

UNIVERSITY OF CAPE COAST

INSIGHTS INTO MANAGEMENT PRACTICES AND TEACHER  
PERFORMANCE IN WESLEY GIRLS' HIGH SCHOOL IN CAPE COAST

BEATRICE BERNICE ANTHONY-KRUEGER

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PERFORMANCE IN WESLEY GIRLS' HIGH SCHOOL IN CAPE COAST

BY

BEATRICE BERNICE ANTHONY-KRUEGER

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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.....

Name: Beatrice Bernice Anthony-Krueger

### Supervisor's Declaration

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

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

Name: Stephen K. Atakpa.























## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the study**

The school realizes its objectives through a complex system involving policies and programmes, and supporting services, building and equipment and interactions with the community. The school organization is a service-providing set up. The teacher being an important agent of education cannot be spared in delivering the teaching services without which the school would be non-existent. The teacher is therefore indispensable in the school organization.

When a nation expands its education system without adequately planning for teacher supply, the system suffers. Arko-Boham and Oduro (2001) commented on the situation in Ghana in the mid 1970s in the face of national development that called for nationwide expansion of schools and increase in enrolment:

Teaching staff have been in short supply, and this shortage affects the quality of instruction. Due to massive quantitative expansion of the education system, the supply of teachers was found to be woefully inadequate. It often led to the recruitment of boys and girls, mostly rejects from secondary school system, to join the teaching force (e.g. modular courses in Ghana, Pupil Teacher Training Centres). It ends up diluting the existing

pool. Planning must address educational plan power needs  
(p.6).

To foster quality education, effective and efficient structures need to be put in place to guide and assist teachers. Teacher management and support services are put in place in schools and Education Units to give needed guidance, direction and assistance to the teacher in the performance of his duties.

My three years of teaching experience in a high school in Liberia and 20 years of teaching in four secondary schools in Ghana and being a guidance coordinator in my present school have made me gain a wider knowledge about the urgent and untold need for appropriate structures and practices to be put in place to inspire teachers to work harder and also remain in the teaching service.

Teachers in Ghana, especially in senior high schools, have many structural, material and emotional needs, which they often grapple with. Teacher management and support therefore entails planning for, organizing, leading and controlling teachers. It translates into the recruitment, development and retention of staff and providing operational support services through activities that lead to the retention of teaching staff. These activities include the provision of welfare services and the creation of a conducive school environment.

Among the major tasks in teacher management and support services are the provision of opportunities for teachers to develop their professional and academic capacities, monitoring and supervising the teacher's output, promoting good relationship between teachers and communities, showing concern for and assisting the teacher to overcome life challenges that confront him. The teacher needs an

effective leadership that can help him to be more effective and that can help him remove the obstacles that stand in the way of his achievements. The teacher needs leadership and management that can encourage him to participate in the development of methods he can use to achieve school goals.

Managing and supporting the senior high school teacher was the focus of this study. On the average, the teacher's academic qualification is a Diploma, a first degree or its equivalent or a Higher National Diploma in a relevant subject area. He is qualified as a professional with the certificate, Diploma or a degree in Education. In this guise, he has been trained to teach. He however, needs proper management and support to be at his best.

In contemporary times, the Ghana Government has joined hands with organizations, groups and individuals to provide teacher management and support services in schools. The Ministry of Education (MOE) operates through the District Directorate of Education, District Assemblies and the Head of Institution.

The groups and individuals include other teachers, the Ghana National Association of Teachers (GNAT), National Association of Graduate Teachers (NAGRAT), subject associations like Ghana Association of Teachers of English (GATE) and Ghana Association of Science Teachers (GAST). The rest include the school Board of Governors, Parent Teacher Association (PTA), past students' association, religious bodies, community and public spirited individuals. There are also donor agencies, which include non-governmental organizations (NGOs) and Development Partners. The expectation has been that each of these groups would perform its roles effectively. If this would be done, it would boost the morale of



the teacher, there would be equitable distribution of resources and teachers would be willing to serve anywhere since the provision of necessary logistics for their work will be adequate.

Since the introduction of western education into the country, teacher management and support services have featured prominently. In the castle schools, where formal education started in Ghana, the castle and fort staffs provided these services (Manu, 2003). The staffs recruited teachers, assigned duties and roles, were responsible for teachers' personal needs. The castle and fort staffs were also in charge of giving appropriate supervision and rewards (including sanctions). Of much interest here is that teachers started facing challenges quite early, even in the days of the castle schools. McWilliams and Kwamena-Poh (1975), writing on the development of education in Ghana with specific reference to the castle schools, talked about Philip Quaque, who was then a schoolmaster from 1773 to 1795 in the castle school on appointment by the English Merchants. They wrote:

Quaque's difficulties were considerable. Apart from lack of interest among the local people, and the frequent indifference and occasional hostility of the castle authorities, he could not always rely on the backing even of the missionary society which had appointed him. During a period of twenty-two years, from 1773 to 1795, the society's committee only wrote to him twice and on his death at the age of 75, his salary was well

over £300 in arrears (p.21).

It is important to note that the teachers' remuneration could motivate or demotivate him. The sad experience of Quaake, as cited above, is a common experience of teachers today especially newly posted teachers.

As time went by and missions in Ghana started getting involved in education, the missions provided these teachers' management and support services through their units. Eventually, communities came to accept the school concept. They lent their hands to teacher support. Arko-Bohan and Oduro (2001) observed that "communities contributed towards the provision of education through various means. In rural areas, communities often contributed directly through (a) the provision of land for the construction of school buildings and teachers' bungalows and (b) communal labour" (p.33).

Government also embraced education and started showing interest in teacher management and support services, successive governments of Ghana enhanced the provision of teacher training facilities. Modular courses were run to provide development and certificate for pupil teachers. Degree programmes at the nation's universities were arranged for teachers. Apart from these, successive governments made provision for teacher accommodation. Bungalows and flats were built to house teachers in secondary schools.

Till date, mission and governments and public spirited individuals continue to establish schools, recruit teachers and manage them. In addition, the Ghana Education Service (GES) has strengthened and formalized some existing teacher

management and support services. It has also established new ones. Teachers serving in schools in rural areas are being motivated with some incentives.

Workshops are being organized for teachers country wide to upgrade their knowledge about salient issues affecting education. Instruction in information technology is being initiated in schools for teacher managers, teachers and students.

School Heads and prospective teacher managers are also being considered in these provisions. Regular in-service training programmes are organized for them. There is also opportunity for them to sharpen their professional skills in school management with emphasis on teacher or staff management to enhance school effectiveness. There is, for example, the Master of Educational Administration Programme at the University of Cape Coast, designed for educational administrators.

Teachers in Wesley Girls' High school have not been left out in these developments. They have benefited from these facilities in one way or the other. Whether these management and support services put in place have met teachers' needs adequately is yet to be known.

### **Statement of the Problem**

In an attempt to enhance the teaching and learning process, the Ghana Education Service (GES) has put structures in place at the various levels of education for teachers' management and support services. There are provisions for the management of the roles teachers play, supervision of teachers' in-service

training, motivation and the provision of teaching and learning materials. These are to help the teacher to be effective and efficient.

These structural inputs have been established for the realization of educational goals. The agencies involved in providing teacher management and support services include the District Directorate and its units, the school Board, the PTA and the Association of Past Students.

In the school itself, there is the school head, three assistants, the heads of various academic departments and heads of supporting units like disciplinary and counseling departments. The school is rated among the best senior high schools which attract the cream of students from good junior high schools all over Ghana. There is, however, information gap, as to whether the teacher management and support services provided at the school account for the good performance at the school or not. Hence, there is the need to know how much the management and support services provided have been able to achieve and what impacts they have made.

### **Purpose of the Study**

The study was to find out the extent to which teacher management and support services are provided by the various school management agencies in Wesley Girls' High School. Furthermore it is to find out whether teachers in the school have been adequately equipped, trained, developed and motivated to effectively play their roles; and the challenges the teachers and teacher managers face in the execution of their duties respectively.

## **Research Questions**

This study sought to find answers to the following questions.

1. What management and support services are provided by the teacher managers at the Wesley Girls' High School?
2. How are teachers in Wesley Girls' High School equipped, in terms of teaching and learning materials to play their roles?
3. To what extent is in-service training used in Wesley Girls' High School to enhance the performance of the teachers?
4. What challenges do teachers in Wesley Girls' High School face in execution of their duties?

## **Significance of the Study**

The essence of the study is to access, assess and avail essential information on teacher management and support services in Wesley Girls' High School to stakeholders of the school and education authorities in general. Heads of other institutions and their staff supporting agencies many make use of the information unearthed in order to make decisions on the management of their schools. It may also serve as a source of information for other schools. The place of teacher management and support services in school management is very significant. Thus, the study may inform agencies that have the responsibility of providing these services about what has been done and what else may be expected of them.

## **Delimitation of the Study**

The study was delimited to Wesley Girls' High school. It only covered the teachers, agencies and bodies expected to provide the school with management

and support services: The school Head, Assistant Heads and Heads of Department and units. The study focused on equipment, training, motivation and challenges encountered by the managers and the teachers. Since the study was delimited to Wesley Girls' High School, the findings and conclusions of the study were not generalized to other areas. Nevertheless, other schools with similar conditions, as Wesley Girls' High school, may find the research findings helpful.

### **Limitations of the Study**

This research was a case study of Wesley Girls' High school. Some of the teacher managers there were also teachers. This made issues of concern overlap. In addition to the above, library search and literature reviewed did not reveal any study with an instrument exactly applicable to this study, I had to construct one. Therefore using a questionnaire as instrument for collecting the data has its attendant shortcomings. Respondents might give bias and un-objective responses which, might not reflect the true state of affairs in teacher management in the school.

### **Definition of Terms**

The terms and words used in the research report have working definitions for good understanding of the report, the following terms and words are defined as follows:

**Condition of Service:** Written or unwritten provisions which spell out the terms of reference for the teacher.

**Equipping teachers:** Provision of appropriate and adequate teaching and learning materials by teacher managers for teachers to use.

**Head:** Headmaster or Headmistress of the school.

**Mobile school:** Educative sessions organized by groups from school to school to give information on current issues, e.g. By Non-governmental organizations (NGO), the police, etc.

**Practical Problem:** A problem about what to do. Its solution is found in doing something in action.

**Teacher Management:** The entire process of planning for, organizing, leading and controlling teachers to reach the organizational and their career goals. It also relates to the process of ensuring that the teacher performs his duties as laid down by rules and regulations of the Ghana Education Service.

**Teacher Managers:** This refers to the school agencies that act as supervisors of teachers, in this context: The Headmistress, Assistant Heads, Heads of departments and Heads of units.

**Teacher Morale:** An attitude of satisfaction or dissatisfaction with conditions prevailing in a school or the Ghana Education Service.

**Teacher Support Service:** Structures and activities put in place to prop up, sustain or maintain the teacher in order that he will be effective.

**Television School:** Subject tuition organized on television to increase access to education.

### **Organization of the rest of the Study**

The rest of the dissertation is organized into four chapters. Chapter Two is review of related literature. This has been done under the following sub-headings: The role of the teacher in changing times; teacher development; supervision;

motivation; and summary. The third chapter addresses the methodology employed in the study. Thus, the design; population; sample and sampling procedure; instrument; piloting testing the questionnaire; data collection procedure; and data analysis. Chapter Four on the other hand deals with the results as provided by the data collected. These have been adequately discussed. The presentation of the results is as follows: Management and support services; provision of teaching and learning materials; in-service training; and challenges faced by teachers of Wesley Girls'. The final chapter is a summary of the design showing the research process. The major findings are summarized are also summarized in this chapter. Conclusions, recommendations and suggestion for further studies have also been made to end the chapter.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Overview**

The review of literature was organized in five main sections: the roles teachers play in the changing times, teacher development/in-service training, supervision, motivation and supply of teaching and learning materials.

