challenges on which they indicated the degree to which they agreed or disagreed with the each statement presented.

On whether it was true that the teachers did not receive the support of their superiors in lesson preparation and presentation, 17 (54.8%) respondents agreed to the statement while 14 (45.2%) disagreed. This implied that majority of them were not assisted by their HMs nor circuit supervisor in preparing and presenting their lessons though that constituted the central core of their work. This was found to be contrary to the rules of the GES which require that headmasters should regularly assess their teachers’ performance with the aim of helping them to improve in their work (GES, 1994).

As shown in Table 39, 23 (74.8%) respondents agreed that they never had enough time to always set and mark exercises, and record the results promptly. On the other hand, only eight (25.8%) of them disagreed to the statement meaning they got time to do so.

Table 39

**Major Challenges Facing Teachers in the Performance of Their Duties**

Challenges	Number (Percentage) of Responses			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I do not get the support of any superior in lesson preparation and presentation.	8 (25.8)	9 (29.0)	12 (38.7)	2 (6.5)
I do not get much time to set exercises, mark and record the results promptly.	13 (41.9)	10 (32.3)	3 (9.7)	5 (16.1)
I have not been paid any allowances due me for more than a year.	19 (61.3)	8 (25.8)	4 (12.9)	0 (0.0)
Instructional materials are always insufficient and supplied late.	19 (61.3)	8 (25.8)	4 (12.9)	0 (0.0)
My promotion was unduly delayed, which discouraged me in my work.	11 (35.5)	5 (16.1)	10 (32.3)	5 (16.1)
I have never been rewarded for hardwork since the time I started teaching.	22 (71.0)	4 (12.9)	2 (6.5)	3 (9.7)

Note: The total responses for each item sums up to 31 (100%)

The ultimate benefit of a teacher's work is that he allows the students to practice what he teaches through exercises, marks them and promptly records their performances for reference, guidance and formative purposes of the learner. It is also through this that his output can be measured. As stated in the roles and responsibilities of the classroom/subject teacher, assessing pupils, using the various continuous and other assessment systems, the teacher can provide prompt and regular feedback on student performance to students themselves, parents, heads and others for the purpose of formative services to the learner (Republic of Ghana, 2002).

To find out if it could be true that each teacher had not been paid allowances owed him for more than a year, 27 (87.1%) of them agreed to the statement while four (12.9%) disagreed to it, emphasising the fact that non-payment of teachers' claims on allowances was a serious issue in the Lamashegu Circuit "B". Such claims could have resulted from errands ran for the school, grants following posting and transfers and vehicle maintenance. In such cases the teachers often use their own money with the hope of getting such expenditure refunded. When that fails, their financial situation worsens and can affect their commitment to work. Prolonged non-payment of such allowances can also lead to labour unrest as happened in March 2010 when the NAGRAT called on its members to embark on a nation-wide strike over non-payment of allowances (Kyei-Boateng & Bonney, 2010).

As many as 27 (87.1%) respondents agreed that instructional materials were always insufficient, and supplied late, while four (12.9%) of them disagreed to the statement. This signified that the majority of the teachers of the circuit never received the quantity of such materials needed for their work.

On the other hand, they always receive them at the wrong time, making teaching and learning ineffective. In line with this development, MOEYS (2004) reported that many teachers at the JSS level taught the subjects poorly owing to shortage of instructional materials.

On whether promotions of teachers were unduly delayed and if that discouraged them in their work, a total of 16 (51.6%) of them agreed to the statement while 15 (48.4%) disagreed. Implications were that promotion issues in the circuit were not promptly handled for the majority of teachers.

To find out if it was a fact that teachers in the circuit had never been rewarded for hard work since they started teaching 26 (83.9%) of them agreed to the statement while only five (16.1%) disagreed to it. This implied that giving of incentives to teachers was very poor in the circuit and could make teachers disillusioned with their job as explained by Owolabi and Edzii (2000) that the absence of motivating factors, including rewards and incentives, may lead to employees' dissatisfaction with their job.

