

UNIVERSITY OF CAPE COAST

IMPROVING PERFORMANCE OF STUDENTS OF ST. JOHN'S
GRAMMAR SCHOOL THROUGH TEACHER APPRAISAL

BY

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the requirements for the award of Master of Education

Degree in Educational Administration

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DECLARATION

Candidate's Declaration

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

Candidate's Signature:  Date 27:04:07

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Supervisor's Declaration

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

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ABSTRACT

This research work set out to answer the question of what could be done to help students of St. John's Grammar School to improve on their performance in both internal and external examinations. Certain problems facing teachers which might have had negative effects on student performance were identified.

In all, fifty-four members of staff were requested to answer questions on whether their work had been appraised before and on their perception of performance appraisal. They were also made to identify problems facing them as teachers some of which were lack of adequate supervision by GES officials, and ineffective conduct of internal performance appraisal. Other deficiencies included inadequate preparation of teachers before lessons, ineffective use of instructional time, inability to regularly assign and mark exercises of students, large class sizes and insufficient motivation. The inability of teachers to fully participate in co-curricular activities and to carry out delegated assignments was apparent.

As a result of these findings, samples of respondents were taken through a performance appraisal exercise. After this intervention, there was a positive change in the attitude of teachers towards their professional duties.

In order to sustain this change, it is recommended that performance appraisal should be carried out more often to ginger up teachers. Then if teachers are expected to do their work properly, management must ensure they are well motivated.

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DEDICATION

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CHAPTER ONE

INTRODUCTION

Background to the Study

In recent times, many concerns have been raised about quality of academic work being done in schools. One would expect that about nineteen years after the Education Reform Programme had been launched, qualitatively, a great improvement would be seen in the country's educational system. Admittedly, the schools are multiplying and expanding to correspond with the increased number of pupils, particularly at the basic level. Each year however, a number of students who qualify to gain entry into Senior Secondary Schools and the Universities face a problem with placement despite the continuous efforts being made to increase the number of schools and to improve upon the quality of existing ones. The government in power, President Kufuor's administration, has selected Senior Secondary Schools in some districts in Ghana, to bring them up to the level of the few well endowed ones, thus converting them into model schools. Plans are afoot to rope in other districts as well.

Meanwhile, individuals and groups, particularly religious organizations have intensified their efforts in matters of education and have gone a step further to provide university education to many who would have been denied the opportunity due to the limited number of public universities in the country. The whole programme is so colossal, that contributions from donor countries and

agencies such as the Canadian International Development Agency (CIDA), the United States International Development Agency (USAID), United Nations Children's Education Fund (UNICEF), World Vision International, Action Aid, Adventist Relief Agency (ADRA) and many more, in addition to the government's own efforts are not enough. Besides, technological advancement has triggered off so many challenges to the world that many more parents are responding to the need to send their children, even girls, to school. President Kufuor's free tuition package to students in the second cycle institutions has increased enrolment in Senior Secondary Schools. With the breaking forth of this educational dawn, there are even cases of children who would engage in all kinds of menial jobs to supplement efforts being made by their parents and guardians to see them through their education.

The ultimate goal of almost every parent, guardian and sponsor is to ensure that the child comes out of school at the end of the day with a worthy certificate that would enable him/her recoup his/her investments. It is also expected of the child in his or her adulthood to be a financial contributor towards the sustenance of the family and help in the attainment of goals and objectives of the nation as well. These attestations are confirmed by Musaazi (1982) and Commonwealth Secretariat (1993). It is therefore not uncommon these days to find "needy but brilliant students" attached to requirements for scholarships awarded to students. Very few institutions and organizations would nowadays assist a student just on the basis that he or she is financially handicapped. The ability of students to excel in their academic work is what is of utmost importance

to parents, guardians and all those who want to offer any form of assistance. This expectation has brought about a great deal of emphasis on good examination results.

No matter the theories that are propounded and our reservations as educationists, we must come into terms with the fact that schools and students are classified as "good" or "bad" most often depending on their performance in national examinations. It is an open secret, that the classification of schools into categories, (whether A or B) by West African Examinations Council is based on examination results. Such demarcations are recognized by Ghana Education Service (GES) without taking cognisance of other factors such as, unfair distribution of facilities and infrastructure, availability of teaching and learning materials, presence of other equipment, mode of admission into schools and many more. These are some of the reasons why the recent introduction of the league table has come under various criticisms.

It is often the pride of a school to boast of excellent academic laurels. Even though some of such schools are known to have experienced various forms and degrees of indiscipline, they are still accorded much respect over and above other schools that might not have chalked such successes and yet have disciplined students. Teachers from the second category of schools who toil to squeeze water out of stone to transform average students into good academic materials for the universities and other tertiary institutions are not adequately respected. At interviews, very often, it is the candidate with the best certificate who is chosen and not the one with a good character, which cannot be measured by the panel

anyway. Hence, there is always some kind of anxiety on the part of students, teachers and parents to ensure that their wards excel in their examinations. This, in a way, has contributed to examination malpractices at all levels, right from the basic schools to the tertiary institutions. A typical example of this is the massive leakage of BECE question papers in 2002 that called for the rewriting of some of the papers throughout the country. It is interesting to note, that whilst some pupils refused to be led into the temptation of going in for the leaked papers, others whole-heartedly embraced it. Some argue that certain improprieties associated with examinations could be traced to the inability of teachers to adequately prepare their students. The fear of failure therefore leads them to bow to negative external pressures.

There is therefore the need to use effective methods of appraising the work of teachers. To whom much is given, much is required. According to Commonwealth Secretariat (1993), there is a close link between teacher performance and student performance. Whilst there are exceptions to every rule, there is no doubt about the fact that a hardworking teacher will produce hardworking and successful students. Hence, teacher performance is the primary concern of every head of institution and other stakeholders in a school, since teachers are very important instruments in the production of students.

Apart from lack of supervision, one other weakness that was detected in the Ghana Education Service (GES) in 1987 as affecting the quality of education in Ghana was the problem of non-performing teachers. Most teachers would not admit that this judgment is applicable to them. The need for teacher appraisal is

indeed a necessity. It will give the individual teacher the opportunity to assess himself and find ways of stepping up his professional skills. West and Bollington (1990) have stressed the fact that appraisal is a very effective tool which can be used to improve the quality of teaching and management of schools and will lead to better education for students. The benefits that accrue from this exercise are threefold. It is not only the teacher who gets the opportunity to improve upon his performance but the head of the school himself updates his skills in school management. Once the attitudes of the most important instruments in the school system are changed, the outcome is going to reflect on the output of students as well (Brown, 1996).

Most teachers are, however, apathetic to the teacher appraisal scheme. Any attempt by the head of a school to delve into this area will often attract resentment and complaints. As far as teachers are concerned, undue pressure is being put on them to do what they already know and have been doing well to the best of their ability. Besides, very often, no in-service training programmes are organized for them in the school; even if they are done at all, the attendance is often low. While student teachers on teaching practice will succumb to writing lesson notes, drawing their forecasts and schemes of work, assigning and marking class exercises, once they are given permanent appointments, they mellow and put aside the rich store of experience they have had.

According to Ghana Education Service (GES) regulations, heads of institutions are actually expected to appraise or write a confidential report annually on every member of staff. This is to be read by each teacher before the

onward transmission to Ghana Education Service (GES) headquarters. In some cases, such reports are written alright but as to whether they are made available to the teachers concerned to enable them know their strengths and weaknesses, is a different issue altogether. This demand on school heads, if properly met, would put teachers on the alert since a bad report would jeopardize their positions in the GES. A teacher due for promotion, an interview or an award might also have a confidential report written on his performance but most often, such reports are the kind that would brighten the chances of the candidate. Besides, the total number of teachers who fall within this category at a time is not high. It appears there is a loophole in the system right from the top hierarchy.

Comprehensive school inspection might have taken care of such lapses because it gives the opportunity for the Inspectorate Division to take a close look at the work of the individual, since the team of officials spends not less than three days in each school that is visited. However, this is not often done due to the limited resources that are available. When such inspections are conducted, one would expect prompt action to be taken on the findings. Unfortunately, this does not happen. Reports on the inspections conducted may take years to get to the particular school concerned, that is, if they are ever written. Situations would certainly change if teachers are brought to book. It is very important for teachers to know how they are rated in terms of performance.

Mathias and Jones (1989) propose that the rapid change in the educational sector has far reaching implications for the quality of teachers in the system and consequently that of students' learning. They explain, that "no member of the

profession can realistically enter teaching and remain in it for several decades possibly without the necessity for frequently updating both their professional knowledge and skills” (p.9). A major concern for teacher appraisal is the professional development of teachers since there is no argument about the fact that effective teaching will lead to efficient learning which will end up in the provision of quality education, the desired goal of all.

Statement of the Problem

Performance of students cannot be alienated from teacher effectiveness. It is for this reason that a Regional Minister would blame the headteacher of a school in Brong-Ahafo for the massive failure of pupils at the Basic Education Certificate Examination (BECE) and order his immediate demotion. Incredible as this incident would sound since no investigations were conducted to find out what the specific problems facing the school might have been in order to address them, the fact still remains that from the lay-man’s point of view, there is a high correlation between teacher output and student performance. It also clearly explains the expectations of the community and opinion leaders from a school. The punitive measure meted out to this head appears to be irrational and harsh but it buttresses the point, that if programmes and inadequate resources of the school are not harnessed effectively and efficiently for the attainment of the goals of the society, the head of the school must be the first to bear the brunt of the tax payer’s outburst. His leadership skills and style are questioned and brought under scrutiny.

The success of schools is measured against the academic performance of students. Both Rebores (1982) and Musaaazi (1982) agree that once a student is admitted into a school, it is the responsibility of the teachers who possess the professional skills and are paid through the contributions of the public or tax payer, to prove their stewardship by imparting discipline, good morals, knowledge, skills, values and other attributes to him. There certainly must be a sure sign of improvement in the performance of a student after spending three years in a secondary school whose facilities are not the best but a little above the average, to show that his labour had not been in vain.

It is for this reason that the Senior Secondary School Certificate Examination (SSSCE) results of St John's Grammar School have raised much concern among staff, parents, students, old students and other stakeholders in the school. Since 1994 when the researcher joined the staff, the SSSCE results had not been the best. The school had had cause to boast of the SSSCE results produced in the year 2000, which were quite outstanding. The recent league table drawn by GES placed the school at the one hundred and thirty-fourth position in the 2003 SSSCE. Whilst there are a lot of misgivings about the general assessment, one would still admit that all is not well.

During a recent meeting of the heads of department with the head of the school, the general complaint from the staff was that a great number of the students in SSS 1 could not read and understand things properly, hence their inability to perform well. Besides, some students refuse to do their assignments.

