UNIVERSITY OF CAPE COAST

IMPROVING TEACHER PERFORMANCE IN THE

TARKWA-NSUAEM MUNICIPALITY

CATHERINE AMUASIWAA DAVIS

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BY

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DECLARATION

Candidate's Declaration

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

Candidate's Signature …………………………….. Date: …………...........

Name: Catherine Amuasiwaa Davis

Supervisor's Declaration

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

Supervisor's Signature:…………………………….. Date: ……………………

Name: Mr. S. K. Atakpa

ABSTRACT

Supervision reports from Tarkwa-Nsuaem Education Directorate showed that pupils in basic schools in the Tarkwa-Nsuaem Municipality were not sufficiently numerate, literate, nor able to solve problems that children at their grade levels were expected to solve due to unsatisfactory performance of teachers. The situation had resulted from lack of facilities for teaching and learning, inadequate staff motivation, ineffective supervision, lack of stakeholder support and co-operation, and poor attitudes of teachers among others.

The research was therefore an attempt to identify the causes and solutions of the phenomenon. The basic assumption was that a solution to the challenges would also motivate teachers to be more productive, and pupils would then do better academically. The intervention included workshops, professional and material support for teachers, motivation for teachers, and deliberations at durbars and meetings. Percentages were used to analyze the research data. The population for the study was 25,260 for which purposive sampling was used to select a sample of 345 respondents in 15 schools. The main instruments used for the study were questionnaire, observation and interview checklist.

At the end of the intervention, Headteachers' monitoring of class teaching improved from 20% to 46.7%, and teachers' output rose from 33.3% to 49%. Teachers' use of child- centred method increased from 53.3% to 93.3% to allow pupils to participate in teaching and learning. Stakeholder support also improved. The general conclusion was that performance was relatively higher.

DEDICATION

In memory of my late son, Jude Maxmillan Nana Kwesi Acquah.

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CHAPTER ONE

INTRODUCTION

Background of the Problem

Education is the key to the development of every nation, and very dear to the heart of every government. Consequently, educational policies keep on changing from time to time but with the singular aim of educating the populace to be economically, politically, socially and morally emancipated. Besides, education reforms have been introduced to ensure that educational policy and development keep pace with technological trends and national aspirations. The most recent Education Reforms of 2007 is a good example. Its major objective is to turn out educated and skilled workforce to constitute a solid human resource base needed for the development of the nation.

To achieve the educational goals of Ghana, there has been considerable increase in the provision of infrastructure, teaching and learning materials, as well as In-service training (INSET) for teachers. Steps have also been taken to motivate teachers and pupils to work hard to realize our policy objectives for education. Unfortunately, the output of teachers and pupils in some schools in the Tarkwa-Nsuaem Municipality has not been remarkable. Figure 1 shows the location of Tarkwa-Nsuaem Municipality in the Western Region of Ghana. Though many reasons could be advanced for poor student and teacher attitude

and performance, teachers in particular have been blamed and are being held accountable for these poor performances.

Basic school pupils/students are not sufficiently numerate, literate and problem solvers at their grade levels. Pechvoch (2002) confirms that in many of most remote areas especially in the   Northern half of Ghana, the large majority (often more than 80%) of children completing grade 6 or even Junior Secondary (now High) schools are completely illiterate. This situation also applied to some of the sample schools selected for this research.

Factors that contributed to the unprofessional work attitudes of teachers in these schools included:-

1.   Irregular attendance, lateness and absenteeism of teachers.

2.   Non-preparation of lesson notes; where attempts are made, the lesson note   objectives are not   Specific,   Measurable, Achievable, Realistic and Time Bound (SMART)

3.   Poor and ineffective pedagogies in lesson delivery.

4.   Ineffective utilization of instructional period.

5.   Improper and non-evaluation of lesson taught.

6.   Low percentage coverage of the syllabus.

7.   Ineffective supervision.

8.   Absence of professional development programmes for teachers.

9.   Lack of teaching-learning materials and logistics support.

10.   Inadequate teacher motivation. (GES, 2008)

The then Wassa West District out of which Tarkwa-Nsuaem Municipal has been carved, received a number of interventions from the United States Agency for International Development (USAID) under the Quality Improvement in Primary Schools Projects (QUIPS) programme from 2001 to 2004. Another area of concern in the QUIPS programme was the active involvement of the local school community through the School Management Committee (SMC). Effective community participation therefore contributed greatly towards the success of the QUIPS interventions.

The Whole School Development (WSD), a British Government funded intervention, was also introduced around the same period as QUIPS, 2001- 2003. The main objective of the WSD project was to help teachers top-up their requisite knowledge and skills in problem solving, literacy and numeracy. It was to make teachers transmitters of quality education which will turn out pupils who are literate, numerate and problem solvers at their grade levels and to compete favourably in any academic exercise. The interventions of both development partners had very positive results, yet after 2004, the programmes were discontinued. The good primary practices automatically came to a halt due to funding constraints of the implementers.

Besides, the staff appraisal instrument or tool clearly spells out the detailed responsibilities of the teacher. Its main objective is to identify the training needs of the teacher and provide the appropriate support. It also provides an opportunity to praise (motivate) work which has been well done. (Tidler & Cooper, 1989). Unfortunately, the Ghana Education Service (GES) recommended

Appraisal Instrument is not being used in these schools. The need to enforce this to be able to motivate and assess teacher's performance cannot be overstated.

To improve teacher performance, it is imperative to consider effective supervision in schools especially internal supervision pertaining to these schools. Since 1987, the Ministry of Education (MOE) and the Ghana Education Service (GES) have taken measures to address constraints of quality basic education. Circuit Supervisors Handbook, (GES, 2002). Yet, it appears not much success has been chalked as far as these schools are concerned. Where school heads provide effective professional leadership, instructional as well as co-curricular activities to improve both the teacher and pupil's performance, the teachers are capable of doing meaningful work. But Heads in the identified schools seem not to have the confidence and are not committed to this task which can improve performance significantly.