#### **Teachers' Expectations on how Challenges Encountered in Their Duties can be solved by Teacher Management and Support Service Providers**

#### **Research Question 4 (What are the expectations of the teachers in the Lamashegu Circuit "B" regarding how challenges they encounter in their duties can be solved?)**

To find out the expectations of the Lamashegu Circuit "B" JHS teachers on how their major challenges could be solved by the service providers in charge of them, Research Question 4 was formulated to help gather the required data. Table 40 displays the responses of the teachers to the statements seeking to address the said major challenges identified.



Table 40

**Teachers' Expected Solutions on Some Challenges They Face in Performing Their Duties**

Expected Solutions	Number (Percentage) of Responses			
	Strongly Disagree	Disagree	Agree	Strongly Agree
Headmasters should frequently observe lesson presentations in order to guide teachers perform better.	0 (0.0)	2 (6.5)	15 (48.4)	14 (45.2)
The Metropolitan Education Directorate and Headmasters should organise in-service training courses each term for teachers.	0 (0.0)	0 (0.0)	9 (29.0)	22 (71.0)
The Metropolitan Education Directorate should always take steps to pay teachers' travelling and transport claims and other allowances promptly.	0 (0.0)	1 (3.2)	6 (19.4)	24 (77.4)
The Metropolitan Education Directorate and Headmasters should always release instructional materials sufficiently and promptly to them.	0 (0.0)	0 (0.0)	6 (19.4)	25 (80.6)
The Metropolitan Education Directorate should always release teachers' promotion results promptly.	0 (0.0)	0 (0.0)	3 (9.7)	28 (90.3)
The Parent-Teacher Association and School Management Committees need to sometimes motivate teachers who serve well in their communities.	0 (0.0)	0 (0.0)	6 (19.4)	25 (80.6)

Note: The total responses for each item sums up to 31 (100%).

Referring to Table 40, 29 (93.5%) respondents agreed that HMs should always frequently observe their teachers' lesson presentations in order to guide them to perform better while two (6.5%) of them disagreed to the statement. This response rate for agreed, constituted the expected solution which the

teachers in the Lamashegu Circuit “B” JHSs wished their headmasters to provide for them to address the challenge raised that they did not get the support of any superior in their lesson preparations and presentations. This was found to agree with the GES rules which state that HMs should on every Monday, vet the lesson notes prepared by their teachers and carefully make corrections, comments and suggestions for discussion with them before they use them to teach. The rules also had it that they should find time to continually observe their teachers’ lesson presentations to make sure they vary teaching methods, write legibly on the chalkboard, involve all pupils in the lesson, distribute questions evenly, give and supervise exercises, promote students interest in the lesson and complete lessons on time (GES, 1994).

On the need for the TMED and HMs to organise in-service training courses each term for teachers, Table 40 reveals that all the 31 (100%) respondents agreed to the statement with none disagreeing to it. This testified to the fact the teachers were aware of the need to update their knowledge on developments within the GES regarding all things they needed to learn to improve upon themselves and their work. Challenges they encountered in their duties including how to manage their time in order to set exercises mark them and promptly record the results as identified earlier could be addressed through such courses. This agreed with the explanation given by Nwagwu (1987) that the HM as an instructional leader of his school, is responsible for helping the teachers to grow professionally by encouraging them to attend in-service training programmes, workshops and refresher courses organised by the educational authorities like the colleges and universities of education,

education directorates, and other educational agencies interested in developing better methods of school organisation and instruction.

Referring to the table, 30 (96.8%) respondents agreed that the TMED should always take steps to pay teachers' travelling and transport claims and other allowances promptly, while only one (3.2%) respondent disagreed to it. This implied that the payment of such allowances as early as possible was very dear to the hearts of the teachers and could also encourage them to work happily as echoed by Duncan-Adanusah (2009), that providing the financial and other needs of teachers would encourage them to work diligently to deliver the type of education we cherish.