Meanwhile, the average class size is fifty-five, making it difficult for teachers to mark students' exercises.

The students, on the other hand, do not spare the teachers when they get the opportunity but ensure that their reports and remarks about them in the daily attendance books are profuse and detailed. Students' complaints include absenteeism, teachers' refusal to mark exercises, giving of notes without explanation, lateness and the like. Most of the teachers are not seen at morning assembly, neither are they found on the compound when they are on duty during the week. Matters of discipline are left in the hands of the two assistant headmistresses with the support of a handful of teachers.

It is the aim of the researcher therefore to find out the extent to which teachers' appraisal will help improve staff performance and, for that matter, student performance in St John's Grammar School.

Purpose of Study

This study is aimed at finding ways of improving students' performance in their academic work with the hope of introducing certain interventions, which will help solve the basic problem of poor academic performance. In a more specific term, the study is geared towards the use of a teacher appraisal scheme to boost up the performance of students of St John's Grammar School.

Research Questions

In an attempt to look for solutions to effective and efficient ways of improving students' academic work and for that matter examination results in St

John's Grammar School, the appraisal of teachers cannot be overlooked. The purpose of this study therefore is to address these issues:

- (i) what do respondents know about appraisal?
- (ii) how should performance appraisal be conducted to benefit respondents?
- (iii) how can performance appraisal help teachers to be involved in school activities?
- (iv) to what extent can performance appraisal encourage teachers to be punctual at school?
- (v) to what extent can performance appraisal encourage teachers to prepare before lessons?
- (vi) to what extent can performance appraisal encourage teachers to assign and mark work of students?

Significance of the Study

This study, it is hoped, will provide information that could bring about a change in the perception of both the appraiser and appraisee towards appraisal, and may help teachers to cultivate a more positive attitude towards appraisal as a useful tool which could build up their professional competence, as well as enhance the performance of students. Findings from this study could be used by other Senior Secondary Schools sited in the urban areas which are facing similar problems. Hopefully, the information from this study could be of assistance to other schools with similar backgrounds. The study as a whole may be another contribution towards literature.

Limitations of the Study

One major limitation of this study was the difficulty in getting respondents to be sincere about some of the responses which might be personal, since some of the questions seem to elicit information about their professional competence. To allay their fears the questionnaire bore a note that assured respondents of confidentiality. Another feature was that of suspicion of victimization on the part of respondents who are members of staff. To prevent this, the researcher relied on heads of department for the distribution of forms.

Delimitations

The scope of this study is limited to how to improve academic performance of both teachers and students of St John's Grammar School. The ultimate goal is to improve the performance of form three students at the SSSCE.

Organization of Research Study

This dissertation comprises five chapters. Chapter one deals with the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, limitations, delimitations and the definition of terms. The second chapter focuses on the review of literature which is relevant to the study. Chapter three is based on a discussion of the methodology used in this study. The focus of chapter four is on the analysis of the findings and the intervention introduced. Chapter five caters for the presentation of a summary of the major findings, discussions, conclusions and recommendations, and areas for further research.

ACRONYMS

SSS

This refers to Senior Secondary School, a general name given to second cycle institutions in Ghana.

SSSCE

It refers to Senior Secondary School Certificate Examination organized by West African Examinations Council for all Senior Secondary Schools in Ghana; written between June and August by final year students (SSS 3 students).

WAEC

The full rendering is West African Examinations Council, an examining board responsible for organizing and conducting examinations in some West African countries at both the first and second cycle levels.

GES

This is the Ghana Education Service, a government institution responsible for organizing and overseeing matters and activities concerning education at the basic and secondary levels in Ghana.

BECE

The full form of this is Basic Education Certificate Examination, a national examination written by pupils at the end of their Junior Secondary School education. Success in this examination qualifies the pupil to enter any second cycle institution in the country.

CHAPTER TWO

LITERATURE REVIEW

It has been acclaimed that teachers in the country constitute the greatest number of the work force, and are the most important and expensive resource in education. It is therefore imperative that efforts be made to improve on the quality of teaching and learning that go on in the educational system, since the foundation for quality education is quality teaching. Improving the quality of teaching is essential in promoting student achievement and parent satisfaction (Ghana Education Service, 1999). One way of doing this as suggested by Fletcher (2000) is to provide teachers with the opportunity to develop professionally through teacher performance appraisal which has been identified as an effective instrument for promoting quality teacher performance, and a focus of this research. Indeed, researches in various professions have revealed that effective performance appraisals produce better results (Ghana Education Service, 1994). Hence, Brown (1996) argues that an effective performance appraisal system for teachers brings about improved student learning. This chapter therefore seeks to present a conceptual and theoretical background of the study.

Meaning of Appraisal

Agyenim-Boateng (2000) observes that appraisal does not lend itself to one meaning. Various scholars have attempted to define the term differently.

Archer, North and Associates (1999) as in Agyenim-Boateng (2000) see performance appraisal as a structured formal interaction between a subordinate and a supervisor, that usually takes the form of a periodic interview (annual or semi-annual) in which the work performance of the subordinate is examined and discussed with a view to identifying weaknesses and strengths as well as opportunities for improvement. An earlier and more concise definition by Fidler (1992) which falls in line with that of Archer, North and Associates states that staff appraisal is "the process by which an employer and his or her subordinate meet to discuss the performance of the employee"(p.2). They added that the term staff appraisal has been used as synonymous to performance appraisal, performance review, staff reporting and more especially, school teacher appraisal.

Another definition (of appraisal) which is worth noting since it highlights certain salient points that cannot be overlooked in performance of the exercise, is by Bollington, Hopkins and West (1991) who view appraisal as, "A continuous and systematic process intended to help individual teachers with their professional development and career planning and to help ensure that in-service training and development of teachers matches the complementary needs of individual teachers and their schools" (p.6).

From these definitions an attempted simple definition of appraisal could be given as an activity which is aimed at helping the individual or employee to identify the weaknesses and strengths relating to the performance of his duty to enable him improve upon his competence. It involves taking stock of the past, looking at the present and using established methods to plan development

programmes for the future. The results of the appraisal therefore serve as basis for future decisions (Agyenim-Boateng 2000).

Development of Appraisal

Mathias and Jones (1989) trace the origin of teacher appraisal scheme in Britain to the 1960s. The Minister of Education at that time, Sir David Eccles, decided to find out exactly what was being taught in schools. Coupled with that by the 1970s, there had been so much hue and cry from the public about what was going on in the schools. Teachers were accused of misuse of power in relation to the education of pupils. As a result, in 1976, a committee called the "Auld Committee" which had conducted investigations into the allegations, recommended that teachers should be made accountable to the community for the kind of education they offered the children. Furthermore, there was a decline in the nation's economic performance which drove the government to take certain decisions that led to the rationalization of the public expenditure. An Assessment Performance Unit (APU) was also established in the education sector two years later, to ensure the schools became indeed accountable. By the early 1980s, the concern of the education sector had begun to arise with regard to the curriculum development and the revolutionary role that performance appraisal was going to play, to enhance the realization of the goals and objectivity of schools. Schools were therefore asked to present a written analysis of their aims, and make it a regular feature and responsibility to assess the extent to which the use of education being offered, matched up with those aims. Watching the trend of activities, the government became convinced about the great benefits that could

accrue from self assessment by schools and teachers in improving the standard of schools, and therefore decided to make the appraisal scheme an integral part of the school system in 1983.

It was generally accepted and emphasized, that teachers could be managed by their employers only if they had accurate knowledge of the performance of each teacher. Part of the government's recommendation demanded, that heads of schools or departments visited classrooms to appraise both pupils' and teachers' general contribution to school life. (The White Paper, "Teaching Quality", GBDES, 1983, in Mathias and Jones.)

The year 1980 saw the development of the Education Act which gave local Education Authorities (LEA) a legal backing to implement the new scheme in schools. It therefore became mandatory for the performance of teachers to be regularly appraised. Article 49 (sections 1b, 2b and c) of the Act as quoted in Mathias and Jones (1989), specifically instructed LEA to "ensure that the performance of teachers is regularly appraised". It also made provision "with respect to the disclosure to teachers of the results of appraisals and the provision of opportunities, for them to make representations with respect to those results." By 1995, according to Fidler and Cooper (1992), all schools were to have performed their appraisals with the aims specifically spelled out. It was meant to:

- a) "assist school teachers in their professional development and career planning, and
- b) assume responsibilities for taking decisions about management of school teachers" (p.x).

The teacher appraisal scheme virtually became a component of the conditions of service of teachers in Britain with the main aim of enhancing the professional development of teachers.

From the historical view point, in Britain, Oduro (1998) sums it all up by saying that the introduction of the teacher appraisal scheme in schools came as a result of two major features:

- (i) the public outcry for accountability.
- (ii) the desire for professional development.

Commenting on the issues raised, Bollington et al, (1991) remarked that the introduction of appraisal could be said to reflect,

a climate in education, characterized by concern for improved quality, a greater degree of accountability and more efficiency, particularly in terms of resources. Within this climate has come the call for systematic performance designed to bring about better relationship between pay, responsibility and performance, especially teaching performance in the classroom (p.2).

The need to improve on the professional competence of teachers is a significant factor, since it is linked up with the importance of in-service training which is vital and cannot be ignored in teacher development of quality education for pupils. Thus, Kelchtermans and Vandenberghe (1994) declare that the teacher's training programme does not end his or her training process nor the

attainment of professional development since it is an important feature in the attempts being made to improve schools.

Purpose of Appraisal

As stated by Cooper (1992), there is no doubt about the fact that any educational system is as good as the teachers in it. In order to enhance the quality of learning that takes place in any educational system, it is necessary to improve on the quality of teaching. One way of doing so is making available to teachers the opportunity to develop in their professional field. This is considered as the paramount goal by West and Bollington (1990) and Mathias and Jones (1989). Appraisal is geared towards making a teacher become effective as much as possible, in the teaching and learning process. The impact of in-service training on professional development and career training is tremendous. Bieger & Gelach (1996) point out that the greatest prospect therefore, must be seen in the quality output or performance of teachers. Through appraisal, both the appraiser and appraisee would arrive at a better understanding of the importance and the need for in-service training of the individual teacher which is a vital means of building the teacher's positive self-image and motivation as much as possible.

Another purpose of the appraisal process is to improve on the management of the school. This according to Fidler & Cooper (1992) is based on the assumption that a two-way communication has developed between management and staff. This is expected to increase teachers' conception of issues and problems confronting the school. Similarly, management or understanding of teachers'

perception of the school would change. As the head gets to know the teachers better, meaningful job descriptions would be produced. (Delany 1991).