Teacher tardiness, absenteeism and lateness are rampant in these schools. To the rural school pupils, teacher absenteeism is a tangible reason for them also to stay out of school, thus ever increasing the school dropout rate in such communities. In some instances, enrolment has dwindled to such an extent that community leaders have requested for the suspension or closure of their schools. According to them, investing in their wards' education is not yielding the expected results. (Asiedu-Akrofi, 1978). Unannounced visits to these schools clearly portrayed the extent and impact of teacher tardiness. Pupils are made to overstay the break periods thereby wasting precious instructional periods.

Sometimes, teachers would be relaxing on the veranda or under shady   trees chatting, eating or engaged in commercial activities at the full glare of the pupils, head teachers and community members with impunity.

In these schools, teacher punctuality, as indicated by the Teachers Attendance Books, appears encouraging. However, follow-up visits in the early morning falsify the records. For them reporting to school late is normal. They only back-write the time of arrival as well as leave spaces for other colleagues to fill in their names as and when they arrived, most of the time with the support of their heads who do not want to incur their displeasure.

Sometimes, the attitudes of some community members also encourage some teachers to shirk their responsibility. Any attempt by supervising authorities to bring such deviant teachers to book raises a lot of opposition by the same community members who are their kith and kin. As a result of some of these negative practices, effective teaching and learning is practically non-existent.

A lot of stakeholders perceived the roles and responsibilities of the teacher as trivial. Yet, according to Nwagwu (1978), education system at any level depends heavily on the quality of its teachers. If teachers are uncooperative and not committed to their work, not much can be achieved. This is true despite the provision of good facilities, adequate equipment, furniture, textbooks and other logistic supports. Besides, improving and maintaining academic excellence is possible mainly through high teacher performance.

Statement of the Problem

It is generally perceived in the communities of the study that teachers' attendance to school is not encouraging. They are not regular and punctual to school. Consequently, pupils/students attendance to schools are also poor, following the teachers' example.

Report from monitoring teams revealed that the lesson notes are not 'SMART'. Stipulated instructional periods are not judiciously used due to teacher tardiness. For that matter, greater portion of the syllabus are not taught. There are always backlog of untreated topics each year.

The pedagogies are ineffective. There is no evidence of teacher preparation before classes. Lesson delivery and post delivery methods leave much to be desired. Children learn by the rote method. Furthermore, very little or no exercise are set and marked. Learning is consequently not stamped or internalized.

Effective internal supervision is non-existent. Headteachers seem not to have the competence and moral courage to supervise teachers, neither are there facilities to provide that enabling atmosphere for effective teaching and learning. A number of interventions have been tried but they have not yielded any appreciable improvement. Management has now identified low level teacher performance as the major problem. It is expected that when teacher performance is improved, academic performance would improve accordingly.

Purpose of the Study

The aim of the research is to find the possible causes of unprofessional work attitudes, low teacher morale and poor learning outcomes of the schools, with the view to identifying and implementing strategies and interventions that would address their problems. It is further envisaged that the interventions would bring about significant academic improvement in the schools. It is also to find ways of motivating teachers extrinsically and intrinsically in the schools to improve their performance as a major step towards improving academic achievement. The research shall (i) investigate the causes of low performance among the teachers in the identified schools and (ii) determine appropriate strategies that would encourage the teachers to improve upon their performances in the schools.

Research Questions

The questions that guided this Action Research are:

1. To what extent does the professional development of the teacher improve performance in Tarkwa Nsuaem Municipality?

2. How can teachers at the local level be helped to feel that they are recognized and/or consulted on issues meant to improve education outcomes in the community?

3. To what extent do community durbars improve community commitment in basic education?

4. What support do communities offer to improve performance in the schools?

Significance of the Study

It is expected, that after the study, the teachers' morale would be significantly high. Teachers' competency and professional work attitudes would have changed for the better, and teaching and learning outcomes improved. Stakeholders, especially students and their parents will then realize value for their investment in education. This will be the baseline for the communities' human resources development agenda, or prepare the children for the world of work

Delimitation

The research was carried out in 15 basic schools in the Tarkwa-Nsuaem Municipality which was created out of the former Wassa West District of the Western Region of Ghana in February, 2008. However a sample was necessary for the completion of the study in time. The study focused on how to improve teacher performance in the municipality. The Municipality shares common boundary with Prestea-Huni Valley District in the north, Mpohor Wassa East on the East, Nzema East on the West, and Ahanta West in the South. Mining dominates its economy. There are altogether 245 basic schools in the Municipality. Figure 1 on page 11 shows the location of the Municipality.

Limitation

This Action Research involved 15 basic schools of varied performance levels, 15 Headteachers, 15 SMC/PTA Chairmen, 30 teachers and 330 pupils due mainly to economic and time constraints. Conducting the research in all the 245

basic schools in the Municipality demanded very large capital outlay beyond the financial capacity of the researcher. A number of teacher respondents who were suspicious of the researcher's intentions tried to give misleading responses, and had to be closely monitored to avoid distortions.

Figure 1: Map of Western Region of Ghana showing location of Tarkwa-Nsuaem Municipality

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Educational institutions are established primarily to transmit knowledge and skills as well as inculcate good moral values into the students. It is imperative that these institutions are well equipped with facilities and equipment to perform. But more important than these material facilities and equipment are the "transmitters" of education, the classroom teacher. (Nwagwu, 1978). Measuring the quality of teacher performance has been regarded throughout literature as a complex, highly dynamic and multidimensional task. (Mimango, 2002).

The Role of the Teacher

Effective educational system at every level depends mostly on the quality of its teachers. The teacher is indispensable in improving and sustaining excellence in academic achievement. Of all the resources at the disposal of organizations, it is only the human resources who can harness them to achieve the organisational goal. (Nwagwu, 1978).

Atakpa & Ankomah (1998) posits that what headteachers and staff do with children contribute greatly to effective teaching and learning. In the classroom the teacher's main task is to transmit knowledge. Besides, he is a disciplinarian, he nurtures the children he teaches to supplement what the parents

do at home. As a socializing agent, the teacher further inculcates in the pupils acceptable social values which will make them responsible citizens in future. (Fullan, 1991).