#### **The Role of the Teacher in the Changing Times**

The teacher is a focal point in the school system. Schools have developed much over the years. Atta, Agyenim-Boateng and Baafi-Frimpong (2000) referred to the school as a miniature society. In line with that stand, they prescribed that “life in the school must reflect the life of the people among whom the school is situated” (p. 63). The changing roles of the school as far as society is concerned, directly affect the role of teachers. As a result, the role of the teacher too has changed over the years. Arends (1999) also made some observations about the role of teachers in the changing times. He opined that “teaching has always been a complex role, and it has become more so as schools have taken on increased social responsibility. To understand the role of the teacher as it exists today requires a brief historical review of some of the more important changes that have taken place in teaching and schooling over the past two centuries” (p. 2).

Tracing a historical perspective on teaching, Arends (1999) noted that “during most of the nineteenth century, the purposes of schooling were rather

straight forward and a teacher's role rather simple. Teachers were recruited mostly from their local communities and professional training of teachers was not deemed important" (p.2). Further, Arends observed that at that time (in the 19<sup>th</sup> century), rules governing students' teaching practice were non-existent, although rules and moral conduct could in some communities be very strict. In observing why the roles of teachers kept changing, he concluded that, obviously, expanded purposes for schooling had an impact on the role expectation of teachers. Teaching gradually came to be viewed as a career and professional organizations for teachers took on growing importance both for defining the profession and for influencing educational policy (p.2).

The standards used by society and academicians to judge teachers also contributed to the changing roles. According to Arends (1999), teachers were judged in the twentieth century by such global criteria as "knows subject matter", "acts in a professional manner", "has good rapport", and "dressed appropriately" (p.23). All these are true to the situation in Ghana. Teachers on practice are judged by standards like the ones above. Teachers in the classroom are expected to deliver the subject matter as appropriate. They are to know how to control the class and use the chalkboard in an organized way. Their interaction with the students and other members of staff are all contributing factors to the assessment.

Further, the teacher's dressing is also a yardstick by which he is judged and interestingly this is seriously looked at during promotion interviews. Because of the expectations of society from teachers, teachers are judged by the standards of society. The teacher is expected to set the standard of behaviour just as the name

suggests: teacher. As a result if the teacher exhibits negative or outward behaviour, it comes up magnified. I observed in my readings that not much was heard of teachers reaching and students learning but media coverage never missed it when a teacher was arrested for child abuse or examination malpractice.

Teachers only came into the news when students failed massively. The teacher is a role model for positive behaviour. The society has set very high standards for teachers and thus expects much from them.

Arends (1999) noted that much change had taken place in the school curriculum development of subjects in the twentieth century. The kind of training expected to take place in the classroom covered a very wide area.

Teachers were expected to give holistic child guidance to their students. This observation is very realistic to the situation in Ghana. In the later part of the twentieth century, to be precise, in the 1987 reforms in education, the school system developed into new areas, creating room for the teachers to be able, in the classroom, to train a child to become employable just on leaving school. The teacher, in this dispensation has the added responsibility of being a guidance coordinator or a counselor, a mentor and even a spiritual and moral supporter to the student. Also, the teacher has a role in preparing his students to have value in the economy, that is, the skills the student acquires in school should make him fit into the national economy. The teacher therefore has the need to be well informed in order to be in good shape to play his roles well. To this end, the teacher needs guidance in order to be better able to play roles expected of him in changing society.

Projecting into the 21st century, Arends (1999) expected that schools would continue to provide instruction to groups of children in rectangular shaped rooms. The nature of the student population and the expectation of teachers, would, in all probability be the elements that would change most drastically (p.3). Arends expectations came true in the year 2004; schools are still in rectangular shaped room. There are also new expectations from teachers. The nature of the student population has become diversified. There are students who will only sit in the classroom and be fed by the teacher. They throw no challenges. There are however, other students who with the advent of Information Technology have taken the learning from the Internet. These students constitute a great challenge to the teacher. Apart from the Internet, the teacher faces competition as a result of distance education programme, Television school Broadcast and Mobile schools. The teacher is therefore, expected to be in shape to better explain the things the students have heard elsewhere. These call for teacher management and support in the field of equipping and developing the teacher.

### **Teacher Development/In-Service Training**

For the teacher to meet the expectations of the community in which the school is, he has to be equipped to adequately play his roles. Teachers need to be managed to enhance their career and professional development. Blandford (2000) looked at the school as a learning organization and said that there are rapid changes in the responsibilities of teachers and that those who manage professional development would recognize that teachers' career development can be effectively managed. Blandford (2000) believed that the development of a teacher's career

stems from modifications to the role of educational practitioners and “managers of professional development will recognize that teachers have careers that are more effective when managed” (pp. 2, 23). She asserted that the development a teacher’s career is rooted in the changing role of education practitioners. To her, if the school is seen as a learning organization, it will be effective in managing the professional development of its community. The 1987 reforms in education in Ghana had the far-reaching aspirations of the government and people of Ghana towards diversifying and making delivery of education to the population more efficiently and productively (Ministry of Education [MOE], 1996). According to the MOE, in response to the need for teachers to meet requirements of the reform programme, teacher education programmes had been reformed and strengthened. In-service training for all categories of teachers and supervisors had also been intensified to meet the demands of the reforms. The process of giving development to staff members while they are on the job is in-service training. The MOE further revealed that some of the objectives of teacher education are to inculcate in teachers the qualities of leadership. To them, leadership should be the type of leadership that should (a) create favourable conditions in which children learn with pleasure and ease. (b) Enable them (teachers) prove themselves acceptable to the community and (c) integrate the school with the community.

The visions and aspirations of the MOE fall in line with the new roles teachers are expected to play in schools as leaders. They are expected to give guidance and counselling to their students. The teachers are also expected to give guidance in the various communities they find themselves in. This need is what is

provided for by the provision of the 1987 reform as far as teacher education and improvement are concerned.

It is one of the duties of the school head to provide training for teachers to improve their professional performance. The process of giving development to staff members while they are on the job is in-service training (p. 210). There are several reasons why in-service training should be provided for teachers. These include introduction of syllabus changes, overcoming specific problems or weaknesses and equipping new teachers with knowledge and skills. Other reasons are improving teaching assignments, explaining administrative changes and their effects, training staff on record keeping procedures and sharing ideas from other courses.

The need for teacher development and in-service training has been identified by several scholars (e.g. Heller, 1999; Ozigi, 1981; Stanford, 1986; Ukeje, Akabogu & Ndu, 1992). Ozigi (1981) advised school administrators that it was important from both an educational and an administrative point of view that they should show some concern for an in-service programme, make it part of their administrative policy and try to implement the programme as far as their financial resources permit. School administrators were to regard in-service training as part of an ongoing programme, since the professional abilities of their staff could always be improved.

Top quality training and development are vital to organizations. Heller (1999) believed that helping the individual to achieve his potential is in the best interest of the organization. He advised managers to aim to train, encourage and

provide opportunities for willing people. He observed that developing the abilities of staff at all levels is so important that some organizations have their own education facilities, and many other engage outside trainers and advisors. In addition, Heller (1999) said managers should make training the last thing they cut back, never the first. Finally, he encouraged managers to ask people about their goals and aspirations, and assist in their realization.

On the same subject of developing staff, Stanford (1986) contended that the needs of the organization must be balanced against the characteristics of the people, not only in recruiting and organizing but in daily management relationships and training. He identified on his part, creating dependability, job performance, and job satisfaction as important variable along with productivity and profitability that come to play in the qualities of a good employer. Training is therefore an essential factor in forming quality teachers. Ukeje, Akabogu and Ndu (1992) had this to say about the same subject: “In any profession, if a practitioner ceases to study, that professional ceases to be effective” (p.244).

They outlined two broad types of in-service training for staff:

- (i) Those specifically planned for a higher degree, a diploma or certificate lasting for one or more academic sessions, example, Associate Diploma/Certificate in Education and
- (ii) Those designed purely for general enrichment, acquaintance with new concepts and practices, or up-dating of knowledge and skills.

Torrington and Weightman (1989) wrote about a study conducted into the Management and Organization of Secondary Schools (MOSS). The researchers

found problems both long-term and short-term with individual performance at all levels in the schools they visited. They observed that there were some teachers who could not cope with the teaching job and many of these were receiving sympathetic support from their colleagues, although some had long presented problems that had been tackled. The researchers also observed that not all teachers could perform equally well in all parts of their work. It is important for the effective school head, as he observed his school, to make provision for the training of such staff, who, will be rendered less productive as a result of change of technology, staleness and even new demands of their jobs, so as to make them develop.

### **Supervision**

Supervision as observed by Ukeje, Akabogu and Ndu (1992) is that element of administrative process concerned with the effort of the administrator to guide the day-to-day operation of the organization by stimulating, directing and coordinating the workers and their efforts and cultivating good working personal relations so that “all move collectively towards a more efficient performance of all the functions that lead to goal achievement” (p.185).

The term involves the sub-concepts of leadership and morale. The authors described the supervisor as a person who is given authority and responsibility for planning and controlling the work of a group by close contact. They noted that supervision is crucial to any organization and without proper supervision, even the best programme set out in a well laid out or structured establishment, cannot be effectively executed.



The outlook of Ukeje, Akabogu and Ndu (1992) captured many issues of concern. These include regular guidance of workers and what they do and cultivating of good interpersonal relations all towards the ‘collective’ achievement of set targets or goals. Some issues that may arise here are planning and involving supervisees in common decision-making towards the achievement of set goals, building supervisees’ morale through the interpersonal relationships cultivated, team building, performance evaluation. For a successful supervisor-supervisee relationship, there will be the need for teambuilding.

Rush (2002) observed that “goals that cannot be attained by an individual are accomplished by teams. Organizations form teams to accomplish things that could not be done by individuals” (p.49). It, therefore, behooves on the teacher supervisors to ensure that they make good teams with teachers. Rush (2002) said again that “the leader interested in developing a productive team should involve the team members in developing or redefining the team’s goal” (p.50).

The task of supervision demands a lot from the teacher manager. This is in consideration of the supervisory roles of the school head. A team of educationists under the Commonwealth Secretariat of Education [(CSE), 1993] worked towards the preparation of materials for training and support programme for school heads in Africa. CSE (1993) was of the view that since learning and all activities of the school remain the responsibility of the head; all tasks must be delegated and carried out on time, and in a proper manner. CSE (1993) indicated that the school head needs to supervise, and to oversee the work of others in the school. By being active within the school, and visiting classes, talking to teachers, pupils and

parents, the school head will keep himself informed about the school community, its people and events. CSE (1993) was also of the view that supervision can help prevent school problems. At the same time, the school head would be setting a good example of self-discipline to others. School goals create the opportunity for teachers to work collaboratively so that they can solve problems together and achieve a common mission. Ainscow (1991) emphasized co-operation and said that in a school where teachers co-operate and even collaborate, school staff strive for mutual benefit recognizing that they share a common purpose and indeed a common fate. Individuals know that their performance can be influenced positively by the performance of others.

Further, Johnson and Johnson (as cited in Ainscow, 1991) suggested that school can be constructed in one of three ways:

Individualistically, competitively or co-operatively. In schools with an individualistic form of organization, teachers work alone to achieve goals unrelated to the goals of their colleagues. Consequently, there is no sense of common purpose, their sharing of expertise and limited support for individual. In a competitive system, teachers strive to do better than their colleagues, recognizing that their fate is negatively linked. The career of progress of one teacher is likely to be enhanced by the failure of others within the school.

Since school work is towards the achievement of organizational goals within specified periods, the teacher needs to be supervised to perform his duties to expectation. School management needs to oversee the work of the staff in the school and create an enabling environment where teamwork would flourish.