Day, Whitaker & Wren (1987) view the appraisal system also as helping to improve the kind of education offered to the pupils in school. Its end result is the provision of quality teaching and learning. The success of a teacher is measured against the quality of pupils he produces (Cooper 1992). To make the appraisal scheme beneficial to the teacher, Fuller and Reynolds (1977) stress that the results must be made known to him with the strengths and weaknesses of his performance brought to his attention. This opens the way for the work of the teacher to be directly or indirectly complimented formally. As stated in Commonwealth Secretariat (1993) and supported by Everard and Morris (1990), this does not only mean that management has interest in the work being done but it also implies that where performance is outstanding, praise should be offered as a reward since the appraisal process is not a fault finding mission but a means of building the teacher's positive self-image to be a good teacher. In all this, the accuracy of the information concerning past performance, current opportunities and limitations as well as relevant policies, should be weighed.

Concerning the Teacher

Rebore (1982) and Cooper (1992) declare that there should be clarity about the purposes and functions of an appraisal scheme. These should be discussed and agreed on in general terms by staff of a school, before the scheme is introduced. Cooper (1992) explains further some may have problems with the scheme because of their personal interests. Oduro (1998)

confirms this by saying that others may look at it with suspicion since appraisal is equated with evaluation which, in practice, denotes a system of judging teacher performance with a focus on accountability, which adopts a strict "top-down" approach.

Nevertheless, Fidler & Cooper (1992) stress the fact that teachers' appraisal should not be confused with teacher evaluation since appraisal aims at increasing knowledge, skill and experience without the misleading connotations associated with it. In other cases too, there might be individuals or groups of staff who could be resentful to the introduction of change. This may actually have nothing to do with the merits of the appraisal or of a particular scheme. As explained by Mountford (1992) the reason why many seem to oppose the system is a human factor. According to him, "The critical issue then is how the appraisal scheme is managed as an aspect of change that is to change the people and the organization. Most people do not like change largely perhaps it involves loss, anxiety and struggle" (p.66). Cooper (1992) points out that there are others who "will however be supportive because of their own optimistic life views" (p.51). It is indeed possible for a teacher to be working hard at an area of the school which is not a priority. As a result, he might not receive the recognition that he is expecting. The appraisal paves a way for the teacher's job description to be examined and amended should the need arise (Fidler, 1992).

In their study, Turner and Clift (1988) discovered that whilst some teachers are flexible and may adopt a positive attitude towards the appraisal scheme others are actually hostile. Those who are open to it may accept it as a

means of improving communication between staff at different levels in the hierarchy, and would provide the needed support. On the other hand, those who look at it the other way round, consider the scheme as a threat to their autonomy and a fine opportunity for senior staff to find faults and criticize them. There are some who are cynical and may view the whole exercise as superficial.

Campbell, Bridges & Nystrand (1977) suggest that if teachers are to be encouraged as individuals to develop their professional skills, they need two things:

- (i) challenges that are within their own capabilities.
- (ii) a feedback, knowledge and results, and information about how they are progressing.

Wilson (1998) believes that if the challenges are too easy or difficult, the situation would lead to demotivation, and progress, would be minimal. Then, if the feedback is not available on the progress being made by the teacher, growth would be minimal or inconsistent.

As pointed out by Fidler & Cooper (1992) there is the need to enter into dialogue with the teachers before the take off of the programme if it must be carried out. By so doing, a consensus will be arrived at, fears will be allayed and the grounds will be ready for a smooth take off. Cooper (1992) sums it all up by saying, "Many teachers who have been through an appraisal process have found that it is rewarding in itself" (p.43).

Teacher Appraisal in Ghana

In Ghana, Oduro (1998) argues that the appraisal that exists takes the form of supervision and assessment. This according to him begins right from the training college where teacher trainees are supervised and their work assessed as they undertake their teaching practice. During the process, experienced and professional supervisors are assigned a number of teacher trainees whose lessons are observed. The supervisors are supposed to create a congenial atmosphere for students to apply their skills and improve upon their weaknesses as they are pointed out, and develop some confidence as well. In a commentary on the purpose, Mensah (1991) points out, that this form of assessment is to guide, direct and furnish the student with opportunities to appraise his basic personal qualities for teaching; apply and test his professional knowledge, understanding and skills; have direct contact with the examples of the major activities of public schools, and develop both personal and professional competencies under optimum conditions. In practice, the whole period is really stressful.

Oduro (1998) goes on to explain that very often, there is no interaction between the supervisor and the trainee to enable the former (supervisor) to get acquainted with the problems being faced by the student. This situation arises sometimes because of the absence of the supervisor at the onset of the lesson. Hence, instead of holding a pre-conference with the teacher trainee before the commencement of the supervision exercise, the lesson notes are inspected during the course of the lesson. At the end of the exercise, the weaknesses observed are pointed out and sometimes, mention is made of the good points as well. Instead of

establishing a rapport between himself and the student, there is a brief one-way communication session during which the student teacher remains almost dumb.

In the school system, there are two ways of appraising the teacher's performance; the internal assessment and external assessment. The internal assessment is supposed to be performed by the head of the school. Areas to be observed include the following:

- (i) scheme of work and lesson notes
- (iii) attitude to work
- (iv) lesson presentation
- (v) social traits
- (vi) human relations
- (vii) punctuality
- (viii) the use of working hours

At the end of the year the head of the school is expected to write a confidential report about each teacher based on observations made during the course of the period. The teachers are individually invited to read and sign the reports before they are forwarded to the GES headquarters. However, most often, teachers are not informed about these procedures. They sometimes get to know only when they are invited into the head's office to sign the report which had already been written depending on the perception of the head. Prior knowledge of this responsibility could have put teachers on their toes and would have made them more committed to their work at school. As a result, this situation at times brings about a misunderstanding between some heads and their staff since some

reports are subjective and distasteful. This explains why some teachers are averse and uncooperative with the assessment exercise. It is evident that this kind of assessment is not directed at the teacher's professional development (Oduro 1998).

The external appraisal is normally performed by officials from the inspectorate division of the Ghana Education Service. Oduro (1998) states further that this is usually undertaken when a teacher in the first cycle institution is due for promotion or an award, most often, the Best Teacher Award. This is not a regular exercise planned for all teachers. The particular teacher is written to formally to make himself available for an interview, observation and supervision. Other times, when comprehensive school inspections are carried out (about once in three or five years) few teachers have opportunity to have their lessons observed. The inspection lasts for a few days (about three days). The purpose of the inspection is to assess the level of efficiency and effectiveness of the school in promoting teaching and learning, how the resources (money, equipment, teaching and learning materials, vehicles, textbooks, structures and others) are being put to use, and the maintenance of the school property. Evidence of the teacher's performance such as lesson notes, students' exercise books, involvement in co-curricular activities and the like are examined. At the close of the period, a conference is held with staff as a whole and the observations of the team are communicated to them. This brings to an end, the whole exercise. Even though a written report is to be sent to the school, this is often not done. When an attempt is made, the report is so unduly delayed, (it takes years) hence losing its

significance. One wonders whether any action is ever taken on the findings, since the situation in most schools remains unchanged.

This traditional way of teacher assessment has gone stale and has to be reviewed since it does not fit well with the ideas of appraisal or staff development. As pointed out in Cambridge Institute of Education (1996) it should be noted, that the modern trend of education has brought about a rise in the role and expectation of the teacher. Besides, basic assumptions of staff development models require "an emphasis on cooperation, collegiality and decisions from bottom up, rather than from the top down" (Fullan and Hargreaves, 1992, p.162) The argument in favour of this system is that it has the advantage of making teachers more accountable to the public.

However, it does not give the opportunity to the teacher to actually participate in the exercise to enhance his development as a professional teacher. It only goes to confirm their accusations and reveals that the system has not undergone any form of revision. Gradually, the inspection is becoming a formality because teachers rush to prepare for these inspections in order to save their jobs, but after it all, they fall back to their old ways. Some teachers, particularly the older ones, are not very much bothered about the exercise because from experience, they are aware that not everybody's work is inspected anyway. It is more of a sampling. To aggravate the situation, sometimes, some of these inspections when planned, never take place as it happened in the researcher's school. The school was written to, to prepare for a comprehensive inspection. The staff was informed and encouraged to be in readiness for the all important

exercise. There were feverish preparations on the part of many. The day came and no official reported. There was no telephone call or letter to explain why the inspection was called off until several weeks later.

This incident only underscores the dire need for teacher appraisal to be looked at more seriously if performance of teachers is to be stepped up. Discussions in this chapter have shown that performance appraisal can prove an important instrument in changing the image of a school.

CHAPTER THREE

METHODOLOGY

This chapter focuses attention on the description of the research design and the population involved in the study. Information has also been provided on the characteristics of respondents, the research instrument used, and the procedure followed in collecting data. The methods of scoring and data analyses are vital materials that have been roped into this section.

Research Design

The research design employed in this study is action research. This is necessitated by the fact, that there is an issue at stake which calls for a study in a particular environment. Since the environment is restricted, there is the need for a close observation to ensure the identification of the core of the matter, before possible solutions can be applied. Therefore the findings of this research can only be applicable to the environment in question and cannot be extended to other situations. Action research involves the use of defined procedures (after the identification of a problem) which are mainly pre-intervention, intervention and post-intervention (Osuala 1982).

Pre-intervention

This stage demands identification and the study of situations through the use of various measurement devices such as tests, questionnaires, interviews and others. It also involves analyzing and recording the results.

Questionnaires were administered to the teaching staff of St. John's Grammar School, to collect information on the existing situation in the school as regards the knowledge and use of performance appraisal, as well as the performance of both teachers and students. In all, there were thirty-seven questions. Whilst the first six sought out biographic data on respondents, the remaining thirty-one demanded information on the perception of respondents regarding the appraisal system and work in general.

Thus the data collected measured teachers' knowledge of appraisal and whether they would readily succumb to it. Information on the extent of commitment of both teachers and students was also provided. An instrument to measure the actual performance of teachers was designed and used to assess the professional work of teachers in the school. In all, the lessons of sixteen teachers, male and female from all departments were observed.

Intervention

This calls for the application of certain instruments or measures such as seminars, talks, provision of resources (material, human and financial) motivation and so on.

The need for some form of intervention to be put in place was based on the results of the analysis. This aspect of the chapter presents certain steps which were taken to address issues and poor performance, both of teachers and students. They include, meeting with heads of department, introduction of combined register/ record book, assessment of student teachers, meeting of form tutors and

class executives, increase of contact hours, and identifying and publishing of names of weak students on the notice board.

Meeting with Heads of Department

A meeting with the heads of department chaired by the researcher was held on the 16th of September 2004 in the staff common room. The purpose was to plan towards the next academic year and to seek the views and assistance of departmental heads.