The teacher's role as an effective socializing agent is further strengthened because the family's most important and primary function as a socializing agent is losing its effectiveness. Consequently, the teacher is regarded as both the confidant and the disciplinarian of his pupils, and has to be kind, sympathetic and understanding, but to maintain discipline, he has to be principled, strict, occasionally severe. In order to perform effectively, teachers have to prepare very well before they enter the classroom. They are to inculcate in the child the habit of reading, hardwork and inquisitiveness, to become achievers at their grade levels.

From the above, it may be justifiable and logical that efforts at improving teaching and learning must target the teacher. Consequently, the researcher's strategies aim at improving the teacher's efficiency and effectiveness.

Teacher Motivation

Motivation is a kind of internal and external force that makes an individual behave in certain ways. It initiates and propels a person towards achieving set goals. Marfo-Yiadom (1998). Costley and Todd (1998) are also of the view that when employees feel good about their jobs it is primarily because of the nature of the work itself. Factors that lead to positive feelings and motivation include induction into the service, placement, achievements, accountability, recognition

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for accomplishment, responsibility and personal growth. The presence of these factors leads to job satisfaction and employee commitment to   higher   level   of performance. (Rebore, 2007). When motivation factors are present, they serve not only to increase productivity but also to develop employee effectiveness.

One of the essential personal attributes a teacher should possess is dedication. He must be interested in his job, be completely committed to it, show a sense of responsibility in the discharge of his duty and try to do his best at all times. He must also be willing to learn and accept corrections from others, be sensitive, observant, patient and tolerant, and have ready sympathy with his students.

The contented teacher ensures his teaching is really effective, he improvises when necessary, encourages pupils to work and creates enabling classroom atmosphere in which the students cooperate and work happily. Again he should master the content and technique of teaching and vary his pedagogies in order to achieve teaching objectives. (Baiden et al, 2008). Consequently, In-Service Training Programmes **(INSETS)** would be used to motivate teachers since in this way they can satisfy personal needs while contributing to the achievement of organizational goals. (Costley & Todd, 1998).

Just as adults need to be encouraged and motivated to raise their morale for effective output of work so do the pupils and students. Most of them are yet to come to terms with the importance of being studuous. In this respect when pupils derive satisfying experiences from their work, they are motivated to learn. These experiences include praise, marks, prizes and privileges. Praise is generally

recommended instead of prizes. Pupils expect comments such as "well done", "good work", "give him/her a big hand", "excellent", "very good", keep it up". A child should be praised for improving on his/her own previous efforts. The teacher is cautioned against over praising the best ones since it can discourage and hurt the slower and more timid pupils. In fact, not all children are capable of achieving the same standard at the same time. The teacher should never try to over instruct or direct the children, rather she/he should remove all obstacles to learning and encourage all children to learn at their individual pace. The confidence, fearlessness and freedom to ask questions whenever necessary should be promoted and encouraged by teachers to motivate the pupils. (Asiedu-Akrofi, 1978).

Teacher Development

Staff development is an indispensable component in building the capacity of teachers to function efficiently. Primarily, pre-service training introduces the teacher to the basics of his/her job, while teacher development aims at further building capacities of teachers to meet changing trends in the teaching profession. Staff development is also seen as the systemic attempt to improve professional practices, beliefs and understanding of institutional goals. (Mankoe, 2007). Kaith & Girling (1991) also posit that staff development offers opportunities for teachers to acquire and evaluate new practices to be able to implement change in the organisation. It is therefore imperative for employers to institutionalise staff

development schemes in organisations to make it easy for employees to be abreast with modern trends in their profession.

Teaching staff development is essential due to

i.   periodic changes in educational trends,

ii   need for teachers to be abreast with changes in their subjects and methods of teaching them,

iii.   need for staff to cope effectively with new demands of the job, and

iv.   constant changes in contemporary society in areas such as science, technology, economics and communications.

Musaazi (1985) suggests teacher development through well-structured and organised in-service programmes such as workshops, seminars, refresher courses, exchange programmes, professional writing and visits to other institutions. Such programmes, in his view, should enhance professional growth, curriculum change and teaching improvement. These strategies might not only equip teachers with requisite skills, knowledge and right attitudes, but offer opportunities for serving teachers to upgrade their qualifications. (Rebore, 2007) Recently, through distance and sandwich courses, Certificate 'A' teachers have obtained diplomas and degrees, while strengthening their career progression. Further to this, Antwi (1995) recommends the establishment of well-equipped Teachers' Resource Centres in each education district of Ghana.

In Tarkwa-Nsuaem, however, teacher development has not received due attention. Strategies based on the above review need to be developed and implemented. Further, deriving from the WSD experience, school-based and

cluster-based in-service training programmes shall be revitalised. In-service training (INSET) or on-the-job training has also become an important component of teacher development. The main focus of the INSET is the development of knowledge, skills, competence and attitudes that will (a) promote child centred education, (b) equip teachers with skills to design, develop and produce the appropriate teaching and learning materials for use in their classrooms (c).empower teachers to determine their training needs, and (d) build capacity in headteachers, and district level managers of education to implement credible and continuous professional development programmes for the teachers.

The researcher plans to work vigorously to implement this new GES/JICA INSET model together with the good primary practices of QUIPs and WSD models.

Supervision

Supervision as an administrative tool or action is what school authorities do with adults and resources for maintaining or changing the operation of the school in order to deliberately influence major instructional goals or objectives of the institution. Harris & Bessent cited in Wiles & Bondi (1986). Nealey and Evans (1970) contended that the primary objective or aim of every supervisor is to lead his school, district or zone in the improvement of instruction. Although, many researchers and scholars have defined supervision in many ways, the researcher is of the view that supervision is a means or avenue for improving quality of teaching and learning through identifying problems of the

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schoolsystem, establishing good rapport or good human relations in order to achieve instructional goal.

