

UNIVERSITY OF CAPE COAST

STAKEHOLDERS' ASSESSMENT OF THE BEST TEACHER AWARD SCHEME IN  
THE CONTEXT OF THE BASIC EDUCATION SECTOR IMPROVEMENT  
PROGRAMME IN THE KOMENDA-EDINA-EGUAFO-ABREM DISTRICT

SOLOMON KWAKU OWUSU

AUGUST 2007

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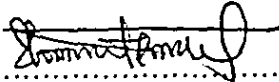
Thesis Submitted to the Institute for Educational Planning and Administration of the  
Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements  
for the award of Master of Philosophy Degree  
in Educational Planning

AUGUST, 2007

**DECLARATION**

**Candidate's Declaration**

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

Candidate's Signature:  ..... Date: 27-08-07

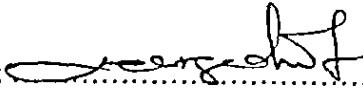
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**Supervisors' Declaration**

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

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## ABSTRACT

The purpose of this study was to examine stakeholders' assessment of the Best Teacher Award Scheme with regard to its contribution to achieving quality basic education in the Komenda-Edina-Eguafo-Abrem District in the Central Region. Random and purposive sampling techniques were used to select a sample of 160 teachers, 20 District Education Office staff, 40 Chairmen of Parent-Teacher Association and/ or School Management Committee and 10 Assembly members.

Data were obtained through questionnaires, which among other things sought information on gender, educational attainment, criteria for selection of best teachers and stakeholders' assessments of the attitude of the best teacher award winners towards attainment of quality education. Data collected were analysed using the Statistical Package for Social Sciences computer software.

The findings indicated that teachers involved in the study knew most of the criteria used in selecting best teacher award winners. Best teachers were working hard in the Komenda-Edina-Eguafo-Abrem District. Prizes given to best teachers at district and regional levels were considered inadequate to motivate teachers but the national level prizes were seen as adequate to motivate teachers.

Among other things, the study recommended that the number of recipients of the awards at the district, regional and national levels should be increased to cover all subjects taught in basic and second cycle institutions. Also, Best teachers should be promoted to the next rank to make the award very attractive.

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## DEDICATION

This work is dedicated to:

My wife, Mrs. Millicent S. Owusu for her love and affection,

My friends, Koofori, Bediako Sekyi, Kwame Asare Bediako, Augustt, Phyllis

and Mark Hagan for their help,

Elder Akowuah and family, Paulina Kwafoa and family, and the late Elder

Eyoson Botobi for their prayer support.

All members of the Church of Pentecost, SSNIT Flats Assembly, Elmina.

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## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

It is generally believed that a basic condition for economic and national growth of a country is the development of her human resources. For this reason, developing countries have made tremendous efforts in education over the last three decades (Harbison, 1973). These efforts have been made out of the conviction that efficient training of a large number of people in effective educational systems, equipping them with attitudes, knowledge and skills relevant to the needs of the countries is seen as indispensable to a successful socio-economic development of these countries.

Many attempts have also been made to make the curriculum of schools relevant to the need of society since planned education was introduced into the educational system in Ghana. The first real attempt to educate children formally in the Gold Coast took place in the Elmina castle, as far back as 1529. Since then, many changes have occurred through reforms in the educational system of Ghana. The castle schools were established by the European merchants who were the sole providers of all logistics needed for the smooth running of the schools. The management of the schools was also in the hands of these sponsors (McWilliam & Kwamena-Poh, 1975).

The First Ordinance of education in the Gold Coast was passed in 1852. Its objective was to provide for the better education of the inhabitants of Her Majesty's Forts and Settlements on the Gold Coast (McWilliam &

Kwamena-Poh, 1975). The ordinance stated that "It is desirable that these benefits should be more widely diffused and that a superior system of education should be adopted so as to meet the wants of the advancing society" (p. 36). It was also believed it was necessary to educate the rising generation of females. This ordinance recognised the importance of teachers in the provision of education. As a result of this, a teacher training school was to be established to concentrate on training teachers who would be sent out to open and teach in the schools. This ordinance was not successful because of many factors among which were that the missions who were managing most of the schools were not involved in planning and implementation of the provisions of the Ordinance, and the government was unable to raise £1000 from poll tax to finance the proposed teacher training college (McWilliam & Kwamena-Poh, 1975).

In the 1880s, the colonial government saw that the method and management of the various mission schools differed greatly and so it decided to introduce a uniform system of management. Thus, the second reform was introduced in 1882 to improve the quality of education in the Gold Coast.

According to McWilliam and Kwamena-Poh (1975), the Gold Coast Legislative Council passed an ordinance in 1882 for the promotion and assistance of education in the colony. This ordinance made provision for an education board that would see to the management of schools and provision of the necessary resources for the schools, based on the reports submitted by the inspector of schools. The inspector of schools was to see to it that the managements of the schools observed the conditions given by the board.

Another ordinance was introduced in 1887 to improve upon the primary school system in the Gold Coast. In this ordinance, schools were put into two categories: government schools and assisted schools. An Education Board managed the government schools, while both the missions and Education Board were responsible for the assisted schools. The government provided compensation or remuneration of teachers in the government schools. In the mission schools, remuneration was determined by the results produced by their students during the annual examination conducted by the inspector of schools. Again, for a school to qualify for a grant, it should be opened to all children irrespective of their religious and ethnic backgrounds.

In 1908, a committee was appointed by the colonial government to consider various matters in connection with education in the Gold Coast. The recommendation of the committee brought into force an ordinance in 1909 that abolished the "Payment by Results" and introduced a new set of education rules, which were designed to improve teaching methods and make education less bookish. To this effect, agricultural and technical education were introduced into the educational system. To improve the quality of teaching and learning, the government ventured into the training of teachers for the schools.

Again, McWilliam and Kwamena-Poh record that, a committee of education was appointed in 1920 to investigate past education policies and efforts, their successes and failures, and recommend on how to improve upon education in the Gold Coast. The investigation led to a reform that sought to improve upon the quality of education in the colony. The aim of this reform in the words of McWilliam and Kwamena-Poh (1975), "was to give to all Gold Coasters, the opportunity of both moral and material progress by opening for

them the benefit and delights that come from literature, and by equipping them with the knowledge to succeed in their occupations no matter how humble” (p17). This reform came out with Guggisburg’s famous “sixteen principles of education” (McWilliam & Kwamena-Poh, 1975).

In all these ordinances, the management of schools and the teacher was in the hands of either the government, the missions or both, and the remuneration of teachers was also regarded in the ordinances. For instance, in the 1887 ordinance, the reward for teachers depended on the result of children in the examination. McWilliam and Kwamena-Poh, reported that a grant of 2s per pupil per year was paid for each pass in Arithmetic whilst reading and writing attracted 6d to 2s per pupil based on average attendance. Furthermore, the 1909 reform saw the increase of government grants payable to teachers as salaries, but did not assure them of a fixed salary scale. For instance, missions were only required to pay teachers in assisted schools a minimum of £20 to £30 a year, according to the grade of teaching certificate held, while the small number of teachers in government schools were paid on scales between £36 and £210.

Most of the missions could not pay their teachers well because government grant to the missions was insufficient. For that matter many experienced teachers resigned and went into cocoa farming. This made the Education Reform Committee of 1920 advocate for more and better training and for greatly improved conditions of service for teachers. To this effect, the sixth principle of the ordinance was proposed to raise the image and status of the teaching profession from the low level to an appreciable level. To achieve this the colonial government decided to cover a higher proportion of the

salaries of teachers of mission schools and also increase the salaries of the two categories of teachers at the time.

The Government of the country introduced the Accelerated Development Plan in 1951, and it was aimed at increasing access to all children of school going age in the country. The Universal Primary Education brought about expansion of facilities such as expansion of existing schools and opening of new schools to cater for a large number of prospective school children at that time period. This programme realised that the foundation of the Accelerated Development Plan was the primary and middle school teacher, and the supply of trained teachers was vital to the success of the programme. For that matter, an emergency teacher training college was opened at Saltpond in the Central Region of Ghana to train and equip the large army of pupil teachers needed for the job.

Once more, the Parliament of Ghana passed a new education act in 1961. One of the important sections of this act was that it gave legal backing to the government's decision to make primary education compulsory. School fees were therefore abolished. So, this period saw the introduction of Fee-Free Compulsory Education at the basic education level in the country.

With the introduction of the Accelerated Development Plan in 1951 and the Education Act of 1961, the Local Authorities and District Councils were asked to participate in the provision of facilities for schools in their localities. This set in motion the direct involvement of the communities in school management and for that matter teacher management. However, as a result of the fact that local communities had not involved themselves much in school and teacher management and also lack managerial skills, many

communities considered the task of managing the school teacher as the sole responsibility of the central government.

A further review was made in 1986, following a recommendation by an Education commission set by the government to review basic education. Upon the recommendation made by the Commission, a major reform was introduced in 1987.

In the 1987 reform, there was a rapid move to provide education for all children of school going age in Ghana. Under this system, provision of services to the schools and more importantly the management of schools and teachers were given to all stakeholders. The stakeholders were the central government, district/ municipal/ metropolitan assemblies, local communities, traditional and opinion leaders, religious bodies and non-governmental organisations. It was expected that when each of these groups performed its functions as expected, teachers' morale would be boosted and work hard to improve education. It was envisaged that there would be equitable supply of teachers to all parts of the country and that teachers would receive the necessary logistics that would help enhance the teaching and learning processes in schools. This reform actually sought to develop the total personality of the learner by making the curriculum relevant to the manpower requirement of a developing country like Ghana (Daaku, 2002). To achieve the objectives of the Education Reform Programme (ERP) of 1987, the Free-Compulsory Universal Basic Education (FCUBE) programme was introduced in 1996.

The FCUBE came as a fulfilment of the 1992 constitutional mandate that states in Chapter 6 section 38 subsection 2 "The Government shall within

two years after Parliament first meets after the coming into force of this constitution, draw up a programme for implementation within the following ten years, for the provision of Free, Compulsory and Universal Basic Education” (Republic of Ghana, 1992, p.39). According to the FCUBE policy document, the low state of the country’s basic education at that time was attributable to the following factors:

- a. Lack of access to basic education
- b. Poor quality of teaching and learning and
- c. Inefficiency in management of basic education.

It was therefore decided that all stakeholders must be involved in the management of basic education. It is believed that when the stakeholders accept and perform their responsibilities, basic education will experience improvement.

To address the deficiencies in education at that time, the FCUBE was designed to help increase access and participation in basic education and to secure the support of the stakeholders, and recipients of the basic education. It also sought to improve upon the quality of teaching and learning and efficient management of basic education.

In all these reforms, the classroom teacher was not left out. This is because of an indispensable role teachers have to play in the implementation of the reforms. As Asiedu Akrofi (1978) posits “ The quality of education in all African countries will depend to a large extent upon good teachers, adequate and appropriate materials for use, up-to-date equipment and good buildings” (p.92). He added that an important person in every level of education is the teacher, because he is in constant touch with the child. It is



through the teacher in the classroom that changes occur in terms of the aims and objectives of the society. This is because the teacher is responsible for creating atmosphere that is conducive for teaching and learning in the classroom.

The Dzobo Commission (1972) on proposed New Structure and Content of Education for Ghana also agreed that teachers are indispensable in the successful implementation of any educational programme. That is, it is the classroom teacher who has to turn the plans brought about by the government for improving quality of education into reality.

Teachers occupy central and important positions in any educational system that their problems and welfare issues are of paramount interest to education authorities as well as governments, which want to introduce reforms in education, to emphasize primarily the need to motivate teachers to stay in the classrooms. The economic decline of the early 1970s in Ghana led to the exodus of trained and experienced teachers to neighbouring countries. This led to a fall in educational standards. It also lowered the morale of teachers in general including those who had moral courage and sense of loyalty to remain on the job. The exodus of trained teachers brought about empty classrooms and resulted in ineffective teaching and learning, in many schools, as many classrooms were filled with untrained teachers (MOEYS, 2003).

To help address the ineffectiveness in the educational sector, the Ghana National Association of Teachers (GNAT) instituted the best teacher award scheme at the regional level in 1991. GNAT then called on the government to initiate policies for the achievement of qualitative education. Such policies included the institution of the Best Teacher Award Scheme,

similar to the Best Farmer Award Scheme. It also included an introduction of other incentive packages for all teachers in Ghana (Ampratum & Asamoah, 1991). GNAT impressed upon the government to recognize the contribution of teacher as important to the achievement of educational goals taking cognisance of the fact that, education forms the bedrock of development of any nation. As stated by Anne Watson Bauner (1994), "Classroom teachers, the backbone of our educational system deserve as much support and recognition as society can deliver. This job is difficult and critical to our future than anyone can imagine" (<http://www.infotrac/motivation.uk>. 17/06/04).

The administration of the Best Teacher Award Scheme was taken over by the government in 1995. The government recognized the need to appreciate the role of the teacher and acknowledged that the implementation of the educational reform could only succeed with a "motivated teacher" (Professor Ameyaw Ekumfi, 2001). In a speech delivered during a national best teacher award ceremony in 2001, Professor Ameyaw Ekumfi, the then Minister for Education remarked:

Teachers need to be motivated to perform effectively. Apart from increase in salary, we think that we should sensitise our citizens to give healthy recognition to teachers. Provision of accommodation and praise for job well done could contribute to this. The Best Teacher Award Scheme at the national level contributes to the recognition and motivation of teachers who excel in their work. Other incentive packages including accelerated promotion for

excellence in teacher performance are being worked out for implementation  
(<http://www.ibe.unesco.org/international/iec/ministers/ghana.pdf>, 17/06/04).

Teachers have therefore been recognized as an essential human resource with the introduction of the Best Teacher Award Scheme.

Among the objectives of the Award Scheme are:

- a. to attract and retain quality personnel in the service,
- b. to provide targets for teachers to aspire to
- c. to serve as incentives for the teachers to give off their best
- d. to encourage excellence in professional performance among teachers (MOEYS, 2003).

According to Castetter (1981), a good reward or compensation system properly conceived and administered can achieve the following goals for both the organisation and the employees:

- a. attracts and retains competent career personnel.
- b. motivates personnel to perform to their optimum
- c. creates incentives to growth in individual competence
- d. results in achievement of maximum returns for economic investment made in the personnel.
- e. develops confidence of personnel in the extent of the organization to build equity and objectivity into the compensation plan.

The above objectives among others are achieved when the compensation system of the organisation has positive impact on the employee. The Best Teacher Award Scheme is expected to achieve the above goals and

others. Whether that is the case is the reason for this study, which seeks to assess stakeholders' assessment of the Best Teacher Award Scheme as an incentive, its impact and the potential contribution to achieving quality improvement in basic education in the Komenda-Edina-Eguafo-Abrem District Education Directorate.

### **Statement of the Problem**

Education is a veritable tool that all developing and developed nations of the world can use skilfully to accomplish their national objectives. Where the bedrock of the nation's educational system is concerned, care should be taken that the right foundation is laid (Bassey, 1997).

In Ghana the (FCUBE) forms the base of the nation's education system and therefore constitutes the cornerstone of the nation's new technological and scientific education and national development. If Ghana's dream of attaining middle level income economy by 2015 is to become a reality, then a number of issues should be assessed regarding the overall success of the new system of education.

The on-going Education Reform Programme has put in place structures from the national level to the local level to ensure the provision of quality education for all Ghanaian children of school-going age. Among these structures is the Best Teacher Award Scheme. One of the main aims of the Best Teacher Award Scheme is to attract and maintain qualified teachers for quality teaching and learning at the basic level of education. That is to award excellence, professionalism, dedication, commitment and resourcefulness in the teaching profession so as to bring about improvement in education at the basic level.

Although the Best Teacher Award Scheme has been implemented for over ten years, there is scant information regarding whether teachers are adequately motivated by the scheme. Moreover, we do not know how the scheme impacts on the quality of teaching and learning at the basic school level. It is therefore necessary to conduct a systematic study to find out how stakeholders perceive the Best Teacher Award Scheme and its impact on teaching and learning in the basic school.

#### **Purpose of the Study**

The purpose of the present study was therefore to examine the best teacher award scheme, its impact and potential contribution to achieving quality improvement in basic education in the Komenda-Edina-Eguafo-Abrem District. In particular, the study sought to:

1. Assess the best teacher award scheme in terms of:
  - a. Selection procedure and criteria
  - b. The items given out to winners as awards
  - c. Impact on the quality of teaching and learning at the basic level of education.
2. Assess post award behaviour of award winners in terms of:
  - a. Curricular activities
  - b. Co-curricular activities
  - c. Community development
  - d. Social lifestyle
3. Assess influence best teachers had had on their colleague teachers in terms of community services, teaching performance, professional development and commitment to work.

4. Recommend to policy makers and administrators what can be done to improve the Best Teacher Award Scheme.

### **Research Questions**

The study sought answers for the following questions:

1. To what extent do teachers and community members know the criteria and procedures used in selecting the best teacher award winners?
2. What is the post award behaviour of award winners in terms of:
  - a. Curricular activities?
  - b. Co-curricular activities?
  - c. Community development?
  - d. Social lifestyle?
3. What are teachers' opinions regarding the packages given to award winners?
4. What influence has award winners had on their colleagues in terms of:
  - a. Commitment to work?
  - b. Teaching performance?
  - c. Professional development?
  - d. Community service?
5. What do teachers think can be done to improve the Best Teacher Award Scheme?

### **Significance of the Study**

The study examined stakeholders' assessment of the Best Teacher Award Scheme, its impact and potential to contribute to achieving quality improvement in the basic education in the Komenda-Edina-Eguafo-Abrem

District of the Central Region. The findings of the study may be useful in the following ways.

First, the results have thrown light on the problems, questions, and issues that have not been previously considered in the policy that established the award scheme. The results have also highlighted the positive things about the award system that need to be enforced to achieve quality education. Moreover, the results of the study are a contribution to knowledge in the area of teacher motivation.

#### **Delimitations**

The issue of incentives and job performance in education sector need to be studied nationwide, considering the trend at which the nation's resources are channelled to improve education in the country. However, as a result of time and financial constraints, the research was delimited to how the best teacher award scheme was being implemented, the items and packages that were given as awards and what could be done to improve upon the scheme in the Komenda-Edina-Eguafo-Abrem District directorate of education. The study covered the period between 1994 and 2004 academic years. The Komenda-Edina-Eguafo-Abrem district was selected because it had produced many award winners at the regional and national levels during the period.

The study was further delimited to only public basic schools in the Komenda-Edina-Eguafo-Abrem District. The rationale behind this was that basic education lays the foundation for quality future manpower of every nation. Also, only public school teachers are eligible to compete for awards in the Best Teacher Award Scheme.

The study was further delimited to professional teachers who had spent at least two years after their basic professional qualification. The focus was on these teachers because a teacher had to spend at least five years after his/her professional qualification to qualify for the Best Teacher Award Scheme.

#### **Limitations**

There is the likelihood that most of the past Best Teacher Award winners had left the district for further studies or to other districts. This limited the researcher to few past award winners. Thus, it is possible that the researcher missed out on information that might have enriched the results of the study.

#### **Definition of Terms**

##### **Free-Compulsory and Universal Basic Education (FCUBE):**

All children aged between six and fourteen years shall be compelled by law to be enrolled in the formal system of basic education. FCUBE implies that no parent or guardian shall be called upon to pay fee for tuition for the first nine years of schooling in public schools in Ghana.

**Stakeholders:** Teachers, Parent Teacher Association, School Management Committee, District Assembly members and District Education Office staff.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter reviews literature related to stakeholders' assessment of the Best Teacher Award Scheme with reference to the Basic Education Sector improvement programme in the Komenda-Edina-Eguafo-Abrem District Education Directorate. The review is under the following subheadings: Theoretical framework; teacher motivation; incentives and job performance; rewards; decentralization in decision making management; and the best teacher award scheme.

#### Theoretical Framework

Human beings have motives for their behaviour. While some motives are purely directed towards the satisfaction of physiological needs, others are as a result of drives to satisfy some social needs (Maslow, 1984). A teacher in a school is constantly confronted with changing needs that must be met and for which, he or she puts up specific types of action. It is said that motivational factors that direct people's behaviour also determine the intensity or strength of the type of behaviour exhibited. Therefore, the stronger the motivation, the more likely the worker will act (Solomon, Kavanaugh & Cinder, 1993). This may be explaining why the behaviour of a motivated teacher is different from an unmotivated teacher. It is expected that a motivated teacher would direct teaching and learning effectively and evaluates his or her work constantly in the school. The less motivated teacher may not be interested in the job. He may find it boring and may not give off his or her best.

Herzberg and Snyderman (1989), posit that, job motivation may increase in some workers when they are provided things such as high salaries, incentives, social status, and job security. Against this background, some managements and administrators have employed various motivational factors and activities to entice their workers to increase productivity.

Understanding of the various existing motivational models will be useful here to guide us about the use of motivational factors. The homeostasis model, according to Feldman (1989), is a process by which an organism tries to maintain an optimal level of internal biological function. According to the principle of homeostasis, an imbalance in the internal biological state motivates human beings to compensate discrepancy from optimal state.

To this effect, motivation serves as a scheme for self- regulation. To apply this to the basic education teacher, he or she will like to reserve some energy to do extra job somewhere to make ends meet, if the salary he or she receives at the end of the month is not adequate. The teacher will continue to do these adjustments so long as his or her official job fails to meet his or her needs and expectations.