All were present except one. This was the first time that heads of department had to meet before the reopening of a school term to deliberate on matters concerning the school. Some of the issues discussed included:

- (i) the introduction of a combined record /register book.
- (ii) assessment of student teachers from the University of Education, Winneba on one year's internship; otherwise referred to as, teaching practice.
- (iii) joint meetings of form tutors with their class executives.
- (iv) extension of contact hours.
- (v) identifying and publishing names of weak students on the notice board.

Introduction of Combined Register/ Record Book

The use, essence and the importance of this book were explained to members. The book enables the teacher to organize himself well. It makes provision for the writing of the scheme of work, record of work, notes, as well as

a class register and a portion for continuous assessment on subject basis. Teachers are compelled, therefore, to check the attendance of students to their various classes. All that the teacher needs for the success of his lessons as far as preparation for teaching is concerned practically, could be found in the book. Besides, any time an inspection, appraisal or supervision has to be done, enough evidence of the teacher's performance could be obtained from this book. This was hailed as laudable.

Distribution

The combined register /record books were supplied and distributed to all staff through the various heads of department. The headmistress of the school herself was present to introduce, supervise and explain the use of the book to staff on 27th January, 2004, in the staff room. Issues raised included the writing of scheme of work and record of work, which should be submitted to the heads of department for marking. The assistant headmistress (academic) and the headmistress could also call for the books at any time and inspect them.

Assessment of Student Teachers

The decision of the University of Education, Winneba, to make students in the fourth year of their education go on a one-year internship, has made available a number of student teachers in the schools. Apart from their external supervisors, they are to be mentored and monitored by the various subject teachers who must be graduates in their fields of study. This is however not done most of the time. The need for this exercise to be carried out was vital since the subject teacher

must be aware of what is taught the students and ensure that the right thing was being done. An assessment form was to be designed for the permanent staff, to compel them to sit in their classes and supervise the delivery of lessons by student teachers. Heads of department agreed on this kind of supervision to be conducted twice or three times in a week. Subject teachers were to submit the assessment forms to their various heads of department who agreed to monitor them.

Meeting of Form Tutors and Class Executives

Another intervention made was a joint meeting between form tutors and their class executives on 1st December 2003 at the school assembly hall. Hitherto, meetings with the two groups had been held separately but for the first time, both groups were brought together to discuss issues common to them openly. This gave opportunity to the two parties to open up and boldly speak up their minds on matters bothering them. This was to enable both sides to work together harmoniously, as well as serve as checks on each other.

Some of the items on the agenda were:

- i) Purpose of meeting.
- ii) Role of class prefects.
- iii) Use of attendance register and note books.
- iv) Role of form tutors.
- v) Reports by class representatives.

At the meeting, one of the senior citizens, a head of department and an experienced member of staff were invited to outline the role of both class executives and form tutors. The meeting finally ended on a good note.

Increase of Contact Hours

The school has a nine-period time table (instead of eight) with each period made up of forty minutes. In spite of this, due to several interruptions of the school program, the vastness of the syllabus, co-curricular activities and introduction of some new courses such as computer science and many of such problems, it was becoming difficult for teachers to complete their syllabus on time. There was the need, therefore, to extend the teaching and learning beyond the normal school period. This intervention was hailed by staff, students and their parents who promised to motivate and reward the sacrifice and efforts of teachers by paying a token sum. Ghana Education Service (GES) endorsed the proposal; hence two more periods were added to the nine, bringing the total number of periods a day to eleven. The enthusiasm with which all hands went on deck was amazing. A monitoring team was also set up to ensure that teachers were present for each lesson right from the beginning of the period to its end. Teachers were made to sign an attendance book. Those who were absent or late forfeited their allowances.

Identifying and Publishing Names of Weak Students on the Notice Board

In order to draw students' awareness to the need to work hard, apart from the order of merit performance which was displayed on the notice board each term, the names of academically weak students were also put up. This was done to remind students of the standard of performance the school was aiming at. By so doing, teachers' attention was also drawn to such students, to enable them offer the desired assistance and where needed, change their attitudes and strategies. To

make the programme more effective, parents and guardians of such students were invited to a durbar with the administration of the school, some teachers and their own wards, to find out what exactly their problems were and suggest possible means to redeem the situation. This intervention was an eye opener since parents and guardians were challenged to play their monitoring roles to help their own wards and not to leave the burden entirely on the school.

Post-intervention

Here, the information gathered is compared with the earlier one before conclusions are drawn. Sometimes, the same measurement devices used in the pre-intervention stage are applied and results of both are analyzed before drawing conclusions.

The intervention introduced into the school was meant to bring about a positive change in the attitude of teachers towards their work. This would affect the performance of students as well. The same measurement instrument made up of twenty items used at the pre-intervention stage was used to measure the work of teachers after three months in the following areas: preparation before class, lesson delivery, effective use of instructional time, attendance to school and classes, and involvement in other school activities. The results were amazing. There was a great deal of improvement in the performance of teachers. The details of results and analysis are indicated in the next chapter.

Consequently, action research provides teachers with the opportunity to gain knowledge and skills in research methods and applications, and to become more aware of the options and possibilities for change. Teachers participating in

research become more critical and reflective about their own practice. Those who are engaged in this kind of research are inclined to pay more particular attention to their methods, perception, understanding and their total approach to the teaching process. Action research will assist practitioners and other stakeholders in identifying the needs of their communities, assessing the development process, and evaluating the outcomes of the changes they recommend, design and implement. Since this particular research has to do with a school situation, action research best suits the purpose.

Population

The population for the study is made up of fifty – four members of the teaching staff of St. John's Grammar School, comprising thirty-one males and twenty-three females. Whilst most of them are between the ages of thirty to fifty years, there are a few who fall between fifty and fifty-five years. Most of them have at least five year' teaching experience, with a few of them falling below.

Sample

In all, sixteen teachers were selected from the eight departments in the school made up of Language, Mathematics, Business, Home Economics, Physical Education, Science, Social Studies and Visual Arts .For each department, there were two representatives made up of the Head of Department and another teacher who has spent at least five or more years in that section. The choice was done to draw on their expertise and experience. The lessons of these teachers were observed using a simple teacher appraisal instrument for the observation exercise.

Research Instrument

A set of questionnaires was designed to gather data for the study. The ground for taking such a step is to preserve the identity of the respondents and guarantee a high degree of confidentiality, since the topic under study deals with the performance of students in this particular school –St. John's Grammar. The use of questionnaires is also to prevent complications and make the analysis much easier.

The concern of the study is to delve into the accomplishments of students of St. John's Grammar School to see what could be done to step up their performance, hence the topic, "Improving the performance of St. John's Grammar School through Teacher Appraisal". Since teachers are the key players in the game, the spotlight must be thrown on them. The composition of the questionnaire comprises both the closed and open-ended questions. Respondents find closed questions more manageable, making it easier to enlist their cooperation as well as acquire specific answers to particular questions posed. The usefulness of the open-ended questions cannot be over emphasized since they prompt respondents to freely speak their minds. By so doing, unanticipated responses are attracted.

The questionnaire is divided into two parts. Part one comprises six questions aimed at drawing information about the background of respondents, whilst part two consists of thirty-four questions with twenty-three being closed-ended and eleven open –ended. These are directly related to the attitude of teachers towards appraisal and the extent to which systematic staff appraisal could improve the performance of the teacher. The teacher appraisal instrument is made

up of twenty questions meant to observe teachers in specific areas in order to make the whole exercise more rewarding and acceptable to them.

Validity of Instruments

The instruments used (questionnaires and appraisal forms) were examined by the supervisor to ensure content validity. Besides, the questionnaires were explained to heads of department to clarify any knotty points before the distribution and filling of forms were done. The appraisal exercise was also preceded by a discussion with the individual teachers involved to allay their fears, and after it there was an interview to find out the reactions of teachers.

Data Collection Procedure

The questionnaires were distributed by the heads of department, at the pre-intervention stage and respondents were given two weeks within which they were to fill in the responses and return them. It however, took four weeks for all the forms to be retrieved. Whilst a few submitted their forms the very day they were given out, others had to be reminded several times.

Scoring and Analysis Procedure

Statistical concepts of frequencies and percentages were used to analyze the data collected. Tables were then used to present the information, making issues clearer and easier to comprehend. All this facilitated the organization of the information gathered.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the analysis of the data which has been collected for the study. The analysis is presented in three parts. The first touches on the biographic information. This is followed by the research questions that guided the study. The findings obtained from the study are then spelt out in the third part.

Biographic Data

This is collected from respondents who are staff of St John's Grammar School. The total number of respondents is 54. The descriptive statistics of data collected are presented in Tables 1 to 4.

Table 1

Age of Respondents

Age	Frequency	%
Below 30 years	10	18.5
30-39 years	23	42.6
40-49 years	13	24.1
50-59 years	8	14.8

Of the total number of respondents, 10 (18.5%) are below the age of 30 years, while 23 respondents constituting 42.6% have the modal age falling between 30 and 39 years. Thirteen of them forming 24.1%, constitute ages between 40 and 49 years, and 8 (14.8%), are above 50 years.

Table 2

Qualification profile of respondents

Qualification	Frequency	%
Bachelors Degree	46	85.2
Masters Degree	2	3.7
Diploma	6	11.1

Majority of the respondents, that is, 48 (88.9%) are graduates with at least a first degree. Out of these, 2 (3.7%) are Masters Degree holders with only 6 (11.1%) being diplomates.

Table 3

Teaching experience of respondents at the basic level

No of years taught	Frequency	%
Never	19	35.2
1-5 years	19	35.2
6-10 years	11	20.4
11-22 years	4	7.4
Above 20 years	1	1.8

The results show that about two - thirds of the respondents have taught at the basic school before moving on to the second cycle level. A little over a third of the respondents started their teaching career at the second cycle. It is worth noting that most of the respondents are experienced and have undergone some form of supervision at the basic level.

Table 4

Gender of respondents

Sex of respondents	Frequency	%
Male	31	57.4
Female	23	42.6

Men constitute 57.4% of the total number of respondents. The remaining 42.6% are females. The difference in percentages of the sexes is not too wide.

Table 5

Respondents' knowledge of existing appraisal system

Item	Responses = 54	Frequency	%
External supervisors occasionally visit and conduct supervision / inspection in schools.	A	33	61.1
	D	17	31.5
	U	4	7.4
The purpose of this supervision is monitoring conformance	A	35	64.8
	D	6	11.1
	U	13	24.1
The system does not take into account the teacher's development.	A	25	46.3
	D	15	27.8
	U	14	25.9
The system is externally imposed	A	52	96.3
	D	0	0
	U	2	3.7
The system encourages criticism and instills fear in teachers	A	15	27.8
	D	27	50
	U	12	22.2

A = Agree D = Disagree U = Undecided

This table shows a descriptive statistics summarising respondents' perception about performance appraisal. The percentages reported in this section are the results of combining three categories for analysis. These are Agree (A), Disagree (D) and Undecided (U).