Evidence from monitoring reports indicate that the problem of non-utilization of instruction time is linked to teacher absenteeism and lateness to school and these can be blamed on relaxed internal and external supervision. Headteachers have shirked their responsibility of managing their schools effectively, while District Education Officers had failed to give the support required. The situation can best be reversed through effective supervision.

For supervision to be effective and improved, teaching and learning barriers to supervision must be removed. Such barriers included witch - hunting, intimidation, and other negative tendencies. The supervisors should rather discuss the observations with the teacher, provide and help organize information collected and assist the teacher in making decisions about future teaching behaviours through (i) pre-conference (ii) observation and (iii) post conference review.

The role of the supervisor during the pre-conference is to reduce threat and build trust and confidence in the teacher. They should both set targets and objectives, identify, agree and clarify the objectives in order to understand exactly how the lesson will proceed. At the observation stage, the supervisor should sit in the class and record what actually happens, and compare with the lesson plan. He should observe pupils' behaviour, class control, mastery of subject matter, effective use of TLMs, among others. He should not interrupt the lesson. He should move in and out of the classroom as quietly as possible and without any distraction. Finally, both the supervisor and teacher should review the lesson and

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the target set during the post conference review stage. The supervisor should give chance to the teacher to come out with his own observations about the   lesson, pointing out his own strengths and weaknesses. The supervisor then discusses the supervision format using the appreciative enquiry method, and   helps   the teacher to plan and strategize for future improvement.

Supervisors could demonstrate lessons for teachers to observe. If these measures are adopted in supervision, avoiding dysfunctional roles, it would go a long way to enhance teacher performance. (Glickman et al, 1995). Headteachers are expected to be first supervisors. As instructional leaders, they   are   expected to be fully conversant with what happens in classrooms. It is beneficial for them to know the level of competence of every teacher in the   classroom. Therefore, from time to time, a head can sit in and assess a lesson and thereafter discuss the merits and demerits of the lesson with the teacher. Head   must be role models for their teachers.

Teacher Appraisal

Appraisal is often used interchangeably with the word "assessment", "supervision" and "evaluation" to denote the process by which the value or quality of personnel performance is estimated or how the quality of teaching is evaluated. (Oduro, 1998). The existing appraisal system of Ghana Education Service has been criticized for not involving teachers in its planning, and therefore many teachers have developed a phobia for appraisal. In the view of

teachers, the system is more evaluation than development oriented. Sometimes, it generates conflicts as the purpose is not clearly explained to teachers. For this reason, Graham Report (1985) in Oduro (1998) recommends that before an appraisal scheme can be introduced into a school, the purpose must be clarified.

Studies by Cambridge Institute of Education (1996) and Delaney (1991) confirm that performance appraisal has positive effects on both teacher/pupil performances. Mathias and Jones (1989) also agreed that teacher appraisal enhances the professional development of teachers, improves the education offered to students and strengthens management. Appraisal provides opportunities for individual teachers and heads to explore ways of improving their professional skills, and contributes to the overall management and development of the school. It is considered an instrument for assessing general performance of work, and therefore motivates staff to buck up and be rewarded.

The purpose for performance appraisal of headteachers is outlined in the Circuit Supervisors Handbook as Motivate headteachers to perform their task better, Help the Ghana Education Service to build accurate information on its personnel for administrative decisions, Inspire self-confidence in headteachers, Help to re-direct headteachers to be proficient in self-improvement and self analysis, and Serve as the basis for providing information for in-service training and other professional education programmes for headteachers.

In general, the objectives of Appraisal as confirmed by Delaney P. (1991) include ensuring that personal goals relate to institutional goals and priorities, helping individuals improve performance in their current jobs, improving

community relationship, increasing teacher involvement in determining and commitment to their own targets, identifying individual strengths and weaknesses and improve the match between individual needs and organizational objectives, and identifying interest in the potential for promotion to specific jobs, and to help individuals to prepare for it.

When managed diligently with teacher involvement, appraisal informs the right decision on training needs of teachers, and provides the focus for professional development of staff and actually leads to change and growth

Community Participation and Support

Research has proved that community participation in the provision and maintenance of schools has had a positive impact. This is particularly so where community participation is, in the true sense of the word, bottom-up rather than top-down. (Agyeman, Badu & Gbadamosi, 1998).

This way, the community owns the schools and feels committed to them. Agyeman et al (1998) suggested that Community participation in one form or the other exists in all the communities but the level of participation may be low. Besides Communities would like to be part of decision making process since much is expected of them. Factors affecting participation were attitude, motivation, good local leadership, good communication links, while enlightened members of the community may also encourage community-initiated participation. There was a strong positive relationship between community participation and quality of education. The report emphasizes that community

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participation is enhanced when schools are also encouraged to participate in community activities. Aseidu-Akrofi (1981) is of the that it is only when parents do not find their vision actualising that they withhold their support for the school. O'Shaughnessy, (2005) identified the important roles of communities. She Said, The SMC and PTA meet regularly and work to bring community and teachers together to manage the school. PTAs supplement government support to improve quality learning by providing materials like books or sports equipment. They develop and maintain school infrastructure through communal labour. They undertake activities to educate parents about the value of education for the children. They support teachers by helping them with accommodation or motivational packages. They visit the school to monitor pupil/teacher attendance and find out what the school needs. They organise study groups and supervise them as well as ensure there is light at night for evening studies.

They encourage local businesses to help out. Sometimes businesses help by supplying infrastructure, exercise books or sports equipment. Often, they award scholarships to help children continue beyond basic school.

Musaazi (1985) also cautions that the interrelationship between the school and the community involves a careful understanding of the influence of one upon the other. Each party's interest must be recognised and respected. Teachers in seemingly successful schools build better communication with parents through regular meetings. Teachers' efforts were rewarded by the positive image the school has in the community.

Sackney, Walker and Haynal (1998) added that the effectively managed schools with significant academic improvement were in more regular contact with their communities. There was effective communication between the schools and the respective communities. The schools usually had visionary Parent-Teacher Associations (PTAs) which met regularly to discuss issues affecting the welfare of the schools. On the other hand, in the less successful schools there was usually lack of community support. The teachers in such schools commented that they never had trust of the community, and their image was poor.