Maslow (1984), postulates that, man continues to be a "wanting animal" all his or her life because he or she is confronted with other set of needs when one set of needs is met. Thus, teachers will continue to ask or agitate for better conditions of service and it behoves on the authorities to make sure that the necessary motivational activities are undertaken to spur teachers to give off their best. When teachers are given the necessary tools and equipment to work with, they would be motivated in a way, but will anticipate an equal salary or incentives that commensurate the extra effort put in. The

hierarchical theory table of Maslow indicates that, man climbs up the needs ladder one level after the other. That is from basic physiological needs to the self-actualisation need.

According to Rebore (2001), psychologists have recognised for a long time that satisfaction of needs is the motivation behind all actions. This satisfaction might be in a form of money, promotion, recognition, receipt of information and the feeling that comes from doing good job.

Sherman and Bohlander (1992), state that pay constitutes a quantitative measure of an employee's relative worth. An employees' pay has a direct bearing not only on their standards of living but also on the status and recognition they may be able to achieve both on and off the job. As noted by Sherman and Bohlander (1992), pay represents rewards received in exchange for an employee's contributions. It is essential, according to equity theory, that pay be equitable in terms of the employee's contributions. It is essential, according to equity theory, that pay is equitable in terms of what other employees are receiving for their contributions towards national development.

The expectancy theory of motivation predicts that one's level of motivation depends on the attractiveness of the reward sought (Sherman & Bohland, 1992). The theory holds that teachers should exert greater work effort if they have reason to expect better result in reward that is valued of their efforts. To motivate teachers to put in more effort, the attractiveness of any valued monetary reward should be high. On the other hand, employees must understand that good performance is valued by their employer and will result in the employer's recovery of the value of expected reward. Thus, how

employees or teachers view compensation can be an important factor in determining the motivational value of compensation (Rebore, 2001).

Furthermore, effective communication of reward information together with an organizational environment that elicits employees' trust in management can contribute to employees having more accurate perception of their rewards (Rebore, 2001). This means that the perceptions employees develop concerning their rewards are influenced by the accuracy of their knowledge and understanding of compensation programme.

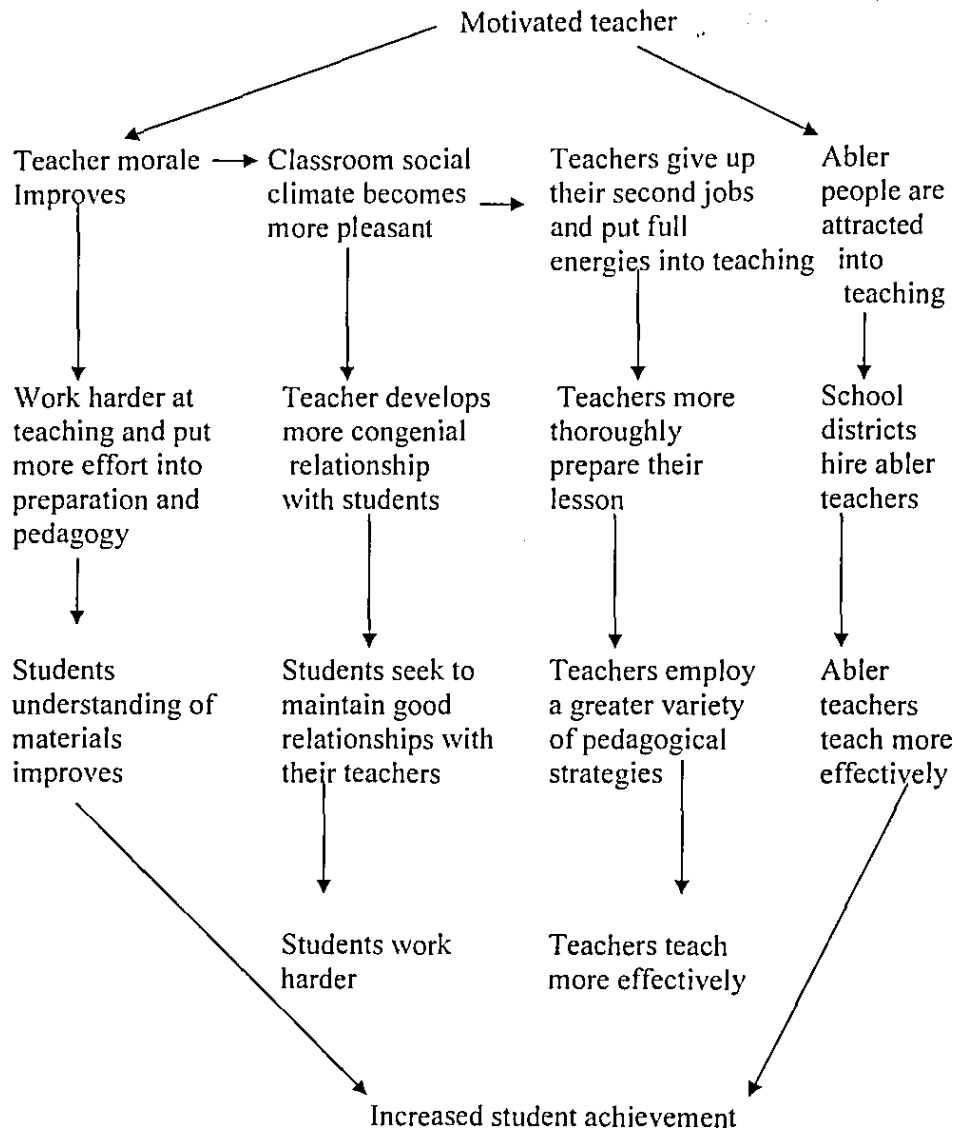
### **Teacher Motivation**

Teacher motivation in Ghana today is low. A World Bank document cited by the Ghana National Association of Teachers indicated that, in the past the title "Teacher" was a term of considerable respect. The document pointed out that the teaching profession in those days was held in high esteem by the community and the position was highly sought. However, the document lamented that primary school teachers today are often beleaguered and dispirited force. Their status has been lowered and their working conditions are poor (GNAT, 1998)

The concerns raised in the World Bank document underscores the big challenge that lifting teachers morale has become. This is supported by Bame (1991). Bame found that, in the view of Ghanaian teachers, the three most important factors that drive teachers out of the teaching service are: inadequate or poor salaries; lack of opportunity for promotion; and low prestige in teaching at the basic institutions. These perceived determinants of teacher dissatisfaction and drop-out viewed objectively, underpin the actual and potential attrition in the Ghana Education Service revealed by the teachers.

Bame's study shows that a substantial proportion of the teachers had at one time or another in their teaching career thought of leaving the service or the profession. The study further revealed that, 46% of male and 26% of female teachers were dissatisfied with the conditions of service and affirmed that, they were in teaching profession because they had not found any alternative work or job to teaching. Again, over 7% of male and 45% of female teachers had not planned to make basic school teaching their long-term job.

As Bame (1991), has noted, if education authorities wish to see that their teachers are satisfied and motivated, then in addition to fostering role agreement, the authorities should ensure that the personal needs of the teachers are met in their schools. Karikari (1999), buttressed this point in the Medium Term Expenditure Framework document, which touched on the behaviour of a motivated teacher in achieving educational goals. This is presented as figure 1.



**Figure: 1** Tracing trends of a motivated teacher

Source: Karikari A. M. (1999), MTEF in practice, a guide for educational administrators.

The whole community is expected to give the necessary respect and recognition in matters that involve the business of education and granting teachers and their unions a consultative status on national, regional, district, and community bodies dealing with educational issues (Nyuagbe 1993). Nyuagbe again stated that teachers would be motivated, if those who put in

Nyuagbe again stated that teachers would be motivated, if those who put in extra effort are recognised and financially compensated in a form which will encourage them to continue to render such services. He concluded that teachers themselves should develop a positive outlook on their profession to encourage others to do likewise.

Another option open to teachers to motivate themselves to remain in the profession and get satisfaction, though regrettable, is to combine their professional work with additional job to make ends meet. As stated by Bame (1991), "Teacher will remain in teaching and seek some satisfaction outside teaching in clubs, and other social and political activities in the community" (p. 113).

#### **Incentives and Job Performance**

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

Cascio (1989) reported that, when incentives purported to reward individuals do fit the situation, performance increases to an average of 30% because of strong motivation. Cascio reported that incentives directed towards group, increases motivation by 18%. These findings by Cascio have since had

great influence in the labour industry because management has shifted attention to the provision of incentives to individuals rather than groups as a better method of increasing job motivation. This may explain why Ghana Education Service adopted the Best Teacher Award Scheme to motivate individual teachers who do outstanding job instead of a school or a group of teachers.

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

Sherman and Bohlander (1992), on the other hand argue that instead of job motivation being the determinant of performance of a task, the performance of the task can provide motivation. Their view is that when the worker's skills, working conditions and morale improves he or she will be more committed to the job. To link this to the teachers in KEEA District, when their skills levels improve through in-service training and workshops, they may find the teaching job easier and enjoyable. They may get satisfaction with their own work and ability and may be motivated to do much better on the job.

According to Herzberg and Snyderman (1989), morale is a product of individual job motivation and group cohesiveness. They explained that workers get dissatisfied with their jobs when these factors are absent. That is,



one's interest in the job does determine one's productivity level. This may explain why the Government of Ghana tried to raise the morale of workers by providing incentives such as the Social Security and National Insurance Trust (SSNIT) housing scheme which gave workers houses to be paid for by instalments. Mention can also be made of the National Farmers' Award Scheme which rewards hard-working farmers annually.

Similarly, the GES adopted the Best Teacher Award Scheme in 1996. It was established to award prizes to deserving teachers. Although the institution of this scheme is laudable, Ndago (1997) stated "the scheme appears to be a source of conflict more than motivation for some teachers" (p.34). He argued that the problem has been with the criteria used for selecting deserving teachers from a pool of over 160, 000 teachers in Ghana. Ndago stated that indications from most teachers are that, the value of awards presented to winners over the years has been inadequate to motivate teachers. However, this issue of inadequacy or unattractiveness of the prizes appears to have been addressed since Miss. Azongo who was selected as the best teacher in 2003 was awarded a house worth Two Hundred and Eighty Million Cedis (¢ 280,000,000.) (Mwin, 2004).

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

### **Rewards**

Psychologists and Sociologists have recognised for a long time that satisfaction of needs is the motivation behind every action. In the employment

setting, this satisfaction might take a form of money, promotion, and acceptance, receipt of information or feelings that comes from doing a good job. Incentives or rewards are designed to encourage employees to put in more efforts in doing their jobs (Rebore, 2001).

From an administrative standpoint, managers can develop a unique reward system if they understand what their employees believe to be in their best interest. Not all individuals value the same types of rewards. Consequently, a reward programme must be flexible enough to meet the expectations of individual employees (Sherman & Bohlander, 1992).

Contrary to this view held by Sherman & Bohlander and others, the Best Teacher Award Scheme instituted by the Ghana Education Service seems to have overlooked this issue of individual's regard for a specific reward system. The District, Municipal and Metropolitan Directorates of Education, give the award winning teachers no choice of the type of awards they prefer. They are forced to accept any items the implementers of the scheme deem right for the award winners. For instance, during the best teacher award ceremony held in the KEEA District in 2004, the teachers (award winners) were given items ranging from television sets to suit cases. This practice is not peculiar only to the district level implementation of the scheme. Even at the regional and national levels, award winners are not given the opportunity to choose the type of awards they prefer. For example, award winners at the National Best Teacher Award Ceremony held in Wa in October 2004, the first three Overall National Best Teachers were given awards ranging from a house to a saloon car. None of the award winners knew what they were going to receive before the awards were presented to them.

According to Rebore (2001), the main purpose for establishing a reward policy is to attract and retain qualified employees who will provide the type of service expected by the organisation. This comment is in line with the main objective of the Best Teacher Award Scheme instituted by the GNAT. The scheme was meant to combat the high attrition in the teaching service and motivate teachers to do quality job (Ministry of Education Youth and Sports, 2003).

In order to achieve this laudable objective, it is essential that teachers understand the reward structure and have confidence in the objective by which the system is implemented. It is also necessary that the rewards are structured in such a way that teachers realise they are acting in their own best interest when they are acting in the interest of the schools and the school-communities. On the contrary, this is not the case of the Best Teacher Award Scheme because many teachers lack or do not have adequate information and knowledge about the Award Scheme (MOEYS, 2003). As indicated by (MOEYS, 2003), "It is amazing that many teachers have very little knowledge about the Best Teacher Award Scheme. It is not that they are not searching for information but rather both past award winners and others with information have not shared it" (p.1).

Also, incentive plans have not always led to organisational improvement. According to Sherman & Bohlander (1992), there are two main reasons which do not allow incentives to have positive impact on organisations. These reasons are: First, incentive plans sometimes fail to satisfy employee needs. Secondly, management may have failed to give adequate attention to the design and implementation of the programme.

Furthermore, Rebores (2001) proposes five variables that must be taken into consideration in constructing reward policy. These variables are; performance, efforts, seniority, skill and job requirements.

### **Performance**

Performance is a very important variable in reward policy and when it is not considered, it makes the reward vague and does not achieve higher productivity. For example, if pay rises are given simply for "showing up" for work rather than for increasing output, this will do little to motivate employees to work hard. According to two famous experts in this field, Fred Luthans and Robert Kreitner, as reported by Sherman and Bohlander (1992), whether employees maintain high productivity depends on how they perceive the consequences of their efforts. If they believe high productivity will be rewarded, they will be more likely to work to achieve it. One obvious reward for performance is pay or salary and the various forms of incentives such as merit pay system (Sherman & Bohlander, 1992). This may be the idea behind the reform made in educational sector in 1902. One of the rules of the reform was that the salary of a teacher would depend on the output of his or her class in the annual standardized examination conducted by the inspector of schools (McWilliam & Kwamena-Poh, 1957). Furthermore, Sherman and Bohlander (1992) commented that there are four important reasons for management to implement effective reward for performance. First, reward serves to differentiate among employees. High-performing employees usually resent systems that reward everyone equally. They often feel that there is no reason to stay with an organisation that allows the less competent to receive the same

reward with less effort or ability. By serving to differentiate among employees, reward strengthens feelings of equity.

Secondly, Sherman and Bohlander (1992) opined that reward to formal performance makes appraisal very significant. That is, where there is no link between pay and performance, employees may see appraisals as nothing more than a perfunctory requirement of management. Where reward is clearly based on performance, however, it is seen as an important consequence of effective performance, thus underscoring the importance of the appraisal process.

Thirdly, Sherman and his colleague explained that reward-for-performance can be an important means of allocating scarce compensation resources. Even in difficult financial circumstances, organisations are well advised to retain merit pay for their high performing employees. Not only will rewards for outstanding performance help retain the superior employees, but it may also encourage the poorer performing employees to work hard. They also noted that reward-for-performance can be used to encourage a culture of high productivity in an organisation. That is reward affects every employee in the organisation, so it has considerable potential to change the attitudes of employees for the better.

The Best Teacher Award Scheme lays emphasis on the performance of the prospective award winners in determining the best teacher at every stage of the scheme. That is, the nominated teachers are short listed at the district level by analysing the Performance Monitoring Test (PMT) results of the school for the two most recent years and comparing them with the result of the nominee's class test. In addition, a field assessment team goes to the schools

of the nominees and assess their work to ascertain their performance in both curricular and co-curricular activities.

The assessment of the performance of the teachers is actually in a right direction especially in the curricular activities. However, with the co-curricular activities, the team needs to do more by interviewing some officers who are usually involved with major aspects of co-curricular activities such as culture, sports, agriculture and environmental studies. It appears that the co-curricular aspect is not well considered in this exercise as far as the KEEA District Directorate of Education is concerned. This is because, the citations read at the Awards ceremony held in October 26, 2004, were silent on the award winners contributions to co-curricular activities, community development and social lifestyle in their schools and school-communities.(see appendix F)

### **Effort**

Effort is a great physical or mental activity needed to achieve something high in ones work. Rebore (2001), states that supervisors of schools have neglected using the degree of effort put forth by employees as a component in their rewards systems. Yet, without such a variable, management will fall prey to rewarding quantity rather than quality and the end rather than the means. Also, there are some situations in which an outcome is difficult to evaluate and effort becomes a primary determinant of rewards. One of such instances in the GES is the grading of schools by the results of Senior Secondary School Certificate Examination (SSSCE), where the schools that perform well are given awards. For example the first ten schools in the SSSCE in 2003 were given buses through the Ghana Education

Trust Fund (GETfund). What the implementers of this award scheme have lost sight of is that not all the schools have the same quality and quantity of teaching facilities. Besides this, the quality of students admitted into the schools in the country differs from one school to another. That is, whilst one school refuses to accept students with aggregate seven, another school's best student enters there with aggregate eleven and worse.

Some of the forms of incentives for effort are incentive compensation and merit pay. Merit pay is a reward given to an employee when his or her performance exceeds the prescribed acceptable level of the organisation. This can be in a form of bonus or additional base pay. Merit pay is a reward for past performance, whilst incentive compensation is an inducement for future performance, (Sherman & Bohlander, 1992).

It is clear that both merit and incentive pay are forms of result-oriented compensation, recognising superior job performance with the belief that this type of compensation has made or will make valuable contribution to the organisation's effectiveness. The Best Teacher Award Scheme does actually reward effort of hard working teachers whose contributions go beyond the bounds of the schools. This is seen in the criteria that assess the teacher's contribution to community development and his or her social lifestyle that might have had impact on the lifestyles of pupils as well as the people in the community (MOEYS, 2003). In the same vein, the KEEA District Directorate of Education recognised the efforts of their teachers and schools by awarding the Pershie-Jira Akyinim D/A JSS for being the most improved school in 2003 based on the Basic Education Certificate Examination, (BECE) from the past three years (file number GES/ED/BTA/C49).

## Seniority

The length of time in a particular position plays a significant role in the allocation of rewards in the public sector (Rebore, 2001). The GES is the best example of how seniority operates in a reward programme. Salary structure in the GES is based on the length of time an individual teacher has taught in the service rather than the academic or professional qualification. It is therefore not surprising to have a university graduate teacher receiving salary lower than a Certificate 'A' (Post-middle) teacher who has worked with the service for more than 19 years. There may be arguments for this type of salary system, because this kind of award system helps to retain workers in an organisation. In contrast with this, Odden (2000) held the view that in the minds of many of the public, teachers earn more pay just for sticking around.

Clearly, the salary system itself does not necessarily reward the best teachers, since experience and education is not always indicators of teacher expertise. The "payment by result" practised in 1900s, and the current system seems not to attract quality and qualified personnel into the teaching profession. For that matter, it is becoming difficult for young and well-qualified teachers to stay in the teaching profession for a longer period. Rebore (2001), recommended that in order to reverse this trend, a new compensation system that will base teachers' salary differences on the professional expertise needed to teach all kinds of children and subjects to achieve high standards could be designed. In his view, this is a compensation structure that will pay teachers for the skills needed to produce higher education performance. He opined that a compensation system in which the best-paid teachers would be those with the deepest and broadest array of



professional expertise could also be designed. Perhaps, the proponents of the Best Teacher Award Scheme, saw the inefficiencies in the compensation system in education system in Ghana, and therefore instituted this award scheme to compensate for the inadequacy.

Nevertheless, seniority is a variable that needs to be incorporated into a reward system because the basic purpose of establishing a reward is to attract and retain qualified employees to ensure higher productivity. However, a system will become ineffective when its sole criterion for rewarding employees is seniority. The necessity of retaining some form of seniority in a compensation plan that also rewards performance has led to the establishment of what is commonly referred to as “career ladders”. In the GES, a newly trained teacher who has passed the Teacher’s Certificate Examination enters the teaching profession as a junior teacher. This teacher has to teach for a number of years before he or she is promoted to Superintendent II, then Superintendent I, Senior Superintendent, Principal Superintendent and Assistant Director. All these positions require some form of appraisal of the teacher’s work and sometimes interview.

Meanwhile, one can move up to the top of the ladder without necessarily passing through the various ranks in the GES. That is a university graduate teacher enters the profession as a Principal Superintendent and continues through the ranks to a rank of a Director I. Each level of attainment is rewarded with salary that is more lucrative, with corresponding responsibility.

Although the best teacher award scheme does not depend solely on seniority to reward teachers, its criteria ensures that a contestant to the award

should have spent at least five years after attaining at least the minimum teaching qualification. This criterion tends to reward seniority or experience and therefore ensures teacher sustenance.

### **Skills**

Traditionally, when an individual is employed by an organisation, his or her skill level is usually the major consideration in determining the amount of compensation to be received (Rebore, 2001). According to Sherman and Bohlander (1992), skill-based plan, multi-skill-based or pay-for-knowledge plans are programmes that compensate employees for the skills and knowledge they possess rather than for the jobs they hold in a designated job category. Organisations using multi-skill-based pay systems compensate employees for the number of different skills they learn and can apply to different jobs in the organisation. Multi-skill based reward therefore rewards directly, corresponding to the number of different jobs an employee is capable of performing in an organisation. In contrast, knowledge-based reward plan rewards employees for gaining new knowledge and skills within the same job category. Sherman and Bohlander (1992), indicated that both reward programmes tend to encourage employees to grow and develop their talents, thereby contributing to increased organisational productivity.

Knowledge-based compensation is in operation in the GES. This has actually served as incentive to teachers. This is why teacher are increasingly leaving classroom to the tertiary institutions, especially those in the KEEA District Directorate. It is noted that most teachers in the district have taken the advantage of the nearness of the University of Cape Coast and Cape Coast Polytechnic to improve upon their knowledge and skills. The rush for

knowledge and skills by teachers in the KEEA district might have come as a result of rewards attached to attaining such knowledge and skills.