Commonwealth Secretariat of Education [CSE] (1993) researchers found out that staff supervision and discipline are very effective tools in building better schools. They postulated that as part of supervision, school heads should show work practices that would be shining examples for their staff to emulate: visits to the teachers where they are and watching them to do their jobs as prescribed. These visits would encourage the teachers to work with dedication. The CSE researchers were of the view that the school head has a duty of seeing to the efficient management of the school. Since he cannot do every work, he has the duty of delegating some of his powers to the teaching and the non-teaching staff. The head, however, takes responsibility whatever to ensure that the tasks are actually carried out as planned.

Supervision and leadership are roles of the school head. In addition to the managerial and administrative role the school head has supervisory and a leadership role (CSE, 1993). Supervision, according to CSE involves doing the job itself and showing others how to do it and checking that the job is well done. Further, an effective supervisor “explains what is to be done, who is expected to do it, how it should be done, when it is to be done and the consequences of a good job done (p.13). This therefore, means that an effective leader sets the targets and the standards. Success or failure in doing the job is measured against the set target and standards. From the discussions above, it can be summarized that the school head has the duty of:

1. Supervising himself and others to achieve set targets and standards in both the quality and quantity of teaching and learning; and

2. Using role models, exemplary behaviour and peer group support for setting targets to be achieved by individuals and groups in the school.

The suggestion here is therefore for a good job description for the teacher if the teachers' performance should be assessed. It also calls for rewards for work done. Hunsaker and Alessandra (1986) agreed a worker's performance by what can be called job description:

In assessing the employee's current situation the manager should be concerned with both the what and the how of the individual's performance. The situation should be viewed with an eye to the need of both the organization and the employee. The manager has the responsibility for knowing what to look for from the organization's perspective. If the manager can't confidently make such an assessment, an immediate need exists for the manager to clarify the important variable in this specific job with his or her own supervisor assuming that the manager is knowledgeable of the organization's concerns, these should be communicated to the employee so that they can appraise the situation together (pp.227, 228).

Ukeje, Akabogu and Ndu (1992) opined that job description is a descriptive document containing a record of existing and pertinent job facts. That is the reason why it is necessary that teachers for instance, and their departmental heads, contribute to their quota since they alone are at close grips with the current

needs of the departments. Pigors and Myers (as cited by Ukeje, Akabogu & Ndu, 1992) prescribed that a well-made job description meets the following specifications:

It is dated and up to date. The job title is a summary that gives a bird's eye view of primary responsibilities. Report relationships and responsibilities for coordinating with other persons are clearly and comprehensively stated. The detailed description of duties is as concise as is compatible with completeness. There is a clear cut differentiation between primary and secondary duties. Substantive data are given to show degrees of difficulty associated with each job factors (p.240).

The picture as painted above buttresses the view that effective supervision can only be done if there is a good job description and that a good job description enhances effective supervision. A good job description must therefore be precise, concise, and understandable, leading to the direction of job activities. CSE (1993) gave another qualification of effective supervision saying the most effective form of supervision takes place if the school head is perceived by staff, pupils and parents as a person who knows what is happening within the school. The school head tries always to be visible when pupils or teachers are arriving at the school (and whenever they are moving from one place to another). The head also tries to visit each classroom at the start of the morning to greet teachers and pupils.

Supervision as described by CSE (1993) is, therefore, not a fault-finding venture as Oduro (1998) recounted his sad experience.

As I reflect upon my experience in 1982 I remember the frustrating mood I found myself in whenever my teaching performance was to be assessed. This was because the supervisors did not create the atmosphere for me to view the assessment process as part of my professional development. Supervision never started with a pre-observation conference to enable the supervisor identify himself with my problems. Some of them entered when the class had already begun, collected my lesson notebook, sat comfortably at the back of the class and started rating my teaching (p. 66).

Rather, supervision is a support service to help staff members perform to expectation and do even more. Bame (1991) also noted that teachers have mixed feelings about supervision. Though they know its usefulness of helping them to improve their teaching, they indicated that the Ministry of Education officials always tried to find fault with and more often than not, give unfair criticisms of teachers' work and often failed to offer teachers ideas and practical demonstrations which would help them in their teaching.

In the light of the foregone discussion, supervision should be a welcome activity as it is to help the management to better assist their staff members in their development. In doing their supervisory work, management would be seen as

using supervision as a tool in helping the teacher to become more effective and efficient leading to self-confidence and independence.

In the duty of the head as a supervisor, he would be helping the teacher to develop his technical skills-skill on the job. A well trained and developed teacher might not need any direct supervision in doing his job. The teacher is to be developed to get to that stage where he will become a professional like other well recognized professionals.

Teacher supervision is therefore a help service planned for improving teachers' performance towards the realization of set goals. Supervision should be a provision of support for teachers so that they can become the best they can be.

### **Motivation**

Motivation is an issue of much concern at work places in relatively recent times. Atta, Agyenim-Boateng and Baafi-Frimpong (2002) defined motivation as “the process of influencing or stimulating a person to take action that will accomplish desired goals” (p.47). The teacher is expected to be highly motivated at all times as he imparts knowledge to his students. Teacher morale becomes low when the environment and working conditions for teaching are not conducive. The teacher would need motivation to accomplish school goals.

Motivated teachers are a necessary factor in effective schools. Writing on effective schooling, Edmunds (1982) (as cited by Ainscow, 1991) noted the following features that seem to be characteristic of exceptional schools:

1. the principal's leadership and attention to the quality of instruction;
2. a pervasive and broadly understood instructional focus;

3. an orderly safe climate conducive to teaching and learning;
4. teacher behaviours that convey that all students are expected to obtain at least minimum mastery ;and
5. the use of measures of pupil achievement, as the basis for programme evaluation (p.4).

Commenting on what makes good schools good Ainscow (1991) summed up these features and noted that they are schools which set good standards; where the teachers provide good models of behaviour; where they are praised and given responsibilities; and where general conditions are good and where the lessons are well conducted.

The issue of teacher motivation as seen from the foregone discussion is firmly linked with conditions prevailing in the school. These include the personal leadership of the school head and the support services provided for the staff. Ainscow (1991) summed them up, thus, that school experiencing success have:

1. “effective leadership from a head teacher who is committed to meeting the needs of all pupils; and
2. arrangement for supporting individual members of staff” ( p.4).

Motivation of staff depends largely on the skills of their supervisors. The supervisor must know the worker, his needs and how to motivate him. Certo (1980) entreated managers to know that to be successful in working with other people, they (managers) should have a thorough understanding of both the motivation process and the steps that can be taken to motivate organization members. In this study, among the many issues of concern under motivation is the



meeting of teachers' personal needs. Considering teacher management and support services, knowing the age distribution of teachers might help to know what their needs are and how to manage them. Teachers who fall within the ages of 30 – 39 years might have marriage needs. It would be important for the teacher managers to be aware of these personal needs when observing their behaviour. It is also important to know that teachers within the ages of 40-49 years might have needs like paying high school fees and looking for shelter for their family.

On Maslow's Hierarchy of needs, the need for food, clothing and shelter is basic. The teacher manager would therefore have to do well to provide facilities for meeting this need.

Assessing needs as regards age of teachers is again necessary. Teachers who fall within the 50 – 59 years age range are close to retirement. Bereday (as cited in Edzii, 2000) said that "it is useful to collect information about the age groups into which teachers fall so that the need to replace future losses due to death and retirement can be assessed" (p.49). Further, the teacher manager who knows the ages of his teachers, especially the hardworking ones, would not have sudden disappointments when his workers have to go on retirement. This is because he would have been in readiness for that event.

Again, about knowing teachers needs to help motivate them, a look at Fawcett (2001) in her projections rated people between the ages of 22 – 40 years as early adults. She talked about early adults thinking about marriage and among other needs, starting to bear children. It is a time when young people experiment with life. Fawcett (2001) unraveled much of the maze through which adults must

travel. The description of young adulthood as novice defines this time in life as a phase experimenting with and testing the dream of adolescence in the real world. She declared that “a young man may need as much as 15 years to emerge from adolescence and take his place in adult society” (p.70). This is important information for the teacher manager who handles such young adults. It will help him understand them when they behave in and around the school. It will explain some of their interactive processes to him.

In addition to the above, Fawcett (2001) outlines the needs of people within the 40 – 65 year group. She called ages 40 – 65 years middle adult. She stated that it is a time of conflict. The middle adult must come to grips with being young versus (SIC) being old, being destructive versus (SIC) being constructive (p.77). At this stage, Fawcett (2001) said, middle life crises do occur, slight declines in hearing and vision accompany midlife adjustments. For some, it is time to make career changes. It would be proper for the teacher manager to be aware of this age distribution and meet the burning needs of her staff. To keep the teachers highly motivated and committed to their work, their personal and emotional needs need to be met.

Strong interpersonal relationships are needed for the motivation of workers. Cook and Cook (1957) contended that there are so many problems in schools. They described the issues of concern as both critical and common place. They mentioned among the issues, working conditions, human relations and pay.

In a teacher-supervisor relationship, duties are assigned to the teacher. The execution of these duties assigned must be supervised. Commonwealth Secretariat

Education [CSE] (1993) intimated to school heads, that in every workplace, everybody must be given a duty. CSE (1993) further observed that in an effective school, all assignments are scheduled, assigned and interdependent. As a result the work of heads reflects the work they do as school heads. CSE (1993) ascribed this interdependence to the fact that “all the different tasks in an organization are interrelated, and all individuals in the organization have a working relationship. They also observed that ensuring that everyone works in an agreed fashion is essential if all the staff are to work together harmoniously and effectively.

A good illustration they gave was that if the teachers do not teach as scheduled, the syllabuses may not be covered sufficiently. Students may not perform well and the head will be blamed. The success depends on delegating power and assigning duties which also borders on human relations. CSE (1993) relating human relations to communications said that good communication is both about sending and receiving information. Good relations between sender and receiver will help ensure effective communication. Continuing, they observed that it is worth noting that many things can interfere with communication between individuals at a working place. One of these is the attitude that some people may exhibit towards other workmates: if people working together know that others hold negative views about them, they will not communicate freely among themselves. It is important therefore that heads never hold negative views about their staff or if they do, it should not be revealed. Instead he or she should create a working environment in which all the staff members are free to consult one another.

Good communication and good human relations go hand-in-hand. Various writers noted that communication in organizations is done through channels. Ukeje, Akabogu and Ndu (1992) wrote that “the channel of communication is the path or means through which the message is physically transmitted from the communicator to the communicate”(p.178). They said that in organizations, communication channels can be categorized as either formal or informal. Formal communication channels they referred to as the deliberately established paths through which messages that are recognized as official are disseminated in the organization. They can be either oral or written, but most usually written. They listed the following among written formal communication channels: Policy and procedural statements, memos, handbooks, reports, union publication and bulletins. Further, they identified discussion groups, consultative committees, personnel interviews and counselling as formal communication among oral forms.

In addition, they intimated that formal channels are most usually vertical in direction but can be horizontal as when an officer communicates with another officer on a comparable level in the administrative hierarchy. It can also be diagonal when the communication cuts across departments of the same organization to reach people at a higher or lower level than the communicator. It is, therefore, very important that the appropriate communication channels are established in a school to create a proper flow of information which can make the teacher feel he is part of the whole school system. If this is done, it will go far to enhance the teacher’s performance level.

The environment in which communication flows at the workplace matters a lot. Teacher managers need to create the desired environment for teachers. In agreement with Ukeje, Akabogu and Ndu (1992) concerning the importance of the workplace environment are Mink, Mink, Downes and Owen (1984) who acknowledged that for team members to develop commitment and become more productive, the team must provide an environment in which its members' deepest needs can be met. The school must in this sense, be a place which should have an enabling environment in order to make the entire staff, especially teachers, comfortably placed to produce their best.