The data analysis reveals that majority of the respondents are aware of the system of appraising teachers as well as its purpose and have undergone the experience of being supervised one time or the other. This is because 33 respondents (61.1%) out of the 54 agree to occasional visits and supervision conducted by external supervisors in schools where they have taught at the basic level. Besides, 35 of the respondents (64.8%) admit that the purpose of the visit is to monitor conformity to rules, regulations and conditions laid down by Ghana Education Service (GES).

Only 25 respondents (46.3%) agree that the teacher's development is not the concern of such supervisors, with 15 of them thinking otherwise. Meanwhile, there are 14 respondents who are uncertain. Finally, even though 52 respondents (96.3%) are aware that the present system of appraisal is externally imposed, only 25 of them (27.8%) agree that the system encourages criticism of teachers and instills fear in them. Meanwhile, 27 respondents (50%) disagree with this assertion whilst 12 of them (22.2%) are not sure. This shows that teachers are not averse to supervision or the kind of performance appraisal as pertains in the system. The concern then is for it to take into account the teacher's development. There is the need; therefore, to adjust or update the mode of conducting

supervision to make it more attractive and beneficial to teachers, to enable them derive the maximum benefit from it.

Table 6

Respondents' View on How Appraisal Should be done to Benefit Them

Questions	Response	Frequency = 54	%
Who is to appraise?	Heads of department	35	64.8
	Assistant head	3	5.6
	The head of the school	6	11.1
	Officials from GES	10	18.5
How frequently should supervision be carried out?	Once a year	48	88.9
	Once every three years	2	3.7
	Others	1	1.8
	Once every five years	3	5.6
How often should internal appraisal be conducted?	Once a year	13	24.1
	Twice	8	14.8
	Three times	8	14.8
	Many times	11	20.4
	Never	14	25.9
Which of the following forms of appraisal would you like to have?	Unannounced inspection by GES officials	15	27.8
	Pre-arranged appraisal by GES officials	15	27.8
	Planned appraisal with your school head	20	37
	None	4	7.4

From the data analysis, it is obvious that all the respondents are of the view, that there is the need for an appraisal for improvement in their performance, but as to who should conduct it; there are variations in the views presented. Whilst 35 (64.8%), constituting majority of respondents would like the appraisal to be done by their heads of department, 10 (18.5%) of them prefer an official of the Ghana Education Service (GES) and 6 respondents constituting 11.1% want the appraisal to be done by the head of the school. Meanwhile, 3 (5.6%) support the view that appraisal should be done by the assistant head of the school. From the results, respondents would prefer their heads of department or an official from GES rather than the head of the school or the assistant head conducting the appraisal. It is obvious and significant to note, that teachers accept and respect the authority of the heads of department and are prepared to cooperate with them. They feel more at home if they are appraised by their heads of department instead of GES officials since 64.8% of them choose that option as against 18.5% for the latter.

On the question of how often supervision should be held to help teachers improve upon their work, majority, (48 respondents constituting 88.9%) are of the view, that supervision should be done once a year, 3 (5.6%) feel it should be done as often as possible, 2 (3.7%) think supervision has to be done once in every three years, whilst 1 (1.9%) proposes that supervision should be done once every five years. This shows that respondents largely appreciate the need for an annually held supervision which would be directed towards enhancing the output of the teacher. This is a positive note and welcome news to any school head. Teachers

are ready to have their strength and weakness pointed out to them to enhance their performance.

As to the number of times the teachers' work should be appraised internally, it is realized, that 13 (24.1%) of the respondents' work have been appraised once. Eight respondents, (14.8%) have had their work appraised twice whilst another 8 (14.8%) have been appraised three times. Meanwhile, 11 (20.4) respondents have had their work appraised many times and 14 (25.9%), the largest number, have never been appraised. This shows that majority of teachers, that is 40 (74.1%) have undergone some internally organized appraisal, but there still remains 14 (25.9%) probably new ones who must undergo the appraisal exercise.

The following results obtained from respondents show the types of appraisal that appeal to teachers. Twenty respondents (37%) express the desire to plan the appraisal with the head of the school. fifteen of the respondents (27.8%) want the appraisal to be prearranged and conducted by a GES official, and yet another 15 (27.8%) opt for unannounced appraisal by a GES official, whilst 4 of the respondents (7.4%) do not subscribe to any form of appraisal of their work by any of the above. It is evident, that 50 (92.6%) of staff would appreciate one form of appraisal but there is a total of thirty (55.6%) constituting the majority, who do not mind external supervisors. The picture presented here is clear. 30 (55.6%) teachers want GES officials to conduct the inspection. However, there is an equal division on whether it be planned or unplanned since 15 (27.8%) agree to planned or unplanned inspection respectively. Meanwhile, 20 (37%) of the respondents

would rather have an appraisal planned with the head of the school bringing the percentage of those in favour of planned appraisal to 35 (64.8%).

All these reveal that teachers prefer planned appraisal to unannounced ones and would rather have it done by people they are familiar with. No matter what, the good news is that 50 (92.6%) are prepared to undergo an appraisal exercise.

Table 7

How performance appraisal can encourage teachers to prepare before lessons

Item	Options	Pre – intervention		Post - intervention	
		No. of teachers = 16	%	No. of teachers = 16	%
Preparation of scheme of work	Always	3	18.8	12	75
	Most often	6	37.5	3	18.8
	Often	4	25	1	6.3
	Sometimes	3	18.8	0	0
Preparation of lesson of notes	Always	1	6.3	9	56.3
	Most often	9	56.3	6	37.5
	Often	3	18.8	1	6.3
	Sometimes	2	12.5	0	0
Regularity of Preparation	Always	0	0	9	56.3
	Most often	10	62.5	6	37.5
	Often	3	18.8	1	6.3
	Sometimes	2	12.5	0	0
	Rarely	1	6.3	0	0

Table 7 continued

Item	Options	Pre – intervention		Post - intervention	
		No. of teachers = 16	%	No. of teachers = 16	%
Comprehen- siveness of notes relevant to content	Always	4	25	14	87.5
	Most often	6	37.5	0	0
	Often	5	31.3	2	12.5
	Sometimes	1	6.3	0	0
Use of teaching and learning materials	Always	0	0	1	6.3
	Most often	7	43.8	15	93.8
	Often	7	43.8	0	0
	Sometimes	1	6.3	0	0
	Rarely	1	6.3	0	0

The appraisal results from Table 7 show, that before the intervention, out of the 16 teachers whose lessons have been observed, 3, representing 18.8% always prepare their schemes of work before teaching; 6 of the respondents, that is, 37.5% most often prepare their schemes of work, 4 (25%) often prepare their schemes of work and 3 (18.8%) sometimes prepare their schemes of work before teaching. The post-intervention results reveal, that 12 teachers who represent 75% always prepare their schemes of work as compared to 3 (18.8%) at baseline. Three teachers constituting 18.8% most often prepare their schemes of work. Only 1 teacher, (6.3%) admits preparing the scheme of work often. Comparing all

these to the baseline data, there has been a remarkable improvement in preparation of scheme of work.

The results shown on this table are satisfying. All those whose performances are not the best have moved to the top category whilst those whose performances have not been satisfactory have changed for the better. This shows that appraisal makes one see the deficiency in one's work and automatically creates an interest in correcting the situation, thus bringing about improved results. Also, the interventions which have been put in place have been effective.

Concerning the preparation of lesson notes before teaching, only 1 respondent (6.3%) always prepares lesson notes; 9 (6.3%) most often prepare lesson notes, 3 (18.8%) often prepare lesson notes, 2 (12.5%) sometimes prepare lesson notes whilst 1 (6.3%) rarely prepares lessons before teaching at the pre-intervention stage. The post-intervention results indicate that 9 teachers (56.3%) would always prepare their lesson notes, while 6 teachers representing 37.5% most often prepare their lesson notes and only 1 teacher (6.3%) often prepares lesson notes before teaching. This shows that "Sometimes" and "Rarely" have been completely eliminated after the performance appraisal has been carried out

The appraisal has had a positive impact on the behaviour of teachers and the intervention has been a positive one. Those teachers, who normally do well, are encouraged to step up their performance whilst unsatisfactory performers are also made to wake up from their sleep.

Before the appraisal exercise (pre-intervention), regular preparation before a lesson never existed. 10 respondents (62.5%) most often prepare before a lesson, 3 respondents (18.8%) do it often, 2 of the respondents which represent 12.5% sometimes do so, and 1 respondent (6.3%) rarely does it. The post-intervention results reveal, that 9 teachers (56.3%) always prepare regularly before the delivery of a lesson, with 6 respondents (37.5%) most often preparing regularly and only 1 teacher (6.3%) often prepares regularly. Again, it has been observed, that "Sometimes" and "Rarely" have not attracted any responses.

The performance appraisal has completely changed the situation for the better. Whilst before appraisal, the pre-intervention figures indicate that none of the teachers regularly prepares lesson notes, the post-intervention figures present an upward adjustment. More than 50% of respondents become more serious and put up their best performance. Meanwhile, those trailing behind and "Rarely" or "Sometimes" and even "Often" exhibit irregularity in the preparation of notes have changed their positions from the bottom and risen to the top. The appraisal has challenged them to take their professional responsibilities more seriously.

As regards the preparation and use of comprehensive notes relevant to lessons taught, a clear picture is given of the pre-intervention situation. Four respondents constituting 25% always have relevant comprehensive notes, 6 (37.5%) most often have notes, 5 (31.3%) often prepare notes and one representing 6.3% sometimes prepares lesson notes. However, none refuses to prepare comprehensive notes relevant to the lessons. The post-intervention results reveal that 14 teachers constituting (87.5%) always prepare relevant

comprehensive notes, with only 2 respondents (12.5%) who often prepare notes relevant to content. Again, performance appraisal has brought a remarkable improvement in this aspect of teaching. It is clear, that once the weaknesses of teachers are revealed, they fall short of nothing to ensure that the situation is corrected.

Concerning the use of teaching and learning aids, the pre-intervention stage shows that none of the respondents uses teaching and learning materials always, 7 (43.8%) most often use teaching and learning aids, 7 (43.8%) often make use of learning and teaching materials, whilst 1 (6.3%) respondent sometimes uses them, with another 1(6.3%) rarely using teaching and learning aids . After the intervention has been introduced, even though only 1 respondent (6.3%) always uses teaching and learning materials, the remaining 15 respondents (93.8%) most often make use of teaching and learning materials.

The results of this analysis are simply amazing and clearly reveal that performance appraisal is an effective tool that can bring about the desired change in the teacher, and should not be ignored. It therefore must be fully utilized for optimum results in the school system. For once teachers change their attitude towards school work, the impact will be felt and seen in the transformation that goes on in the school. Undoubtedly, the academic work and for that matter, examination results and discipline, are bound to change for the better.