In agreement with this idea, the Best Teacher Award Scheme takes the skill and knowledge of the individual teacher into consideration. One of the criteria for the award is that, the prospective award winners should show evidence of upgrading their academic or professional qualification. The individual teacher should also be a member of a professional association such as Mathematics Association of Ghana (MAG) or Ghana Science Teachers Association (GAST) (MOEYS, 2003). It is believed that teacher's affiliation with a professional organisation will definitely improve upon his or her performance, because such organisations equip their members with improved and new trends and information in their area of operation.

However, the attainment of knowledge and skills does not necessarily mean that the employee can use it to improve upon his or her level of productivity. That is the attainment of higher qualification in education does not mean that the teacher concerned can deliver his or her lessons effectively.

This notwithstanding, a teacher who is very skilful is more likely to deliver effective lessons than one with less skills. This probably explains why untrained teachers are not considered for the best teacher award scheme.

### **Efficient Teacher Management**

Efficient teacher Management and teacher job satisfaction are seriously affected by lack of staff planning and adequate supervision as well as widespread political interferences into administrative decision on postings, transfers and promotions (Rebore, 2001). The widely observed quantitative and qualitative imbalance in teacher provision, (overstaffing and concentration

of qualified teachers in privilege areas; long term vacancies and shortage of experienced staff in schools in remote and deprived areas) together with high rate of absenteeism are at least partially induced by these problems of teacher management (Goffman, 1999).

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

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

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

Goffman further stated that decentralization on its own is insufficient to ensure efficient teacher management. It must be accompanied by the implementation of certain supportive measures enhancing the capacities and motivation for good staff management. Some of these motivational factors can be in a form of good salaries, staff accommodation and good and free medical care. The GES through the Basic Education Sector Improvement Programme (BESIP), provided 194 4-unit headteachers accommodation to accommodate 788 teachers from 1996 to 2000. It also provided incentives in the form of bicycles, roofing sheets and cooking utensils for teachers in deprived areas (MOEYS, 2003).

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

- a. Organizational audits of the strength and weakness, and possible improvement of critical teacher management process should be conducted.
- b. That simple information and monitoring systems for teacher management purposes should be established at the school and intermediate administrative levels.
- c. Education officials at the intermediate levels should be trained in staff monitoring and management.
- d. Incentive schemes should be developed and implemented to reinforce good teacher management practices (Goffman, 1999).

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

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

#### **Decentralization in Decision Making and Administration**

In the face of expansion and growing complexity of education system, education authorities have made attempts in different ways to improve upon the management of education institutions. Many countries have tried to respond to this challenge by redistributing the balance of power and responsibilities between the central authorities and lower levels, which include region, district and community.

While in some developed countries, such as the United Kingdom and Australia, school management is so decentralized that, school boards have

powers to employ and dismiss teachers (De Grauwe 1999). Such levels of school autonomous are very rare in developing countries. However, this does not mean that such countries have not experienced any changes in school management. To achieve the objective of the FCUBE programme, the management of human and financial resource at the district levels must be strengthened in order to address the needs and aspirations of communities, parents and children. To ensure that the management of the schools is effectively done, the local Government Act of 1993 addresses the need to decentralise educational institutions. This Act entails the devolution of responsibility and authority over basic education to District Assemblies. To achieve this, the Ghana Education Service Act 506 of 1995 empowers the Ghana Education Service Council to establish in every district a District Education Oversight Committee (DEOC) to be the highest decision making body on education in the districts.

As already stated, the management of schools in Ghana largely rests with the District Assemblies. The word “decentralization” used in the management of education in Ghana in recent years has multiple connotations and covers diverse relatives in Ghanaian context. Questions on the implementation of decentralization policies, includes: what preconditions are necessary before decentralization can succeed? Should all decision making be decentralized? And are there areas which should remain the prerogative of the central government? In many countries including Ghana, decentralization is high on the political agenda and a key strategy for achieving efficiency and quality in education below the pre-tertiary level.

Yet, the term "decentralization is not well defined. With the coming into force of the educational decentralization policy, (Local Government Law 207,1988), the expectation is that the headquarters of the GES is responsible for planning, co-ordination and management at the national level while the districts become responsible for implementation, supervision and management at the district level. The expectation is that each level becomes part of a whole, with each level working as a team to achieve the common objective of quality of education in Ghana.

The 1987 reforms which brought about the BESIP, in other words the Free-Compulsory and Universal Basic Education (FCUBE), considered decentralization of the management of schools as a means of achieving equitable access to basic education in Ghana. In this light, the trend towards increasing power of regional and local units has been present since the inception of the FCUBE programme. Therefore, the balance of power between the different levels has shifted from the headquarters to the local communities.

The FCUBE is clearly in favour of decentralization that is seen in the formation of DEOC at the district level and community groups such as school management committees (SMCs) who are to participate in decision-making in education and for that matter the school (GES, Act 206). The motive for community participation in education is to sensitise all stakeholders and target beneficiaries at the district level on educational policies, directions and strategies for the enhancement of community ownership of basic education. As a result of this, the DEOC, PTAs and SMCs, which involve the community members, were set up in all districts to ensure that the basic schools are well managed and strengthened to perform supervisory and managerial roles in the



schools. The mere existence of such bodies does not necessarily mean that they are actively participating in school decision-making, although in some communities these bodies may indeed be actively participating in decision making processes.

Govinda (1997) suggested that, three points need stressing in ensuring community participation in education. He said that, an ambiance of mutual confidence and open informal interaction among stakeholders is an essential prerequisite for community participation. This suggests that, for community participation in education to be effective, there is the need for transparency in the process of decision making. The second point raised was that institutional mechanism should start from a realistic understanding of the community's characteristics. The third point was that "total disbanding of central authority may prove to be a costly mistake". To avoid this mistake, power vacuum must be avoided at all levels. Govinda (1997) added that, community participation and decentralization are more effective when implemented by strong and confident central authority.

While decentralization has been a theme of education policy for a decade now, the rationale for this strategy has gone through changes. Some fifty years ago, decentralization formed part of the liberation ideology, when the struggle against foreign domination led to the grassroots participation, an interesting contrast to sub-Saharan African countries where after independence, centralization of education was advocated as a means of building national unity (Govinda, 1997).

Today, the same strategy is being promoted because of its acclaimed efficiency as stated by the Indian Central Advisory Board of Education

(Govinda, 1997). Govinda (1997) remarked that: "It is increasingly becoming evident that bureaucratic systems are not able to manage the challenges in the field of educational development" (p.24). This implies that governments are becoming unable to manage efficiently the complex educational systems and the local communities who are less burdened with bureaucracy can do the job satisfactorily. Therefore, Govinda (1997) asserted that for any decentralization policy to succeed it must be made clear the authorities who own the institutions and who manage them. To this effect, local community leaders and other stakeholders at the local levels should be strengthened through workshops and meetings to enable them to take the mantle of school management from the central authorities. The GES in this vein has recognised communities in decision making in education by involving the school communities in the nomination of teachers for the best teacher award scheme.

#### **The Best Teacher Award Scheme**

One of the major policies of the Ministry of Education is the Free Compulsory and Universal Basic Education (FCUBE) programme, which is aimed at ensuring good quality basic education for Ghanaian child. As a result of this, the FCUBE Programme is in order words known as the Basic Education Sector Improvement Programme (MOEYS, 2003). The issue of quality education delivery was identified as a matter of great concern to the Ministry of Education during pre-FCUBE period. This explains why quality became one of the key components of the FCUBE programme.

An important player needed for bringing about this quality teaching and learning in schools is the teacher. The teacher needs to be competent, effective and committed to his or her job. A performing teacher deserves to be

recognized and rewarded to motivate him or her to continue the good job and at the same time serve as a source of motivation to others to improve upon their work. This was manifested through the desire of the Ministry of Education to show appreciation to the teacher who renders exemplary service to his or her school and community, this led to the institution of the best teacher award scheme (MOEYS, 2003). The best teacher award scheme was instituted to motivate teachers to stay on the job and also to put in more to ensure quality education in primary, Junior Secondary Schools, Second Cycle institutions and Teacher Training Colleges in the public and private institutions in the country. (MOEYS, 2003).

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

People have given many reasons why the Best Teacher Awards should be given annually. For instance, Samuel Ofose Pehrah, the 1999 National Overall Best Teacher, commented that, the education of any nation rests in the hands of its teachers. For that matter, the teacher is an agent of development

and progress, because education is a tool for the development and progress of any nation.

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

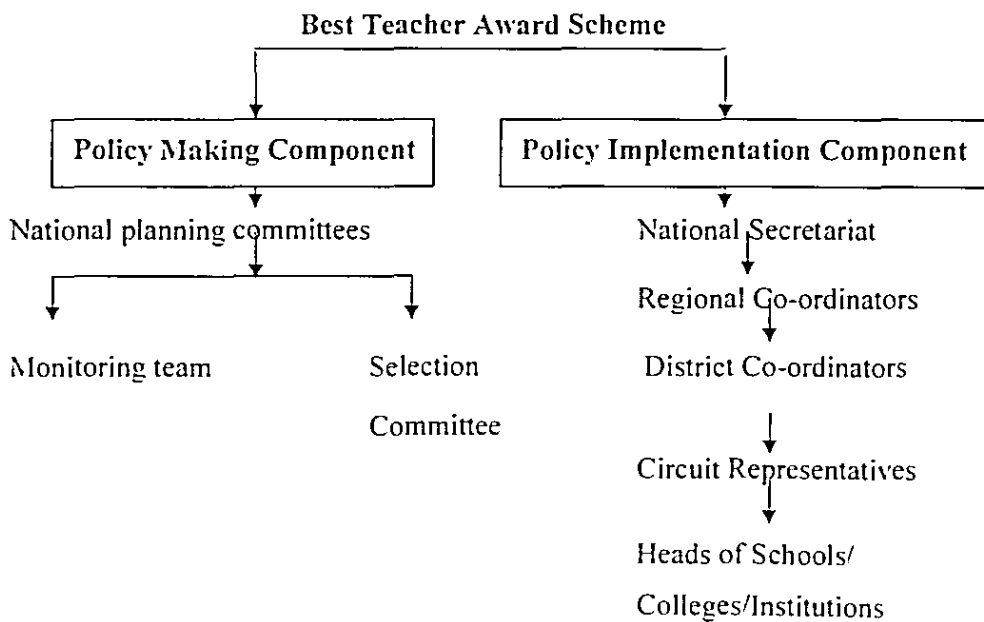
- a. recognize the work of the teacher,
- b. reward the effort of the teacher,
- c. boost the morale of the teacher,
- d. make the teacher recognize his or her own importance in the society,
- e. raise the status of the teacher,
- f. provide targets for teachers to aspire to,
- g. encourage excellence in professional performance among teachers,
- h. serve as incentive for teachers to give of their best in their chosen profession and
- i. restore the traditional respect of the teaching profession (MOEYS, 2003).

Strategically, the objective of the Best Teacher Award Scheme is to improve quality teaching, which is to manifest in improved pupils learning outcome. This objective is similar to one of the objectives of the Free-Compulsory and Universal Basic Education, which is “improving quality of teaching and learning” (MOEYS, 2001). Achievements of quality teaching and learning can be realised through assessment of teachers to be given awards. The purpose of the Scheme is to reward excellence, professionalism, patriotism, dedication, commitment and resourcefulness in the teaching service among teachers and non-teachers at the pre-tertiary level. This objective can be achieved when teachers:

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

**Structure of the Best Teacher Award Scheme**

The Best Teacher Award Scheme has two components that manage the process of the award. This is shown in the figure 2.



**Figure 2: Structure of the Best Teacher Award Scheme**

Source: MOEYS, 2003

All the committees and individuals in the figure above have specific functions to perform. The composition and functions of the committees are described in the paragraphs which follow:

There is the National Policy Making component, which is made up of the National Planning Committee. This committee oversees policy formulation of the scheme. The committee is made up of:

Deputy Minister of Education Youth and Sports (chairman)

Chief Director, Ministry of Education

Director General, Ghana Education Service

Deputy Director General (Quality and Access) GES

Director, Human Resource and Management Division GES

Director, Inspectorate Division GES

Director Teacher Education Division GES

Director, Finance and Administration GES

Financial Controller, GES

Representative of GES Council

Two Representatives of GNAT

Representative of UNESCO

Representative of TEWU

This committee is expected to put structures in place to ensure that the scheme achieves its intended purpose. These structures include monitoring of the scheme and selection of the deserving teachers for the award.

The monitoring team supervises district and regional selection processes to ensure fair play at these levels. The team is made up of personalities in the following positions:

Deputy Director General (Quality and Access) GES

Director Planning, Budget and Monitoring GES

Director, Human Resource and Management Division GES

Representative of GNAT

National Co-ordinator, Best Teacher Award Scheme (MOEYS, 2003).

Although, it is stated in the MOEYS (2003) report on the best practices of the best teacher award winners that the monitoring team supervises the selection processes at district and regional levels, officers at regional and district education offices are delegated to supervise and monitor the award system at their respective levels.

#### **Selection Committees**

According to the report MOEYS (2003), the committee that assesses, shortlists and selects deserving teachers for the award at the District/Municipal/Metropolitan level is made up of the following personalities:

District/Municipal/Metropolitan Director of Education, he or she is the chairman of the selection committee at this level.

A representative of Ghana National Association of Teachers (GNAT)

A representative of District/Municipal/Metropolitan Assembly, this representative should be a member of District Education Oversight Committee (DEOC) at the Assembly.

Retired Educationist or representative of the Parent Teacher Association.

Head of Educational Institution.

Assistant Director (Supervision).

District Chairman of Ghana Science Teachers Association (GAST) or  
Mathematics Association of Ghana (MAG)

MAG and GAST are emphasized because a best science teacher is  
selected at the district level, and the committee needs an expert to help in  
these special areas.

MOEYS (2003) further mentions the following officers and individuals  
as those who constitute the selection committee at the regional level of the  
scheme. Regional Director of Education, he or she is the chairman of the  
committee at this level of the award.

A representative of the Regional Co-ordinating Council

A representative of GNAT

Retired Educationist or representative of Parent Teacher Association  
(PTA)

Head of Educational Institution

Regional Manager of Educational Unit

Regional Chairman MAG/ GAST

Furthermore, MOEYS (2003) acknowledges the following officers as  
those who form the selection committee at the national level of the award:

Deputy Director General, (Quality and Access) GES, he or she is the  
chairman of the committee at the national level.

Director Human Resource and Management Division GES

Lecturer, University of Cape Coast

Director, Inspectorate Division GES

Director, Teacher Education Division GES

Director, Basic Education Division GES



Director, Secondary Education Division GES

Representative, Ghana Education Service Council

Representative, Ghana National Association of Teachers (GNAT)

Lecturer, (Education) University of Education, Winneba

Representative, National Association of Graduate Teachers (NAGRAT)

Representative, Teachers and Educational Workers Union (TEWU)

Again, at the National level, another committee is tasked with the responsibility of assessing and selecting the Overall National Best Teacher Award Winners. This committee consists of:

The Director, Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast, who is the chairman of this committee.

The Director, CEPS, University of Education, Winneba

Member, Parliamentary Select Committee on Education

Member, GES Council

The Director, Social Welfare and Community Development  
(MOEYS, 2003).

#### **Selection Procedure of the Award Winners**

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

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

This is in contrast with the revelation made by MOEYS (2003) that, many teachers have limited knowledge about the Best Teacher Award Scheme. This means that although, teachers have the mandate to nominate their colleagues, they are not aware of this condition or privilege.

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

Nkrumah won National Awards in the second cycle and Teacher Training College divisions respectively in 2000.

Although past award winners assert that they have shared their experiences with their colleagues, it appears that whatever information that was shared concerned preparation ensuring quality teaching. There is no evidence that issues regarding the privileges to nominate colleagues for the awards were part of the information shared.

The guidelines for selecting contestants' states that students or pupils can submit names of outstanding teachers in their schools to contest for the award. Other groups that can recommend teachers for the award are the members of school-communities who are made up of School Management Committees (SMCs), Parent Teacher Associations (PTAs) and other stakeholders. In addition to the people mentioned, any teacher who feels he or she has worked so hard as to satisfy the assessment criteria can personally apply to contest if he or she is not nominated by any of the groups and individuals listed above (Eshun, 1999).

According to MOEYS (2003), all nominations for district level contest are to be submitted to the District/Municipal/Metropolitan Directorate for assessment by April of the awarding year. The nominees are shortlisted based on the criteria for each category of the award. A field assessment team visits the schools and school communities of all the contestants in each category to assess them in the curricular and co-curricular activities. Information is also elicited on their involvement in the development of the school communities. In order to make the selection exercise credible, a different panel is set up to interview the shortlisted teachers. The results of the contestants for the

fieldwork are not made known to the interview panel. This is to ensure that one panel is not influenced by the performance of a teacher in one aspect of the selection process. The result is then arranged in order of merit and submitted to the regional office, and copied to the National Co-ordinator, Best Teacher Award Scheme. All contestants who came first in the various categories at the district level are shortlisted for the regional award (MOEYS, 2003).

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

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

Original teacher's certificate

GES personal record form duly signed and dated by both the contestant and the Regional Director of Education.

A citation on the award winner

Lesson notes and teaching and learning materials to teach a particular lesson or topic for a period lasting not more than 40 minutes.

The Report states that, all those who place first in the various categories with the exception of the non-teaching and foreign volunteer categories

automatically qualify to compete for the Overall National Best Teacher Award. In a situation where the first position winner beat the second position with less than a mark (point) in a category, the second position winner is allowed to take part in the Overall Best Teacher competition.

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

#### **Criteria for Selection at the District Level**

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

After the filled appraisal forms on teachers who are nominated for the Award are collected at the District Education Office, the nominees are short-listed by using the criteria below:

1. The educational and professional background
  - a. Officers should possess the basic academic and professional qualification for the job. That is the teacher must at least possess the Teachers' Certificate A'4-year and or any other higher certificate in education. The minimum qualification is requested because the philosophy behind the scheme is to attract and maintain qualified staff in the service.
  - b. The teacher should also show an evidence of further academic or professional development. That is the teacher should be someone who has acquired a higher certificate or is in the process of furthering his or her studies usually in the Polytechnic or University at the time of the award or has attended a proficiency course to help improve his or her teaching skills.
  - c. Apart from these, the teacher should be a member of a professional association. The professional associations that operate and are recognised in the Ghana Education Service (GES) include the following:

Mathematics Association of Ghana (MAG)

Ghana Science Teachers Association (GAST)

Physical Education Association of Ghana (PEAG)

Ghana Home Economics Association (GHEA).

2. The candidate is assessed on job experience and its impact on solving problems at work and in the community. This criterion assesses the position and responsibility of the teacher, whether he or she has had any significant accomplishment through problem solving. The teacher is assessed on the bases of his contribution towards quality improvement of life in the community. He should be a person who has the ability for improvisation and innovation.
  - b. His experiences in disadvantaged or deprived area is an advantage.
3. Quality and Output of Work: The candidate should be a person who is willing to do what is required of him or her and even more. Issues considered include the teacher's ability to work under pressure; ability to work for extra hours; punctuality and regularity to work; thoroughness, accuracy and neatness of work and timely execution of task (MOEYS, 2003).
4. Knowledge of Work: The contestant should be well informed about rules, regulations, policies, and conditions of service relevant to his or her duties. And should also have read around his or her work and related problems.
5. The criteria assess the knowledge of the teacher on current issues and policies on education, which may include:
  - a. Community participation in the educational reforms especially the FCUBE
  - b. Examination malpractices or leakages
  - c. Assessment and certification, including continuous assessment and external examinations.

- d. Study leave policy – the quota system
  - e. Distance education and sandwich courses, extra classes
  - f. In-in-out programme for trainee teachers.
6. The candidate is also assessed on his or her involvement in social and community development. The areas assessed here include the teacher's:
- Religious commitment and lifestyle; marital status and family responsibility; commitment to community development; involvement in social activities; human relations and drug use.
- Under this criterion, the teacher is assessed on the influence of his or her lifestyle on the lifestyle of the youth and the community as a whole.
7. There is also an assessment on current affairs and national development issues. Here the teacher is assessed on his or her understanding of current events and developments in the national and international scenes and his or her ability to appreciate their significance and implications towards education.
8. The personality of the teacher is assessed. These include, the social, morals, emotional and spiritual characteristics of the teacher that give positive manifestation of his or her role as a teacher and model personality to the youth in the school-community.
9. The last but not the least criterion is the teacher's power of expression. The teacher's ability to communicate orally and in writing is assessed to ensure that the right candidate is selected for the award. The above exercises are done through interviews conducted by a panel, and an



appraisal of the teacher's work on the field by an assessment team, whose members should be different from the interviewers, (MOEYS, 2003).

The aspect of the award that has generated some controversy is the selection of the award winners. Most teachers are not well informed about the method used to select the award winners, and so think that it is the duty of the headteacher and the circuit supervisor who are mandated to nominate teachers for the award. To this effect, they sometimes accuse headteachers, and other Education Office staff who are involved in the selection of award winners of choosing their favourites. In order to avoid such accusations, and ensure that the Award Scheme achieves its purpose, headteachers and others who are in charge of the Scheme should bring every available information to the doorsteps of all teachers to enable them make informed decisions and feel part of the selection process.

Another area of concern is the social lifestyle of the teacher; this area talks about the religious commitment and lifestyle, marital status and family responsibility and many other aspects of life that are used as criteria for the award. Although the teacher should be a role model for the youth of the community, his marital status does not necessarily determine how responsible he/she may be in the execution of his or her duty.