The above review affirms that community support is one major contributing factor towards the development of effective, successful and well managed schools.   In the Tarkwa Nsuaem Municipality the schools with encouraging learner achievement received appreciable motivation from the PTAs, sometimes in defiance of restrictive policies.

Leadership

Leadership is another essential requirement for efficient management of schools. Academic institutions have to apply strategic leadership skills, manage change, deliver innovative solutions and effectively mobilise resources to survive a hostile external environment. Yet, leadership is a subject too often ignored in academia. (Effah, 2003). It is defined by Costley and Todd (1987) as a process of influencing the activities of an organised group in its tasks of goals setting and achievement.

In the school set up, the person, usually the longest serving with the requisite qualification among the staff, is designated the headmaster / mistress and leader. A leader is assumed to be first among equals and must measure up to higher standards in everything more than any of his colleagues. The level of stakeholder participation and support in school administration is determined largely by the leadership style of the school Head. Indeed, the key factors influencing school effectiveness are the nature and quality of the leadership and management provided by each school head. (Commonwealth Secretariat1993).

Effective schools have strong leadership with heads being firm and purposeful, delegating tasks and involving all staff in decision making. The head of a school performs a number of functions.

Nwagwu (1978) advanced that in modern times the headmaster has two major responsibilities, managerial leadership and instructional leadership. It must be stressed that the managerial and administrative duties of the school head are only the means to an end. Basically, the prime responsibility is to help provide a healthy and congenial school environment within which teachers can teach and pupils can learn effectively.

The ultimate aim of setting up schools is for instructional purposes. Consequently, Nwagwu (1978) again outlined the instructional leadership duties of the school head includes interpreting policy, executing curriculum programmes, seeing to pupils' welfare, maintaining equipment and physical facilities, judicious utilization of finances and inducing and retaining staff as well as maintaining effective school community relations. He further serves as the

liaison officer between his school and other education stakeholders. Both the managerial and instructional responsibilities illustrate the complexity of the duties of the Head. His success as an efficient administrator, on instructional leader of a school is the result of his firmness and purposefulness in the performance of these functions. The Head's performance, his vision and commitment set the tone and quality of the school. Effective leaders should strive to harness all the brains, promote team work, and develop good interpersonal relations. Leaders should, as much as possible, contain and attract non-co-operating staff members. However, they should have the courage to bring to book colleagues whose attitude to work leaves much to be desired, staff who has lost steam must be fired to serve as deterrent to others.

Musaazi (1985) outlines the profile of a model leader. As a role model, the Head must be intelligent, self-confident, sociable, considerate, professionally-minded, uphold high moral and ethical standards, possess humility, modesty and sound mind to be able to perform his functions effectively. Again, Musaazi, (1985) outlines other critical attributes which an efficient and effective head should possess. The head must be human, dependable, avoid too many regulations, delegate functions, follow definite schedule of work, seek professional growth and welfare of his staff, encourage students' participation, and accept constructive criticisms.

Most heads in the sample schools require retraining to enable them imbibe the leadership qualities appropriate to their responsibilities. This will be achieved through in-service management training seminar.

School Climate

Conducive school climate enhances teacher performance and students achievement. Moos (1979) defined school climate as a social atmosphere of a setting or learning environment in which students have different experiences, depending upon the protocols set up by the teachers and administration. He further divides the learning environment into relationships or affiliations in the classroom, personal growth and orientation, as well as system maintenance and change. The definition suggests that school heads and teachers should focus on relationships, personal growth and system maintenance in order to build an open and conducive school environment.

Asiedu-Akrofi (1978) described open school climate as where there is open administration in which every teacher feels satisfied with his work, morale is high, and contributes to the general life of the school. Decisions are made collectively, the head does not impose his will on any one, though he can veto where necessary. Work in the school goes on as planned and student life is of contentment and democratic.

Asiedu-Akrofi (1978), also compares familiar climate with open climate and concludes that it is the opposite of the open climate. In familiar climate, teachers satisfy their personal needs at the expense of official duties in school. The Head is indifferent to the main objectives of the school, and teachers are also not committed. There is no co-operation among staff and the losers are the students. As morale is low, the school status is also poor.

The classroom climate in the school setting plays dominant role in teachers' performance. In a positive, work-oriented, warm and supportive classroom environment, the teacher respects students' contribution, commends their efforts, shows confidence in student, engages in positive interaction with students, and maintains an orderly classroom. Learning gains are more impressive in an open classroom climate in which students have a great deal of instruction and interaction with the teacher. Innovations and improvements occur best in an environment of trust and safety. A safe and enabling learning environment is physically comfortable, socially and emotionally supportive, and orderly. In such an environment, staff and students alike have a high 'self-esteem', respect and confidence that their errors will be regarded as opportunities for learning. The children in the free and living classroom have respect for maintenance of law and order which they themselves help in making. Such busy, interested and motivated children have neither time nor inclination to misbehave.

Unlike children in a teacher-centred classroom, children in the child-centred classroom know that they must respect other pupils' needs and wishes as well as their own. They voluntarily accept certain kinds of behaviour as well as to reject others. Making mistakes is also an integral part of their growth. . The teacher should therefore exercise restraint and understand that the children come from different backgrounds. Asiedu-Akrofi (1978). From the above, it is realized that, by encouraging Heads to create warm, supportive and enabling school environment, sample schools in Tarkwa-Nsuaem would benefit immensely.

School Discipline

School discipline is generally the regulation of children and the maintenance of order in school. Students are expected to comply with a code of behaviour known as the school rules. The term may also apply to the punishment that is the consequence of transgression of the code of behaviour. For this reason, school discipline is often regarded as the administration of punishment rather than observance of the school rules. Ostensibly, the aim of school discipline is to create a safe and happy learning environment in the classroom. Good school discipline should allow students to do their best and the school to achieve it goals

Asiedu-Akrofi (1978) identified two kinds of discipline in schools. The first is where rules and regulations of the school are willingly accepted and complied with by the pupils in the school without a feeling that they are being forced to comply with rules and regulations. They understand them and sometimes even participate in making them. This kind of discipline encourages responsibility, co-operation and accountability on the part of students.