The table also shows all 31 (100%) respondents agreeing that the TMED and headmasters should always release instructional materials sufficiently and promptly to them. This expectation expressed by all the teachers, could address the challenge that such materials were always insufficient and supplied late to them. This was found to agree with Cooper (1959) who explained that the ultimate objective of the supply management in charge of instructional materials and equipment should always be to get them to reach the point of need at the time needed and in the required quantity.

In Table 40, all 31 (100%) respondents again agreed that the TMED should always release teachers' promotion results promptly. This endorsed their expectation on the solution to undue delay on promotions by their authorities. What the response rate implied was that the teachers placed a very high premium on their promotions hoping to get the desired satisfaction with the work and the GES. This was found to be in tune with the view of Musaaazi

(1982) that promotion normally meant increased prestige or status, and increased pay which helps to boost teachers' morale and motivates hard work.

Finally, all 31 (100%) respondents as shown in the table agreed that SMCs need to sometimes motivate teachers who serve well in their communities. This response was the teachers' expected solution to the complaint that many of them have never been rewarded for hard work since they started teaching. This expectation was found to be in harmony with the view of Owolabi and Edzii (2000) that internal incentive packages, organised by each school and the community were more effective than the GES ones.

## **CHAPTER 5**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **Overview of the Study**

This study was conducted to find out the management and support services being offered to teachers in the public junior high schools of Lamashegu Circuit “B” in the Tamale Metropolis. It sought answers to the following research questions:

1. What teacher management and support services do the service providers concerned currently offer the public junior high school teachers in Lamashegu Circuit “B”?
2. What challenges do these service providers encounter in their attempt to manage and support the teachers in their work and how can they be solved?
3. What are some of the major challenges facing JHS teachers of Lamashegu Circuit “B” in the performance of their duties?
4. What are the expectations of JHS teachers in Lamashegu Circuit “B” regarding how the major challenges they encounter in their duties can be solved?

A descriptive cross-sectional survey design was adopted for the study. The population from which the sample was taken included all committees, associations and departments whose members or staffs were providing or receiving management and support services for all teachers of public JHSs in

the Lamashegu Circuit “B”. These came from the MEOC, the TMED, the Presbyterian REUO, the JHSs, and the SMCs of schools in the circuit. The sample comprised 62 respondents selected through purposive sampling procedure only.

The instruments used to gather the required data were questionnaires made up of two categories, namely (a) a 2-item questionnaire with a total of 18 sub-items for the service providers, and (b) a 20-item one for the teachers. Both were used to gather relevant data on the teacher management and support services offered in the Lamashegu Circuit “B”. All the questionnaire forms were delivered by hand and return rate was 100%. Descriptive statistical tools such as frequencies and percentages were used to analyse the responses under each research question.

### **Summary of Main Findings**

The study produced the following results:

1. The teacher management and support services offered in the Lamashegu Circuit “B” included (a) recruitment, posting and transfer; (b) orientations for newly trained teachers, (c) in-service training courses for teachers, (d) provision of instructional materials, (e) supervision and discipline, (f) staff appraisal and promotions, (g) school infrastructure, (h) teachers’ accommodation, (i) teachers’ conflict and complaint resolution, (j) provision of incentives, (k) provision of leave, and (l) provision of salaries and allowances. The stakeholders who provided these services were made up of five categories, namely (a) Tamale MEOC members, (b) professional staff

of the TMED, (c) professional staff of the Presbyterian REUO, (d) JHS headmasters (HMs) and (e) SMC members of JHSs in the circuit.

2. The challenges encountered by the service providers and their suggested solutions were:
  - a. Ban on recruitment, teachers refusal to accept postings and transfers, authorities not consulting each other on postings and transfers, and HMs not allowed to issue assurance letters to teachers. Suggested solutions: Government should lift ban, provide incentives for teachers in deprived areas, improve social amenities in such areas, teachers should be taught the GES rules on postings and transfers, the TMED and REUO should always consult each other on postings and transfers, and HMs should be allowed to issue assurance letters to teachers.
  - b. There were no training grants and follow-ups after orientation and in-service training courses. Suggested solutions: Government should release enough training grants for orientations, in-service training courses, and follow-up activities, to the TMED; and NGOs and development partners should support such activities.
  - c. There was inadequate and late release of instructional materials, and capitation grants; and HMs delayed in collecting supplies of instructional materials from the TMED. Suggested solutions: GES Headquarters should always sent enough supplies of instructional materials before schools re-open, capitation grants should always be adequate and released early, and HMs should be given special funds or transportation to convey supplies to their schools.