Table 8.

The extent to which performance appraisal can help teachers to assign and mark work of students

Item	Options	Pre – intervention		Post – intervention	
		No. of teachers = 16	%	No. of teachers = 16	%
Giving exercises	Always	0	0	7	43.8
	Most often	9	56.3	8	50
	Often	6	37.5	0	0
	Sometimes	0	0	1	6.3
	Never	1	6.3	0	0
Promptness in marking exercises	Always	0	0	8	50
	Most often	12	75	7	43.8
	Often	4	25	1	6.3
	Sometimes	0	0	0	0
	Never	0	0	0	0
Discussion of exercises with students	Always	4	25	15	93.8
	Most often	7	56.3	1	6.3
	Often	4	43.8	0	0
	Sometimes	0	0	0	0
	Never	1	6.3	0	0
Use of teaching time	Always	3	18.8	14	87.5
	Most often	11	68.8	2	12.5
	Often	2	12.5	0	0
	Sometimes	0	0	0	0
	Never	0	0	0	0
Preparation of record of work	Always	3	18.8	15	93.8
	Most often	4	25	0	0
	Often	9	56.3	0	0
	Sometimes	0	0	1	6.3
	Never	0	0	0	0

From Table 8, it can be seen that before conducting the performance appraisal, out of the 16 respondents, none gives exercises always, 9 respondents (56.3%) most often give exercises whilst 6 teachers (37.8%) sometimes do so. There has been no teacher who sometimes gives exercises but there is 1 respondent (6.3%) who never gives exercises. The post-intervention results indicate that 7 (43.8%) respondents always give exercises, 8 (50%) respondents most often give exercises to students, whilst one respondent (6.3%) sometimes gives students exercises. There is none who often gives exercises neither is there any who never gives exercises. The evident change in the attitude of teachers towards giving exercises to students after the appraisal is clearly seen in the upward adjustment of the number of teachers in the desired responses.

With promptness of marking exercises, before the appraisal, none of the respondents promptly marks the exercises given to students, 12 respondents (75%) most often mark the exercises promptly, while 4 teachers (25%) often mark the exercises promptly. After conducting the appraisal and introducing the intervention, the promptness in marking given exercises record the following changes: 8 respondents (50%) always mark the exercises given promptly, 7, constituting (43.8%) most often mark the exercises promptly, and only 1 respondent (6.3%) often marks the exercises given promptly.

Admittedly, the performance of teachers in marking exercises has been encouraging but the post-intervention results have brought about more improvement. "Sometimes" and "Never" have not attracted any responses. Besides the remarkable change, the first response, "Always" which did not attract any response before the appraisal, now has the highest number of respondents, that is 8 leaving only 1 for "Often" which earlier on had attracted 4 responses, whilst 5 more moved from "Most often" to the topmost response. There is no doubt about the fact that performance appraisal has brought about the maximum desired result.

As regards discussion of exercises with students, out of the 16 respondents, 4 (25%) always discuss the exercises given, 43.8% representing 7 teachers most often discuss exercises given, whilst 4 (25%) of the respondents often discuss exercises with students before appraisal. There is only 1 teacher (6.3%) who never discusses exercises with the students. The post-intervention situation shows, that when exercises are marked, 15 respondents, (93.8%) take the trouble to discuss the exercises given with the students, and only 1 respondent (6.3%) sometimes discusses the exercises with students.

The attitudinal change of teachers in this respect is positive. The change brought about by performance appraisal and the interventions is astonishing. All teachers seem suddenly to understand the importance of holding discussions with their students and have immediately changed their attitude so that majority – 15 or

(93.8%) will now discuss assignments always with students. The only respondent out of the 16 will most often discuss given assignments. The other 3 responses in the lower category do not attract any teacher again. There is no reason why teacher appraisal should not be encouraged and carried out more often if it can bring about such an awakening in teachers, and cause them to perform their duties more effectively.

With regard to the use of teaching time, before the appraisal was conducted, 3 respondents (18.8%) indicate that they always use instructional time effectively, 11 respondents (68.8%) agree that they most often use their instructional time effectively whilst 2 respondents (12.5%) admit that they often use instructional time effectively. "Sometimes" and "Never" before appraisal, do not receive any response.

After appraising the respondents and applying the appropriate interventions, 14 (87.5%) of them, accept the fact that they make effective use of instructional time, with only 2 (12.5%) of them most often making effective use of the instructional time. The ability of appraisal to bring about a change cannot be underestimated. It is evident that teachers have been performing well in the use of teaching time. However, the change after appraisal is an excellent one. Except for two who will most often make effective use of the teaching time, all others always strive for the best use of the class time.

Finally, the preparation of record of work from Table 8 presents the situation as it stands at the pre-intervention stage. Before appraisal, out of the 16 respondents interviewed, 3 (18.8%) always prepare their records of work, 4 representing 25% of respondents most often prepare their records of work whilst 9 (56.3%) teachers often prepare their records of work. The post-intervention analysis indicate, that 15 teachers representing 93.8% religiously do their work as far as preparing their records of work is concerned, and only 1 teacher (6.3%) sometimes does his work. Whilst before the appraisal, "Sometimes" which is the lowest option does not attract any response, one of the respondents drops from a higher option to a lower one after the intervention has been put into place. The change in this particular respondent is surprising since this is the first time that a downward trend in change after applying some interventions has been recorded. Further research may reveal the cause. Nevertheless, it is exciting to know that an excellent behavioural change has been recorded in majority of the teachers.

Heads of institutions have an effective tool in getting rid of apathy in their schools if they would more often conduct performance appraisal. For once teachers change their attitude towards their duties, the academic trend of the school which is the paramount interest of all, will be improved as well.

Table 9

The extent to which performance appraisal can encourage teachers to be punctual and regular to classes

Item	Options	Pre – intervention		Post - intervention	
		No. of teachers = 16	%	No. of teachers = 16	%
Punctuality at school	Always	5	31.3	13	81.3
	Most often	6	37.5	3	18.8
	Often	5	31.3	0	0
	Sometimes	0	0	0	0
	Never	0	0	0	0
Teacher regularity	Always	8	50.0	13	81.3
	Most often	6	37.5	3	18.8
	Often	2	12.5	0	0
	Sometimes	0	0	0	0
	Never	0	0	0	0
Availability at school	Always	7	43.8	13	81.3
	Most often	5	31.3	2	12.5
	Often	4	25	1	6.3
	Sometimes	0	0	0	0
	Never	0	0	0	0
Presence in class	Always	6	37.5	13	81.3
	Most often	7	43.8	3	18.8
	Often	3	18.8	0	0
	Sometimes	0	0	0	0
	Never	0	0	0	0

Table 9 continued

Item	Options	Pre – intervention		Post - intervention	
		No. of teachers = 16	%	No. of teachers = 16	%
Punctuality for lessons	Always	2	12.5	7	43.8
	Most often	5	31.3	7	43.8
	Often	4	25	2	12.5
	Sometimes	3	18.8	0	0
	Never	2	12.5	0	0

Apart from the issue of participation in other school activities, teacher punctuality, regularity, availability and presence in class attract only 3 responses; “Always”, “Most often” and “Often”. This implies that before appraisal, teachers have been doing quite well in these areas. In spite of this, the impact of the intervention is seen, when “Always” attracts an overwhelming majority in all areas.

Teacher punctuality at school at the pre-intervention stage is as follows: 5 respondents (31.3%) have always been punctual, 6 respondents (37.5%) are most often punctual, with 5 (31.3%) often being punctual. There is a marked improvement in punctuality at school as revealed by the post-intervention results, in that 13 (81.3%) of the respondents are always punctual with the other 3 (18.8%) being most often punctual. The “Often” option has been eliminated.

Before performance appraisal was conducted, teacher regularity at school stands as follows: 8 respondents representing 50 % are always regular at school, 6 respondents constituting 37.5% are often regular, and finally 2 (12.5%) are often

regular at school. After the intervention has been put into place, regularity at school and availability during school hours attract the same results as punctuality at school, that is, 13 (81.3%) being always regular, with 3 (18.8%) being most often regular.

With regard to teacher availability at school, before appraisal, the picture shows that only 7 respondents (43.8%) are always available, 6 (31.3%) are most often available while 2 (12.5%) are often available. However, the post-intervention results for availability at school are as follows: 13 (81.3%) are always available, whilst 2 (12.5%) and 1(6.3%) respond to “Most often” and “Often” respectively. This shows that 6 teachers (37.5%) have changed their attitudes and shot up to the top.

They would always report at school leaving only 3 teachers (18.3%) who, for certain reasons not investigated, closely follow up. It is significant that there is a change in attitude of teaches for the better in this regard, since it is known that teachers would often go to school but would not avail themselves of the various assignments.

Before appraisal, responses for “Presence in class” are: 6 (32.3%) of the respondents are always present in class, 7 respondents (43.8%) are most often present, whilst 3 respondents (18.8%) are often present in class. The post-intervention picture presents only two options that attract respondents here. These are made up of 13 (81.3%) for always present in class and 3 (18.8%) for most often present in class. As many as 13 respondents (81.3%) always ensure that they are available in class, leaving just 3 (18.8%) teachers who most often avail

themselves' during school hours. This implies that 7 teachers (43.8%) have seen the need to change for the better.

The results recorded after the introduction of the intervention for teacher punctuality, regularity and presence of teacher in class, for certain reasons are the same. This shows a strong link between the three. It appears once a teacher comes to school all the time and is on time, he will try as much as possible to be in class. This is one of the revelations made through the use of performance appraisal and must, therefore, be done more often to remind teachers of their duties and responsibilities.

In respect of teacher punctuality for lessons, before appraisal, 2 (12.5%) respondents are always punctual, 5 (31.3 %) respondents are most often punctual, 4 (25%) respondents are often punctual, whilst 3 (18.8%) are sometimes punctual, with 2 (12.5%) not punctual at all. The post-intervention results for punctuality for lessons are remarkable. 7 teachers (43.8%) are always punctual for lessons. 7 (43.8%) most often are punctual and 2 (12.5%) are often punctual. Five teachers (31.3%) have moved from the bottom to the top leaving "Sometimes" and "Never" without any respondents. Meanwhile, there is a fifty percent reduction in the number of respondents for "Often". There are only 2 respondents occupying that position now. Majority – 14 (87.5%) of teachers will either be often punctual for lessons or most often punctual. Once the issue of time waste is settled, the quality of work in the classroom will improve since teachers would no longer report late to school and would try to cram everything into the little time left or will be unable to cover the topic for the period. No doubt appraisal has had a

positive effect on these respondents (teachers).