Creating an enabling environment for the teacher is key in making him effective and efficient. It is important for school management to observe the physical settings in the school. The staff becomes demoralized when roofs leak, buildings are poorly ventilated, desks creak and compound stinks. They are demoralized if their classrooms are overcrowded. Overcrowded classrooms also mean excess marking and heavy assessment load.

In a school environment, the teacher's output is the transformed student. It has been said that education seeks to replace an empty mind with an open one. The teacher is the main transformational agent in a second cycle institution. It takes concerted effort by the teacher to teach and transform his students. The satisfied teacher is efficient in the execution of his job.

The dissatisfied teacher makes the job suffer, creating a hindrance to the realization of school goals. Bame (1991) indicated that the teacher's job satisfaction is positively related to the degree of their commitment to work. One

can intuitively expect teachers satisfied with their work to be committed to it. It stands to reason to expect teachers who are satisfied with their work to identify psychologically with teaching and see it as playing a vital role in their self-image.

In this vein, it is essential for heads to know that the teacher opinion of their management is important to creating productivity. When a teacher feels uncared for and unwanted, he tends to form a negative opinion of the school management. This is where the issue of human relation comes in again.

Concerning human relations, Cook and Cook (1957) put it this way “Human relations is old interest in education, one that is today built into a general field of training for all school personnel. The trend also is from one impulse to be kind to people, to do good, into a study of the human factors in the education process” (p. 3).

The relationship that exists between school managers and their teachers affects teacher performance. Several scholars (e.g. Devito; 2004, Hunsaker & Alessandra, 1986; Owen, 2001; and Payne, 2001) attested to this. Owen (2001) believed that “performance is closely linked with relationships” (p.102). They observed that quality interpersonal relationships within a group are essential for high performance. They further indicated that “there is a significant correlation between the quality of relationships in a team and that team’s performance” (p.102). Devito also agreed with Owen et al. that relationships affect performance. He observed that new teachers who get to workplaces and get very good mentors excel in their performance because the mentoring relationships expose them to the workplace maze and help them get answers to their questions.

It is clear that good human relations at a workplace thrive on good interpersonal communication. Payne (2001) said effective managers and bosses are often ranked as good communicators because they respect their subordinates, listen to them and trust them. Effective communication between superiors and subordinates, Payne (2001) opined, does not erase the differences in responsibility and authority. However, it does not let responsibility and authority interfere with the creation of meaning. Instead, superiors and subordinates use their empathy to understand each other's role in hierarchy. Such understanding allows them to communicate as freely as possible in the hierarchy.

Hunsaker and Alessandra (1986) also observed that school managers need to emphasize personal relationships with their teachers to retain them and sustain high performance. They further revealed that research on human personality suggests that healthy individuals need to be treated with respect and to have opportunities to feel competent and independent as they actively pursue goals to which they are committed.

Cook and Cook (1957) observed that if working conditions are bad, teachers tend to react adversely. Teachers fuss at one another not because of any real dislike but through *tedium vitae*. Among the bad conditions, Cook and Cook (1957) mentioned are doing extra duty "to death", overcrowding in the school and staff meetings which amount to nothing.

Extra duties in a school setting can be all duties outside the classroom teaching and learning business. They include the supervision of groundwork, checking lateness, conducting assembly, class monitoring, working on committees,

supervising clubs and societies, being on daily or weekly duties and arranging for excursions.

Good staff meetings, where teachers are accepted as part of the team and are made parts of the decision making process motivate them. Alessandra and Hunsaker (1993) contended that staff meetings must be well planned organized and conducted. They opined that when meetings are well-managed they are an effective and essential tool for communication within the organization. As such meetings important decisions are made, ideas are generated and information is shared. Alessandra and Hunsaker (1993) contended that staff meetings are critical part of team building and as team spirit grows, the company benefits since the groups' ability to work together and make decisions grow. Schein (1997) also indicated that if members of a group cannot communicate with and understand one another, a group is impossible, by definition. According to Alessandra and Hunsaker (1993) there are six functions of staff meetings. These functions they stated as: sharing knowledge, establishing common goals, gaining commitment, providing group identity, team interaction and serving as status arena (giving group members the chance to determine their relative status).

From the discussions, it is clear that well organized staff meetings are needed for the motivation of staff towards developing the group and team spirit. Teachers who feel part of the whole school system will work towards the achievement of school goals.

If meetings must be well planned, then there must of necessity, be agendas. Alessandra and Hunsaker (1993) said that agendas are an absolute must for every



meeting. Agendas not only help the attendees come prepared, they force the leader of the meeting to organize his thoughts and priorities. A good agenda addresses issues in order of importance and allocates time to each issue.

Another area of interest in the motivation of teachers is rewards. Schein (1997) intimated that rewards and punishments should be properly defined. In addition, every group must know what its heroic and sinful behaviours are and must achieve consensus on what is a reward and what is punishment. In a chat with a colleague teacher, the teacher told the researcher that a teacher of English Literature worked so hard in a particular year that her students obtained 100% with half of them scoring grade 'A' in the SSSCE. Nobody gave her (the teacher) a word of praise and she felt it. She was de-motivated.

The subsequent year she produced a 40% pass and none of the students obtained grade 'A', the head gave her a query. There she seized the opportunity to express her feelings to the head. Teachers are motivated if they are personally recognized and appreciated. I personally feel even the mention of a teacher's name, a genuine smile and may be "How do you do?" can change things and really make the teacher's day.

Heller (1999) believed that motivation is enabling the staff to achieve their ambitions and to manage themselves in order to achieve the desired results. Among the factors he identified as being able to contribute to the motivation of staff are: self-fulfillment, recognition, peer respect, expertise, competence, achievement, autonomy, self-confidence, self-respect and membership. CSE (1993) also observed in connection with motivation that: The needs of every

person should be taken into account such as the need for recognition, the need to achieve, the need to be a valued person in the community, the need for self-respect and for friendship. If a teacher occupies a temporary post, there is a need for work security. Merit awards and promotion can give the necessary recognition of teachers' achievements. Non-recognition of achievement has a de-motivating effect on teachers and can lead to high staff turnover. A sense of responsibility should be cultivated as well as pride in the quality of work done. School management would be able to motivate teachers to work if teachers would be enabled to take on challenges and told how well they are doing; if teachers' success would be celebrated publicly and if the teacher would be encouraged to develop special knowledge.

If the teacher knows what he is expected to do and why he has to do it and what outcomes he should expect, he gets motivated to do it. It is also evident that if the school head would make the effort to help the teacher gain recognition self respect, peer respect and self confidence, that would go a long way to boost his moral. He would feel he is important. CSE (1993) observed that:

The quality of management affects behaviour, attitudes and effort.

Positive interpersonal relationships are regarded as strengthening motivation. In this respect, communication is of great importance.

Teachers like to know and should know what is expected of them and how their tasks form part of a total plan. This should be coupled with competent and just leadership, which sets out acceptable tasks together with clear guidelines (p.19).

Heller (1999) was also of the view that using incentives of any kind sends very positive signals. Managers should therefore surprise their staff with gifts they (the staff) do not expect. CSE (1993) shared a similar view when they intimated that the lives with their families will also influence their behaviour. The head has little control over such motivating factors but he or she has to deal with the situation if it should have negative effect on a teacher's work.

Therefore to motivate members of staff effectively, a school head should have knowledge of their personal needs, their work circumstances, the requirements of the community. Below are 10 gradable factors that can affect the quality of teacher performance. Teachers would improve in their performance if:

1. they are given increase in salary;
2. they have a feeling of job security;
3. they are supplied with all the basic resources required to teach;
4. the head regularly consults with them;
5. their work is appreciated;
6. the school is a good one;
7. there are opportunities for promotion and personal development;
8. they are paid on time;
9. disciplining is tactful; and
10. they receive sympathetic help with problems (CSE, 1993).

I observed that professionals who have the same qualifications as teachers but work in other organizations tend to have better working conditions and as

such, are motivated to remain where they are and also put in their maximum. Other researchers too carry this view.

Edzii (2000) projected the view expressed in an article written by Davidson Philip (Snr.) in the January 30, 1998 issue of the Ghanaian Times and captioned “Teacher Award Scheme is good but ...” In that article, he was of the opinion that:

the restoration of respect with which society once  
accorded teachers could only come from improvement of  
teachers’ service conditions and the provision of incentives  
as enjoyed by workers like bankers, doctors and  
even parliamentarians because they are the nation’s  
foundation builders (p.23) .

Casey (as cited in Edzii, 2000) shared similar views. He stated that “teachers are not different from other workers in other occupations where money is effectively used as an incentive” (p .23). The secondary school teacher in Ghana is so dejected that he feels his welfare is not important to his employer. His take-home pay is averagely low. This pay can only enable him alone to eat three meals a day. His salary may not help him feed his family. Besides, he may not be able to even acquire a pair of shoes from his monthly salary. Furthermore, the salary of the said teacher cannot conveniently be drawn on to acquire things like telephone and a refrigerator which today, are no luxury but needed facilities to make work effective. This teacher becomes more handicapped when mention is made of roofing or shelter; what he receives at the end of the month can in no way afford him a decent accommodation of his own. Teaching in the Ghanaian context is

becoming more and more frustrating. The teacher looks at his circumstances and gets frustrated.

. Abugri (2003) contended that one needed to visit a school to know how hard most teachers work. Among the work load of a teacher he enumerated the continuous assessment of students, the making of cumulative records, keeping the class attendance register, the compilation of students' report cards and the preparation of weekly lesson plans in addition to being a guide and adviser to students.

Abugri lamented that many young teachers are running away from the profession to seek greener pastures elsewhere. School children do not opt for this job when asked to make career choices. Abugri (2003) said that a young man vowed to take up a job that is income generating, be it manual or vocational but not teaching.

It is in reasoning along the same lines as earlier scholars (e.g. Abugri, 2003; and Edzii, 2000), that teachers formed their Associations, Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT) to advocate for the conditions and schemes of service and professional conduct of their members. Ghana National Association of Teachers, (GNAT) entered into agreement with Ghana Education Service (GES) Council on salaries, wages, hours of work and other conditions and rules of employment. It was, therefore, clear that GNAT has seen the need for teacher management and support services.

## **Supply of Teaching and Learning Materials**

Teachers need to be equipped with the necessary teaching and learning resources to boost their performance. The Ghana Education Service ([GES], 1994) said that it is the duty of the school head to make sure that the necessary learning resources are available so that teaching and learning can go on smoothly.

According to GES (1994) resources that facilitate teaching and learning in schools include teaching and learning offices, stores, library, toilets and urinals and other buildings. In addition, the conditions of school buildings affect teaching and learning in many ways. For example, classes were unnecessarily suspended as soon as it began to rain because roofs leaked. Teachers and pupils were afraid in unsafe classrooms with cracked walls or caved-in roofs. School materials were not secured when doors and windows could not be properly locked. Other learning resources noted include furniture, equipment and tools.

Further, GES (1994) outlined other teaching and learning resources labelled stationery: textbooks, supplementary books, pencils, rulers, chalks, pens, exercise books, erasers, cardboard and ink. Of great interest in the secondary school are textbooks and supplementary books. One of the main suppliers of books is the Ghana Education Service. Other sources of supply listed by the GES include the open market, the PTA and benevolent individuals and organizations. Supplies are usually made at the beginning of the academic year. In the course of the year, some books may get worn out and the school head makes requisition for new stock. If there are some needed books that the GES is not able to supply, the school head is advised to look for those books on the open market and appeal to

parents who can afford it to buy these and other stationery for their children (p.99). Atta, Agyenim-Boateng and Baafi-Frimpong (2000) also identified the following as educational materials to be considered for teaching and learning: models and maps, library books, textbooks, pieces of chalk, footballs, materials for art work, etc. They advised that such materials should be procured and maintained.