- d. There was no co-operation from teachers during supervision and discipline, no transportation to undertake supervision, non-payment of travelling and transport allowances, no fuel and maintenance for means of transport, failure by senior officers to apply sanctions, too many schools for one circuit supervisor, and lack of meetings on disciplinary issues. Suggested solutions: HMs should educate their teachers to always cooperate during supervision and discipline, supervisory service providers should be given means of transport, funds should be provided for prompt payment of travelling and transport allowances, enough funds for fuel and maintenance should be made available for supervision, senior officers should be fair and firm on sanctions, more circuit supervisors should be engaged for supervision, and chairmen of committees concerned with disciplinary issues should organise regular meetings.
- e. Some senior officers and HMs lacked appraisal skills, promotion of teachers who qualified unduly delayed, some teachers applied for promotions very late, appraisal results were sometimes compromised, and many teachers often failed appraisal interviews. Suggested solutions: Senior officers and HMs should be trained on appraisal techniques, promotion issues should always be dealt with promptly, deadlines on promotion issues should always be communicated early to teachers concerned, appraisal officers should be frequently monitored, and teachers should be encouraged to learn the rules of the GES.



- f. Funds from TAMA for provision of school infrastructure were inadequate, shoddy work was done by contractors on school infrastructure, and some communities did not help to provide nor maintain school infrastructure. Suggested solutions: Members of parliament should support the provision of school infrastructure, government should increase educational funding to the TAMA, it should generate more funds to support education, support from donors should be sought for school projects, contractors should be monitored to deliver quality work, and communities should be educated to take interest in provision and maintenance of school infrastructure.
- g. Funds from TAMA to provide teachers' accommodation were inadequate, some community members were not committed to provision of teachers' accommodation, and some teachers refused buildings put up for them in rural areas. Suggested solutions: TAMA should show commitment on teachers' accommodation, communities should be educated to help provide teachers' accommodation, government should improve amenities in rural areas to attract teachers there, and members of parliament should help provide teachers' accommodation.
- h. There were threats and lack of co-operation from teachers during conflict resolution, some service providers lacked conflict resolution skills, and conflict resolution consumed too much time. Suggested solutions: HMs should educate their teachers to always accept amicable solutions to conflicts and complaints, mediators

- i. No funds/donations were available for rewarding teachers and some communities lacked awareness on the need to reward deserving teachers. Suggested solutions: Communities should be educated to always donate incentives for their teachers, TAMA should establish a fund for rewarding teachers, and NGOs should support the need to reward teachers.
- j. Some teachers often applied late for leave, and some replies to leave applications were often delayed. Suggested solutions: Deadlines on leave should always be communicated to teachers early, and officers concerned with leave applications should always respond to them promptly.
- k. Teachers' salary documents often delayed at the GES headquarters, some teachers failed to attach the right documents to their salary applications, wrong salary scales were sometimes given to teachers, and no funds were available to pay teachers' allowances. Suggested solutions: The GES headquarters' staff should be made to always speed up with teachers' salary issues, teachers should be educated on how to apply for salaries and allowances, those given wrong salary scales should be advised to apply for correction; and

government should provide adequate funds to pay teachers' allowances.