For the award scheme to achieve its purpose of motivating all teachers there should be a level playing field for all teachers to compete for the award. That is most of the past award winners seem to have produced some significant results in their pupils or students, but this may not portray the right picture on the ground because most of these award winners emerge from some

classified schools where the facilities are considerably substantial and students who enter there are already achievers. The list of the following National Award Winners and their schools attest to this fact:

Samuel Ofosu Peprah:	Presby Boys Secondary School Legon	1999
Mrs. Grace M. Eshun:	Ghana National College Cape Coast	1999
Nana Osei Antwi:	Berekum Secondary School	1999
Emmanuel K. Achiampong:	Tema Secondary School	2000
Daniel Tetteh Kwao:	Obrachire D /C JSS	2000
Edith Naadedei Quaye:	Presec Staff Primary Legon	2000

(MOEYS, 2003).

The above list and many others indicate that the teachers are not competing on a level playing field, because a teacher's area of work and the type and standard of students' performance sometimes determines his or her chances of winning the award.

### **Category of Awards**

The Award covers many educational disciplines and professional levels; at educational level, it covers all institutions below tertiary level which are the following: Primary school; junior secondary school; senior secondary school; technical or vocational institution and teacher training college.

The subject category includes the following: Basic school Science and Mathematics; second cycle Science and Mathematics. Best teachers are selected in Science and Mathematics category, because the nation is aiming at producing scholars with science and technology base so as to speed up the development of the nation.

The categories listed above are given awards at the district/municipal/metropolitan level. Apart from professional and subject categories other areas are considered for the awards at the regional, and national levels. They include the following: Rural National Service Teacher; non-teaching Personnel and foreign Volunteer.

The awards given at the Overall National Best Teacher Awards are as follows: The Overall National Best Teacher; National Best Teacher – First runner-up and National Best Teacher – Second runner-up.

Once again to have a fair selection of the best teachers, all the educational units should select their best teachers to compete with the best from public and private institutions for the awards. Also, headteachers and other categories of teachers who are helping in the education of the child such as circuit supervisors and education office staff should be considered for another category of the award, because the education of the child cannot be complete without their inputs. For instance, the former Minister of Education Youth and Sports ( Kwodwo Baah Wiredu) attributes the poor performance of public schools to lack of supervision in the public school (Quacoepomme, 2004). He went on to say that, the circuit supervisors and headteachers either lack supervisory skill or are not motivated to do effective supervision. If this is the case, then the incentives given to teachers will not achieve its aim of ensuring quality teaching and learning, when supervision in schools is not effective.

### **Summary**

The literature reviewed has raised a number of issues. One of the issues is that effective communication of information and organisational

environment contribute greatly to employees' perception of a reward system. Another issue raised was that workers are motivated when their knowledge and skills improve. Therefore, skilful teachers are more likely to deliver effectively than those with less skill.

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

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### Research Design

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

Furthermore, descriptive survey provides information on which to base sound decisions. It interprets, synthesizes, integrates data, and points to implications and interrelationships. Also, in-depth follow up questions can be asked, about items that are unclear and can be explained using the descriptive design (Wallen & Fraenkel, 2000).

These advantages notwithstanding, there is the difficulty of ensuring that the questions to be answered or statements to be responded to using descriptive survey designs are clear and not misleading. This is because survey results can vary significantly depending on the wording of questions and or statements and again getting sufficient number of questionnaires completed and returned so that meaningful analysis can be made (Wallen & Fraenkel, 2000).

In this study, however, the researcher addressed this limitation by ensuring that the instruments used in the data collection were reliable and valid. The reliability and validity of the instruments were established by giving the instruments to experts in the Institute for Educational Planning and Administration (IEPA), University of Cape Coast, for their suggestions and comments. Moreover, the validity and reliability of the instrument were determined through pre-testing. Details of the pre testing and its outcomes are discussed under the section titled 'pre testing'.

### Study Area

The Komenda-Edina-Eguafo-Abrem District is one of the thirteen districts in the Central Region of Ghana. It is bounded on the south by the Atlantic Ocean (Gulf of Guinea), the east by Cape Coast Municipality, the north by the Twifo-Hemang-Lower-Denkyira District and the west by the Wassa-Mpohor East District. It is located between longitude 1°20" West and 1°40" West and latitude 5°05" North and 5°15" North (Appendix C). The District covers an area of 372.45 square kilometres.

The Komenda-Edina-Eguafo-Abrem District was chosen because it has produced categories of award winners at both regional and national levels in recent times. Specifically, the District produced three award winners at the regional level in 2002/2003 academic year (Tordjagbo, 2004). There is also a considerable improvement in the provision of physical facilities for the basic education sector in the district. Statistics indicate that 41 new schools have been built to replace old ones. Furthermore, 5414 pieces of new furniture have been supplied to the district for the past three years (Amartey, 2003). Despite all these achievements, records of the Basic Education Certificate Examination

(BECE) for the past four years indicate a fall in academic standard in the district as provided in Table 1.

**Table 1**

**Basic Education Certificate Examination Results of Komenda-Edina-Eguafo-Abrem District (From 2001 to 2004)**

<u>Year</u>	<u>Total Candidates</u>	<u>Number Passed</u>	<u>Percentage Passed</u>
2001	1594	882	55.3%
2002	1624	833	51.3%
2003	1610	762	47.3%
2004	1776	885	49.9%

Source: File number GES/ED/BECE/V3

The Komenda-Edina-Eguafo-Abrem District therefore provided the ideal setting for measuring the role of the Best Teacher Award Scheme in the achievement of quality basic education in the Central Region of Ghana.

### **Population**

The target population consisted of all basic school teachers in the Komenda-Edina-Eguafo-Abrem District Directorate of Education, District officers in the District Education Office and all communities that have basic schools. The accessible population consisted of all public basic school teachers in the Komenda-Edina-Eguafo-Abrem District Directorate of Education who had taught for at least two years after their basic professional qualification. The total number of teachers in public basic schools in the District at the time of data collection (July 2005) was 696. Out of this number,

544 had had the basic teaching qualification and had taught for at least two years.

The accessible population also comprised all teaching staff at the District Education Office. These were chosen because they supervise the work of the teachers in the schools. Moreover, some of them had served on the panel that selected the best teacher in the district. Also included in the accessible population were all the communities where public basic schools are located in the district. The communities were selected because they can nominate hardworking teachers for the award, and they are also the managers and owners of the schools where these teachers work. Furthermore, teachers' actions have direct impact on these communities. In a nutshell, the opinion leaders of the communities in the district including leaders of School Management Committees (SMCs), Parent Teacher Associations (PTAs) and Assemblymen members formed part of the accessible population for the study.

### Sample

The sample for the study consisted of 160 teachers on the field representing 34.1% of the teachers who had taught for at least two years after their professional qualification. Also included in the sample were 20 District Education Office Staff who are professional teachers. This represented 60.6% of teaching staff at the District Education Office. Moreover, 40 School Management Committee and Parent Teacher Association Chairmen were sampled from the communities. Also included in the sample were 10 Assembly members from the communities. In all, 180 teaching staff and 50 community members were sampled for the study, giving a total of 230 respondents.



### Sampling Technique

Random and purposive sampling techniques were used in choosing respondents for the study. This is important because in descriptive research, the most important tasks are to be sure that, the measures being used are reliable and valid and that the individuals from whom information is received are the true representatives of the population to whom the results are applicable (Slarvin, 1984).

The Komenda-Edina-Eguafo-Abrem District has 60 public primary schools and 47 Junior Secondary Schools; these schools are under 78 administrative headteachers. The district has been divided into six educational circuits. The circuits and number of schools under them are provided in Table 2.

**Table 2**  
**Circuits and Number of Schools Under Them**

<u>Name of Circuit</u>	<u>Number of Schools</u>
Abrem Agona circuit	15
Ayensudu circuit	10
Elmina circuit	18
Kissi circuit	11
Komenda circuit	16
<u>Ntranoa circuit</u>	<u>8</u>
<u>Total</u>	<u>78</u>

Out of this number, 40 schools were selected for the study. According to Ary, Jacobs and Razavieh (1990), the main consideration when deciding on

sample size is the degree of accuracy one wants in the estimation of population. That is how much error the researcher is willing to tolerate in generalisation from the sample statistic to the population parameter rather than the percentage size of the population. In an attempt to obtain a representative sample of schools for all the circuits, the researcher used proportional approach to select the schools. This was based on the number of schools each circuit possessed. That is, the total number of schools in the circuit was divided by total number of schools in the district and multiplied by the number of the selected schools. For instance, in Abrem Agona circuit, the number of schools which was 15, divided by the number of schools in the district which was 78 and multiplied by 40 which was the number of schools to be selected. The outcome was 7.69, approximately 8 schools. This method was used to determine the number of schools to be selected for each circuit as shown in Table 3.

**Table 3**  
**Number of Schools Selected from the Circuits**

<u>Name of Circuit</u>	<u>Number of Schools</u>	<u>Number of Schools Selected</u>
Abrem Agona	15	8
Ayensudu	10	5
Elmina	18	9
Kissi	11	6
Komenda	16	8
Ntranoa	8	4
<b>Total</b>	<b>78</b>	<b>40</b>

The purposive sampling method was used to select 26 schools, which had best teacher award winners. This was because the researcher was

interested in eliciting information, which is vital for the study from the award winners and their schools. The rest of the schools were selected by using the lottery method of random sampling. The researcher wrote the names of the remaining schools on pieces of paper, folded them and put them in a container. The papers were mixed together by shaking the container vigorously. The researcher picked the pieces of paper without looking inside the container. Once a school was picked, it was recorded and not put back into the container. The shaking and picking continued until the required number of schools was obtained. Communities were automatically selected once their schools were selected.

Four teachers were sampled from each of the selected schools to elicit information from them. Specifically, all past and present best teacher award winners were purposively selected. This was because the researcher felt that award winners had vital information that would go a long way to enrich the study and that would be useful in recommending strategies that could be incorporated into education delivery in the district to improve the quality of education. The researcher also included headteachers of the schools selected for the study. The researcher included these headteachers because they are the teachers' regular and internal supervisors.

Moreover, headteachers usually write recommendations on the prospective award winners and are familiar with the work of teachers who win awards. Where the headteacher and the award winners did not add up to four, other teachers were randomly selected to join the respondents in that particular school. The random selection was done as already described.

Furthermore, 20 District Education office staff who are professional teachers were selected. These officers were selected because they are the people who supervise and appraise the teachers from time to time. Officers who are directly involved with the district level selection of the best teacher award programme in terms of interviews and field work inspection were purposively selected.

All the six circuit supervisors in the district were purposively selected for the study. They were included in the study because they serve as a link between the schools and the district education office. Also, they are in charge of daily supervision of the schools in their respective circuits. The lottery method was used for the selection of the rest of the district education office staff.

In the communities, either the School Management Committee or the Parent Teacher Association chairman was selected for the study. This was because, the researcher wanted to find out their involvement in the selection of the best teachers and their perceptions about the Best Teacher Award Scheme and its impact on their schools as well as the communities. Furthermore, 10 Assembly members in the selected communities were chosen by the use of random sampling technique. The researcher selected the Assembly members because they form links between the school communities and the District Assembly, which plays supervisory role in education in the district.

### **Research Instrument**

The data collection instrument was a questionnaire that was designed by the researcher. Kerlinger (1973) observed that the questionnaire is widely used for collecting data in educational research because it is very effective for

securing functional information about practices and conditions for enquiring into the opinions and attitudes of respondents.

Two different types of questionnaire were constructed by the researcher to elicit information from the two categories of respondents to measure the effect of the Best Teacher Award Scheme on the Basic Education Sector Improvement Programme in the Komenda-Edina-Eguafo-Abrem District Directorate of Education.

The first questionnaire consisted of 49 items. These were designed to elicit information from teachers, headteachers and district education office staff to answer the research questions posed in the study. Section A of the questionnaire consisted of five items which sought personal information from the respondents. It sought for information on gender, age, work experience, qualification and rank of respondents.

Section B was made up of 44 items, it was to find out the role of the Best Teacher Award Scheme in the Basic Education Sector Improvement Programme in achieving the objective of attracting and retaining qualified teachers, as well as improving on the quality of education in the Komenda-Edina-Eguafo-Abrem District. The first four items in section B were made up of both open ended and closed ended questions that sought information on the criteria and procedure used to select best teachers in the KEEA district. The next forty items were structured based on a five point Likert type scale. The five-point Likert type scale was employed with the ends of the scale being described by set of verbs and their modifiers which are polar opposites. The scale and its ratings were as follows: strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1). At the end of each item, the respondent

was required to tick any one of the options. The total response on each rating was used to gauge the extent of agreement or otherwise on a particular item.

The first 18 items of the five Point Likert type scale dealt with the post award behaviour of the best teacher award winner in terms of: curricular activities, co-curricular activities, and contributions to community development as well as the impact of their social lifestyle on the school communities. The next four items of the instrument sought information on teachers' opinions regarding the packages given as award. These items were used to find out whether the Best Teacher Award recipients and other teachers felt that awards were good enough to motivate them to strive for excellence and professionalism in their chosen profession.

The next section was made up of 15 items. It focused on obtaining information on the influence of the best teacher award winners on their colleague teachers regarding commitment to work, teaching performance, professional development and community service. The last part of section B was made up of three structured items meant to elicit teachers' suggestions as to how to improve the best teacher award scheme.

Another questionnaire was designed by the researcher to elicit information from the people in the school communities. Specifically the instrument was designed for Parent Teacher Association and School Management Committee chairmen, as well as Assembly members in the school communities. The questionnaire consisted of 36 items in two sections.

Section A was made up of four items to collect biological and other personal information of the respondents such as gender, age, status and responsibilities in the management of basic schools as well as the number of

years spent in the position mentioned. Section B comprised 32 items that had both structured and unstructured items. The structured items were designed in a five point Likert type scale that meant to find out, “the influence of the Best Teacher Award Scheme on the Basic Education Sector Improvement Programme in terms of attraction and retention of qualified teachers and improving on the quality of education in the Komenda-Edina-Eguafo-Abrem District”.

The first part was made up of one closed-ended item to find out whether community members are aware of the criteria for the selection of the best teacher. The next part focused on the post-award behaviour of the best teacher award winners as regards their involvement in curricular and co-curricular activities. Also of interest to the researcher were the contributions of award winners towards community development and the influence of their social lifestyle on the youths in the communities. The 16 structured items were based on a 5-point Likert type scale, with responses being rated as follows: Strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1). Respondents were expected to tick under the response that best describes their perception.

The next section, which was made up of four structured items, was to find out the opinion of the communities concerning the packages given to teachers as awards. The next eight items focused on the influence of the best teachers on their colleagues in terms of commitment to work and community service in the Komenda-Edina-Eguafo-Abrem District.

### Pre-testing

The draft questionnaires were discussed with staff of the Institute for Educational Planning and Administration. The instruments were then pre-tested in the Twifo-Hemang-Lower-Denkyira District to ascertain the reliability and validity of the items on the questionnaire.

The Twifo-Hemang-Lower-Denkyira District Directorate of Education was selected for the pre-test because it possesses almost the same characteristics of the Komenda-Edina-Eguafo-Abrem District Directorate in terms of culture. Also, the environmental settings of the two districts are similar.

A purposive sampling technique was used to select schools which had produced best teachers from five out of the ten circuits. The best teachers in those schools and their heads were to respond to the items on the questionnaire. Twenty teachers, made up of four teachers from each selected school, were selected for this exercise. Past Best Teacher Award winners and headteachers of the selected schools were purposively selected. In addition to these teachers, two additional teachers were randomly selected with the use of the fish bowl method.

Furthermore, 15 district education office staff were purposively selected for this exercise. Those selected were the ten circuit supervisors and the officers who were on the best teacher selection panel for the district.

The Parent Teacher Association Chairmen or the School Management Committee Chairmen of the selected school were requested to respond to the items on the questionnaire. The responses were analysed using Statistical Package for the Social Sciences (SPSS) software.



The reliability test on the educational workers instrument resulted in a Cronbach coefficient Alpha of .8082 and that of the community members had a coefficient of .7791. These coefficients were considered acceptable so the instruments were used for the study. Gay (1992) states that Cronbach coefficient Alpha level of .50 can be accepted as reliable.

#### **Data Administration and Collection**

The research instruments was administered by the researcher to 230 respondents, as shown in Table 4.

**Table 4**

##### **Distribution of Respondents by category**

<u>Category</u>	<u>Number</u>
Teachers	160
District Education Office Staff	20
SMC/ PTA Chairmen	40
<u>Assembly members</u>	<u>10</u>
<u>Total</u>	<u>230</u>

The researcher went to each school and met the respondents. He assured them that their responses would be used for the study and would be kept confidential. The items on the questionnaire were explained to the respondents. Copies of the questionnaire were then administered to the respondents with the help of a co-ordinator in each school.

One week was given to respondents to complete the questionnaire. The completed questionnaire was collected from the individual respondents by co-ordinators of each school. The researcher went round the schools and collected the completed questionnaires from the co-ordinators a week after

administration. Meanwhile uncollected questionnaires were sent through the school co-ordinators to the researcher within two weeks after administration. At the end of the period, the researcher was able to collect 151 out of 180 instruments sent out to educational workers, representing a return rate of 83.3%. In the case of the questionnaires sent to community members, 41 out of 50 were returned, representing a return rate of 82%.

### **Data Processing and Analysis**

After the questionnaires had been collected, the researcher sorted them and grouped them according to the type of respondents. That is, the questionnaires were scored, and edited for consistency and clarity. Usable copies of the questionnaire were then coded and sorted. Since most of the items in the questionnaire were in a structured form, the responses fell within predetermined categories. For that matter, the researcher recoded the responses to facilitate processing using the SPSS software.

Frequencies and percentages were used to present information regarding gender, age group, distribution of rank and number of years spent in their present positions or professions to determine the type of respondents who provided data for the study. Also, relative frequencies and percentages were used to assess how stakeholders were informed about the criteria used in the selection of the best teacher award winners.

On items that used 5-point Likert type scale, each item was assessed by responses of the various groups. In arriving at the group score for each item, the number of responses on each of the five options was multiplied by the rating to get the weighted score for a particular item. The subtotal on each

item was then summed up and the results divided by the number of responses on the item which produced mean scores and standard deviations of each item

Classification was then made to reflect the various decision levels of responses through the use of mean scores and standard deviations. The range and the decision levels were given in Table 5.

**Table 5**

<u>Range</u>	<u>Decision Level</u>
1 – 1.9	Strong Disagreement
2 – 2.9	Disagreement
3 – 3.9	Indecision
4 – 4.9	Agreement
5	Strong Agreement

Therefore, the format for the items on Likert type scale was as follows:

Item	Score	Decision level

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter presents and discusses the results of the study. The presentation is done in two sections. First, the biographical data of respondents are presented to show the type of respondents whose views were used for the study. This is followed by information on the stakeholders' assessment of the best teacher award scheme in the context of the basic education sector improvement programme in the Komenda-Edina-Eguafo-Abrem District. This information includes the influence of the best teacher award winner on the curricular and co-curricular activities in the school. The post-award behaviours of the best teachers in terms of community development and social lifestyle were also described and discussed. The results also include the respondents' opinions on the packages given out to award winners. Furthermore, the chapter deals with Best Teacher Award Winners' influence on their colleague teachers regarding commitment to work, teaching performance, professional development and community development.

The results of the study were derived from responses of two groups. The first group was made up of 151 teachers on the field and teaching staff at the District Education Office in the Komenda-Edina-Eguafo-Abrem District. The second group was made up of members of communities in the Komenda-Edina-Eguafo-Abrem District. This group was specifically made up of Chairmen of Parent Teacher Association (PTA) and School Management Committee (SMC). Assembly members were also sampled from the communities. The sample size of this group was 41 respondents.

### Biographic Data of Respondents

Tables 6 and 7 show the distribution of the teaching staff and the community members by gender.

**Table 6**

**Distribution of Teaching Staff by Gender**

Gender	Frequency	Percent
Male	87	57.6
Female	64	42.4
Total	151	100

**Table 7**

**Distribution of Community Members by Gender**

Gender	Frequency	Percent
Male	32	78.0
Female	9	22.0
Total	41	100

Table 6 shows that more males (57.6%) than females (42.4%) teachers were involved in the study. This was so because there were more male trained teachers (286) than female trained teachers (258) in the District.

Table 7 shows that 32 males and 9 females from the communities participated in the study. Here too, the males were more because there were

more male chairmen of (Parent Teacher Associations and School Management Committees) and Assembly members than females in the District.

Tables 8 and 9 show the distribution of teaching staff and community members by age.

**Table 8**

**Distribution of Teaching Staff by Age**

Age	Frequency	Percent	Cum. Percent
Under 25	2	1.3	1.3
25 – 34	45	29.8	31.1
35 – 44	34	22.5	53.6
45 – 54	45	29.8	83.4
55 – 60	25	16.6	100.
Total	151	100	

In the case of the teaching staff (Table 8), the age distribution was bimodal with the modal ages located in the class intervals 25 – 34 and 45 – 54.

**Table 9**

**Distribution of Community Members by Age**

Age	Frequency	Percent	Cum. Percent
Under 25	0	0	0
25 – 34	5	12.2	12.2
35 – 44	8	19.5	31.7
45 – 54	13	31.7	63.4
55 – 64	15	36.6	100
Total	41	100	

In the case of community members (Table 9) the modal age interval was 55 – 64. Also, about two-thirds of the community members who participated in the study were at least 45 years old.