Contrarily, the second is where rules are considered imposed and so deny students the chance of learning to exercise their sense of judgement as well as responsibility. They are always compelled to obey the school authorities. Orderliness is seen as a sign of disciplined person. However an orderly student may not be a disciplined student. A disciplined student shows restraint in behaviour and action. He obeys orders spontaneously, not because of the teacher's presence or fear of dissent, but because he is inwardly convinced that it is right to obey.

Teachers can maintain discipline by creating an environment within which the children are responsible and accountable for their actions. The teacher should make them feel they are important and part of the smooth running of the school. This can be achieved by making them take up defined roles in the schools. Extroverts should be made in charge of class activities while introverts are made group leaders. Asiedu-Akrofi (1981)

Teachers ought to keep in mind that most children by nature love to explore, shout, tease, push one another, complain to the teacher and any older person around. They do not do these things merely because they want to be mischievous, though mischief will be done unless the teacher keeps them occupied with assignments, or interesting activities. In a classroom where a teacher is unable to maintain order and discipline, students may be unmotivated and distressed, and the climate for learning is diminished, leading to low achievement. Asiedu-Akrofi (1981). Discipline in the sample schools need to be kept in such a way that effective teaching and learning is achieved. Corporal punishment as a means of enforcing discipline, would be disapproved because of its negative physical and psychological effects.

Literacy Level

The ability to read and write has become very essential in everyday life. Consequently, the unlettered is handicapped and disadvantaged. Atakpa and Ankomah (1998) indicated that there are about one billion illiterate adults in the world. This challenge could be resolved through formal education.

According to Pedavoch (2002), many of the more remote areas especially in the northern half of the country, the large majority (often more than 80% of children completing grade 6) are completely illiterates. This is so even among present day Junior High School [JHS] students. Literacy level determines children's capacity to benefit from quality teaching and learning. This assertion was emphasized in Hobenu, (2009, p.15), the Northern Regional Director of Education, as he appealed to parents to encourage their children to read to enable them understand the English Language and gain knowledge about the environment. In his opinion, the poor performance in key subjects was due to lack of understanding of examination questions which were in English. He felt that this has come about because students were not exposed to library facilities. The reading culture which should be cultivated by adults and passed on to the children is fast eroding. The adults are themselves not reading. The Ghana Book Publishers Association expressed similar sentiment and called on workers to make reading a workplace culture and recreational activity. By so doing, the workers would enhance their skills and knowledge and subsequently encourage their children to do same or assist them with their assignments and homework from school.

In addition, Abekah, (2009, p. 15) observed that reading which is the bedrock of studies is no longer encouraged by the language teachers. He bemoans the fact that the teachers themselves have not cultivated the culture of reading. Consequently, they cannot pass it on to their students. He admonished language

teachers to make reading attractive to students by guiding them to read interesting stories from books and journals to improve their language skills.

Comparing the above literature with prevailing conditions in the schools being studied, the researcher considers it necessary to introduce interventions in reading techniques using the QUIPS / ILP intervention (Teaching of English as second Language).

Time Management in School

Time is an important resource for all activities. The effective use of time enables any organisation to survive in the ever competitive world, achieve set goals and maximise productivity. Costley and Todd (1987) are of the view that time is very important but often an overlooked element. Time is often viewed by individuals as a commodity that can be spent, saved, earned or wasted. Importance of time are communicated by the ways individuals deal with it. The employee who is frequently late to work will most likely be communicating disorganization, disinterest and unreliability to management. Much of the communication of the use of time involves arrival and departure time at workplace. Atakpa and Ankomah (1998) buttress this assertion in the Baseline Study on the state of school management in Ghana by observing that lateness and absenteeism were 'normal' phenomena in the schools with low achievement levels. Judicious use of time enables the teacher and pupil to improve on both education deliveries as well as education achievements. Generally, time in the school is often managed through the use of timetable. Asiedu-Akrofi (1981) is of

the view that it is common for teachers to follow timetable religiously, though it is meant to guide the teacher to cover the work to be done daily. In schools with appreciable improvement in both teaching and learning time is often managed through the modification of timetables to suit local conditions. Koomson et al (1999) suggested that the teacher is required to take vital pre-instructional decisions on what to teach, when to teach it, how to teach it, how much to teach and how to assess what is taught at any given instructional session. All these activities are time bound. The national curriculum specifies what teachers are expected to do in a given period of time, days, weeks, term and the whole academic year. For this reason, mismanagement or underutilization of instructional time would result in a limited coverage of designed curricula.

Koomson et al (1999, p. 58) observed that: The annual number of hours available for children to study a given subject in school is determined by three factors: The hour in the official school year: the proportion of these hours assigned to the subject; and the amount of time lost because of school closing, teacher absence, student absence and miscellaneous interruptions.

They revealed that if the official hours of instructions are short and the amount of instructional time lost is high, r the level of achievement of pupils is also low. They further revealed that the length of instruction time in Ghanaian primary schools falls shorter than world average, that is 610 hours instead of 880 hours.

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The shorter length of instructional time in Ghana has been directly linked to the decline in school achievement. The then Director General of GES in a correspondence to District Directors of Education in Ghana remarked:

> As you are aware, one of the surest ways of ensuring the attainment of good teaching and learning situation in the school for the delivery of quality education is by maintaining official levels of teacher/pupil contact hours or instructional time in the school. Reports from the monitoring of schools indicated that nation–wide, there is rampant absenteeism in schools… this has drastically reduced instructional time in schools resulting in poor achievement by pupils.

> As a solution the GES also increased the official and actual teaching hours from four to five hours prior to the commencement of the five–year Primary school Development Project in January 1994. Besides, District Directors of Education were ordered not to arrange or organise any functions or activities for school teachers during official teaching hours.

The researcher is of the opinion that these directives are still in force. However some teachers and headteachers manage to flout them. The more teachers and students spend instructional time on academic task performance, the higher is the level of students achievement. The researcher's objective is to enforce the GES directives in the area of the research.