3. Some of the major challenges teachers faced in the public JHSs of Lamashegu Circuit "B" included the following:
  - a. Teachers lacked support from their superiors in lesson preparation and presentation.
  - b. Many teachers did not get much time to set exercises, mark and record the results promptly.
  - c. Many teachers were not paid any allowances due them for than a year.
  - d. Instructional materials were always insufficient and supplied late.
  - e. Teachers' promotions were always unduly delayed, which discourage them in their work.
  - f. Many teachers had never been rewarded for hard work since the time they started teaching.
4. The solutions the teachers expected their service providers to offer in order to address the major challenges they faced were:
  - a. HMs should frequently observe their teachers' lesson presentations in order to guide them to perform better.
  - b. The TMED and HMs should organise in-service training courses each term to help teachers.
  - c. The TMED should always take steps to pay teachers' travelling and transport claims and other allowances promptly.
  - d. The TMED and HMs should organise in-service training courses each term for teachers, to help them do their work.

- e. The TMED and HMs should always release instructional materials sufficiently and promptly to them.
- f. The PTAs and SMCs need to sometimes motivate teachers who serve well in their communities.

### **Conclusions**

The following conclusions can be drawn from the results of the study:

1. Teacher recruitment and deployment in Lamashegu Circuit “B” were major challenges faced by the TMED.
2. All the 12 teacher management and support services in the Lamashegu’s Circuit B public JHSs were poorly provided by the service providers to the teachers.
3. Despite the attempts by the service providers to manage and support their teachers, there were several challenges that tended to make them their efforts ineffective.
4. Due to lack of support from their superiors in lesson preparation and presentation, lack of reward for hard work, allowances due them not paid, insufficient and late supply of instructional materials, undue delay in promotions of qualified teachers, and little time to set exercises, mark and record the results promptly, the teachers of the Lamashegu Circuit “B” public JHSs, were not effective in carrying out their duties in the classrooms.

### **Recommendations**

In view of the results of this study, it is recommended for the consideration of stakeholders concerned that:

1. The TMED and the Presbyterian REUO should, as a matter of priority, post newly trained teachers allocated to them, to fill vacancies that exist in the Lamashegu Circuit “B” JHSs. They should also enforce the GES rules on postings and transfers in the circuit, consult each other when transferring or posting teachers to or from the circuit in order to avoid conflict; and allow HMs to always lobby for efficient teachers to be posted to their schools.
2. The SMCs should appeal to the Member of Parliament and NGOs of the area for help to help raise funds for orientation and in-service training courses, and for follow-up visits to teachers who attend such courses to check their progress.
3. In order to solve the problem of shortage of instructional materials, the TMED should always give special consideration to the Lamashegu Circuit “B” when allocating such materials to the JHSs in the metropolis. Also, capitation grants should be disbursed to the HMs early to enable them supplement instructional materials for their teachers. Furthermore, the TAMA should always make available means of transport to convey instructional materials to the schools to avoid delays.
4. To improve supervision and discipline in the circuit, HMs should educate their teachers to always cooperate with officers who carry out supervisory and disciplinary duties in their schools. Also the TMED and NGOs in the area should provide service providers who undertake supervisory duties in the circuit with means of transport, fuel, maintenance, travelling and transport allowances whenever such

logistics are available. Moreover, MEOC should make sure committees concerned with discipline always call regular meetings to discuss such issues concerning teachers.

5. To promote appraisal and promotion issues in the circuit, the TMED should be train all officers and HMs concerned, on appraisal techniques, and educate the teachers on all issues related to appraisal and promotion. It should also appraise teachers who qualify for promotion early, and monitor all officers who handle appraisal and promotion of teachers to ensure fair play.
6. The Member of Parliament and NGOs of the area should support the TAMA with funds to provide and maintain school infrastructure and teachers' accommodation in the circuit. Contractors who provide school infrastructure should also be monitored by the TMED against shoddy work and use of sub-standard materials. The SMCs should also educate their communities to also help maintain school infrastructure.
7. The Circuit Supervisor and HMs of the circuit should educate their teachers to always cooperate when conflicts and complaints involving them are being resolved. In addition, all service providers concerned with conflict resolution should be trained by the TMED. Finally, teachers who issue threats that are criminal in nature should be reported to the police by their HMs.
8. The SMCs, PTAs, Member of Parliament, and NGOs of the area should always reward deserving teachers in the circuit.