With regard to the professional qualification of the teaching staff who participated in the study, about 82% had pre-university qualifications, while about 17% had university first degree and little over 1% had master's degrees. Table 10 shows the professional qualifications of the teaching staff.

**Table 10**

**Distribution of Teaching Staff by Professional Qualification**

Professional Qualification	Frequency	Percent	Cum. Percent
Certificate A 4-Year	42	27.8	27.8
Certificate A 3-Year	66	43.7	71.5
Diploma	15	9.9	81.5
First Degree	26	17.2	98.7
Master's Degree	2	1.3	100
<b>Total</b>	<b>151</b>	<b>100</b>	

In terms of seniority of the participating teachers, about 40% were above the rank of Senior Superintendent I, while about 19% were in junior ranks. Table 11 shows the distribution of participating teachers by rank.

**Table 11****Distribution of Teaching Staff by Rank**

Rank	Frequency	Percent	Cum. Percent
Certificate A	28	18.5	18.5
Superintendent II	15	9.9	28.4
Superintendent I	8	5.3	33.7
Senior Superintendent II	11	7.3	41.0
Senior Superintendent I	30	19.9	60.9
Principal Superintendent	34	22.5	83.4
Assistant Director	25	16.6	100
<b>Total</b>	<b>151</b>	<b>100</b>	

Table 12 shows the responsibilities or positions occupied by community members who participated in the study. About 83% of the community members were chairmen of the SMCs and PTAs.

**Table 12****Distribution of Community Members by Responsibility or Position**

Position in the community	Frequency	Percent	Cum. Percent
Assembly member	7	17.1	17.1
SMC Chairman	16	39.0	56.1
PT A Chairman	18	43.9	100
<b>Total</b>	<b>41</b>	<b>100</b>	

Table 13 shows the number of years the teaching staff had spent on the teaching job. Results from the table show that about 60% of them have been teaching for at least 12 years, while about 30% had taught for more than 21 years. Eight percent did not indicate how long they have been teaching.



**Table 13****Number of Years Teachers have spent in Teaching Service**

Number of years spent	Frequency	Percent	Cum. Percent
2 – 6 years	34	22.5	22.5
7 – 11 years	20	13.3	35.8
12 – 16 years	34	22.5	58.3
17 – 21 years	15	9.9	68.2
22 – 26 years	10	6.6	74.8
27 – 31 years	15	9.9	84.7
32 – 36 years	11	7.3	92.0
No response	12	8.0	100
Total	151	100	

In the case of the community members, Table 14 shows that about (75.6%) of them had spent at least 3 years at their current positions in the communities. This means that they had gained enough experience in their various positions and were aware of whatever might be happening in their schools. They were therefore capable of giving reliable facts to the information needed for the study.

**Table 14**

**Number of Years Community Members have spent in their Current Positions**

No of Years Spent	Frequency	Percent	Cum. Percent
Less than 2 years	10	24.4	24.2
3 – 5 years	22	53.7	78.1
6 – 8 years	6	14.6	92.7
9 years and above	3	7.3	100
Total	41	100	100

**Answers to Research Questions**

**Criteria and procedure for the selection of best teachers**

Research Question 1: To what extent do teachers and community members know the criteria and procedures used in selecting the best teacher award winners?

The purpose of this question was to find out whether teachers and community members in the Komenda-Edina-Eguafo-Abrem District knew the criteria and procedures used to select the best teacher award winners. To this end, respondents were provided with a list of people qualified to nominate the best teacher award winners. Respondents were asked to indicate the authorities or stakeholders who could nominate teachers for the best teacher award scheme. Table 15 summarises the responses of teaching staff as regards who qualify to nominate award winners.

**Table 15**

**Persons Qualified to Nominate Best Teacher Award Winners as Reported  
by Teaching Staff**

Persons who Nominate	Frequency	Rel. Frequency	Rel. Frequency (%)
Circuit Supervisors	121	0.25	25
Headteachers	132	0.28	28
Colleague Teachers	45	0.09	9
Students	51	0.11	11
Community Members	126	0.27	27
Teacher Himself/herself	1	0.00	0
Total	476	1.00	100

Table 15 indicates that relative to the people or groups presented, there is an overwhelming awareness that headteachers (28%) can nominate teachers for the best teacher award. This was followed by community members (27%), circuit supervisors (25%) and the least of the awareness of those who can nominate teachers for the best teacher award were the teachers themselves (0.0%).

The community members were also requested to respond to the same question. The purpose of this was to find out whether the community members knew the stakeholders who can nominate potential teachers for the best teacher award. The community members were also given a list of stakeholders who can nominate teachers for the award. They were then asked to tick those who can nominate teachers for the award. Table 16 indicates the responses of

the community members as regards those who qualify to nominate teachers for the award.

**Table 16**

**Persons Qualified to Nominate Best Teacher Award Winners as Reported by Community Members**

Persons who Nominate	Frequency	Rel. Frequency	Rel. Freq. Percent
Circuit Supervisors	21	0.18	18
Headteachers	37	0.31	31
Colleague teachers	06	0.05	05
Students	19	0.16	16
Community members	35	0.29	29
Teacher (himself/herself)	02	0.01	01
Total	120	1.00	100

Table 16 shows that headteachers (31%) are best known as capable of nominating teachers for the best teacher award. This is also followed by the community members (29%) and the least known is the teacher himself or herself (0.01%).

Results from Tables 15 and 16 indicate that both the community members and teaching staff in the district were well aware that headteachers and community leaders are part of the stakeholders who can nominate or recommend hardworking and dedicated teachers for the best teacher award. Furthermore, teachers appeared to be well informed about the role of circuit supervisors in the selection of the best teacher. Meanwhile, a substantial number of community members (R=18%) were aware that circuit supervisors

are major stakeholders in determining award winners. The data revealed that both the teachers and community members were not well informed that teachers can recommend their colleague teachers for the award, because the percentage of responses from the two categories indicated that most of them were not well informed about this criterion. Another stakeholder who could nominate teachers for the award but respondents did not consider very much is the student. Responses from both teaching staff and community members revealed that few of them were aware that students can recommend hardworking teachers for the best teacher award. One issue that came up from the answers given by teaching staff and community respondents is that majority of them were not aware that individual teachers could apply for the award if they are not nominated by other stakeholders. This finding is supported by a statement made by the Director of Education in Komenda-Edina-Eguafo-Abrem District in 1999, that "I am not sure whether teachers are to apply for the Best Teacher Award. I am aware nominations are done by the headteachers. Let's do the right thing" (Gaisie, 1999).

Also, respondents were provided with a list of options to indicate the number of years a teacher must work to qualify for the award. This was done to determine how informed teachers were, as far as the Best Teacher Award Scheme is concerned. Responses of the teaching staff are presented in Table 17.

**Table 17**

**Minimum Number of Years Teachers have to Teach to Qualify for the Best Teacher Award as responded by Teaching Staff**

Number of Years	Frequency	Percent
No experience needed	5	3.3
2 years	9	6.0
3 years	35	23.2
4 years	11	7.3
5 years	42	27.8
More than 5 years	49	32.5

Table 17 shows that 39.8% of the teaching staff answered that teachers either need no work experience or need a minimum of 1 year to 4 years' experience in the teaching service in order to qualify for the best teacher award. Also, about 32.5% of the teaching staff answered that teachers need more than five years work experience to qualify for the best teacher award scheme. Furthermore, about 27.8% of the teaching staff answered that teachers need to work for a minimum of 5 years to qualify for the best teacher award. This suggests that more than 72.2% of the teaching staff in the District were not aware of the number of years a teacher needs to work in order to qualify for the award.

This suggests that teachers were not informed about the criterion on number of years teachers had to work in order to qualify for the best teacher award scheme. It might also mean that this criterion is not adhered to and for that matter any teacher irrespective of his or her work experience could be given the award. This gives credence to the findings made by Omari (2000)

that about 71% of teachers in the Accra Metropolitan and Kwahu South District Directorates did not know what constituted the criteria for the selection. Although, Omari's work accredited on broad criteria, the criteria of number of years is fundamental to the operation of the award scheme.

Furthermore, under research question one, teaching staff were asked to indicate the other criteria used for the selection of the best teacher award winners. The purpose of this question was to assess whether teachers in the District knew the criteria for the selection of the best teacher award. Table 18 summarises the responses of the teaching staff.

**Table 18**

**Teachers' responses on the Areas where Teachers are Assessed for the Best Teacher Award Scheme**

Areas Assessed for the Award	Frequency	Rel. Freq.	Rel. Freq. Percent
Professional Competence	74	0.19	19
Quality of Work	105	0.26	26
Work competence	94	0.24	24
Knowledge on Current issues and Policies on Education	06	0.01	1
Contribution to community Development	39	0.10	10
Knowledge on Current Affairs	08	0.02	2
Teacher's lifestyle	72	0.18	18
<b>Total</b>	<b>398</b>	<b>1.00</b>	<b>100</b>

Table 18 shows that the quality of work was the area that most respondents were aware of as a criterion for winning the Best Teacher Award. The other areas in order of importance were: work competence, professional competence, teacher's lifestyle, teacher's contribution to community

development, teacher's knowledge on current affairs and teacher's knowledge on current issues and policies on education.

The result indicates that the teaching staff were not aware of all the criteria used in the selection of the best teacher award winners. This confirms what Omari (2000) portrayed, that many teachers are not aware of all the criteria used for the selection of award winners and think the organisers choose their favourites.

To further assess respondents' knowledge of the criteria used for selecting best teacher award winners, teaching staff were once again requested to select areas which come under the broad area of professional competence from a list of issues. Table 19 indicates the summary of teaching staff responses on the areas that constitute professional competence as a criterion in the best teacher award scheme.

**Table 19**

**Areas that Constitute Professional Competence as a Criterion of the Best Teacher Award Scheme as Reported by Teaching Staff**

Areas under Professional Competence	Freq.	Relative Freq	R. F. Percent
Academic potentials	101	0.15	15
Quality of teaching	137	0.20	20
Teacher's knowledge of subject matter	116	0.17	17
Initiative and effective pedagogy	118	0.17	17
Effective communication	113	0.16	16
Enforcement of discipline	111	0.16	16
Total	696	1.00	100



Table 19 shows that relative to the areas assessed under professional competence, 15% of the responses indicated, academic potentials of teachers are used to determine the best teacher award winners. Also, 20% of the responses showed that quality of the work of teachers is taken into consideration in the selection of the best teacher award winners. Seventeen percent of the responses indicated that teachers' knowledge of the subject matter is also used in determining the best teacher award winner. Furthermore, 17% of the responses indicated that "initiative and effective pedagogic approach to teaching" of the prospective teachers is considered under the professional competence to determine best teacher award winner. These findings reveal that the teaching staff in the District were well informed about what constitute the professional competence as a criterion in the selection of the best teacher award winners. This is because in all the areas discussed under professional competence the responses were more than half of the total respondents used for the study.

This notwithstanding, responses indicated that effective communication and enforcement of discipline in schools, which do not form part of professional competence were ranked 4<sup>th</sup> relative to the areas assessed. This suggests that teachers do consider issues which are not relevant in the selection of the award winners, and get disappointed when they are not selected.

Generally, teachers and community members were largely aware that headteachers, community members and circuit supervisors were qualified to nominate teachers to be considered for the best teacher award. However, the data suggest that teachers were not aware that they could apply to be

considered for the award or can nominate their colleagues to contest for the award. They were also not aware that they could be nominated by their students for the award.

### **Post Award Behaviour of Best Teachers in Terms of Curricular Activities**

Research Question 2a: What is the stakeholders' assessment of post award behaviour of the best teacher award winners in terms of curricular activities?

The question sought to find out how stakeholders perceived the post award behaviour of the best teacher award winners in relation to curricular activities aimed at the achievement of quality teaching and learning in basic schools. To find out the views of teachers regarding the past best teacher award winners' attitude towards the achievement of quality education in the district, five statements were presented to teacher respondents to indicate the level of their agreement or disagreement on a 5 point Likert-type scale. Table 20 shows teachers' mean scores and standard deviations on each statement. The mean scores were the weighted means for the number of respondents who "Strongly agreed", "Agreed", were "Undecided", "Disagreed" or "Strongly Disagreed" which were weighted 5, 4, 3, 2, and 1 respectively. In the analysis, mean scores were interpreted as follows:

- |            |                    |
|------------|--------------------|
| 1.0 – 1.9: | Strongly Disagreed |
| 2.0 – 2.9: | Disagreed          |
| 3.0 – 3.9: | Undecided          |
| 4.0 – 4.9: | Agreed             |
| 5.0 :      | Strongly Agreed.   |

**Table 20**

**Post Award Behaviour of Best Teacher Award Winners in terms of Curricular Activities as Reported by Teachers.**

Statement	Mean	Std. Deviation
Pupils who are taught by best teachers tend to do well academically.	3.3	1.1
Best teachers create an atmosphere which is conducive for teaching and learning.	3.9	0.9
Best teachers give more classwork.	3.6	1.1
Best teachers mark classwork properly and promptly.	4.0	0.9
Best teachers are more creative and innovative in their teaching.	3.9	1.0
Mean of means	3.7	0.7

Source: Computed from appendix C

Table 20 indicates that, teacher respondents were indifferent to the statement “pupils taught by best teachers tend to do well academically” (mean=3.3, sd=1.1). The story is quite different from the second item on Table 20. Responses on the second item were highly tilted towards agreement. Teaching staff agreed that best teachers create an atmosphere which is conducive for teaching and learning in their classrooms. The mean score from Table 20 indicates that past best teacher award winners make teaching and learning meaningful to the pupils in their classrooms. Data further indicate that, individual responses were close to the mean (mean=3.9, sd=0.9).

Furthermore, Table 20 indicates that teachers were not certain as to whether best teachers give more classwork to their pupils or otherwise.

Meanwhile, the data suggests that some best teachers work hard and for that matter assess their pupils' absorption level on the materials treated with them in the classroom, as the mean score is tilted towards agreement (mean=3.6, sd=0.9).

Table 20 further shows that teacher respondents agreed to the fact that best teachers do not only give their pupils considerable amount of classwork but also see to it that the work given is marked properly and promptly. Data further show that responses were quite close as indicated by a standard deviation (mean=4.0, sd=0.9).

Moreover, Table 20 shows that teacher respondents did not fully agree that, best teachers are more creative and innovative in executing their job. Their answers were highly tilted towards agreement. This means that most past best teachers make their lessons interesting and effective. Once again, the responses were close to the mean (mean=3.9, sd=1.0). Generally, the teachers appeared to be undecided regarding the post award behaviour of the best teacher in terms of curricular activities, yet their responses are tilted towards agreement (mean of means=3.7, sd= 0.7).

On the same issue of post award behaviour of best teachers in terms of curricular activities, the views of the communities in the Komenda-Edina-Eguafo-Abrem District were sought. Table 21 summarises the responses of the community members of the attitude of best teachers regarding curricular activities in schools.

**Table 21**

**Post Award Behaviour of Best Teachers in terms of Curricular Activities as Reported by Community Members**

Statement	Mean Score	Std. Deviation
Best teachers give more homework.	3.7	1.1
Best teachers mark homework properly and promptly.	4.2	1.1
Pupils who are taught by best teachers tend to score high marks in their class assignment.	3.7	1.2
Pupils who are taught by best teachers tend to score high marks in terminal examination	3.8	1.0
Mean of means	3.9	0.4

Source: Computed from appendix D.

Table 21 shows that community members were not in agreement with the statement that, best teachers give more homework to their pupils. however, the answers are tilted towards agreement. Standard deviation shows that responses were closely related (mean=3.7, sd=1.1).

The second item in Table 21 reveals that best teachers do not only give more homework but also mark them properly and promptly. This suggests that best teachers make sure that the assignment they give to their pupils are done and marked. Once again, standard deviation scores indicated respondents had closely related views as regards the issue being discussed (mean=4.2, sd=1.1).

Furthermore, the responses indicate that community members were not fully sure that pupils who are taught by best teachers score higher marks in their class assignments. Although, they did not fully agree to the statement, their answers suggest that best teachers teach effectively so that they make

lessons easier for pupils to understand. Once more, results from the table indicate that respondents had similar views regarding the statement under discussion (mean=3.7, sd=1.2).

Moreover, community members' answers to the statement that, pupils who are taught by best teachers tend to score high marks in terminal examinations reveal that they are undecided but they are somehow in agreement with the statement. The standard deviation score on this item indicates that views of respondents were close to the mean (mean=3.8, sd=1.0). The overall assessment by community members of the post award behaviour of best teachers regarding curricular activities was tilted towards agreement (mean of means=3.9, Sd= 0.4).

### **Post Award Behaviour of Best Teachers in Terms of Co-curricular Activities**

Research Question 2b: What is the post award behaviour of the Best Teacher Award Winners in terms of co-curricular activities?

To assess the post award behaviour of the best teacher regarding co-curricular activities, four statements were presented to teaching staff to indicate their level of agreement or disagreement on a 5 point Likert type scale. Table 22 presents teachers' mean scores and standard deviations on each statement.

**Table 22****Post Award Behaviour of Best Teachers Regarding Co-curricular Activities as Reported by Teachers**

Statement	Mean Score	Std. Deviation
Best teachers accept extra responsibilities in school apart from their normal classwork.	4.0	1.0
Best teachers are very active in keeping their school surroundings clean.	3.6	0.9
Best teachers participate fully in sporting activities in their schools.	3.1	1.1
Best teachers are always ready to participate in cultural and religious activities of their schools	3.1	1.0
Mean of means	3.5	0.8

Source: Computed from appendix C.

Table 22 shows that teacher respondents agreed with the statement that Best teachers accept extra responsibilities in school apart from their normal classroom work (mean=4.0, sd=1.0). Table 22 further indicates that teaching staff were undecided as to whether Best teachers do or do not participate in keeping their school surroundings clean. This notwithstanding, the result shows that they believed that some best teachers participate in such activities (mean=3.6, sd=0.9).

Furthermore, Table 22 shows that teaching staff were undecided in their responses to statements that best teachers participate fully in sporting activities in their schools (mean=3.1, sd=1.1). Moreover, table 22 shows that teachers were not certain about best teachers' involvement in cultural and

religious activities in their schools (mean=3.1, sd=1.0). The overall assessment of teaching staff on the involvement of the best teacher in co-curricular activities shows that teachers were not fully convinced that best teachers participate in such activities (mean of means=3.5, sd=0.8).

The community assessment of the post award behaviour of the best teachers regarding co-curricular activities was sought through the use of a 5 point Likert type scale. Four statements were presented to the community members to indicate their agreement or disagreement. Table 23 is the summary of the community members' answers to each statement.

**Table 23**

**Community Members' Assessment on the Post Award Behaviour of the Best Teacher Award Winners in Terms of Co-Curricular Activities**

Statement	Mean Score	Std. Deviation
Best teachers are always active in gardening and other vocational activities	3.4	1.1
Best teachers are very active in keeping their school surroundings clean.	4.1	1.0
Best teachers participate fully in sporting activities in their schools	3.6	1.1
Best teachers are always ready to participate in cultural and religious activities of their schools.	3.6	1.1
Mean of means	3.7	0.5

Source: Computed from appendix D.

Table 23 shows that community members were not certain about the involvement of best teachers in gardening as a co-curricular activity in their schools (mean=3.4, sd=1.1). Unlike the first statement, the answers given by



community members regarding best teachers and sanitation in their schools indicate that these teachers take active part in keeping their school surroundings clean. This suggests that best teachers ensure that strict sanitation standards are maintained in schools by supervising pupils during clean up exercises in the schools (mean=4.1, sd=1.0).

Furthermore, community members' responses show that they are undecided about best teachers' participation in sporting programmes in their schools (mean=3.6, sd=1.1). Similarly, Table 23 shows that community members were not certain about best teachers' involvement in cultural and religious programmes in their schools (mean=3.6, sd=1.1). Although, the results do not indicate that community members fully agree that best teachers are active participants in these programmes, their responses are tilted towards agreement. For that matter, it can be inferred that best teachers do participate in those programmes but they are not active participants. Generally, Table 23 shows that community members assess best teachers as participants of co-curricular activities in their schools (Mean of means=3.7, Sd=0.5).

### **Post Award Behaviour of Best Teachers in Terms of Community Services**

Research Question 2c: What is the stakeholders' assessment of the post award behaviour of the Best Teacher Award Winners in terms of community development?

The study further sought the views of teachers on the post award behaviour of the best teacher award winners in terms of community development. In this respect, teaching staff were presented with four statements structured in a 5-point Likert type scale to indicate their agreement

or otherwise to each statement. Table 24 presents the mean scores and standard deviations on each statement.

**Table 24**

**Post Award Behaviour of the Best Teachers in terms of Community Development as Reported by Teaching Staff**

Statement	Mean Score	Std. Deviation
Best teachers serve as role models in their communities in terms of hardwork.	4.1	1.0
Best teachers are very active in religious activities in their communities.	3.0	1.0
Best teachers participate fully in the clean up exercise in their communities.	3.3	1.1
Best teachers participate fully in the education of their communities on important national issues.	3.6	0.9
Mean of means	3.5	0.8

Source: Computed from appendix C.

Table 24 shows that teaching staff agreed to the statement that Best teachers serve as role models in their communities in terms of hardwork. This therefore suggests that best teachers' attitudes towards their work motivate community members to work hard to improve upon their status and that of the community. The enthusiasm with which they handled their work in the schools and community had made them role models in their communities (mean=4.1, sd=1.0).