School Attendance

Agezo and Christian (2000) stated that governments of Ghana have recognised the importance of education since her independence in 1957. Yet, prevailing economic and social conditions combine with unfavourable school atmosphere to prevent children from attending school regularly.

Agezo & Christian (2000) share similar sentiments on low/poor school attendance of children. They were of the view that child labour is essential for the survival of poor families but has negative effects on school attendance of children. Galloway (1982) adds that the dominant economic activity of a place has influence on school attendance. Some children got involved in hawking of goods, pushing of carts, and loading and unloading of goods at lorry stations or are porters just to earn some money to support themselves and their families because, the parents are poor and cannot provide their basic needs.

In gold producing areas like Obuasi, Konongo and Tarkwa, children of school – going age, both boys and girls, abandon school and engage in illegal mining (popularly known as "galamsey. Parents and teachers look on helplessly, unable to take any action because their earnings are used to support the whole family.

Prevailing school environment is also a contributory factor. According to Agezo & Christian (2000) the school conditions in some semi-urban and rural communities in Africa are often unattractive to keep the children in school. For instance, school furniture, are either broken or missing. Good toilet and urinal for both children and teachers are unavailable. Play items and football fields are

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unheard-of. Lack of such facilities discourage pupils' attendance to schools. Farrant (1988) shares similar views that boredom at school, bullying from older pupils, dislike of certain school activities and subject phobia do affect school attendance of children

The researcher's observation is that the conditions reviewed above particularly with reference to galamsey and market days also prevail in the selected schools and so impact very negatively on school attendance. Sensitization durbars with parents and teachers would help address the problem.

Empirical Evidence

The theoretical propositions mentioned in the foregoing related literature are also supported and substantiated by empirical research findings. The report presented by Larry Sackney, Keith Walker and Vivian Hajnal (1998), on 'Principal and Teacher Perspective on School Improvement' attributed success or failure of improvement initiatives to differences in school connections. The research elaborates on the key features of success and failure of school improvement initiatives from the perspective of leadership roles and teacher behaviour. Using the Saskatchewan School Improvement Programme (SSIP), a provincially initiated in-service programme, the researchers interviewed 12 school principals and 200 teachers. High performance schools showed evidence of successful collaboration between teachers, principals and the community. In the more successful schools there was a clearer sense of purpose and greater commitment of staff. Thus, the report supports the claim that the role of teachers

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and other stakeholders are important in bringing about improvement in the school performance.

In addition, lessons learned from QUIPS prove that quality improvement in primary schools can be achieved if the school and the community collaborate. In a report prepared by Rosemary O'Shaughnessy with assistance from the Ghana Education Service and the QUIPS Programme Evaluation Team (2005), it was learned from the communities visited that teachers are the most critical part of the system that delivers education. Without them children will never learn to read, write and do arithmetic. The focus of the research on the teacher is therefore desirable. Other stakeholders would collaborate with the efforts of the teachers to realize the goals of quality education delivery.

Summary of Literature Review

In this chapter an attempt has been made to explore and examine some of the scholarly works related to improving the performance of teachers to enhance academic achievements by pupils/students to broaden the researcher's knowledge on the topic. The main ideas captured include the following

1. The teacher is the key component in effective education delivery.

2. The importance of motivation and teacher appraisal and their use as catalyst to improve teacher performance has been stressed.

3. The impact of supervision in teacher performance has been explained.

4. Teacher training has been identified as an effective tool for professional teacher development with the ultimate purpose of improving pupils/students achievements.

5. The essence of community participation has been underscored.

6. The related literature has underscored the urgent need to enhance leadership roles to improve performance and school status

7. The role of discipline, school climate, literacy level, time management and school attendance in improving the quality of education has been discussed.

CHAPTER THREE

METHODOLOGY

This chapter discusses the research design and the instrument used in the study.

The main areas considered comprise:

i.   The research design

ii. The population

iii. Sample and sample selection

iv. Research instrument

v.   Administration of the instrument, and

vi. Method of data analysis

Research Design

The research was carried out in fifteen basic schools in Tarkwa-Nsuaem Municipality of the Ghana Education Service. Action Research was adopted to solve specific problems in the schools because Action Research results are situation specific.

The researcher had opted for Action Research because it is situational – it is concerned with diagnosing a problem in a specific context and attempting to solve it in the context; it is usually collaborative, that is teams of researchers and

practitioners work together on a project. It is also participatory because team members themselves take part directly or indirectly in implementing the research finding. It is self evaluating in nature. Modifications and the ultimate are continuously evaluated within the ongoing situation.

Action research is a problem-solving approach. In this vein the researcher intends to use Action research to address the poor performance of some   basic schools in the Tarkwa-Nsuaem Municipality. Accordingly, all activities during the pre Intervention stage of the research would be repeated in the fifteen   basic schools during the intervention stage. The Post-Intervention or evaluation stage would also be carried out in the same basic schools with the same   instrument.

Population

The population for the study was made up of all pupils/students (24,500), teaching staff (600), Headteachers (80), school Management Committees and Parent-Teacher Associations (80) of all basic schools in Tarkwa Nsuaem Municipality

Sample and Sample Selection

The sample was selected by means of purposive sampling based on the results of the baseline test. Pupils and students were selected from basic five (5) and eight (8) for two reasons. Firstly, the selection was more representative of the pupils/students as its members fairly represented the entire population of pupils at the basic level. Secondly, they were students expected to achieve appreciable

level of academic standards at primary and JHS levels and could be used to measure teachers' performance. In all 300 pupils were selected to answer questionnaire.

In the case of the teachers, thirty (30) were used for the study made up of fifteen (15) primary school teachrs and fifteen (15) JHS teachers. This number represented 5% of the total, and it is considered quite a fair representation of the teaching staff. Generally, this category of teachers who participated were the classroom teachers for primary and JHS levels who have served more than four years at their schools.