9. The TMED should educate teachers on how and when to apply for all categories of leave in the GES, and officers concerned with leave for teachers need to always speed up with processing of such applications.
10. To solve salary problems of the teachers in the circuit, the TMED need to educate them on how to apply for anything concerning their salaries and allowances to avoid delays in processing such documents.

### **Suggestions for Future Research**

The study was particularly designed to find out what teacher management and support services were provided in the public JHSs of Lamashegu Circuit “B” in the Tamale Metropolis. More research can be done on the relationship between teacher management and support services and students’ academic achievement.

As the study was limited to only JHSs in the Lamashegu Circuit “B”, so were the results. There is therefore the need for future interested researchers to conduct similar studies at the pre-school and primary school levels in the circuit and other circuits.

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## APPENDIX A

### UNIVERSITY OF CAPE COAST

### INSTITUTE FOR EDUCATIONAL PLANNING AND

### ADMINISTRATION

#### Questionnaire for Service Providers

This questionnaire is part of a study into teacher management and support services. Sharing your honest views in response to it will help in accomplishing the task. You are assured that the information released, would be treated with the confidentiality that it deserves. Kindly read through carefully and supply the answers you deem appropriate. Thanks in advance for your anticipated co-operation.

#### Section A: Background Information on Respondents

Indicate your choice for items 1 to 9 by ticking, e.g. []

1. Which of the below committee, department or institution do you belong to?
  - a) Regional Educational Unit Office (REUO) [  ]
  - b) School Management Committee (S.M.C.) [  ]
  - c) Metropolitan Education Oversight Committee (M.E.O.C) [  ]
  - d) Metropolitan Education Directorate (M.E.D) [  ]
  - e) Junior High School (JHS) [  ]

2. What position or rank do you hold in your committee, department or institution?
- Chairman [ ] Director [ ] Manager [ ] Officer [ ] HM [ ]  
 Member [ ] Other [ ] (Please specify) .....
3. For how many years did you serve in your current position?
- 1-5 years [ ] 6-10 years [ ] 11-15 years [ ] 16 years and over [ ]
4. What is your highest qualification?
- Nil [ ] MSLC [ ] BECE [ ] 'O' Level [ ] 'A' Level [ ]  
 SSSC [ ] Diploma [ ] Bachelor Degree [ ] Masters' Degree [ ]  
 Other [ ] (Please specify).....
5. What is your gender? Male [ ] Female [ ]
6. Your age in years: 23-38 [ ] 39-44 [ ] 45-60 [ ] Over 60 [ ]
7. Have you been a teacher before? Yes [ ] No [ ]
8. If yes to item 7 above, indicate number of years taught below.
- 1-5 [ ] 6- 10 [ ] 11-15 [ ] 16 and Over [ ]

**Section B: Teacher Management and Support Services Provided by Service Providers Concerned, Challenges Encountered and Suggested Solutions**

9. Below are some of the major teacher management and support services usually

provided by stakeholders like you. Select those services that you have been practically providing to your teachers by ticking as appropriate.

- a) Recruitment, posting and transfer [ ]
- b) Orientations for newly posted teachers [ ]
- c) In-service training for teachers [ ]
- d) Instructional materials [ ]



- e) Supervision and discipline [ ]
- f) Staff appraisal and promotions [ ]
- g) School infrastructure [ ]
- h) Teachers' accommodation [ ]
- i) Teachers' conflict and complaint resolution [ ]
- j) Incentives for teachers [ ]
- k) Leave for teachers [ ]
- l) Salaries and allowances [ ]
- m) Other (s) - please specify by writing: .....

.....

10. For the teacher management and support services you practically provide your teachers as selected by you in item 9 above, state the challenges you encounter and your suggestions on how they can be solved, in the blank spaces provided below.

Challenges Encountered	Your Suggested Solutions
i)..... ..... .....	..... ..... .....
ii)..... ..... .....	..... ..... .....

Challenges Encountered	Your Suggested Solutions
iii)..... ..... .....	..... ..... .....
iv)..... ..... .....	..... ..... .....
v)..... ..... .....	..... ..... .....