The supply of teaching and learning materials has been the responsibility of the Ghana Education Service since independence. Since 1961 when the Education Act was enacted for free education for all, the education system has suffered inadequacies in resources. Government of Ghana tried footing the cost of education but it was becoming increasingly difficult for her. Learning materials have also suffered this fate.

Teachers have been handicapped. The MOE (1996) revealed that the Government of Ghana had not been able to achieve 100% coverage in terms of school supplies. Textbooks for subjects like Economics, Ghanaian Language, and Applied Programme were yet to be put into the senior secondary school system (meanwhile the courses were in progress). The report also indicated that the supply of stationery to schools had not been very adequate due to financial constraints (MOE, 1996).

It is important to note that the production and importation of textbooks were based on school requirements. Some of the textbooks were developed, and produced locally, others were imported. In some schools, teachers locked up textbooks because they wanted to prevent damage to the books since they were held responsible if the books got destroyed (MOE, 1996).

The situation as described above is unattractive. Teaching and learning materials are essential for the teaching and learning activities in schools. Hartnett and Naish (1976) said the problems are individual, social, prudential and moral, whose final solution is found only in doing something. The situation therefore needs studying so that the necessary management practices would be put in place to help teachers use the available materials to improve their performance.

Availability and accessibility of relevant learning materials is generally low. Though teachers can be motivated with high salaries and benefits, these are not the only significant performance motivation. Increase in teaching and learning materials and training are likely to have a more significant impact on both teacher performance and student learning. Teachers' management and support services in secondary schools should seek to address some of these issues. It is evident that teachers respond more positively when adequate supplies of instructional materials are available.

In Ghana today, school-based associations of parents and teachers known as Parent-Teacher Association (PTA) support education. They provide many of the needs of schools. Parents also support teaching and learning by giving money to their children to buy exercise books, pens, mathematical sets, calculators, utensils and apparatus for practical works.

### **Summary**

The place of the teacher in education cannot be ignored. Education planners would draw high performance from teachers if they strengthened teacher



management and support services in senior high schools. As such, managing and supporting teachers is a practice that should be a matter of policy for everyday use.

Further, in the performance of their roles, teachers need to be supervised. Supervision as seen in the literature is that kind of help relationship that makes the teacher become a better performer. In supervision, teachers would have to be involved in decision making, their performance would have to be assessed and discussed with them. Teachers would have to be helped to overcome their weaknesses and build strong skills for professional improvement.

In managing teachers, there is the need to create the opportunity for them to improve. This brings the need for in-service training and professional development programmes. The review revealed that teacher managers should make provision for teachers to receive professional training at least once a year. They should also create the avenue for teachers to share knowledge they have gained on the job. Also, in-service training programmes would give the opportunity to teachers to be abreast with the times.

The reviewed literature revealed that teachers need motivation to accomplish school goals. Standard for motivation must be set in effective schools to encourage free flow of information. Communication through the various channels both formal and informal to build trust and good teamwork should also be encouraged. Further, an enabling environment is essential for the production of satisfied teachers who would be committed to their work and yield good results. Another factor of motivation is seen in human relations and this entails the urge to show concern for and do good to people. The authorities whose works have been

reviewed established that performance is closely linked with relationships and as such, good quality interpersonal relationships are essential for high performance.

This review has revealed that the awareness about the subject of teacher management and support services is being created in senior high schools in Ghana, issues that are of importance to me as far as teacher management is concerned are in existence. The support services talked about are in practice in Ghanaian senior high schools. It has, therefore, become clear that teacher management practices along the lines where my interest lies are already in effect. Information about the extent to which these management practices and support services are implemented in senior high schools in Ghana and especially, at Wesley Girls' High School would be unfolded in the survey. The challenges encountered by teachers and their managers would be sought for and some recommendations for improvement made.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Overview**

Since the purpose of the study was to find out the extent to which teacher management and support services are provided by teacher managers of Wesley Girls' High School, this chapter addresses the design used, the population studied and how it was sampled. The research instrument was also described. There is a note on the procedure used for data collection. Then finally is information on how the data collected were analyzed.

#### **Research Design**

The study was basically a descriptive survey. The design was chosen because the study sought to find out the current situation as far as the provision of teacher management and support services of teachers in secondary schools was concerned. The survey involved the gathering of information from teachers and teacher managers about the various teacher support services available to the teacher. The study therefore sought information about support services provided by the administration from the head and her assistants and from the teachers of Wesley Girls' high school. The survey was considered appropriate design because in-depth information was provided about the school from almost all the target population and generalizations were strictly limited to the school in question. It is the findings from the survey that were described in the concluding portions of this

work and presented as the results of the study. This information gathered from the survey was, therefore, purely descriptive.

### **Population**

The population studied was teachers at Wesley Girls' High and the agencies that provided management and support services for them. There were 70 teachers on the teaching staff. The study of teacher management and support services covered all the teachers excluding the Head and Assistant Heads who were classified as teacher managers. The heads of academic departments; Counselling Coordinator, head of the Disciplinary Committee, and the Senior House Mistress who were also classified as teacher managers were also excluded.

### **Sample and Sampling Procedure**

There was no sampling done because the total population was purposively selected for the research. In all 70 respondents were earmarked. The age range of the sample who incidentally constitute the population was from 20 to 59 years. The sex composition was 61.5% males and 38.5% females. All of them had various academic degrees and 65% of them had stayed in the school for at least five years. Furthermore, their ranks as designated by the Ghana Education Service (GES) ranged from senior superintendents (15.4%) through principal superintendents (60.0%) to assistant director (24.6%).

### **Instrument**

Questionnaire was used to collect data it was divided into five sections. The descriptions of each section and number of items are as follows:

Section A had six items which sought for personal data; gender, age highest professional qualification, academic qualification, subject area, working experience and rank.

Section B had eight items. It sought to elicit information on teacher management and support services available in Wesley Girls' High school. It had items on how school goals were set and, whether the schools goals were explained to teachers. There were items on the assignment of duties and responsibilities to teachers. It was to ascertain whether duties and responsibilities were assigned to teachers, whether there were precise job descriptions and whether management discussed teacher roles in relation to school goals with them. Items on supervision. sought to ascertain whether teachers' performance was often assessed, whether the assessment records were discussed with them and whether there was the avenue for teachers to comment on their performance records, incentive and motivation;

Section C consists of three items which elicit information on how the teachers are equipped in terms of teaching learning materials to teach. Then Section D also has three items which call for information about in-service training and its enhancement of teacher performance. Section E has seven items which focus on the challenges of teachers of Wesley Girls' High School

For validating the instrument, it was subjected to scrutiny by my supervisor and peers. The items were matched against the research questions to ensure that the data required were what was obtained.

### **Pilot Testing the Questionnaire**

The questionnaire was piloted at the Efutu Senior High School, near Cape Coast and the necessary review was effected. A pilot sample of 30 teachers including the Head, her two assistants, Heads of Departments, head of the Disciplinary Committee and Senior Housemaster and Senior Housemistress received the questionnaire. All the respondents completed and returned the questionnaire. The school head and two assistant heads were excluded from the pilot. The completed questionnaires were collected after three days. The school Head was very co-operative.

All the teachers and the teacher managers in the pilot study responded to all the items and returned their questionnaires. The pilot test was very helpful for the restructuring of the questionnaire. For example, the portion on the challenges faced by teachers item 22 was added after the pilot. Items that were ambiguous and not clear were reconstructed. Thus, the pilot helped to ensure the reliability of the instrument. The responses gave the solicited pieces of information which made the questionnaire reliable. On the whole, the school's promptness in response was commendable.

### **Data Collection Procedure**

The data for the survey was collected at Wesley Girls' High School when the school was in full session. I verbally informed the school head about the intended survey and sought permission to conduct it in the school. Since I taught in the school, she personally contacted teachers and distributed the questionnaires. The respondents were given a week (ample time for teachers with heavy schedule)

to complete and return the questionnaires personally to me. The return rate was 92.9%; that is out of the 70 questionnaires distributed 65 were retrieved.

In order to make teachers in Wesley Girls' High school respond reliably and on time, they were coaxed into seeing the essence of giving accurate information and returning the questionnaire on time. I personally did follow-up reminding the staff to co-operate with me and to meet the dead line.

### **Data Analysis**

The analysis was done according to the research questions. The responses were put into categories to facilitate easy identification of trends. Numerical value was given to the qualitative descriptions given and expressed as simple percentages. The trends that emerged were commented upon and discussed.

**CHAPTER FOUR**  
**RESULTS AND DISCUSSION**

**Overview**

This chapter covers the management and support services provided in the school; how the teachers are equipped in terms of TLMs for their roles; challenges faced by teachers in the execution of their duties; and challenges faced by teacher managers. Since the purpose of the study was to find out the extent to which teacher management and support services are provided by teacher managers of Wesley Girls' High School

**Management and Support Services**

Respondents indicated that their managers supervised them. They said school goals were set for them. Table 1 shows the responses about how regularly school goals were set.

**Table 1: Regularity of Teacher Managers Setting School Goals**

Regularity	Frequency	Percentage
Rarely	6	9.0
Sometimes	16	25.0
Often	35	54.0
Always	8	12.0
<b>Total</b>	<b>65</b>	<b>100.0</b>



The responses of the majority revealed that school goals were set as shown in Table 1 but the regularity at which it was set varied from the opinions of the teachers. This shows that school activities were expected to be planned along the lines of the set targets. If teacher managers explain these goals well to teachers, they would show their (the teachers’) commitment. The teacher and his manager, who is his supervisor, would form a good team and work towards the achievement of the set targets. To redefine the goals, teacher managers (especially, Heads of Departments) at Wesley Girls High School discussed their set goals with teachers.

Discussion of work goals, on termly bases, with teachers was done in most cases as shown in Table 2 by as many as 40 out of 65 (61.5% This could mean that planning was mainly done probably at the beginning of the term.

**Table 2: Frequency of Teacher Managers Discussing work Goals with Teachers**

Frequency of discussions	Frequency	Percentage
Not at all	1	1.5
Weekly	2	3.0
Fortnightly	2	3.0
Monthly	15	23.0
Termly	40	61.5
No response	5	8.0
<b>Total</b>	<b>65</b>	<b>100.0</b>

The practice at Wesley Girls’ High School where teacher managers discuss work goals with teachers falls in line with modern supervision. The practice is that the

supervisor plans out the work with the supervisee. If the supervisee is involved in planning, he owns the plan and thus puts in much effort for the attainment of school goals.

It has been observed that people are better able to play their roles if what they are to do and how they are to do it are spelt out to them by their supervisors. If this is done they are confident about what they are to do and how much is expected of them. This is the essence of job description. Job descriptions also help supervisors to be able to assess workers. Ofori (2005) shared ideas from Rush (2002) on performance evaluation and said that performance is better assessed if supervisors design evaluation systems that focus on effectiveness. In these systems, meaningful performance assessment can be done. He further shared the opinion that it is better to evaluate workers according to what they are currently doing than to use historical records of performance. The job descriptions therefore serve as a yardstick with which to measure the volume, quality and effectiveness of work done by teachers.

Teachers at Wesley Girls' High School were given job descriptions. This is shown by their responses in Table 3. The responses in Table 3 clearly point to the fact that job description were given to teachers. As high as 56 (86.2%) of respondents attested to this. This again is a strong management practice implemented by the teacher managers. Teachers revealed that their job descriptions often came by way of plan of work for the classes they taught.

**Table 3: Giving Precise job Description**

Response	Frequency	Percentage
Yes	56	86.2
No	4	6.2
No response	5	7.6
<b>Total</b>	<b>65</b>	<b>100.0</b>

They were therefore able to indicate the level of progress made as far as set targets were concerned. In addition, teachers' performance was assessed by their supervisors. The survey found out how frequently this was done.