Table 10

How performance appraisal can help teachers to be involved in school activities

Item	Options	Pre – intervention		Post – intervention	
		No. of teachers	%	No. of teacher	%
		= 16		= 16	
Participation in other school activities	Always	3	18.8	4	25
	Most often	3	18.8	6	37.5
	Often	4	25	6	37.5
	Sometimes	4	25	0	0
	Never	2	12.5	0	0
Involvement in school administration	Always	2	12.5	4	25
	Most often	4	25	6	37.5
	Often	5	31.3	6	37.5
	Sometimes	2	12.5	0	0
	Never	3	18.8	0	0
Performing delegated duties	Always	4	25	7	43.8
	Most often	4	25	5	31.3
	Often	3	18.8	4	25
	Sometimes	2	12.5	0	0
	Never	3	18.8	0	0
Attendance to departmental meetings	Always	8	50	14	87.5
	Most often	6	37.5	2	12.5
	Often	1	6.3	0	0
	Sometimes	0	0	0	0
	Never	1	6.3	0	0

A teacher's commitment to school work is not only seen in his attendance to classes, but his involvement in other school activities speaks volumes about his dedication to his job. This attitude contributes to setting up the general tone of the school, motivates students to be serious and promotes good discipline as well. To assess this area, the performance of teachers in some aspects of school life is appraised.

The school activities considered here are as follows:

- (i) participation in other school activities
- (ii) involvement in school administration
- (iii) performing delegated duties
- (iv) attendance to departmental meetings

With Table 10, participation in other school activities attracts scattered responses over all the options that are available before the appraisal, showing how disorganized the teachers have been. A lot more seriousness is shown among respondents after the use of some interventions, when only the top three options presented, attract responses from teachers, with "Sometimes" and "None" pushed out completely. Even though "Always" does not attract majority response as in the previous cases, this is a factual presentation of the real situation and shows a great deal of improvement which is an encouraging response.

Before performance appraisal, 3 teachers (18.8%) always participate in school activities. 3 more of the teachers (18.8%) most often participate, 4 teachers (25%) often participate, 4 others (25%) sometimes participate and 2 teachers (12.5%) do not participate at all in co-curricular activities. However, after the

application of some interventions, participation in school activities stands as follows: 4 (25%) are always present for other school activities, 6 (37.5%) and 6 (37.5%) "Most often" and "Often" respectively participate in other school activities.

From all indications, even though only four teachers attract the highest option after the appraisal this time, the other twelve also follow up closely unlike the pre-intervention responses where the performance level of six respondents has not been satisfactory. It is gratifying to note that 6 (37.5%) have moved from the bottom position upwards so that "Sometimes" and "Never" no longer attract any responses from respondents. A change for the better is always seen after the results of post-intervention are put side by side with the pre-intervention analysis, implying that the intervention had been effective.

The picture shown of respondents' involvement in school administration before performance appraisal indicates that 2 (12.5%) are always involved in school administration, 4 (25%) most often involve themselves in school administration, 5 (31.3 %) are often involved, 2 (12.5%) are sometimes involved, whilst 3 (18.8%) rarely get involved in school administration. The post-intervention results show a marked improvement in the teacher involvement in school administration. 4 teachers (3 %) always get involved, 6 (37.5%) most often are involved, with 6 (37.5%) who are often involved in school administration. Thus, whilst before appraisal 5 (31.3%) teachers show lackadaisical attitude towards administrative issues in the school, after appraisal, everybody seems to have found his or her feet, so there are no responses to the

last two options. The performance appraisal appears to have woken up teachers from their sleep and reminded them of their professional duties.

The analysis of the data obtained with regards to the performance of delegated duties by respondents before appraisal are: 4 (25%) always perform delegated duties, 4 (25%) most often do, 2 (12.5%) sometimes perform delegated duties whilst 3 (18.8%) rarely perform delegated duties. After the intervention has been put in place, the attitudes of respondents towards delegated duties have changed. Seven (43.75%) always perform their delegated duties, 5 (31.3%) most often do so and 4 (25. %) often perform delegated duties.

Apart from the difference in figures for the various options, the picture shown here is about the same in the previous table – Table 9. Whilst a total of 11 respondents are very much involved in the performance of delegated duties, after yielding themselves to the interventions which have been put in place, only the first three options attract responses from teachers, implying that all the 16 teachers are actively involved. The 5 (31.2%) who have not been very active now have seen the need to seriously attend to the duties assigned to them. The effect of performance appraisal is hence once again positive.

Though most of the respondents attend departmental meetings, data obtained points to the fact, that before conducting the performance appraisal, 8 teachers, (50.%) always attend departmental meetings, 6 of them (37.5%) most often attend and 1 teacher (6.3%) each for “Often” and “Rarely” respectively, attend departmental meetings. “Sometimes” does not receive any response at all. This first picture appears encouraging until the remarkable change after the

performance appraisal is seen. Fourteen teachers (87.5%) will always attend departmental meetings whilst 2 (12.5%) most often attend. It is clear that all respondents now attach more seriousness to departmental meetings.

Hence, it is obvious, that whilst performance appraisal and the application of relevant interventions could help teachers in changing their attitudes from negative to positive, those who already do well are equally encouraged to improve further and strive to excellence. There is always room for improvement.

Impact of Intervention

In order to find solutions to the problems leading to the discouraging results produced by students of St. John's Grammar School, an intervention was put in place which included a meeting with heads of department before reopening of schools to deliberate on issues concerning the school. Others included the use of a combined record and register book to facilitate the work of teachers, assessment of student teachers from University of Education, Winneba; joint meetings with form tutors and their class executives, extension of contact hours for students, and publishing names of weak students on the notice board.

The meeting with heads of department was most helpful since everyone freely made healthy contributions as to what should be done to improve upon the existing situation. Their assistance in supervisory roles was also enlisted. As a result, punctuality, regularity, and attendance at school improved greatly. Besides, performance at the department level also improved.

The use of the combined record/register book enabled the heads of department and assistant heads to monitor performance of teachers just as it

assisted teachers to check attendance and performance of their students on subject basis, and not only on class levels. The assistant head could call for the book at any time to assess progress of work being done. This put teachers on their toes and made them more particular with their notes and records. The rate at which students dodged lessons and assignments also reduced greatly since teachers had to ensure that students were regular at school, did their assignments which were marked and the marks recorded.

From the results and analysis of the intervention, it was realized that teachers of St. John's Grammar School generally had a healthy attitude towards appraisal and would gladly welcome it. Teachers exhibited a remarkable change towards preparations before delivery of lessons especially in preparation of their schemes of work and lesson notes and were more eager to use teaching and lesson materials. Also, the rate at which learners' ability was evaluated and the use of instructional time generally improved. Generally, punctuality and regularity of staff at school and lessons also attracted a change for the better.

The assessment of student teachers by subject teachers was effective; since it helped greatly in enforcing class discipline. The student teacher was not left at the mercy of the class as sometimes is the case. The permanent teacher (subject teacher) ensured the right things were taught. Besides, in the case of any difficulty the student teacher was sure of help. This also prevented a situation where there were complaints of wrong things being taught to students. The normal practice of teachers going on holiday and most often not reporting at school until the end of the practice or internship was also curbed.

The joint meetings of form tutors with their class executives were done to bring staff closer to their students and to bring them face to face with problems that they normally faced. Then collectively, solutions were sought for them. A kind of understanding developed between teachers and students since both parties began to appreciate each other the more. In a way, it eradicated some of the misconceptions that individual teachers had held against certain students and vice versa. Teachers were brought face to face with the importance of performing other responsibilities assigned to them, and began showing interest in them.

The extension of contact hours enabled teachers to complete certain topics that hitherto were left either untreated or haphazardly done because of lack of time. For, instead of the normal eight periods, the school began to do a maximum of eleven periods. The motivation attached to the extra hours being done made teachers very much committed to their lessons; rain or shine, they were there. Students also became more confident. They had more time to sort things out with their teachers. Students who had accommodation and other problems at home spent more time at school to learn and do their home work. The teaching-learning atmosphere was healthy.

The publishing of names of weak students on the notice board in a way challenged students to work harder. All students became conscious of the fact, that if they did not work hard, a similar fate awaited them. Since a durbar was held with parents and guardians of weak students, they also found the need to give their wards all the various forms of support needed, to encourage them to work

harder. The academic atmosphere in the school changed from laxity to seriousness.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives the summary of the study, conclusions drawn, and some recommendations which will promote effective teaching and learning, leading to improved examination results. Some suggestions are also made for future research.

Summary

The unsatisfactory performance of students in their examinations had been of grave concern to the headmistress, staff, parents, old boys and all stakeholders in St. John's Grammar School. An attempt to find out the nature of this situation and how to improve on it led to this study, which employed the use of action research. The purpose was to find out the extent to which teacher appraisal could be used as an instrument to encourage and assist teachers in stepping up their performance in school. Since students are the raw materials in the school system, a positive change in teachers is likely to bring about improvement in the performance of students in their examinations. The issue of whether teachers see performance appraisal as vital in the effectiveness of their work came under study. The study also examined how appraisal performance can enhance teacher performance, specifically in the areas of preparation before teaching, involvement in teaching work, regularity and punctuality of teachers to school, as well as

participation in co-curricular and administrative activities. The study established the fact finally, that the use of teacher appraisal can encourage teachers to boost up their performance in school work.

The subjects of the study involved fifty-four teachers of the school excluding the head and the assistants. There were thirty-one males (57.4%) and twenty-three females (42.6%) in all, with varying years of teaching experience. A set of questionnaires and a teacher appraisal instrument were designed to obtain data for the study, and to ensure their validity they were first examined by the researcher's supervisor. The analysis of the data was done through simple percentages

Summary of Findings

In the pre-intervention stage it appeared that teachers were not very much interested in performance appraisal. They felt there was no need for it. Whilst majority of them perceived it as an externally imposed instrument meant to monitor conformity to rules, regulations and conditions laid down by Ghana Education Service, others were just unconcerned. The post-intervention results, however, showed that majority of teachers would welcome an annually conducted performance appraisal by their immediate heads – either the head of department or the head of the school. The idea of actually planning with the head of the school as to how to go about the appraisal was highly acclaimed.

Another interesting revelation had to do with the issue of other responsibilities apart from teaching, which are assigned to all teachers. The general pre-intervention conviction was that such assignments most often

interfered with academic work and crippled teacher effectiveness. In fact, not too many of them ascribed much seriousness to them. However, the results of the appraisal performed after some interventions were introduced, showed a massive interest in delegated assignments and other school activities. In fact, most of them admitted that these assignments did not have any negative effect on their performance in class.