**APPENDIX B**

**UNIVERSITY OF CAPE COAST**

**INSTITUTE FOR EDUCATIONAL PLANNING AND  
ADMINISTRATION**

**Questionnaire for Teachers**

This questionnaire is part of a study into teacher management and support services. Sharing your honest views in response to it will help in accomplishing the task. You are assured that the information released, would be treated with the confidentiality that it deserves. Kindly read through carefully and supply the answers you deem appropriate. Thanks in advance for your anticipated co-operation.

**Section A: Background Information on Respondents**

Indicate your choice for items 1 - 8 by ticking appropriately, e.g. []

1. What position do you hold in your school?

Assistant Headmaster/Headmistress []    Form master/Form mistress []

Staff Secretary []    Staff Treasurer []    Sports Master []

Staff Member []    Other (Please specify).....

2. For how many years have you served in your current school?

1-5 years []    6-10 years []    11-15 years []    16 years and over []

3. For how many years have you served in the GES?  
 1-5 years [ ] 6-10 years [ ] 11-15 years [ ] 16 years and over [ ]
4. What is your highest academic qualification?  
 'O' Level [ ] 'A' Level [ ] SSSC [ ] Diploma [ ]  
 Bachelor Degree [ ] Other [ ] - please specify: .....
5. What is your highest professional qualification?  
 Cert 'A' Post-Sec. [ ] Specialist [ ] Diploma in Education [ ]  
 Bachelor of Education [ ] Other [ ] - please specify: .....
6. What is your current rank in the GES?  
 Pupil Teacher [ ] Teacher [ ] Superintendent II [ ]  
 Superintendent I [ ] Senior Superintendent II [ ]  
 Senior Superintendent I [ ] Principal Superintendent [ ]  
 Other [ ] - please specify by writing: .....
7. What is your gender? Male [ ] Female [ ]
8. What is your age in years?  
 Less than 23 [ ] 23-38 [ ] 39-44 [ ] 45-60 [ ] Over 60 [ ]

**Section B: Challenges Facing Teachers in the Performance of Their Duties**

Indicate the degree to which you agree or disagree with the following challenges stated in items 9 – 14 below:

Some Challenges Teachers Encounter in Their Duties	Strongly Agree	Agree	Disagree	Strongly Disagree
9. I do not get the support of any superior in lesson preparation and presentation.				
10. I do not get much time to set exercises, mark and record the results promptly.				
11. I have not been paid any allowances due me for more than a year.				
12. Instructional materials are always insufficient and supplied late.				
13. My promotion was unduly delayed and that discouraged me in my work.				
14. I have never been rewarded for hard work since the time I started teaching.				

**Section C: Teachers' Expectations on how Challenges Encountered in their Duties can be Addressed by Teacher Management and Support Service Providers**

Indicate the degree to which you agree or disagree with how you expect the teacher management and support service providers concerned, to address the challenges you encounter in your duties as stated in items 15 – 20 below:

Expected Solutions	Strongly Disagree	Disagree	Agree	Strongly Agree
15. Headmasters should always frequently observe lesson presentations in order to guide teachers perform better.				
16. The Metropolitan Education Directorate and Headmasters should organise termly in-service training courses for teachers.				
17. The Metropolitan Education Directorate should always take steps to pay teachers travelling and transport claims and other allowances promptly.				
18. The Metropolitan Education Directorate and Headmaster should always release instructional materials sufficiently and promptly to them.				
19. The Metropolitan Education Directorate should always release teachers' promotion results promptly.				

Expected Solutions	Strongly Disagree	Disagree	Agree	Strongly Agree
20. The Parent-Teacher Association and School Management Committee need to sometimes motivate teachers who serve well in their communities.				