Table 4 shows the details. of frequency of teacher performance assessment

**Table 4: Frequency of Teacher Performance Assessment**

Frequency of assessment	Frequency	Percentage
Not at all	2	3.1
Not frequently assessed	32	49.2
Frequently assessed	17	26.1
Very frequently assessed	2	3.1
No response	12	18.5
<b>Total</b>	<b>65</b>	<b>100.0</b>

Most respondents as seen in Table 4 indicated that their performance was assessed. There was however a major division in the responses that said teachers were not assessed frequently and those that said they were frequently assessed. The responses analyzed according to departmental bases showed a similar division as

when analyzed on the basis of number of years in the school. The frequency of performance assessment may be due to individual teachers and their heads. Research has shown that there are at times supervisors give discretion to their supervisees as a way of rewarding them. Teachers who enjoy such rewards were often treated to a laissez-faire kind of supervision by giving them very little monitoring. It can therefore be deduced that though teachers' performance was assessed, some teachers at Wesley Girls' High School enjoyed some form of supervisory discretion as far as performance assessment was concerned.

The survey further sought to find out whether supervision had any effect on teachers' work and morale and whether it helped improve teachers' performance.

Tables 5 and 6 show the responses.

**Table 5: Effects of Supervision on Teachers' Work and Morale**

<b>Effect</b>	<b>Frequency</b>	<b>Percentage</b>
No effect	3	4.6
Very little effect	2	3.1
Little effect	5	7.1
Largely affects work and morale	38	58.5
Very largely affects work	17	26.1
<b>Total</b>	<b>65</b>	<b>100.0</b>

Concerning the effect of supervision on teachers' work, Table 5 shows that the majority of 38 representing (58.5%) of total respondents revealed that supervision affected their work to a large extent. This response may indicate that teachers felt the presence of their supervisors. Good supervision might boost the morale of

teachers and enhance their work whereas an ineffective one might damage the ego of the teacher and adversely affect his work. A total percentage of 84.6 of respondents (representing 55 respondents) revealed that supervision enhanced their work to a large extent (see Table 5).

In Table 6 there is an indication of teachers' opinion as regards the extent of improvement supervision made on their performance. The responses show that supervision had a strong positive effect on teacher performance

**Table 6: Improvement of Performance due to Supervision Intervention**

Extent of Improvement	Frequency	Percentage
Not at all	2	3.0
Very little	4	6.2
Little	4	6.2
To a large extent	39	60.0
To a very large extent	16	24.6
<b>Total</b>	<b>65</b>	<b>100.0</b>

Neagley and Evans (1970) noted that research has shown that every teacher needs and wants supervision of a kind. The responses of teachers and their managers at Wesley Girls' High School as shown in Table 6 have proved this finding to be true. Interacting with the teacher managers they intimated that they knew teachers faced challenges with their work and they helped them out. Heads of Departments maintained that they assisted their teachers with their work. Sometimes they broke down the work for their teachers. They practically helped them in the performance

of their work through practical demonstration. They also re-explained the work to them.

Teachers like any other people have needs as persons and also as workers. Owen (2001) considered the Getzel's Theory of Administration which has it that there are two dimensions to the worker's needs: work needs and personal needs. It is important for teacher managers therefore, to see to both needs of the worker. If these needs are met, it is expected that teachers would be motivated to put in their best. In schools, teacher managers are expected to put personnel support services in place to motivate teachers. I sought for the teacher support services in Wesley Girls' High School.

Table 7 shows the trend of response about teacher support materials available in the school. It has been revealed in Table 7 that there were the following teacher support services: School Clinic, financial aid (Welfare Fund), Professional Development and Accommodation. Responses show that there was no child support service available to teachers in the school. The support services that teachers enjoyed most were the school clinic and accommodation and 20 (30.8%) each of the respondents for both services attested to that. Looking at details of the benefits they derived as support services in Table 7, respondents could be grateful to the teacher managers for accessing the school clinic and on-campus accommodation they enjoyed. The clinic could help them with free first aid. The school clinic could therefore be a great support for teachers since it could cut down their spending. It is worthy to note that health matters are very important in human resource development.

**Table 7: Availability of Teacher Support Services**

Support Services	Frequency	Percentage
Medical Refund	-	-
School clinic	20	30.8
Loan (financial Aid)	18	27.6
Professional Development	7	10.8
Child support	-	-
Accommodation	20	30.8
<b>Total</b>	<b>65</b>	<b>100.0</b>

Teachers whose health needs are met would be in sound health to carry out their various duties. Productive hours which are usually wasted in seeking medical attention outside the school for even minor ailments would be conserved for work. It should also be noted that on-campus accommodation provided for the teachers could have saved them from the troubles they would have gone through looking for accommodation in town and finding it difficult to give an advanced payment. A teacher who does not have accommodation on campus would not have a sound mind to deliver. He might be thinking about how to get to school on time, how to get funds for transportation and the payment of commercial rent.

Other teachers who benefited from the professional development programme might have attended courses organized in the school. They also might have had permission once a while to attend courses outside the school. In addition, teachers might have been permitted to go back to school for further studies or combined the teaching with going for further studies. It is worth noting

that teacher managers who are transformational in style i.e. seeing to the personal development of their staff in order to improve the organizational achievements – help their organizations to grow. The financial support put in place in the school seem very praiseworthy. Responses in Table 7 revealed that 27.6% of the teachers benefited from the help from the school’s Welfare Fund if it is compared with the high interest rate which private financial institutions charge.

The responses as to whether the respondents enjoy or not any support are presented as Table 8.

**Table 8: Enjoyment of Teacher Support**

Responses for enjoyment of teacher support service	Frequency	Percentage
Yes	32	49.2
No	26	40.0
No Response	7	10.8
<b>Total</b>	<b>65</b>	<b>100.0</b>

It is shown in Table 8 that not all teachers enjoyed the support services. It should be noted that the teachers might be enjoying other services from parents.

The use of other incentives is another means necessary for the motivation of workers. Heller (1999) said that giving people incentives of any kind sends “very positive signal to motivate people to work” (p. 62). Ten incentives and rewards from the literature reviewed have been adopted for the teachers to indicate which of them are instituted by teacher managers in Wesley Girls’ High School. Their responses are presented in Table 9.



**Table 9: Kinds of Incentives/Rewards Available**

Incentives or Rewards available	Frequency	Percentage
Public Praise	30	46.2
Private Praise	4	6.2
Letter of Commendation/ Appreciation	2	3.1
Promotion	9	13.8
Best Teacher and Awards Night	18	27.6
Surprise Present	2	3.1
<b>Total</b>	<b>65</b>	<b>100.0</b>

Table 9 reveals the case of Wesley Girls' High school that the best known incentives in the school were the Public Praise and the Best teacher Award. Respondents further indicated that Best Teachers were awarded on speech and prize giving days and Awards Night. The Awards Night was initiated by the school at the end of every final year examinations (WASSCE). Blankchard and Lorber (1985) stated that "all goal-setting institutions in the world without any managing of consequences - praise good performance and reprimand poor performance - will only get things started and provide short-term success for a manager" (p.38) , it is therefore in the right direction that the teacher managers in Wesley Girls' High School give some form of incentives to their teachers. Teachers were also praised publicly at Wesley Girls' High School as a way of motivation.

Despite the fact that incentives are given Ozigi (1981) maintained that it is part of the teacher manager's responsibility to maintain disciplinary standards in an institution. He said, "While you must try and maintain good relationships with your staff, you should not be afraid to take disciplinary action against anyone who is failing in his duty or who is guilty of professional misconduct or of some act of immorality. Such case may include laziness, frequent absence from school, refusal to participate in extra-curricular activities, incitement of students against authority, drunkenness, financial embarrassment, fighting in the staff room or in class, misuse of school property or funds threatening behavior or acts of discourtesy" (p. 28).

Teachers' definitely would be motivated by the incentives. It is important that the teacher managers continue to motivate their teachers and increase the use of incentives that will make teachers feel important and recognized and appreciated.

Workers are motivated when they have information and are involved in decision-making. An area of challenge for both teachers and their managers is communication and decision making. In a school system, a key channel of communication is the staff meeting. Musaaazi (1982) opined that "staff meetings are the responsibility of the school Head, he schedules, plans and conducts the meeting" (p. 180). Staff meetings are used for sharing information and taking decision.

Involving teachers in decision-making makes them own the decisions and work with them. Being consulted and involved serves, for the teachers, as a motivating factor for performance improvement.

### **Provision of Teaching and Learning Materials**

The provision of teaching and learning materials is an essential support service for teachers. The survey sought to find out about the adequacy and accessibility of teaching the learning materials at Wesley Girls' High School.

As part of the survey, teachers were asked to say whether their managers provide teaching and learning materials for them. Most respondents revealed that they had materials from their managers. The survey further sought for the adequacy of these materials for teachers use. Table 10 shows respondents' view on the adequacy of teaching and learning materials. Adequacy of the necessary teaching and learning materials is shown in Table 10. The scale weighs heavily on the side of very adequate with 45 respondents representing (69.2%) saying the materials were very adequate. Eighteen (27.7%) respondents also testified that the materials were adequate.

**Table 10: Adequacy of Teaching and Learning Materials**

Adequacy	Frequency	Percentage
Not adequate	—	—
fairly adequate	2	3.1
Adequate	18	27.7
Very adequate	45	69.2
<b>Total</b>	<b>65</b>	<b>100.0</b>

The adequacy of a good supply of teaching and learning materials is a major source of good delivery and motivation for teachers.

Asking whether the teaching and learning materials were also very accessible to the teachers, their responses have been presented in Table 11. The survey revealed that almost all teachers have access to the teaching and learning materials as it is shown in Table 11.

**Table 11: Accessibility of Teaching and Learning Materials**

Accessibility	Frequency	Percentage
Not accessible at all	1	1.5
Sometimes accessible	4	6.2
Often accessible	18	27.7
Always accessible	42	64.6
<b>Total</b>	<b>65</b>	<b>100.0</b>

Definitely, when the materials are used well they will enhance the students' understanding of whatever they are taught and the result will be good performance.

Table 12 shows the level the TLMs enhance the teachers' performance. Table 12 shows that to most of the teachers, 35 (53.5%) the materials were of much help. They enhanced teachers' performance to a large extent, 25 (38.5%) also said the use of materials helped them to a very large extent and most of the teachers who used the materials saw their importance.

**Table 12: Teaching and Learning Materials and Teacher Performance**

Enhancing Teacher Performance	Frequency	Percentage
Not at all	—	—
Very little	2	3.1
Little	3	4.6
To a large extent	35	53.5
To a very large extent	25	38.5
<b>Total</b>	<b>65</b>	<b>100.0</b>

It can be inferred from the responses in Table 12 that teacher managers provided relevant and adequate teaching and learning materials and made them available to teachers.

### **In-service Training**

In-service Training has been known over the years as a method of staff development. Heller (1999) indicated that if employers want the best of their employees, they should embark on staff development. He went further to say that employers should make staff development, the last they should not cut down.

Ozigi (1981) postulated that whenever possible, staff should be given opportunities to attend relevant and useful courses which would up-date their knowledge of their subjects and would help some teachers to improve their qualifications and thereby improve their conditions of service and prospects of advancement. Table 13 shows the situation at Wesley Girls' High School.

Respondents in this survey revealed that supervisors in Wesley Girls' High school organized further training for them. This was to help them improve professionally and academically. This is shown in Table 13 the responses in the table showed that in-service training was a known activity in the school.

**Table 13: Teachers' Awareness of Availability of In-service Training**

Awareness of the availability of In-service training	Frequency	Percentage
Yes	58	89.2
No	2	3.1
No response	5	7.7
<b>Total</b>	<b>65</b>	<b>100.0</b>

The awareness was very high. In addition to the responses as shown above, research indicated that they had in-service training programmes in areas like guidance and counselling in school and current trends in education.