Table 24, again shows that teaching staff were not sure about best teachers' attitudes towards religious activities in their school communities

(mean=3.0, sd=1.0). Also, Table 24 shows that teaching staff were undecided about the level of best teachers' participation in clean up exercises in their school communities (mean=3.3, sd=1.1). Furthermore, Table 24 indicates that teaching staff did not agree that best teachers participate in the education of their school communities on national issues. Yet, the result is tilted towards agreement (mean=3.6, sd=0.9).

The overall view of teachers regarding best teachers' participation in community development activities shows uncertainty. This uncertainty notwithstanding, the results are heading towards agreement to the statements presented (mean of means=3.5, St. d=0.8).

Community members were also presented with three statements to find out their assessment of best teacher award winners in terms of community development. The community members were to indicate their agreement or otherwise on a 5-point Likert type scale. Table 25 shows the mean scores and standard deviations on each statement.

**Table 25**

**Post-Award Behaviour of the Best Teachers in terms of Community Development as Reported by Community Members**

Statement	Mean Score	Std. Deviation
Best teachers serve as role models in their school communities in terms of commitment to duty	4.5	0.9
Best teachers participate fully in clean up exercises in their school communities.	3.7	0.9
Best teachers participate in the education of their communities in important national issues.	3.7	1.1
Mean of means	4.0	0.6

Source: Computed from appendix D

Likewise the response of teachers the community members agreed that best teachers are role models to the community members. The enthusiasm with which best teachers perform their duties had encouraged the youth and other community members to improve upon their work performance (mean=4.5, sd=0.9).

Table 25 further indicates that community members were uncertain that best teachers do involve themselves in keeping their communities clean but the responses show partial agreement with the statement. This suggests that some of the best teachers are always at the forefront in clean up exercises and other sanitation activities in their communities (mean=3.7, sd=0.9).

Furthermore, community members are in partial agreement with a statement that, best teachers play active roles in the education of the community members regarding important national issues (mean=3.7, sd=1.1). Generally, Table 25 indicates, that community members agreed that best teachers are active participants in community development programmes (mean of means=4.0, Sd=0.6).

### **Post Award Behaviour of Best Teachers in Terms of Social Lifestyles**

Research Question 2d: What is the stakeholders' assessment of the post award behaviour of the best teacher award winners in terms of social lifestyle?

The question sought to find out stakeholders' assessment of the post award behaviour of best teachers' lifestyles and their effects on the people in the communities. To find out the views of the two categories of respondents (teaching staff and community members) regarding the effects of best teachers lifestyles on the lifestyles of community members, five statements were presented to respondents to indicate their agreement or disagreement on a 5-

point Likert type scale (Raw data on appendix C). Tables 26 and 27 present the mean scores and standard deviations of teachers and community members on each statement.

**Table 26**

**Post Award Behaviour of the Best Teachers in Terms of Social Lifestyles as Reported by Teachers**

Statement	Mean Score	Std. Deviation
Best teachers influence their students and communities lifestyles by keeping their environment clean.	3.3	1.1
Best teachers appreciate and uphold positive cultural practices by participating in the communities' socio-cultural activities.	3.4	1.0
Best teachers try to abolish harmful cultural practices by educating the communities to stop such practices.	3.1	1.1
Best teachers serve as role models in their communities by exhibiting good morals and decent lifestyles.	3.9	1.0
Best teachers are active in recreational activities in their communities.	3.3	1.0
Mean of means	3.4	0.6

Source: Computed from appendix C.

Table 26 shows that teacher respondents were undecided on the influence of best teachers lifestyles on their students and communities regarding environmental cleanliness (mean=3.3, sd=1.1). Again, Table 26 indicates that teacher respondents could not take decision on best teachers attitudes toward positive cultural practices in their communities (mean=3.4,

sd=1.0). Table 26 further states that teaching staff were not certain about best teachers contributions toward the eradication of harmful cultural practices from their communities (mean=3.1, sd=1.1).

Furthermore, Table 26 indicates that teaching staff were not totally certain of the effects of the lifestyles of best teachers on the communities, but they agreed that best teachers' lifestyles had had positive impact on the school communities (mean=3.9, sd=1.0). This suggests that most of the best teachers lead decent lifestyles and this had made them role models in their communities.

Once again, teacher respondents were uncertain about the involvement of best teachers in recreational activities in the communities. Generally, teachers were uncertain about the impact of best teachers' lifestyles on community members (mean of means=3.4, Sd=0.6).

Table 27 represents community members' responses to the influence of best teacher award winners' lifestyles on their school communities. Table 27 shows that community members were not certain of the influence of best teachers on their communities in keeping clean environment. A closer assessment of data suggests that community members agreed that some best teachers had influenced their communities in keeping clean environment (mean=3.7, sd= 1.1). Table 27 shows that community members were again not sure that best teachers appreciate and participate in the positive cultural practices in their communities' socio-cultural practices. Once again, the responses are tilted towards agreement of the statement presented (mean=3.6, sd=1.0).

Once more, Table 27 indicates that community members were undecided on the involvement of best teachers on the abolishment of dangerous and harmful cultural practices. The responses are tilted towards agreement to the statement (mean=3.8, sd=1.1). On the other hand, community members fully agreed that best teachers serve as role models in their communities by exhibiting decent and moral lifestyles (mean=4.4, sd=0.9). Table 27 further indicates that community members could not ascertain the involvement of best teachers in recreational activities in their communities. The overall assessment of community members indicates that best teachers' lifestyles had had positive impact on the lifestyle of the communities (mean of means=3.8, Sd=0.7).

**Table 27**

**Post Award Behaviour of the Best Teachers in Terms of Social Lifestyle as Reported by Community Members**

Statement	Mean Score	Std. Deviation
Best teachers influence their students and communities lifestyles by keeping their environment clean.	3.7	1.1
Best teachers appreciate and uphold positive cultural practices by participating in the communities' socio-cultural activities.	3.6	1.0
Best teachers try to abolish harmful cultural practices by educating the communities to stop such practices.	3.8	1.1
Best teachers serve as role models in their communities by exhibiting good morals and decent lifestyles.	4.4	0.9
Best teachers are active in recreational activities in their communities.	3.4	0.9
<b>Mean of means</b>	<b>3.8</b>	<b>0.7</b>

Source: Computed from appendix D.

## Stakeholders' Opinions Regarding Prizes Given to Award Winners

Research Question 3: What are stakeholders' opinions regarding the Prizes given to Award winners?

This question sought to find out from respondents whether the prizes given to best teachers at district, regional, and national levels, were adequate to motivate teachers to improve upon their work. In this regard, four statements were presented to teacher respondents to indicate the level of their agreement or disagreement on a 5-point Likert-type scale (Raw data in appendix C). Table 28 presents the mean scores and standard deviations on each statement computed from appendix C.

**Table 28**

### Teachers' Views on the Packages Given to Best Teachers.

Statement	Mean Score	Std. Deviation
Prizes given at district level are adequate to motivate teachers.	2.3	1.1
Prizes given at regional level are adequate to motivate teachers.	2.7	1.2
Awards given at national level are adequate to motivate teachers.	3.7	1.3
The number of award winners at national level should be increased to cover more teachers.	4.5	0.8
Mean of means	3.3	1.7

Source: Computed from appendix C

Table 28 indicates that teacher respondents did not consider the prizes given at district level of the Best Teacher Award Scheme adequate to motivate



teachers to work hard to improve upon the quality of education (mean=2.3, sd=1.1). Also, teachers did not perceive the packages given to award winners at regional level adequate enough to motivate them to do more work in order to win the award (mean=2.7, sd=1.2). This is similar to the findings of Omari 2000, that “district and regional level awards do not motivate teachers”. Unlike the results on the district and regional levels Best Teacher Award Scheme, the teacher respondents were uncertain about the effects of the prizes given out to best teachers at national level of the scheme. However, teachers’ responses appeared to be heading towards agreement of the statement presented (mean=3.7, sd=1.3).

Furthermore, Table 28 shows that teachers agreed that the number of award winners at national level of the scheme should be increased to cover more teachers (mean=4.5, sd=0.8). The teaching staff agreed that this will motivate qualified teachers to stay in the service and also work hard to improve the quality of education at the basic level. Generally, Table 28 indicates that teaching staff were uncertain about the motivational effects of the prizes given to Best Teacher Award Winners (mean of means=3.3, sd=1.7).

The views of community members were also sought on the effects of the prizes given out to best teacher award winners at district, regional and national levels of the best teacher award scheme. With regard to this, four statements were presented to the community members to indicate their agreement or otherwise on a 5-point Likert-type scale (Raw data in appendix D). The mean scores and standard deviations are presented in Table 29.

**Table 29****Effects of Prizes given to Best Teachers as Reported by Community Members**

Statement	Mean Score	Std. Deviation
Prizes given to Best Teachers at district level are adequate to motivate teachers.	3.1	1.2
Packages given to best teachers at regional level are adequate to motivate teachers.	3.2	1.0
Packages given to best teachers at national level are adequate to motivate teachers.	3.8	1.3
The number of award winners at national level of the best teacher award scheme should be increased.	4.3	1.1
Mean of means	3.6	1.0

Source: Computed from appendix D

Table 29 shows that community members were not certain about the impact of the prizes given out to best teachers at the district level of the scheme (mean=3.1, sd=1.2). Also, the community members were not sure whether the packages given out to best teachers at regional level of the scheme do motivate teachers to put in their best (mean=3.2, sd=1.0). Although the community members were uncertain about the effect of the packages given out to best teachers at national level of the scheme, their responses were inclined towards agreement to the statement presented in Table 29 (mean=3.8, sd=1.3). This suggests that some teachers are actually motivated by the awards at national level.

Similar to the responses given by teaching staff, the community members agreed that the number of award winners at the national level should be increased to cover more teachers (mean=4.3, sd=1.1). Generally, Table 29 shows that community members were not certain that the prizes given to teachers serve as motivating factor to spur them to work hard. This uncertainty notwithstanding, the responses are tilted toward agreement of the statements presented (mean of means=3.6. Sd=1.0).

### **Influence of Best Teachers on Other Teachers Regarding Commitment to Work**

Research Question 4a: What influence had the award winners had on their colleague teachers in terms of commitment to work?

The purpose of this question was to find out the impact of best teachers on their colleague teachers in relation to the latter's commitment to work in schools. In this regard, four statements were presented to teacher respondents to indicate their agreement or otherwise on a 5-point Likert type scale. Table 30 shows the mean scores and standard deviations on each statement.

**Table 30**

**Influence of Best Teachers on other Teachers regarding Commitment to Work as reported by Teachers**

Statement	Mean Score	Std. Deviation
Best teachers motivate other teachers to be hardworking.	3.8	1.0
Best teachers motivate other teachers to be punctual at school.	3.5	1.0
Best teachers attendance to school motivate other teachers to attend school regularly.	3.6	1.0
Interaction between Best Teachers and other teachers has made these teachers enthusiastic about their work.	3.4	0.9
Mean of means	3.6	0.3

Source: Computed from appendix C

Table 30 shows that teacher respondents were uncertain of the influences best teachers had had on their colleague teachers regarding hardwork (mean=3.8, sd=1.0). However, responses are tilted towards agreement of the statement presented. Also, Table 30 indicates that teachers were undecided on the influence of the attitudes of best teachers on their colleague teachers in terms of punctuality to school (mean=3.5, sd=1.0).

Furthermore, teacher respondents could not clearly decide whether the regular attendance of best teachers to school had motivated other teachers to be regular at school or otherwise (mean=3.6, sd=1.0). Once again, teacher respondents could not comment on the impact of the interaction between best teachers and their colleague teachers regarding their enthusiasm to work (mean=3.4, sd=0.9). These uncertainties notwithstanding, general responses

from teaching staff were tilted towards agreement to the statements presented (mean of means=3.6, Sd=0.3). This suggests that the interaction between best teachers and other teachers had had positive impact on the latter, but the impact is not profound.

Community members were presented with four statements to find out how they assess the influence of best teachers on their colleagues with regard the latter's commitment to work. Table 31 indicates the mean scores and standard deviations of the statements.

**Table 31**  
**Influence of Best Teachers on their Colleague Teachers regarding their Commitment to Work as Reported by Community Members**

Statement	Mean Score	Std. Deviation
Best teachers motivate other teachers to be punctual to school.	3.9	1.0
Best teachers attendance to school motivate other teachers to attend school regularly.	4.1	0.8
Interaction between Best Teachers and other teachers has made the latter enthusiastic about their work.	3.7	1.0
The enhanced image of Best Teachers has influenced other teachers to be hard working.	3.8	0.9
Mean of means	3.9	0.3

Source: Computed from appendix D.

Table 31 shows that community members appeared to be uncertain, whether the activities of best teachers had motivated other teachers to be punctual at school or not (mean=3.9, sd=1.0). However, they were close to agreement on the issue, since 4.0 on the 5-point scale means agreement.

Unlike teacher respondents, community members agreed that best teachers attitudes toward their work regarding regularity at school, had actually motivated their colleague teachers to attend school regularly (mean=4.1, sd=0.8). Table 31 further indicates that community members could not decide on the influence of the award winning teachers' interactions on their colleague teachers in respect of the latter's enthusiasm to work (mean=3.7, sd=1.0). Again, the result was tilted towards agreement of the statement presented. Furthermore, Table 31 shows that community members were not certain on the effects of the enhanced image of best teachers on their colleague teachers in terms of hard work (mean=3.8, sd= 0.9). In a nut shell, there is an indication that response of community members are skewed toward agreement to the statements presented. This suggests that best teachers had had some influence on other teachers regarding enthusiasm to work (mean of means=3.9, Sd=0.3).

### **Influence of Best Teachers on Other Teachers Regarding Teaching Performance**

Research Question 4b: What influence had the Award winners had on their colleague teachers in terms of teaching performance?

This question was posed to elicit the views of teacher respondents regarding the influence of best teachers on their colleagues in respect of teaching performance. In this regard, four statements were presented to teacher respondents to state their agreement or disagreement on a 5-point Likert type scale (Raw scores in appendix C). Table 32 presents the mean scores and standard deviations on each statement.

**Table 32****Influence of Best Teachers on their Colleague Teachers Regarding Teaching Performance as Reported by Teachers**

Statement	Mean Score	Std. Deviation
The use of best teachers as resource persons has helped other teachers to improve upon their preparation towards teaching.	3.5	0.9
The use of best teachers as resource persons has helped other teachers to demystify some perceived difficult subjects.	3.3	0.9
The use of best teachers as resource persons has helped other teachers to improve upon the use of teaching materials.	3.5	0.9
The enhanced image of best teachers has challenged other teachers to teach well in order to win the award.	3.6	1.0
Mean of means	3.5	0.2

Source: Computed from appendix C.

Table 32 shows that teacher respondents were not certain of the influence best teachers had had on their colleague teachers regarding preparations towards teaching (mean=3.5, sd=0.9). Table 32 further reveals that teacher respondents could not decide on the impact of the use of best teachers as resource persons in training workshops organised for their colleague teachers to facilitate the latter's understanding and ability to teach perceived difficult subjects well (mean=3.3, sd=0.9).

**Table 32**

**Influence of Best Teachers on their Colleague Teachers Regarding Teaching Performance as Reported by Teachers**

Statement	Mean Score	Std. Deviation
The use of best teachers as resource persons has helped other teachers to improve upon their preparation towards teaching.	3.5	0.9
The use of best teachers as resource persons has helped other teachers to demystify some perceived difficult subjects.	3.3	0.9
The use of best teachers as resource persons has helped other teachers to improve upon the use of teaching materials.	3.5	0.9
The enhanced image of best teachers has challenged other teachers to teach well in order to win the award.	3.6	1.0
Mean of means	3.5	0.2

Source: Computed from appendix C.

Table 32 shows that teacher respondents were not certain of the influence best teachers had had on their colleague teachers regarding preparations towards teaching (mean=3.5, sd=0.9). Table 32 further reveals that teacher respondents could not decide on the impact of the use of best teachers as resource persons in training workshops organised for their colleague teachers to facilitate the latter's understanding and ability to teach perceived difficult subjects well (mean=3.3, sd=0.9).



Similarly, teacher respondents could not decide on whether the use of best teachers as resource persons during training workshops had had any influence on their colleague teachers regarding the use of teaching and learning materials (mean=3.5, sd=0.9). Moreover, responses from teacher respondents indicate that teachers were not in agreement with the statement that the enhanced image of the best teacher had motivated teachers to teach well (mean=3.6, sd=1.0). This finding supports Omari's (2000) report that the award scheme does not motivate teachers to work hard in order to win the award. The general response indicates that teachers were not certain about the influence best teachers had had on their colleague teachers regarding the latter's performance in teaching (mean of means=3.5, sd=0.2).

#### **Influence of Best Teachers on Other Teacher Regarding the Latter's Profession Development**

Research Question 4c: What has been the influence of Best Teachers on their colleague teachers regarding the latter's professional development?

This question was posed to teacher respondents to find out their assessment of the influence of best teachers on their colleague teachers in terms of professional development. The researcher requested that respondents to indicate their level of agreement or disagreement on three statements on a 5-point Likert type scale (Raw data in appendix C). Table 33 presents the mean scores and standard deviations on each statement.

**Table 33**

**Influence Of Best Teachers On Their Colleague Teachers Regarding Professional Development As Reported By Teachers**

Statement	Mean Score	Std. Deviation
The use of best teachers as resource persons has helped other teachers to improve upon their knowledge in subject matter.	3.5	0.9
Interactions between best teachers and other teachers has helped the non award winners to improve upon their teaching methodology	3.5	0.9
Interactions between best teachers and other teachers have challenged non award winners to seek further studies to improve upon their academic and professional qualifications	3.3	1.1
Mean of means	3.4	0.2

Source: Computed from appendix C.

Table 33 shows that teacher respondents were not certain of the impact the use of best teachers as resource persons had had on their colleague teachers regarding the improvement of the latter's knowledge of subject matter (mean=3.5, sd=0.9). Similarly, teacher respondents appeared not to be certain about the influence the interaction between best teachers and other teachers had had on non-award winners, regarding teaching methodology (mean=3.5, sd=0.9).

Furthermore, teacher respondents could not decide whether the interactions between best teachers and other teachers had challenged the non award winners to further their education or not (mean=3.3, sd=1.1). Generally,

responses show that teachers were not certain that best teachers had had influence on other teachers with regard to professional development (mean of means=3.4, Sd=0.2).

### **Influence of Best Teachers on Other Teachers Regarding Community Services**

Research Question 4d: What Influence had Best Teachers had on their colleague teachers regarding community services?

The purpose of this question was to find out the views of teachers and community members regarding the influence best teachers had had on their colleague teachers in respect to community services. In this regard, three statements were presented to respondents to state their level of agreement or disagreement on a 5-point Likert type scale (Raw data in appendices C and D). Tables 34 and 35 present the mean scores and standard deviations on each statement.

**Table 34**

#### **Influence of Best Teachers on their Colleague Teachers in Terms of Community Services as Reported by Teachers**

<u>Statement</u>	<u>Mean Score</u>	<u>Std. Deviation</u>
Best teachers encourage other teachers to participate in educational programmes in their communities	3.3	0.9
Enhanced image of best teachers has encouraged other teachers to render free remedial lessons for their students	2.9	1.0
Best teachers achievements have influenced other teachers to participate in community services	2.9	0.9
Mean of means	3.0	0.3

Source: Computed from appendix C

Table 34 indicates that teacher respondents were undecided whether best teachers had had an influence on their colleague teachers regarding the latter's participation in educational programmes in the communities (mean=3.3, sd=0.9). Table 34 further shows that teacher respondents disagreed that the enhanced image of best teachers motivate other teachers to render free remedial lessons for their students (mean=2.9, sd=1.0). Similarly, Table 34 shows that teacher respondents did not see the achievements of best teachers as a driving force towards the participation of non-award winners in community services (mean=2.9, sd=1.0). Generally, teachers' responses indicate that teachers were not certain about the influence of best teachers on colleague teachers regarding latter's participation in community services (mean of means=3.0, sd=0.3).

**Table 35**

**Influence of Best Teachers on other Teachers in Terms of Community Services as Reported by Community Members**

Statement	Mean Score	Std. Deviation
Best teachers encourage other teachers to participate in educational programmes in their communities	3.4	0.9
Enhanced image of best teachers has encouraged other teachers to render free remedial lessons for their students	3.3	1.0
Best teachers achievements have influenced other teachers to participate in community activities	3.2	1.0
Mean of means	3.3	0.1

Source: Computed from appendix D

Table 35 shows that community members were uncertain about the influence of best teachers on their colleague teachers regarding the latter's participation in educational programmes in their communities (mean=3.4, sd=0.9). Furthermore, results indicate that community members were undecided whether the enhanced image of best teachers had encouraged their colleague teachers to involve themselves in giving free remedial lessons to their students (mean=3.3, sd=1.0).

Similarly, Table 35 indicates that community members were undecided on whether the achievements of best teachers had served as motivating factor to their colleague teachers to participate actively in community activities in order to win the best teacher award (mean=3.2, sd=1.0). Generally, there was an indication that community members were undecided on the influence of best teachers on other teachers regarding community services (mean of means=3.4, Sd=0.1).

In addition to the research questions, teacher respondents were requested to indicate their agreement or disagreement with three statements on a 5-points Likert type scale (Raw scores in appendix C). This was aimed at eliciting information from teachers regarding measures to improve upon the Best Teacher Award Scheme. Table 36 indicates the mean scores and standard deviations on each statement.

Table 36 indicates that teacher respondents were uncertain about the effect of automatic promotion of best teachers on teachers' performance towards the realization of quality education. This uncertainty notwithstanding, the mean score was tilted toward agreement (3.9), since 4.0 on a 5-point Likert type scale is agreement. This therefore suggests that teachers agreed that the

scheme will be attractive to teachers and motivate them to work hard if in addition to the existing prizes, best teachers should be promoted to the next rank (mean=3.9, sd=1.3).