## APPENDIX C

### LETTERS OF INTRODUCTION



UNIVERSITY OF CAPE COAST  
FACULTY OF EDUCATION  
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

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University Post Office  
Cape Coast  
Ghana

December 1, 2009

Our Ref. EP/ EP/90/Vol.3/36

THE METRO. DIRECTOR  
METRO. EDUCATION OFFICE  
P.O. BOX 6 ER,  
TAMALE

#### LETTER OF INTRODUCTION

The bearer of this letter, **Cletus Aanomah Venwullu** is a graduate student of the Institute for Educational Planning and Administration of the University of Cape Coast. He requires some information from your outfit for the purpose of writing a thesis as a requirement of M.Phil Administration degree programme.

We should be grateful if you would kindly give him the necessary assistance to enable him collect the information he requires from your outfit.

While anticipating your cooperation, we thank you for any help that you may be able to give.

  
Mr. Y. M. Anhwere  
Assistant Registrar  
For: Director

FACULTY OF EDUCATION  
INSTITUTE FOR EDUCATIONAL  
PLANNING & ADMINISTRATION  
UNIVERSITY OF CAPE COAST  
CAPE COAST



# GHANA EDUCATION SERVICE

*In case of reply  
the date and reference  
number of this  
should be quoted*



REPUBLIC OF GHANA

Metropolitan Education Office  
P. O. Box 6, E/R  
Tamale, Northern Region  
Tel: 071-22090  
Fax: 071-23762

Our Ref: GES/NR/ME0/EP.36/VOL.2

Your Ref: .....  
Email: tamalemetroeducation@yahoo.com

Date: December 7, 2009

## **INTRODUCTORY LETTER** **MR. CLETUS AANOMAH VENWULLU**

I write to introduce Mr. Cletus Aanomah Venwullu into your school to enable him access information from your school for the purpose of writing his thesis a requirement of M.Phil.

The above-mentioned teacher is a graduate student of Institution For Educational Planning and Administration of University of Cape-Coast.

Whiles in the school he is to abide by the school rules and regulations as well as the code of conduct for teachers within the Ghana Education Service.

I therefore entreat you to give him the maximum co-operation to enable him fulfill this important assignment.

Thanks in advance.

  
(EDWARD .N. GAYUONI)  
METROPOLITAN DIRECTOR OF EDUCATION  
TAMALE

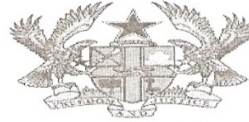
THE HEADMASTER  
LAMASHEGU M/A JUNIOR HIGH SCHOOL  
POST OFFICE BOX  
TAMALE ✓

Cc: Mr. Cletus A. Venwullu  
University of Cape-Coast  
Cape-Coast

\*hers\*

# GHANA EDUCATION SERVICE

*In case of reply  
the date and reference  
number of this  
should be quoted*



REPUBLIC OF GHANA

Metropolitan Education Office  
P. O. Box 6, E/R  
Tamale, Northern Region  
Tel: 071-22090  
Fax: 071-23762

Our Ref.: GES/NR/ME0/EP.36/VOL.2

Your Ref: .....  
Email: tamalemetroeducation@yahoo.com

Date: December 7, 2009

## INTRODUCTORY LETTER MR. CLETUS AANOMAH VENWULLU

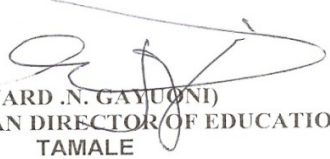
I write to introduce Mr. Cletus Aanomah Venwullu into your school to enable him access information from your school for the purpose of writing his thesis a requirement of M.Phil.

The above-mentioned teacher is a graduate student of Institution For Educational Planning and Administration of University of Cape-Coast.

Whiles in the school he is to abide by the school rules and regulations as well as the code of conduct for teachers within the Ghana Education Service.

I therefore entreat you to give him the maximum co-operation to enable him fulfill this important assignment.

Thanks in advance.

  
(EDWARD .N. GAYUONI)  
METROPOLITAN DIRECTOR OF EDUCATION  
TAMALE

THE HEADMASTER  
BAMVIM PRESBY JUNIOR HIGH SCHOOL  
POST OFFICE BOX  
TAMALE

Cc: Mr. Cletus A. Venwullu  
University of Cape-Coast  
Cape-Coast

\*hers\*