Respondents also revealed that teachers had the opportunity to receive training inside the school or go out to institutions of higher learning for further studies. This was in agreement with Ukeje, Akabogu and Ndu (1992) who envisaged areas – one for academic certification and the other designed solely for environment, acquaintance with new concepts and practices and updating of knowledge and skills. Since societal demands are changing and increasing by the day, it is important for teacher managers to offer their staff the opportunity to refresh themselves.

The responses about the frequency with which teachers receive in-service training are shown in Table 14. Most respondents (73.8%) indicated that they had in-service training occasionally as shown in Table 14.

**Table 14: Frequency of Teachers Receiving In-service Training**

Frequency of In-service	Frequency	Percentage
Never	4	6.2
Occasionally	48	73.8
Often	4	6.2
Very often	-	-
No Response	9	13.8
<b>Total</b>	<b>65</b>	<b>100.0</b>

Not all respondents could remember how often they were held. Nine teachers representing 13.8% did not respond. This could mean that they never attended an in-service training in the school since they joined the staff. Those who had no response to give could be those whose interest had not yet been awakened in the helpfulness of the facility though they knew it existed. It could also mean that they never benefited from any in-service training so they were adamant about giving any response

In Table 15 are findings on the last time in-service training was organized for teachers at Wesley Girls' High School. It is seen from Table 15 that a total of 33 (50%) of the teachers attended in-service training within the current and previous years. The rest had had it two or more years ago. Various interpretations can be given to the findings.

**Table 15: Last time of In-service Training at Wesley Girls' High School**

Last time of in-service Training	Frequency	Percentage
Never	7	11.0
This Academic year	23	35.0
Last academic year	10	15.0
Two years ago	5	8.0
More than 2 years ago	20	31.0
<b>Total</b>	<b>65</b>	<b>100.0</b>

It is possible that the in-service training was organized according to the needs of the various teachers where some needs were given priority and immediate attention. Rebore (2001) asserted that needs of staff must be assessed before specific objectives can be set. It is possible that the in-service training programmes were organized for all the teachers if it should benefit the teachers.

A possible explanation for the observed result in Table 15 was that the resource persons should be above them academically so that the teachers could have confidence in them and also be able to respect them. This might be a reason for some teachers' refusal to attend the in-service training programmes. Ghana Education Service (GES) (1994) in the Head teachers' Handbook noted that some factors must be considered in planning in-service training programme. Among these are "paper timing and a careful choice of the resource person(s)" (p.211).

It can be inferred from the discussion that in-service training would receive higher patronage from teachers, if teacher managers choose appropriate resource



persons to treat topics that meet the needs of their teachers. It is however, encouraging that most of the respondents indicated that the training programmes were helpful to them. Table 16 shows the findings.

**Table 16: The Helpfulness of In-service Training to Teachers**

Extent of helpfulness	Frequency	Percentage
Not helpful	2	3.0
Fairly helpful	10	15.4
Helpful	30	46.2
Very helpful	18	27.7
No response	5	7.7
<b>Total</b>	<b>65</b>	<b>100.0</b>

The responses in Table 16 show that teachers who attended the in-service training programmes found them helpful. Almost all the respondents saw some helpfulness in the in-service training programmes. A total of 58(89.2%) respondents testified to this. Teacher managers at Wesley Girls’ High School were however not aware of this. They revealed that though they organized in-service training for their teachers, they were not able to assess the impact of these development programmes on their staff members due to time constraints. The information revealed by these respondents would go far to inform and motivate the teacher managers to plan properly for more in-service training programmes.

In conclusion, the findings revealed that in-service training was done at Wesley Girls’ High School. It was helpful to the teachers but most teachers did not participate in it regularly.

### Challenges faced by Teachers of Wesley Girls' High School

Table 17 presents the rating of respondents as to whether the expectation of the society about the performance of students in the school is a challenge.

**Table 17: Meeting society's Expectation**

Rating	Frequency	Percentage
Frustrating	6	9.2
Demanding	30	46.2
No effect	3	4.6
De-motivating	20	30.8
Highly motivating	6	9.2
<b>Total</b>	<b>65</b>	<b>100.0</b>

From Table 17 it is seen that only 6 (9.2%) of the respondents were highly motivated because they wanted to meet the expectation of society. The majority of the respondents see the meeting of society's expectation as either demanding or frustrating that is 30 (46.2%) and 20 (30.8%) respectively. Indeed such expectation where the school is categorized as school A in terms of GES categorization, the school strives to maintain its status quo. Thus teachers are always required to rise up to the occasion hence they have to work very hard

Rapid changes of teachers' responsibilities in Wesley Girls' High School serve as one of the challenges to the teachers. How this challenge has been ranked by the teachers is presented in Table 18. As many as 45(60%) of the respondents indicated that it is frustrating and 10(15.4%) ranked this rapid changes of teachers' responsibilities as demotivating. It can be said that the changes do not allow the

teachers to gain enough experience on the job in specific areas before their responsibilities are changed.

**Table 18: Rapid Changes of Teachers' Responsibilities**

Rating	Frequency	Percentage
Frustrating	45	69.2
Demanding	6	9.2
No effect	1	1.5
De-motivating	10	15.4
Highly motivating	3	4.6
<b>Total</b>	<b>65</b>	<b>100.0</b>

Only 3(4.6%) of the respondents were of the view that changes or responsibilities of teachers rapidly is highly motivating.

Table 19 has responses of the respondents about how strained interpersonal communication serves as a challenge to them in the discharge of their duties.

**Table 19: Strained Interpersonal Communication**

Rating	Frequency	Percentage
Frustrating	25	38.5
Demanding	0	0.0
No effect	0	0.0
De-motivating	40	61.5
Highly motivating	0	0.0
<b>Total</b>	<b>65</b>	<b>100.0</b>

More than half of the respondents, that is 40(61.5%) ranked strained interpersonal communication as de-motivating (see Table 19). Indeed in a school where teachers do not freely communicate among themselves does not promote exchange of ideas. It could also mean that whatever is discussed is leaked to the authorities and so to avoid incurring the displeasure of the school authorities or colleagues they will prefer to strain their communication.

Inadequate communication between administration and the teachers can create communication gap. The ranking of communication gap in Wesley Girls' High School as a challenge to the teachers has been presented in Table 20 and it is shown in the table that communication gap creates frustration as indicated by 23(35.4%) and 39(60.0%) also indicated that communication gap is de-motivating. Without constant and adequate communication in an institution becomes a fertile ground for speculations and rumor mongering.

**Table 20: Communication Gap**

Rating	Frequency	Percentage
Frustrating	23	35.4
Demanding	0	0.0
No effect	3	4.6
Demotivating	39	60.0
Highly motivating	0	0.0
<b>Total</b>	<b>65</b>	<b>100.0</b>

So rumors about lack of transparency on the part of the administration will lead to disaffection and de-motivate subordinates to work.

Table 21 presents the ranking of respondents' view about how they see the assignment of teachers to perform different roles without any orientation or training as challenging. Orientation is very necessary for first time performers to perform well in order to achieve institutional goals.. Orientation is very necessary for first time performers to perform well in order to achieve institutional goals. It is seen in Table 21 that when teachers are assigned to play different roles without prior training it affects them in various ways, for example, for 15(23.%) it frustrates them, for 18(27.6%) it makes a lot of demand on them, for 20(30.8%) it is de-motivating and only 10(15.4%) were highly motivated.

**Table 21: Playing new Roles without Prior Training**

Rating	Frequency	Percentage
Frustrating	15	23.1
Demanding	18	27.6
No effect	2	3.1
De-motivating	20	30.8
Highly motivating	10	15.4
<b>Total</b>	<b>65</b>	<b>100.0</b>

Asked whether teachers at Wesley Girls' were satisfied with staff meetings and would want them to remain conducted in the existing mode, Table 22 shows the responses

**Table 22: Teachers' stand on the Conduct of Staff Meetings**

Continue Holding staff Meeting in Present Mode	Frequency	Percentage
Yes	10	15.4
No	51	78.5
No Response	4	6.1
<b>Total</b>	<b>65</b>	<b>100.0</b>

Table 22 reveals that a high percentage 51 (78.5%) of the respondents are dissatisfied with staff meetings. This is an issue of much concern. The respondents' comments on this issue revealed that they were not happy with the planning and conducting process and the human relations issues as regards staff meetings. They had a variety of things to say against the mode of conducting staff meetings. They expressed dismay about their staff meetings. Teachers were not aware of the agenda for the meetings. In addition, they indicated that the meetings did not offer them the opportunity to say something which would not be in favour of the administration. Staff meetings were therefore not motivating.

Musaazi (1982) said staff meetings are one of the most important ways through which a school head can communicate with his staff on matters of school management and the improvement of school instructions. Such meetings, he contended, also provide an opportunity for teachers as a group to exchange ideas among themselves and consequently try to improve staff relations (p. 28). From respondents' stand and from the literature, it is clear that staff meetings at Wesley Girls' High School were not well-organized and conducted.

The majority of respondents 51 (78.5%), as shown in Table 22, did not want staff meeting to continue to be held in the existing mode. During verbal interaction with the teachers who wanted the mode of staff meeting to change they noted that staff meetings started late and travelled far into the night. “Enough notice as a reminder was not given to teachers” they said. The teachers’ contributions to discussions were generally not taken. The reason they gave was that probably due to lack of agenda, or a properly composed agenda, they did not prepare well to make meaningful contribution

Allessandra and Hunsaker (1993) said, agenda is an absolute must for every meeting. Agenda not only helps the attendees come prepared, they force the meeting leader to organize his thoughts and priorities. A good agenda addresses issues in order of importance and allocates time to teach issue. Further, the writers said discussions at meeting should be balanced and members should be supported in expressing their views no matter how volatile they may be. There should however not be arguments.

Musaazi (1982) also prescribed that meetings should be planned and their agenda should be prepared in advance, with teachers being able to place items on the agenda. He added that the prepared agenda should be circulated among the staff before the meeting begins. Contrary to the above, the respondents observed that staff meetings were like “information giving sessions “with only the head giving a lecture. Meetings were scarcely interactive. Emotional eruptions from the school head intimidated the staff. As a result, teachers were often present at staff meeting but often resorted to staying quiet with others talking among themselves.

Respondents in further verbal interaction raised other concerns and recommended that criticisms and suggestions made by teachers during staff meetings should be taken in good faith without the Head personalizing them. Teachers should be encouraged to contribute to discussions by giving them enough prior notice about staff meetings.

This would make them prepare to contribute to discussions. Further, they proposed the two way discussion top-down and down-up approach with the views of other staff members considered by the head. Parker (2004) postulated that managers should maintain a two-way communication with subordinates and subordinates should be made to know the outcome of what they put in. This he related to the expectancy theory which recommends that relationship between performance and outcome be made known to subordinates.

Respondents also recommended that time management should be factored into staff meetings with discussions precise and focused. The outcomes of these meetings should also be implemented. Hunsaker and Alessandra (1986) observed that the entire management process is built around trust-bond relationships that require openness and honesty on the part of both the supervisor and the employee. They advised that managers should not solve subordinates' problems because if the subordinates are not satisfied with the solution, a manager prescribes and carries out the subordinates may dislike the manager "Managers should therefore point out problems but should not solve them. They should allow the subordinates to solve their problems with the help of their managers" (p.8).



In sum, teacher managers put in place facilities to motivate teachers. Teachers embraced these facilities which really served their purpose. Teachers were however, not satisfied with the human factor in their school. It is clear that teachers need more recognition in the taking of decisions that affect them. There is much room for improvement in teacher and teacher manger relationship.