Also, Table 36 shows that teachers were undecided whether the inclusion of private schools in the award scheme, will make the scheme attractive and competitive or otherwise (mean= 3.3, sd.= 1.4). Table 36 further indicates that teachers agreed that headteachers should be allowed to compete for the best teacher award.

**Table 36**

**Teachers' Suggestions to Improve upon the Best Teacher Award Scheme**

Statement	Mean score	Std. Deviation
In addition to the existing prizes, best teachers should be promoted to the next rank to make the scheme attractive.	3.9	1.3
Teachers in private schools should be considered in the Best Teacher Award Scheme to cater for all teachers.	3.3	1.4
Headteachers and supervisors of schools should be included in the Best Teacher Award Scheme.	4.0	1.2

Source: Computed from Appendix C.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The study sought to gather and examine information on perception of stakeholders towards best teachers regarding their contribution to the achievement of the Basic Education Sector Improvement Programme (BESIP) in the Komenda-Edina-Eguafo-Abrem district. The study sought answers to the following research questions:

1. To what extent do teachers and community members know the criteria and procedures used in selecting the best teacher award winners?
2. What is the post award behaviour of best teacher winners in terms of: Curricular activities, co-curricular activities, community development and social lifestyle?
3. What are teachers' opinions regarding the packages given to award winners?
4. What influence has award winners had on their colleagues in terms of: Commitment to work, teaching performance, professional development and community service?
5. What do teachers think can be done to improve the Best Teacher Award Scheme?

The descriptive research design was adopted. Teachers of public basic schools, District Education Office staff, District Assembly members and chairmen of Parent-Teacher Associations and School Management Committees in the KEEA District constituted the population of the study.

Purposive and random sampling techniques were used to select 160 teachers. The teachers who had taught for at least two years after professional qualification were selected from 40 public basic schools. Also, 20 District Education Office staff, 40 chairmen of Parent-Teacher Associations and or School Management Committees and 10 District Assembly members were sampled for the study.

Instruments for the study were questionnaires designed by the researcher. Two questionnaires were designed, one for basic school teachers and District Education Office staff and the other one for community members who were made up of the chairmen of Parent-Teacher Associations and or School Management Committees and District Assembly members.

Section A of the questionnaires was used to gather biographical information on respondents. Section B was used to elicit information on stakeholders' assessment of the Best Teacher Award Scheme in the context of the Basic Education Sector Improvement Programme in the Komenda-Edina-Eguafo-Abrem District. The instrument was pilot-tested in the Twifo-Heman-Lower Denkyira District of the Central region of Ghana. The pilot test helped to determine the validity and reliability of the instruments.

Data gathered were analysed by using the Statistical Package for Social Sciences. Frequencies and percentages were used to present the biographical data while relative frequencies, statistical mean and standard deviations were used for answering the research questions.



### Summary of Findings

The study revealed that teacher respondents were not aware that teachers had to spend at least 5 years in the service after professional qualification in order to qualify for the award. Furthermore, it was found that teachers knew most of the criteria used for the selection of the Best Teacher Award Winners. Regarding professional competence as a criterion for selection of the award winners, teachers were well informed about what constituted “professional competence”.

The study indicated that best teachers create conducive atmosphere for learning, supervise and mark the work of their pupils frequently and promptly, thus motivating their pupils to learn properly. The study indicated that best teachers were usually active participants of such co-curricular activities in their schools.

With regard to best teachers’ involvement in community development programme, best teachers were reported to be involved in such programmes but their involvement was not considered to be profound. Similarly, the best teacher was also found to be leading an exemplary lifestyle, which had helped mould the lifestyles of the youth in their communities, but the impact was not profound.

Furthermore, the study indicated that best teachers had influenced their colleague teachers positively regarding the latter’s commitment to work. Again, the study revealed that best teachers had influenced their colleague teachers to acquire good teaching skills which had impacted positively on their teaching, but this influence was slight. It was also found that best teachers had not influenced other teachers regarding the latter’s commitment to community services.

The study further revealed that the prizes given at district and regional levels are not adequate to motivate teachers to work hard. It was, however, found that prizes given to award winners at national level are adequate to motivate teachers, but the recipients at the national level are few. They indicated that if the award recipients are increased at national level, teachers will be highly motivated to work hard and help achieve quality teaching and learning in schools.

### **Conclusions**

The study of stakeholders' assessment of the Best Teachers Award Scheme in the context of the Basic Education Sector Improvement Programme in the Komenda-Edina-Eguafo-Abrem District is taking place at a time stakeholders are complaining about falling standards of education in the country. The Basic Education Sector Improvement Programme, in other words, the Free Compulsory Universal Basic Education which is to improve upon the standard in basic schools in the country will in no doubt succeed if teachers are well motivated to put up excellent performances.

From the findings of the study, therefore, a number of conclusions were drawn. The conclusions were:

1. Teachers in the Komenda-Edina-Eguafo-Abrem district were informed about most of the criteria used to select Best Teacher Award Winners.
2. Best teachers were actually working hard in both curricular and co-curricular activities in their schools. They also led exemplary lifestyles in their communities which had impacted positively on the lifestyles of the youth in their school communities.

3. Best teachers had had positive influence on their colleague teachers regarding the latter's commitment to work but much was not felt in professional development and community services.
4. Prizes given to best teachers at district and regional levels were not adequate to motivate teachers. The national level prizes were adequate to motivate teachers but the number of recipients was too few to recognise most hardworking teachers.

In a nutshell, the study indicated that the Best Teacher Award Scheme had impacted positively towards the achievement of the Basic Education Sector Improvement Programme in the Komenda-Edina-Eguafo-Abrem district, but the impact had not been profound.

### **Recommendations**

Considering the findings and conclusions drawn from the study, the following recommendations are made:

1. The GES and GNAT should widely publicise the criteria used to select the Best Teacher Award winners to disabuse negative perception of some stakeholders on the scheme and forestall credibility of the scheme.
2. GES and other stakeholders of the scheme should explore ways of increasing the quantum of packages given to award winners at district and regional levels to make the scheme attractive to teachers.
3. The number of award recipients at national level should be increased to cover all subjects taught in basic and secondary schools to recognise more hardworking teachers.

4. To make the award very attractive to teachers, best teachers should be given promotion to the next rank. Also, headteachers and supervisors of institutions category of the award should be instituted to ensure effective internal and external supervision of schools.

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## APPENDIX A

### QUESTIONNAIRE FOR TEACHERS

QUESTIONNAIRE ON THE BEST TEACHER AWARD SCHEME IN THE  
CONTEXT OF THE BASIC EDUCATION SECTOR IMPROVEMENT  
PROGRAMME IN THE KOMENDA-EDINA-EGUAFO-ABREM  
DISTRICT

The aim of this questionnaire is to elicit information with regard to stakeholders' assessment of the impact of the best teacher award scheme on the basic education sector improvement programme for the purpose of writing a thesis as part of the requirement for the award of a masters' degree. Your candid and objective response would constitute a strong empirical basis for determining the effect of the best teacher award scheme on the basic education sector improvement programme in the Komenda-Edina-Eguafo-Abrem District. Confidentiality in respect of whatever information you may give is fully assured.

Thank you.

#### SECTION A

*The following statements are about yourself, kindly tick the box that best describes your response to each statement.*

1. Sex  Male  
 Female
2. Age  Under 25 years  
 25 – 34 years  
 35 – 44 years  
 45 – 54 years  
 55 – 60 years

3. Number of years spent in classroom after professional qualification: .....

4. Your professional qualification:  Cert. A\* 4 year  
 Cert. A\* post sec.  
 Diploma  
 Bachelor Degree  
 Masters Degree  
Any other specify: .....

5. Your rank:  
 Cert. 'A'  
 Superintendent II  
 Superintendent I  
 Senior Superintendent II  
 Senior Superintendent I  
 Principal Superintendent  
 Assistant Director  
 Director II

#### SECTION B

*Kindly read the following items and respond to them appropriately.*

6. What is the minimum number of years a teacher needs to work in order to qualify for the best teacher award?  No experience is required  
 2 years  
 3 years  
 4 years  
 5 years  
 More than 5 years

7. Please state the authorities and stakeholders who can nominate or recommend teachers for the best teacher award?

- a. .... b. ....
- c. .... d. ....
- e. .... f. ....
- g. .... h. ....

8. Which of these areas are considered under professional competence of teacher assessment for the best teacher award scheme?

- Academic potentials
- Quality of teaching
- Teacher knowledge of subject matter
- Initiative and effective pedagogic approach to teaching
- Effective communication
- Enforcement of discipline

9. Please state the specific areas (criteria) in which a teacher is assessed for the best teacher award.

- a. .... b. ....
- c. .... d. ....
- e. .... f. ....
- g. .... h. ....

Kindly indicate the extent of your agreement with each statement by ticking the appropriate figure.

5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree

The post award behaviour of the best teacher award winners in terms of curricular activities.

	5	4	3	2	1
10. Pupils who are taught by best teachers tend to do well academically.					
11. Best teachers create atmosphere which is conducive for teaching and learning activities.					
12. Best teachers give more home work.					
13. Best teachers mark classwork properly and promptly.					
14. Best teachers are more creative and innovative in their Teaching					

The post award behaviour of the best teacher award winners in terms of co-curricular activities.

	5	4	3	2	1
15. Best teachers accept extra responsibilities in school apart from their normal classroom work.					
16. Best teachers are very active in keeping their school surrounding clean.					
17. Best teachers participate fully in sporting activities in their schools.					
18. Best teachers are always ready to participate in cultural and religious activities of their schools.					

**The post award behaviour of the best teacher award winners in terms of community development.**

	5	4	3	2	1
19. Best teachers serve as role models in their school communities in terms of hardwork.					
20. Best teachers are very active in religious activities in their school communities.					
21. Best teachers participate fully in clean up exercises in their school communities.					
22. Best teachers participate fully in the education of their school communities on important national issues.					

**The post award behaviour of the best teacher award winners in terms of social lifestyle.**

	5	4	3	2	1
23. Best teachers influence their students and communities' lifestyles by keeping their environment clean.					
24. Best teachers appreciate and uphold positive cultural practices of their communities by participating in socio-cultural activities of their school communities.					
25. Best teachers try to abolish harmful cultural practices by educating their communities.					
26. Best teachers serve as role models in their school communities by exhibiting good morals and decent lifestyles.					
27. Best teachers are active in recreational activities.					

**Teachers' opinions regarding the packages given to best teachers as awards.**

	5	4	3	2	1
28. Awards given at district level are adequate to motivate teachers to work towards excellence.					
29. Awards given at regional level are adequate for teachers to work towards excellence					
30. Prizes given at national level are adequate for teachers to work towards excellence.					
31. The number of award winners at national level should be increased to cover all subjects and more teachers.					

**The influence best teachers had had on their colleague teachers in terms of latter's commitment to work.**

	5	4	3	2	1
32. Best teachers motivate other teachers to be hardworking.					
33. Best teachers motivate other teachers to be punctual to school.					
34. Best teachers' attendance at school motivate other teachers to attend school regularly.					
35. Interactions between best teachers and their colleagues have made other teachers enthusiastic about their work.					

**The influence best teachers had had on their colleague teachers in terms of teaching performance.**

	5	4	3	2	1
36. The use of best teachers as resource persons has helped other teachers to improve upon their preparation towards teaching.					
37. The use of best teachers as resource persons has helped other teachers to demystify some perceived difficult subjects by making these subjects practicable.					
38. The use of best teachers as resource persons has helped other teachers to improve upon their preparation and usage of teaching and learning materials.					
39. The enhanced image of best teachers has challenged other teachers to teach well in order to win the award.					

**The influence best teachers had had on their colleague teachers in terms of professional development.**

	5	4	3	2	1
40. The use of best teachers as resource persons has helped to improve upon the knowledge of subject matter base of other teachers.					
41. Interactions between best teachers and their colleagues have helped improved the latter's teaching methodologies.					
42. Interactions between best teachers and their colleagues have challenged the latter to improve upon their academic and professional qualifications.					



**The influence best teachers had had on their colleague teachers in terms of community services.**

	5	4	3	2	1
43. Best teachers encourage other teachers to participate in educational programmes of their school communities.					
44. The enhanced image of best teachers encourages other teachers to render free remedial lessons in their schools.					
45. Best teachers achievements have influenced other teachers to participate fully in community activities.					
46. The influence of best teachers has made many teachers role models in the various communities.					

**Teachers' suggestions to improve the best teacher award scheme.**

	5	4	3	2	1
47. In addition to the existing prizes, best teachers should be promoted to the next rank.					
48. Teachers in private schools should be included in the best teacher award scheme.					
49. Heads of institutions and supervisors of institutions should be included in the best teacher award scheme.					

## APPENDIX B

### QUESTIONNAIRE FOR COMMUNITY MEMBERS

#### QUESTIONNAIRE ON THE BEST TEACHER AWARD SCHEME IN THE CONTEXT OF THE BASIC EDUCATION SECTOR IMPROVEMENT PROGRAMME IN THE KOMENDA-EDINA-EGUAFO-ABREM DISTRICT

The aim of this questionnaire is to elicit information with regard to stakeholders' assessment of the impact of the best teacher award scheme on the basic education sector improvement programme for the purpose of writing a thesis as part of the requirement for the award of a masters' degree. Your candid and objective response would constitute a strong empirical basis for determining the effect of the best teacher award scheme on the basic education sector improvement programme in the Komenda-Edina-Eguafo-Abrem District. Confidentiality in respect of whatever information you may give is fully assured.

Thank you.

#### SECTION A

*The following statements are about yourself, kindly tick the box that best describes your response to each statement.*

1. Sex  Male  
 Female
2. Age  Under 25 years  
 25 – 34 years  
 35 – 44 years  
 45 – 54 years  
 55 – year and above

3. What is your position in the community?

Assembly member

SMC Chairman

PTA Chairman

4. How long have you spent in the current position?

Less than 2 years

2 - 3 years

6 - 8 years

9 years and above

### SECTION B

5. Which of these people can nominate teachers for the best teacher award?

*(Tick as many as you know)*

Headteacher

Teacher

Student

Community leader

Circuit supervisor

PTA chairman

SMC chairman

District Director of Education

Teacher himself/herself

Kindly indicate the extent of your agreement with each statement by ticking the appropriate figure.

**5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree**

**The post award behaviour of the best teacher award winners in terms of curricular activities.**

	5	4	3	2	1
6. Best teachers give more home work.					
7. Best teachers mark home work properly and promptly.					
8. Pupil who are taught by best teachers tend to score high marks in their class assignments.					
9. Pupils who are taught by best teachers tend to score high marks in their terminal examination.					

**The post award behaviour of the best teacher award winners in terms of co-curricular activities.**

	5	4	3	2	1
10. Best teachers are always active in gardening and other vocational activities.					
11. Best teachers are very active in keeping their school surrounding clean.					
12. Best teachers participate fully in sporting activities in their schools.					
13. Best teachers are always ready to participate in cultural and religious activities of their schools.					

**The post award behaviour of the best teacher award winners in terms of community development.**

	5	4	3	2	1
14. Best teachers serve as role models in their school communities in terms of commitment to duty.					
15. Best teachers participate fully in clean up exercises in their school communities.					
16. Best teachers participate fully in the education of their school communities on important national issues.					

**The post award behaviour of the best teacher award winners in terms of social lifestyle.**

	5	4	3	2	1
17. Best teachers influence their students and communities' lifestyles by keeping their environment clean.					
18. Best teachers appreciate and uphold positive cultural practices of their communities by participating in socio-cultural activities of their school communities.					
19. Best teachers try to abolish harmful cultural practices by educating their communities.					
20. Best teachers serve as role models in their school communities by exhibiting good morals and decent lifestyles.					
21. Best teachers are active in recreational activities in their school communities.					

**Community members' opinions regarding the packages given to best teachers as awards.**

	5	4	3	2	1
22. Awards given at district level are adequate to motivate teachers to work towards excellence.					
23. Awards given at regional level are adequate for teachers to work towards excellence					
24. Prizes given at national level are adequate for teachers to work towards excellence.					
25. The number of award winners at national level should be increased to cover more teachers.					

**The influence best teachers had had on their colleague teachers in terms of latter's commitment to work.**

	5	4	3	2	1
26. Best teachers motivate other teachers to be punctual to school.					
27. Best teachers' attendance at school motivate other teachers to attend school regularly.					
28. Interactions between best teachers and their colleagues have made other teachers enthusiastic about their work.					
29. The enhanced image of the best teacher has influenced their colleagues to be more committed to their work.					

**The influence best teachers had had on their colleague teachers in terms of community services.**

	5	4	3	2	1
30. Best teachers encourage other teachers to participate in educational programmes of their school communities.					
31. The enhanced image of best teachers encourages other teachers to render free remedial lessons in their schools.					
32. Best teachers achievements have influenced other teachers to participate fully in community activities.					
33. The influence of best teachers has made many teachers role models in the various communities.					

## APPENDIX C

### RAW DATA ON TEACHER RESPONSES ON THE BEST TEACHER AWARD SCHEME IN THE CONTEXT OF THE BASIC EDUCATION SECTOR IMPROVEMENT PROGRAMME IN KOMENDA-EDINA- EGUAFO-ABREM DISTRICT.

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2a. The post award behaviour of the best teacher award winners in terms of curricular activities.

#### Pupils taught by best teachers tend to do well.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	4.0	4.0	4.0
	Disagree	38	25.2	25.2	29.1
	Neutral	27	17.9	17.9	47.0
	agree	61	40.4	40.4	87.4
	Strongly agree	19	12.6	12.6	100.0
	Total	151	100.0	100.0	

#### Best teachers create a conducive atmosphere for teaching and learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.7	.7	.7
	Disagree	16	10.6	10.6	11.3
	Neutral	16	10.6	10.6	21.9
	Agree	77	51.0	51.0	72.8
	Strongly agree	41	27.2	27.2	100.0
	Total	151	100.0	100.0	

#### Best teachers give more homework.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	2.6	2.6	2.6
	Disagree	27	17.9	17.9	20.5
	Neutral	26	17.2	17.2	37.7
	Agree	67	44.4	44.4	82.1
	Strongly agree	27	17.9	17.9	100.0
	Total	151	100.0	100.0	



**Best teachers mark classwork properly and promptly.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	11	7.3	7.3	7.3
	Neutral	27	17.9	17.9	25.2
	Agree	72	47.7	47.7	72.8
	Strongly agree	41	27.2	27.2	100.0
	Total	151	100.0	100.0	

**Best teachers are more creative and innovative in their teaching.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.3	1.3	1.3
	Disagree	14	9.3	9.3	10.6
	Neutral	22	14.6	14.6	25.2
	Agree	72	47.7	47.7	72.8
	Strongly agree	41	27.2	27.2	100.0
	Total	151	100.0	100.0	

2b. Post award behaviour of the best teacher award winners in terms of co-curricular activities.

**Best teachers accept extra responsibilities in school apart from their classwork.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.7	.7	.7
	Disagree	16	10.6	10.6	11.3
	Neutral	15	9.9	9.9	21.2
	Agree	70	46.4	46.4	67.5
	Strongly agree	49	32.5	32.5	100.0
	Total	151	100.0	100.0	

**Best teachers keep school surroundings clean.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.7	.7	.7
	Disagree	21	13.9	13.9	14.6
	Neutral	38	25.2	25.2	39.7
	Agree	67	44.4	44.4	84.1
	Strongly agree	24	15.9	15.9	100.0
	Total	151	100.0	100.0	

**Best teachers participate fully in sporting activities in their schools.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	7.9	7.9	7.9
	Disagree	36	23.8	23.8	31.8
	Neutral	41	27.2	27.2	58.9
	Agree	50	33.1	33.1	92.1
	Strongly agree	12	7.9	7.9	100.0
	Total	151	100.0	100.0	

**Best teachers are ready to participate in cultural and religious activities of their School.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	6.0	6.0	6.0
	Disagree	35	23.2	23.2	29.1
	Neutral	45	29.8	29.8	58.9
	Agree	52	34.4	34.4	93.4
	Strongly agree	10	6.6	6.6	100.0
	Total	151	100.0	100.0	

**2c. Post Award Behaviour of the Best Teacher Award Winners in terms of Community Development**

**Best teachers serve as role models in their schools in terms of hardwork.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.0	2.0	2.0
	Disagree	11	7.3	7.3	9.3
	Neutral	10	6.6	6.6	15.9
	Agree	67	44.4	44.4	60.3
	Strongly agree	60	39.7	39.7	100.0
	Total	151	100.0	100.0	

**Best teachers are very active in religious activities in their school communities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	6.6	6.6	6.6
	Disagree	37	24.5	24.5	31.1
	Neutral	51	33.8	33.8	64.9
	Agree	43	28.5	28.5	93.4
	Strongly agree	10	6.6	6.6	100.0
	Total	151	100.0	100.0	

**Best teachers participate fully in clean up exercises in their school communities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	2.6	2.6	2.6
	Disagree	33	21.9	21.9	24.5
	Neutral	42	27.8	27.8	52.3
	Agree	51	33.8	33.8	86.1
	Strongly agree	21	13.9	13.9	100.0
	Total	151	100.0	100.0	

2d. Post award behaviour of the best teacher award winners in terms of social lifestyle.