The issue of large class sizes was the concern of majority of teachers in the pre-intervention stage, particularly when it had to do with marking assignments. The results after post-intervention revealed that in spite of the large class sizes, teachers could still give and mark class exercises.

An unmotivated teacher would find it difficult to perform his tasks. This was the existing situation in the school before the intervention. All teachers expect some form of motivation, assistance or incentives from their school in order to perform well. The attitude of staff changed in the right direction when some form of appreciation was shown to them by the Parent-Teacher Association, for the extra hours that were spent with students. This proves that a well motivated teacher will definitely be a performer. Similarly, for students to perform well, they need to be motivated in one way or the other. A well motivated teacher would lead to effective student motivation. Teacher appraisal can help improve the performance of both teachers and students greatly. For that reason, this exercise must be organized more often in a school.

One of the questions raised is whether teachers of the school in question – St John's Grammar School know anything at all about the existing system of

appraisal in the Ghana Education Service. More than two-thirds (that is over 66%), are aware of the existence of the appraisal system, and how it is carried out. On the question of how appraisal should be done to benefit teachers, majority, (representing over 44 teachers, which is 81.5%) will prefer it done annually by their heads of department or the head of the school. As to how performance appraisal could encourage teachers to prepare before their lessons, the post-intervention results which are indeed the results of the second appraisal exercise; show an overwhelming change in over 90% of teachers,(about 15 out of the 16), whose work has been assessed with the appraisal instrument.

Another encouraging result registered is in the area of the extent to which performance appraisal can help teachers to assign and mark exercises given to students. Almost all teachers, over 90%(that is about 15) of them, have changed their negative and lackadaisical attitudes to their classroom work and have become more responsible. The extent to which performance appraisal can encourage teachers to be punctual and regular has clearly come out when the attitudinal change recorded is over 90% in all teachers. The question of how performance appraisal can help teachers to be involved in other school activities apart from the academic work, has taken a similar trend as the previous one, when more than 90% of the teachers,(about 15 out of 16), exhibit an amazing positive change in the post-intervention appraisal exercise. The results of this study have shown, that performance appraisal, if well conducted, can be a powerful instrument which could bring about a positive change in teachers

Conclusions

It is evident from the results of this study, that appraisal can have positive effects on the performance of the individual teacher, students and the school as a whole, depending on the mode, approach and the existing atmosphere in the school. The full cooperation of staff could be enlisted if the initial discussion is held and they are made to understand the purpose and the benefits that it will yield. Since teacher appraisal could be a useful instrument, every attempt should be made to have it implemented in a school. There is also the need for a congenial atmosphere for the implementation of the appraisal to be maintained. It has also been discovered that both teachers and students need to work together for improved or good academic results of a school. Other conditions such as acceptable class size, effective monitoring system, supervision, discipline, adequate supply of textbooks and other teaching and learning materials must exist for good work to be done. Furthermore, appraisal should be done on regular basis. Teachers are not against it, so they will embrace it if there is an effective way of guiding them to discover their weaknesses and overcome them.

Recommendations

As a result of the study conducted in St. John's Grammar School and conclusions drawn, the following recommendations are made to ensure that academic performance of students will assume positive trends.

- (i) The appraisal scheme has produced some positive effects on teachers - teacher performance - for that matter. Teacher appraisal should therefore be carried out on regular and systematic basis.

- (ii) Since teachers understand their roles and responsibilities, they should be encouraged to get involved in co-curricular activities. This will enable them know their students better and expose them to other aspects of students' lives, apart from the benefits students could derive from these activities.

Areas for further Research

1. In order to ascertain the effectiveness of internally conducted staff performance appraisal, there is the need to conduct a study in that area, since teachers of St. John's Grammar School, seem to approve of it.
2. It is necessary to research into what can be done to encourage and increase the use of performance appraisal in Senior Secondary Schools to motivate teachers to improve on their output since the results from this school goes to confirm previous records.

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APPENDICES

APPENDIX A

PERFORMANCE APPRAISAL QUESTIONNAIRE

A research is being conducted into teacher input and how this can be improved to eventually enhance the academic performance of students. It is hoped that the information from this questionnaire would go a long way in prompting the lot of both staff and students. This exercise is academic in its totality. Your confidentiality is assured and identity would be preserved. Your genuine and frank responses would therefore be appreciated.

SECTION A: BIOGRAPHIC DATA

GUIDELINES: Please circle or tick (✓) in the boxes provided with the relevant answer to each question or fill in the spaces provided with the appropriate information.

- 1) Sex (i) Male (ii) Female

- 2) Age
 - (i) Below 30 years.
 - (ii) 30-39 years.
 - (iii) 40-49 years.
 - (iv) 50-59 years.

- 3) What is your highest?
 - a) Academic qualification?
 - b) Professional qualification?
 - (i) Masters Degree.
 - (ii) Bachelors Degree.
 - (iii) Diploma.
 - (iv) Post Graduate Diploma in Education (PGCE).

- 4) Kindly indicate your rank in Ghana Education Service (GES).
 - (i) Director.
 - (ii) Assistant Director.
 - (iii) Principal Superintendent.
 - (iv) Senior Superintendent.

5) Have you ever taught at the Basic Level?

(i) Yes (ii) No (Please if Yes, kindly skip to question (6) below)

6) For how long have you taught at the Basic Level?

(i) Below 5 years (ii) 6 – 10 years (iii) 11 – 20 years

(iv) 21 – 30 years (v) More than 30 years

SECTION B

1) How will you describe the frequency of the visits of the circuit supervisors?

(i) Very often (ii) Often (iii) Rare (iv) Very rare

2) The inspections are organized to assess the efficient and effective running of the school in terms of

- (i) Academic work
- (ii) Discipline
- (iii) The use of such resources as money, equipment, tools and other materials
- (iv) Environmental cleanliness

(Please tick as many as are relevant)

3) The inspection can best be described as that of accountability.

(i) True (ii) False (iii) Undecided

4) Does the inspection take into account the teachers' need for professional development?

(i) Yes (ii) No (iii) Not sure

5) Does the inspection help the teacher identify his or her weaknesses and encourage him/her to improve on them?

(i) Yes (ii) No (iii) Not sure

6) This form of inspection instills fear in the teacher, encourages criticisms and kills initiative?

- (i) True (ii) False (iii) Undecided

7) The system has contributed to improving your teaching skills.

- (i) True (ii) False (iii) Undecided

8) If you agree to the statement in number (7), then state three (3) ways in which the inspection has helped you to improve your professional competence.

- (i) _____
(ii) _____
(iii) _____

9) Suggest ways in which the system can be improved upon to be profitable to teachers.

- (i) _____
(ii) _____
(iii) _____

10) Have you ever, as a teacher, had your work supervised or inspected by an official from GES?

- (i) Yes (ii) No (iii) Not sure

11) If 'Yes', tick the appropriate box to show the number of times

- (i) Once.
(ii) Twice.
(iii) Three times.
(iv) Four times.
(v) Five times.
(vi) More than five times.
(vii) Any other _____

12) On what occasion?

- Promotion.
School supervision.
Teachers' award.
Any other _____

13) Do you think this kind of external inspection can assist the teacher to improve his/her competence?

- (i) Yes (ii) No (iii) Not sure

INDICATE YOUR PREFERENCE BY TICKING THE APPROPRIATE SCORE FOR EACH RESPONSE.

14) In order to help teachers improve on their output, it is important that a form of appraisal be organized by:

- Heads of department.
- The assistant head of a school.
- The head of a school.
- Officials from GES.

5	4	3	2	1	0

15) How often should supervision / appraisal be organized to assess a teacher's work to spur him / her on to improve himself / herself?

- Once in a year.
- Once in three years.
- Once in five years.

16) State the number of times your work as a teacher has been assessed or appraised internally by the head of your present school, head of department or colleague. _____

17) Which form of appraisal / assessment would you like to have?

- (i) An official from GES, unannounced, comes to inspect your work.
- (ii) A GES official gives you prior notice and sufficient time to prepare for his / her visit.
- (iii) You are given the opportunity to plan with your head as to how to go about the performance appraisal exercise.

18) State the subjects you teach.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

19) Apart from teaching, state other roles you play or responsibilities that are assigned to you.

20) Do they affect your performance in the classroom in any way?

- (i) Yes
- (ii) No

21) If yes state how?

.....

22) How would you rate your attendance to school?

- (i) Very regular (ii) Regular (iii) Irregular (iv)
Most irregular

23) What are some of the problems that confront you which affect your attendance to school?

- (i)
(ii)
(iii)

24) State which response best describes how punctual you are to school.

- (i) Very punctual (ii) Punctual (iii) Sometimes late (IV)
Often late

25) Mention some of the problems that are responsible for your lateness.

- (i)
(ii)
(iii)

26) On the whole how many class exercises are you able to give to your students each term?

.....

27) How many are you able to mark personally?

.....

28) How large are the classes you teach?

.....

29) Which of the following statements is true about your students?

- (i) All students take their class exercises seriously.
(ii) 75% of the students take their class exercises seriously.
(iii) 50% of the students take their class exercises seriously.

- (iv) Less than 50% of the students take their class exercises seriously.

30) Mention some of the measures or checks you use on your students to push them to work.

- (i)
- (ii)
- (iii)

31) What would you say motivates your students to work hard?

- (i)

32) Suggest some of the things that could be done to students to encourage them to work harder.

- (ii)
- (iii)
- (iv)

33) What form of assistance do you expect from the head of your school to spur you on?

- (i)
- (ii)
- (iii)

34) Indicate according to the order of importance the elements that are responsible for the smooth and efficient running of a school.

- (i) Supervision
- (ii) Discipline
- (iii) Motivation
- (iv) Incentives
- (v) Effective monitoring system
- (vi) Adequate supply of textbooks and other materials
- (vii) A well equipped staff

5	4	3	2	1	0

THANK YOU VERY MUCH.

APPENDIX B

TEACHER APPRAISAL INSTRUMENT

NAME OF TEACHER _____ PROGRAM _____

TEACHING LEVEL (CLASS) _____ DATE _____ TIME _____

SUBJECT _____

TOPIC _____

AREAS FOR ASSESSMENT	GRADE				
	5	4	3	2	1
1. Preparation of scheme of work					
2. Preparation of lesson notes					
3. Regularity of preparation					
4. Comprehensiveness of notes and relevance to content					
5. Teaching and learning material					
6. Frequency of exercises					
7. Promptness in marking exercises					
8. Discussion of exercises given					
9. Effective use of instructional time					
10. Preparation of record of work					
11. Punctuality at school					
12. Regularity at school					
13. Availability at school					
14. Presence at class					
15. Punctuality for lessons					
16. Participation in school activities and co-curricular activities					
17. Involvement in school activities					
18. Performing extra and delegated activities					
19. Attendance at departmental meetings					
20. Participation at departmental meetings					