Table 23 presents responses on boring and lengthy discussion of results

**Table 23: Boring and Lengthy Discussion of Students’ Results**

Rating	Frequency	Percentage
Frustrating	30	46.2
Demanding	30	46.2
No effect	0	0.0
De-motivating	5	7.6
Highly motivating	0	0.0
<b>Total</b>	<b>65</b>	<b>100.0</b>

Equal numbers 30(46.2%) of the respondents indicated that the boring and lengthy discussion of students’ results is a challenge to them because it is frustrating and demanding respectively. Detail discussion of students’ results is quite good but if the meeting takes a long time it loses its effectiveness and teachers lose concentration so they will resort to giving superficial information just to avoid any questions and remarks so that the meeting may not prolong.

Teachers of Wesley Girls’ High School see their classroom work as overloaded and their rating of it as a challenge has been presented as a Table 24

**Table 24: Overloaded Classroom work**

Rating	Frequency	Percentage
Frustrating	11	16.9
Demanding	38	58.5
No effect	0	0.0
De-motivating	15	23.1
Highly motivating	1	1.5
<b>Total</b>	<b>65</b>	<b>100.0</b>

It is shown in Table 24 that a little over half of the respondents that is 38(58.5%) ranked the challenge of overloaded classroom work as demanding and all except 1(1.5%) indicated that it was highly motivating, but the rest found it to be frustrating and de-motivating.

## **CHAPTER FIVE**

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

#### **Summary**

Teacher management and support services have become necessary tools in managing teachers as they performed their numerous roles. The Ghana Education Service has put in place teacher managers to guide and direct teachers. There are also services provided to adequately support teachers in doing their work. The rationale behind this provision is to help teachers perform their duties at the peak of their abilities.

The survey attempted to find out how teachers at Wesley Girls' High School were managed and supported to help meet the educational goals set by the teacher managers. The research therefore purposed to find out the extent to which teacher management and support services are provided by the various teacher managers, whether teachers were adequately trained, equipped, developed and motivates to play their roles, the challenges and hindrances teachers and teacher managers faced in the execution of their duties.

The study was a case study of teacher management and support services in Wesley Girls' High school. It involved 70 teachers. The data collecting procedure involved the use of a self-developed questionnaire. The instrument was pilot-tested and revised to ensure their validity. The questionnaires were administered to 70 teachers and 65 were returned after few follow-ups. This represented a return rate

of 92.85%. The data collected was analyzed by the use of simple percentages. Four research questions were posed.

### **Summary of Research Findings**

The following findings were made:

#### **Management and Support Services**

1. The management and support services provided by the teacher managers of Wesley Girls' High School were setting of institutional goals; discussion of the goals; giving of job description; provision of supervision; and assessment of teachers' performance. Teachers in Wesley Girls' High School received supervision from their managers in the execution of their duties. They were given assignments which were discussed with them to do.
2. The performances of the teachers were assessed by the supervisors and the results discussed with them. The teachers saw supervision as very helpful. According to them, comments passed by their supervisors helped them solve problems they had with their work and it also improved their performance.
3. In-service training was organized for teachers. They permitted teachers to attend workshops to help them update their knowledge. Teachers were also at times given the opportunity to go back to school for further studies to upgrade themselves.
4. In addition, the teacher managers put in place rewards and incentives to motivate teachers to work hard. The school Clinic was the most popular

incentive with teachers. It provided first aid and saved teachers from financial embarrassment. Rewards were given to teachers as they performed their duties. Good deeds were praised in public.

5. The survey findings revealed that teachers were provided with adequate teaching and learning materials which was very satisfactory and adequate

### **Challenges faced by Teachers in executing their duties**

6. Teachers got frustrated because of heavy workload
7. Teachers felt they were left out in the decision-making process. Decisions concerning their work and professional development were often made for them without their input.
8. Staff meetings were long and not interactive, most of the time it was information giving.
9. There was lack of information on activities happening in the school

### **Conclusions**

Teachers were managed by their supervisors. They discussed school goals with teachers and helped them with their work to make them overcome their difficulties. The teacher managers organized periodic in-service training programmes for teachers. They encouraged teachers to upgrade themselves. Teachers were equipped and teaching with the needed resources was effective. Teachers who made use of the resources (materials) found them helpful.

They had adequate teaching and learning materials needed for effective teaching.. Finally, teacher managers put in rewards and incentives to motivate

teachers to work and this to some extent, motivated teachers. The structures for teacher motivation were effectively established.

### **Recommendations**

The following recommendations based on the findings are made:

1. Teacher managers must equip teachers with the needed resources and give them orientation to enhance their performance.
2. Teacher managers must involve teachers in decision making to get them committed to the realization of school goals. They should also give clear and detailed job descriptions to teachers to enable them do their work effectively.
3. Teacher development programme should be effectively managed with teachers and their managers collaborating at every level of the whole programme for best results. Motivational structures in the school should be made known and managed so that they would make adequate positive impact on teachers.
4. Instituting awards and giving of incentives must be maintained to motivate the teachers.
5. The managers of the school should ensure that staff meetings are made short.
6. The workload of the teachers must be reduced by the Head of the institution.
7. The communication gap must be closed by involving the teachers in decision-making.

### **Suggestion for Further Studies**

In the course of the study, some issues cropped up that might be worthy of further studies. These issues include the following:

1. The role of communication in promoting teacher performance in senior high schools.
2. The effect of teacher participation in decision making on senior high schools' administration.

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**APPENDIX A**  
**QUESTIONNAIRE FOR TEACHERS**

**INSIGHTS INTO MANAGEMENT PRACTICES AND TEACHER  
PERFORMANCE IN WESLEY GIRLS’ HIGH SCHOOL IN CAPE COAST**

This questionnaire seeks to get insights into teacher management and support services in Wesley Girls’ High School in Cape Coast. Your candid response will go a long way to help the school to know its shortcomings and strengths (Please Tick inside the box against the option of response you select. Or WRITE N/A where it is not applicable).

**SECTION A: Background of Respondents**

1. Age range distribution of Respondents

20-29:	[ ]
30-39	[ ]
40-49	[ ]
50-59	[ ]
  
2. Sex of Respondents

Male	[ ]
Female	[ ]
  
3. What is the highest Professional qualification do you have?

Specialist Certificate	[ ]
Diploma	[ ]
Bachelors’ degree	[ ]
Masters’ degree	[ ]
Post Graduate Diploma	[ ]
None	[ ]
  
4. What is the highest academic qualification do you have?

Specialist Certificate	[ ]
Diploma	[ ]
Bachelors’ degree	[ ]
PGDE	[ ]
Masters’ degree	[ ]
  
5. What is your GES Rank?

- |    |   |     |
|----|---|-----|
|    | Senior Supt.  | [ ] |
|    | Principal Supt.   | [ ] |
|    | Assistant Director  | [ ] |
| 6. | How long have you been teaching in Wesley Girls' High School? |     |
|    | Below 2 years   | [ ] |
|    | 2 – 4 years   | [ ] |
|    | 5 – 10 years  | [ ] |
|    | 11 – 15 years   | [ ] |
|    | 16 +  | [ ] |

**SECTION B: Management and Support Services**

- |     |  |     |
|-----|--|-----|
| 7.  | How regular do teacher managers set institutional goals?                         |     |
|     | Rarely   | [ ] |
|     | Sometimes  | [ ] |
|     | Often  | [ ] |
|     | Always   | [ ] |
| 8.  | How frequent do Teacher managers discuss work goals with you?                    |     |
|     | Weekly   | [ ] |
|     | Fortnightly  | [ ] |
|     | Monthly  | [ ] |
|     | Termly   | [ ] |
| 9.  | Is job description given to you at any point in time to enable you do your work? |     |
|     | Yes  | [ ] |
|     | No   | [ ] |
| 10. | How frequently is your performance assessed?                                     |     |
|     | Not all  | [ ] |
|     | Very frequently assessed   | [ ] |
| 11. | What effect does administrative supervision have on your work and your morale?   |     |
|     | No Effect  | [ ] |
|     | Very little Effect   | [ ] |
|     | Little Effect  | [ ] |
|     | Large Effect   | [ ] |
|     | Very Large Effect  | [ ] |
| 12. | To what extent does supervision improve teachers' performance?                   |     |
|     | Not at all   | [ ] |
|     | Very little  | [ ] |

- Little [ ]
- Large [ ]
- Very Large [ ]

13. What support services are available to you?

- Medical refund [ ]
- Free attendance of SchClinic [ ]
- Financial aid/Loan [ ]
- Professional devt. [ ]
- Child support [ ]
- Accommodation [ ]
- Praise [ ]
- Surprise Present [ ]

14. What kind of incentives have you received from teacher managers in the school?

- Public praise [ ]
- Private praise [ ]
- Letters of commendation [ ]
- Surprise present. [ ]

**SECTION C: Teaching Learning Materials and teachers' work**

15. How adequate are Teaching Learning Materials (TLMs) in the school?

- Not adequate [ ]
- Fairly Adequate [ ]
- Adequate [ ]
- Very Adequate [ ]
- Very very adequate [ ]

16. What is the frequency of accessibility of TLMs to you?

- Not accessible at all [ ]
- Sometimes [ ]
- Often [ ]
- Very Often [ ]
- Always [ ]

17. To what extent do the TLMs provided by the administration enhance your performance?

- Not at all [ ]
- Very Little [ ]
- Little [ ]
- Large extent [ ]
- Very large extent [ ]

**SECTION D: In-Service Training and teacher enhancement**

18. Are you aware that in-service training facility is available in WGHS?  
 Yes [ ]  
 No [ ]
19. How frequent do you receive in-service training at WGHS?  
 Never [ ]  
 Occasionally [ ]  
 Often [ ]  
 Very Often [ ]
20. How recent did you take part in in-service training in WGHS?  
 Never [ ]  
 This academic year [ ]  
 Last academic year [ ]  
 Two years ago [ ]  
 More than 2 years ago [ ]
21. How helpful has the in-service training been to you?  
 Not helpful [ ]  
 Fairly Helpful [ ]  
 Helpful [ ]  
 Very Helpful [ ]

**SECTION E: Challenges faced by teachers**

22. Identify the challenges you face as a teacher and rate their effects on your performance in the school.(Rating: 5 – Frustrating, 4 – Demanding, 3 – No noticeable effect, 2 – Motivating, 1 – Highly motivating) . Please tick the box of the option that applies to you.

	5	4	3	2	1
Meeting Society’s expectation	[ ]	[ ]	[ ]	[ ]	[ ]
Rapid changes of trs’ responsibilities	[ ]	[ ]	[ ]	[ ]	[ ]
Interpersonal communications	[ ]	[ ]	[ ]	[ ]	[ ]
Communication gap	[ ]	[ ]	[ ]	[ ]	[ ]
Playing new roles without prior training	[ ]	[ ]	[ ]	[ ]	[ ]
Boring and lengthy discussion of					
Students’ results	[ ]	[ ]	[ ]	[ ]	[ ]
Overloaded classroom work	[ ]	[ ]	[ ]	[ ]	[ ]

## APPENDIX B: Background of teachers

Table A shows the professional qualifications of the teachers at the Wesley Girls' High School.

**Table A: Professional Qualification of Teachers.**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Specialist	-	-
Diploma	2	3.1
Bachelors' degree	60	92.3
Masters' degree	1	1.5
Non-professionals	2	3.1
<b>Total</b>	<b>65</b>	<b>100.0</b>

It is shown in Table A that 60 (92.3%) of respondents were professional Bachelors' degree holders. All the teachers are evidently trained to handle students at the senior high school level.

The academic qualifications of respondents is shown in Table B

**Table 2: Academic Qualification of Respondents**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Specialist	-	-
Diploma	2	3.1
Bachelors' degree	62	95.4
Master's Degree	1	1.5



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<b>Total</b>	<b>65</b>	<b>100.0</b>
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A great number of respondents 62 (95.4%) held academic qualification at the Bachelors' degree level. As shown in Table B The least academic qualification held by teachers was Diploma.