**Best teachers influence their students and school communities lifestyle by keeping the environment clean**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	5.3	5.3	5.3
	Disagree	28	18.5	18.5	23.8
	Neutral	42	27.8	27.8	51.7
	Agree	50	33.1	33.1	84.8
	Strongly agree	23	15.2	15.2	100.0
	Total	151	100.0	100.0	

**Best teachers appreciate and uphold positive cultural practices in their communities by participating in socio-cultural activities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	4.0	4.0	4.0
	Disagree	21	13.9	13.9	17.9
	Neutral	49	32.5	32.5	50.3
	Agree	60	39.7	39.7	90.1
	Strongly agree	15	9.9	9.9	100.0
	Total	151	100.0	100.0	

**Best teachers try to abolish harmful cultural practices by educating the communities to stop such practices.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	7.9	7.9	7.9
	Disagree	37	24.5	24.5	32.5
	Neutral	45	29.8	29.8	62.3
	Agree	38	25.2	25.2	87.4
	Strongly agree	19	12.6	12.6	100.0
	Total	151	100.0	100.0	

**Best teachers serve as role models in their school communities by exhibiting good morals and decent lifestyles.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	2.6	2.6	2.6
	Disagree	13	8.6	8.6	11.3
	Neutral	19	12.6	12.6	23.8
	Agree	70	46.4	46.4	70.2
	Strongly agree	45	29.8	29.8	100.0
	Total	151	100.0	100.0	

**Best teachers are active in recreational activities in their school communities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	3.3	3.3	3.3
	Disagree	23	15.2	15.2	18.5
	Neutral	55	36.4	36.4	55.0
	Agree	54	35.8	35.8	90.7
	Strongly agree	14	9.3	9.3	100.0
	Total	151	100.0	100.0	

**3. Stakeholders' opinions regarding the Prizes given to Award winners.**

**Award items given at district level are adequate for teachers to work towards excellence.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	40	26.5	26.5	26.5
	Disagree	62	41.1	41.1	67.5
	Neutral	22	14.6	14.6	82.1
	Agree	24	15.9	15.9	98.0
	Strongly agree	3	2.0	2.0	100.0
	Total	151	100.0	100.0	

**Prizes given at regional level are adequate for teachers to work towards Excellence.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	23	15.2	15.2	15.2
	Disagree	53	35.1	35.1	50.3
	Neutral	25	16.6	16.6	66.9
	Agree	40	26.5	26.5	93.4
	Strongly agree	10	6.6	6.6	100.0
	Total	151	100.0	100.0	

**Awards and packages given at national level are adequate for teachers to work towards excellence.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	8.6	8.6	8.6
	Disagree	20	13.2	13.2	21.9
	Neutral	16	10.6	10.6	32.5
	Agree	57	37.7	37.7	70.2
	Strongly agree	45	29.8	29.8	100.0
	Total	151	100.0	100.0	

**The number of award winners at national level should be increased to cover more teachers.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.0	2.0	2.0
	Disagree	2	1.3	1.3	3.3
	Neutral	7	4.6	4.6	7.9
	Agree	37	24.5	24.5	32.5
	Strongly agree	102	67.5	67.5	100.0
	Total	151	100.0	100.0	

**4a. Influence the best teacher award winners had had on their colleague teachers in terms of commitment to work.**

**Best teachers motivate other teachers to be hardworking.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.0	2.0	2.0
	Disagree	20	13.2	13.2	15.2
	Neutral	18	11.9	11.9	27.2
	Agree	75	49.7	49.7	76.8
	Strongly agree	35	23.2	23.2	100.0
	Total	151	100.0	100.0	

**Best teachers motivate other teachers to be punctual to school.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.3	1.3	1.3
	Disagree	25	16.6	16.6	17.9
	Neutral	30	19.9	19.9	37.7
	Agree	71	47.0	47.0	84.8
	Strongly agree	23	15.2	15.2	100.0
	Total	151	100.0	100.0	

**Best teachers' attendance at school motivates other teachers to attend school regularly.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.3	1.3	1.3
	Disagree	22	14.6	14.6	15.9
	Neutral	31	20.5	20.5	35.4
	Agree	70	46.4	46.4	82.8
	Strongly agree	26	17.2	17.2	100.0
	Total	151	100.0	100.0	

**Interaction between best teachers and their colleagues have made teachers enthusiastic about their work.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.0	2.0	2.0
	Disagree	21	13.9	13.9	15.9
	Neutral	45	30.5	30.5	46.4
	Agree	69	45.7	45.7	92.1
	Strongly agree	12	7.9	7.9	100.0
	Total	151	100.0	100.0	

4b. Influence the Award winners had had on their colleague teachers in terms of teaching performance.

**The use of the best teachers as resource persons has helped other teachers to improve upon their preparation before teaching.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.0	2.0	2.0
	Disagree	23	15.2	15.2	17.2
	Neutral	37	24.5	24.5	41.7
	Agree	71	47.0	47.0	88.7
	Strongly agree	17	11.3	11.3	100.0
	Total	151	100.0	100.0	

The use of the best teachers as resource persons has helped other teachers to demystify some perceived difficult subjects.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.0	2.0	2.0
	Disagree	29	19.2	19.2	21.2
	Neutral	45	29.8	29.8	51.0
	Agree	52	41.1	41.1	92.1
	Strongly agree	12	7.9	7.9	100.0
	Total	151	100.0	100.0	

The use of the best teachers as resource persons has helped other teachers to improve upon the usage of teaching and learning materials.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.3	1.3	1.3
	Disagree	23	15.2	15.2	16.6
	Neutral	36	23.8	23.8	40.4
	Agree	74	49.0	49.0	89.4
	Strongly agree	16	10.6	10.6	100.0
	Total	151	100.0	100.0	

The enhanced image of the best teachers has challenged other teachers to teach well in order to win the award.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.0	2.0	2.0
	Disagree	18	11.9	11.9	13.9
	Neutral	37	24.5	24.5	38.4
	Agree	61	40.4	40.4	78.8
	Strongly agree	32	21.2	21.2	100.0
	Total	151	100.0	100.0	

4c. The influence of Best Teachers on their colleague teachers regarding professional development.

The use of the best teachers as resource persons in workshops has helped improve upon these teachers knowledge of their subject matter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	3.3	3.3	3.3
	Disagree	19	12.6	12.6	15.9
	Neutral	41	27.2	27.2	43.0
	Agree	72	47.7	47.7	90.7
	Strongly agree	14	9.3	9.3	100.0
	Total	151	100.0	100.0	

**The interaction between best teachers and other teachers has helped the non award winners to improved upon their teaching methodology.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.3	1.3	1.3
	Disagree	24	15.9	15.9	17.2
	Neutral	41	27.2	27.2	44.4
	Agree	71	47.0	47.0	91.4
	Strongly agree	13	8.6	8.6	100.0
	Total	151	100.0	100.0	

**Interactions between best teachers and other teachers have challenged the latter to improve upon their academic and professional qualities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	5.3	5.3	5.3
	Disagree	29	19.2	19.2	24.5
	Neutral	34	22.5	22.5	47.0
	Agree	63	41.7	41.7	88.7
	Strongly agree	17	11.3	11.3	100.0
	Total	151	100.0	100.0	

4d. The influence of Best Teachers on their colleague teachers regarding community services.

**Best teachers encourage other teachers to participate in educational programmes of their school communities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	4.0	4.0	4.0
	Disagree	19	12.6	12.6	16.6
	Neutral	54	35.8	35.8	52.3
	Agree	61	40.4	40.4	92.7
	Strongly agree	11	7.3	7.3	100.0
	Total	151	100.0	100.0	



The enhanced image of best teachers encourages other teachers to render remedial lessons in their schools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	8.0	8.0	8.0
	Disagree	30	26.7	26.7	34.7
	Neutral	40	35.8	35.8	70.5
	Agree	39	35.0	35.0	85.4
	Strongly agree	10	8.9	8.9	100.0
	Total	128	100.0	100.0	

Best teachers' achievements have influenced other teachers to participate fully in community activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	4.0	4.0	4.0
	Disagree	45	22.0	22.0	26.0
	Neutral	52	25.4	25.4	51.4
	Agree	35	17.0	17.0	68.4
	Strongly agree	7	3.4	3.4	100.0
	Total	147	100.0	100.0	

The influence of best teachers has made many teachers role models in the various communities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	8.0	8.0	8.0
	Disagree	33	29.9	29.9	37.9
	Neutral	39	35.0	35.0	72.9
	Agree	33	29.7	29.7	82.6
	Strongly agree	7	6.3	6.3	100.0
	Total	111	100.0	100.0	

### 5. Teachers' suggestions to improve upon the Best Teacher Award Scheme.

In addition to the existing prizes best teachers should be promoted to the next rank to make the scheme attractive to teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	7.9	7.9	7.9
	Disagree	18	11.6	11.6	19.5
	Neutral	18	11.6	11.6	31.1
	Agree	47	29.7	29.7	60.8
	Strongly agree	36	22.4	22.4	100.0
	Total	121	100.0	100.0	

Teachers in private schools should be considered in the best teacher award scheme to cater for all teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	22	14.6	14.6	14.6
	Disagree	22	14.6	14.6	29.1
	Neutral	25	16.6	16.6	45.7
	Agree	48	31.8	31.8	77.5
	Strongly agree	34	22.5	22.5	100.0
	Total	151	100.0	100.0	

Heads of institutions and supervisors of institutions should be included in the award scheme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	7.3	7.3	7.3
	Disagree	12	7.9	7.9	15.2
	Neutral	16	10.6	10.6	25.8
	Agree	47	31.1	31.1	57.0
	Strongly agree	65	43.0	43.0	100.0
	Total	151	100.0	100.0	

APPENDIX D.

RAW DATA ON COMMUNITY MEMBERS RESPONSES ON THE BEST  
TEACHER AWARD SCHEME IN THE CONTEXT OF THE BASIC  
EDUCATION SECTOR IMPROVEMENT PROGRAMME IN KOMENDA-  
EDINA-EGUAFO-ABREM DISTRICT.

2a. The post award behaviour of the best teacher award winners in terms of curricular activities.

**Best teachers give more homework.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	19.5	19.5	19.5
	Neutral	6	14.6	14.6	34.1
	Agree	16	39.0	39.0	73.2
	Strongly agree	11	26.8	26.8	100.0
	Total	41	100.0	100.0	

**Best teachers mark homework properly and promptly.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.4	2.4	2.4
	Disagree	2	4.9	4.9	7.3
	Neutral	8	19.5	19.5	26.8
	Agree	8	19.5	19.5	46.3
	Strongly agree	22	53.7	53.7	100.0
	Total	41	100.0	100.0	

**Pupils taught by best teachers tend to score higher marks in their class Assignments.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.4	2.4	2.4
	Disagree	8	19.5	19.5	22.0
	Neutral	6	14.6	14.6	36.6
	Agree	15	36.6	36.6	73.2
	Strongly agree	11	26.8	26.8	100.0
	Total	41	100.0	100.0	

Pupils taught by best teachers tend to score higher marks in their terminal examination.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	17.1	17.1	17.1
	Neutral	6	14.6	14.6	31.7
	Agree	18	43.9	43.9	75.6
	Strongly agree	10	24.4	24.4	100.0
	Total	41	100.0	100.0	

2b. The post award behaviour of the Best Teacher Award winner in terms of co-curricular activities.

Best teachers are always active in gardening.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	7.3	7.3	7.3
	Disagree	5	12.2	12.2	19.5
	Neutral	12	29.3	29.3	48.8
	Agree	15	36.6	36.6	85.4
	Strongly agree	6	14.6	14.6	100.0
	Total	41	100.0	100.0	

best teachers are active in keeping their school surroundings clean.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.4	2.4	2.4
	Neutral	5	12.2	12.2	14.6
	Agree	23	55.1	55.1	70.7
	Strongly agree	12	29.3	29.3	100.0
	Total	41	100.0	100.0	

Best teachers participate fully in sporting activities in their schools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.4	2.4	2.4
	Disagree	6	14.6	14.6	17.1
	Neutral	11	26.8	26.8	43.9
	Agree	15	36.6	36.6	80.5
	Strongly agree	8	19.5	19.5	100.0
	Total	41	100.0	100.0	

**Best teachers are ready to participate in cultural and religious activities of their School.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.4	2.4	2.4
	Disagree	7	17.1	17.1	19.5
	Neutral	10	24.4	24.4	43.9
	Agree	12	29.3	29.3	73.2
	Strongly agree	11	26.8	26.8	100.0
	Total	41	100.0	100.0	

2c. Post award behaviour of the Best Teacher Award winners in terms of community development.

**Best teachers serve as role models in their school communities in terms of commitment to duty.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.9	4.9	4.9
	Neutral	4	9.8	9.8	14.6
	Agree	6	14.6	14.6	29.3
	Strongly agree	29	70.7	70.7	100.0
	Total	41	100.0	100.0	

**Best teachers participate fully in clean up exercises in their school communities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	14.6	14.6	14.6
	Neutral	8	19.5	19.5	34.1
	Agree	21	51.2	51.2	85.4
	Strongly agree	6	14.6	14.6	100.0
	Total	41	100.0	100.0	

**Best teachers participate fully in the education of their school communities in importance national issues.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.4	2.4	2.4
	Disagree	5	12.2	12.2	14.6
	Neutral	10	24.4	24.4	39.0
	Agree	15	36.6	36.6	75.6
	Strongly agree	10	24.4	24.4	100.0
	Total	41	100.0	100.0	

Best teachers are active in recreational activities in their school communities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	4.9	4.9	4.9
	Disagree	6	14.6	14.6	19.5
	Neutral	11	26.8	26.8	46.3
	Agree	16	39.0	39.0	85.4
	Strongly agree	6	14.6	14.6	100.0
	Total	41	100.0	100.0	

3. Stakeholders' opinions regarding the prizes given to award winners.

Award items given at district level are adequate to motivate teachers to work towards Excellence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	9.8	9.8	9.8
	Disagree	13	31.7	31.7	41.5
	Neutral	3	7.3	7.3	48.8
	Agree	17	41.5	41.5	90.2
	Strongly agree	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

Prizes given at regional level are adequate for teachers to work towards excellence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.4	2.4	2.4
	Disagree	10	24.4	24.4	26.8
	Neutral	12	29.3	29.3	56.1
	Agree	14	34.1	34.1	90.2
	Strongly agree	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

Prizes given at national level are adequate for teachers to work towards excellence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	22.0	22.0	22.0
	Neutral	4	9.8	9.8	31.7
	Agree	14	34.1	34.1	65.9
	Strongly agree	14	34.1	34.1	100.0
	Total	41	100.0	100.0	

The number of award winners at national level should be increased to cover more teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.4	2.5	2.5
	Disagree	3	7.3	7.5	10.0
	Neutral	3	7.3	7.5	17.5
	Agree	9	22.0	22.5	40.0
	Strongly agree	24	58.5	60.0	100.0
Total		40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

4a. The influence of Best Teacher Award winners on their colleague teachers in terms of commitment to work.

Best teachers motivate other teachers to be punctual at school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	4.9	4.9	4.9
	Disagree	2	4.9	4.9	9.8
	Neutral	5	12.2	12.2	22.0
	Agree	21	51.2	51.2	73.2
	Strongly agree	11	26.8	26.8	100.0
Total		41	100.0	100.0	

Best teachers' attendance at school motivates other teachers to attend school Regularly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.9	4.9	4.9
	Neutral	5	12.2	12.2	17.1
	Agree	19	46.3	46.3	63.4
	Strongly agree	15	36.6	36.6	100.0
Total		41	100.0	100.0	

**Interaction between best teachers and their colleagues have made teachers enthusiastic about their work.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.4	2.4	2.4
	Disagree	2	4.9	4.9	7.3
	Neutral	15	35.6	36.6	43.9
	Agree	13	31.7	31.7	75.6
	Strongly agree	10	24.4	24.4	100.0
	Total	41	100.0	100.0	

**The enhanced image of the best teachers has influenced other teachers to be more committed to their work.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.4	2.4	2.4
	Disagree	2	4.9	4.9	7.3
	Neutral	11	26.8	26.8	34.1
	Agree	18	43.9	43.9	78.0
	Strongly agree	9	22.0	22.0	100.0
	Total	41	100.0	100.0	

4d. The influence of Best Teachers' on their colleagues in terms of community services.

**Best teachers encourage other teachers to participate in educational programmes of their school communities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.4	2.4	2.4
	Disagree	6	14.6	14.6	17.1
	Neutral	10	24.4	24.4	41.5
	Agree	21	51.2	51.2	92.7
	Strongly agree	3	7.3	7.3	100.0
	Total	41	100.0	100.0	



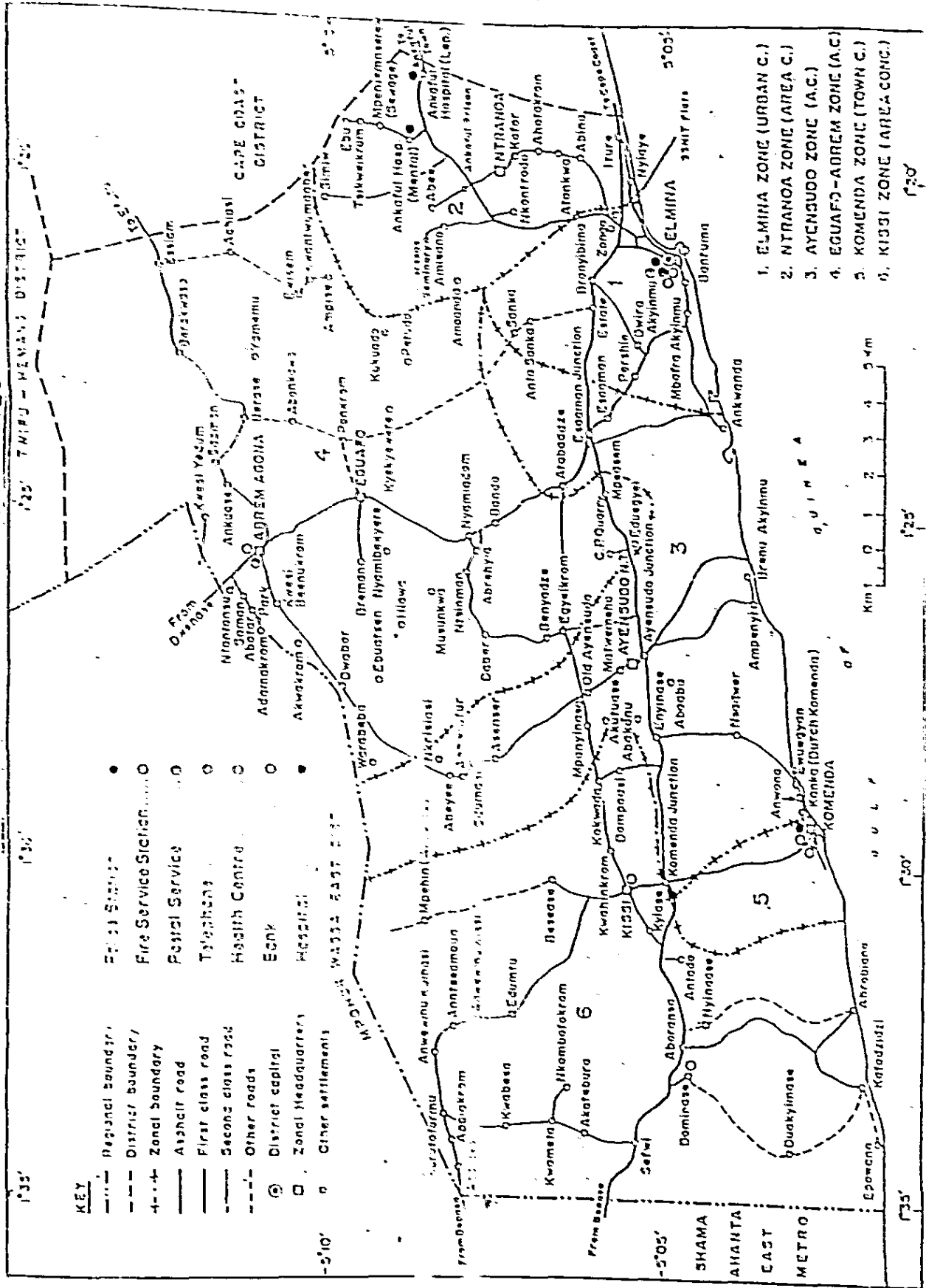
The enhanced image of best teachers encourages other teachers to render  
Free remedial lessons in their schools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.4	2.4	2.4
	Disagree	7	17.1	17.1	19.5
	Neutral	15	36.6	36.6	56.1
	Agree	13	31.7	31.7	87.8
	Strongly agree	5	12.2	12.2	100.0
	Total	41	100.0	100.0	

Best teachers' achievements have influenced other teachers to participate fully in  
community activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.4	2.4	2.4
	Disagree	10	24.4	24.4	26.8
	Neutral	14	34.1	34.1	61.0
	Agree	11	26.8	26.8	87.8
	Strongly agree	5	12.2	12.2	100.0
	Total	41	100.0	100.0	

# KOMENDA - EDINA - EGUAFO - ABREM DISTRICT SETTLEMENTS AND SERVICE CENTRES



APPENDIX F

CITATION OF MS. GEORGINA AFUA OUDJOE

Ms. Georgina Oudjoe was born in 1966 at Komenda.

She completed her basic education in 1981, and continued to Ghana National College, where she completed in 1987. She entered Komenda Training College in 1987 and came out as a three year Post Secondary Trained Teacher in 1990.

She taught in Aburansa Dominase Junior Secondary School. She was later transferred to Komenda D/C Junior Secondary School 'B' where she taught General Science.

She is currently at the University of Cape Coast reading Primary Education.

Her interests include reading and cooking.