The fifteen headteachers selected were in three categories:

i.   Heads of schools that have achieved appreciable academic success:
ii. Heads of schools considered to have achieved average success: and lastly
iii, Heads of schools with poor academic achievements.

The categories were based on results of baseline test conducted by the researcher for the purpose of this study. With the SMC/PTA members, the selection was made from all the fifteen (15) schools selected for the study.

Pre – intervention

Response to the pre-intervention questionnaire revealing the status of teacher performance in the Tarkwa Nsuaem Municipality were received and analysed. The views expressed were compared with:

a. the researcher's own observations in the schools and interviews with opinion leaders in the community, parents, experienced Directors of Education and retired educationists as well as persons with special interest in education,

b. empirical evidence provided in research works, and

c. authoritative expressions in related literature.

The relevant corrective measures deduced from the study were implemented in the intervention stage.

Intervention

During the intervention stage the information obtained from the pre-intervention findings were implemented. The objective was to improve teacher performance which will undoubtedly improve the level of academic achievement in the basic schools selected for the study.

The following were the interventions:

1. Meetings were held with Headteachers to discuss their effective roles and responsibilities in the schools as administrators and instructional leaders.

2. Meetings were held with pupils to sensitize them on their roles and responsibilities at school, home and their respective communities.

3. Durbars were organised with School Management Committees (SMC), Parent Teacher Associations (PTAs) and Faith Based Organisations (FBOs) on their roles and support for the schools.

4. Meetings were held with teachers on their effective roles and responsibilities as educators and agents of change in the society. (Photographs on meetings and workshops can be found in figure 2 – 7 on pages 104 – 109)

5. Re-constitution and training of School Management Committees (SMCs) on the effective performance of their mandatory roles in school management.

6. Guidance and counselling services were organised for:

i. Parents on the importance of providing children with their basic school needs, the negative and dangerous effects of child labour that interfere with the child's school attendance.

ii. Pupils / students on career counselling to enable children make better or preferred choices of programmes in the SHS.

iii. Parents and Pupils on effective use of children's time, especially after school and during holidays to improve their academic performance.

iv. Children on how to desist from the use of all substances including hard liquor as well as promiscuity.

7. The following Workshops were organised:

a. Series of workshops were organised for both school heads, teachers, pupils and SMCs to build their capacities.

b.   Teaching of English as a second language using QUIPS/ ILP approach was organised from 1st to 3rd October 2008 for teachers in schools.

i.   For Kindergarten 1 & 2 teachers on Pre-reading Activities held from 1st – 3rd October 2008.

ii.   For Lower primary teachers on Beginning Reading Activities held from 1st – 3rd October 2008.

iii.   For Upper primary teachers on Reading and Reading Comprehension Activities held from 1st – 3rd October 2008

c.   Capacity building workshop for Heads of schools to update their knowledge and skills in Effective School Management, especially the Instructional Roles, held on 11th and 12th November 2008.

d.   Training of all basic school (Primary and Junior High School) teachers on the utilization of the new syllabus held from the 28th October to 31st October 2008 and January 13th to 16th 2009 respectively.

e.   Capacity building workshop for 100 non-professional teachers on The Effective Use of Curricula Materials, Preparation of Forecast, Expanded Scheme of Work with emphasis on the profile dimensions and classroom management among others held from 26th to 28th October 2008.

f.   Capacity building workshop for 98 senior teachers at the basic level (Senior Superintendent, Principal Superintendent and Assistant Directors) to improve their professional proficiencies, lesson preparation and delivery, creation of child friendly environment, child's right, official

correspondence and other related issues, in addition to preparation and tit - bits for promotion interviews.

g. Science workshops were organised for all JHS science teachers and two teachers from each primary school (one lower and one upper) to sharpen their skills and knowledge especially in the use of appropriate teaching and learning materials in science. Practical approaches to teaching were emphasized.

8. Organised Best teacher and Worker Awards ceremonies as a means of showing appreciation for good work done, and also to motivate teachers and education workers for greater performance.

9. Introduction of GES Thrift Credit Union. This is to enable members of GES and non members to access credit facilities to meet their financial obligations. This attracts only minimal interest to help teachers.

10. Provision of eight water filters to teachers in deprived and hard – to – reach communities without pipe–borne or potable water supply.

11. Provision of school uniforms and bags to one hundred needy and brilliant pupils in the municipality.

12. Appraisal of Headteachers and teachers. This serves as both motivational and needs assessment.

13. Intensified supervision of schools, both announced and unannounced visits by GES officials made up of circuit supervisors and special monitoring team instituted by the directorate.

14. Teachers whose work were considered to be standard or above standard received commendation letters from management of the Directorate of GES

15. Various financial, material and moral supports were sought from parents, mining companies and individuals to motivate teachers and provide some of the most needed school facilities, for example (a) Provision of teacher accommodation (b) Provision of school buildings (c) Teacher motivation package (d) Provision of information, communication and technology (ICT) centres (e) Awards of scholarships to pupils by the mines and traditional rulers.

16. Researcher's personal interaction with school pupils / students, especially the target group for this study to motivate and encourage them to be more studuous and shun away from all immoral activities. They were also assisted to prepare personal study time tables to use at home.

17. Organised School Performance Appraisal Meetings (SPAM) at the community level to (a) find out problems militating against effective teaching and learning (b) strategies and the way forward with achievable targets to improve learning outcomes and the teachers performance.

18. Researcher sought assistance from the Municipal Assembly to provide incentive package for the three best candidates in 2008 Basic Certificate Examination (BECE). Presentation was done during the 52nd Independence Anniversary parade.

19. The Municipal Education Directorate also donated some supplementary reading books and 50 manila cards and 18 packets of markers to first - time BECE schools that scored 100% in the 2008 BECE

20. Municipal Assembly again provided package for the schools and individuals that excelled in the inter-District Reading comprehension competition organized by the Regional Directorate of GES.

21. Organised quizes for KG pupils in basic numbers, rhymes, English and Integrated science for primary 4, 5, 6 levels, and organised Maths quizes for JHS.

22. Durbars organised in the communities of the fifteen selected schools for the study focused on the following:-

   i. The role of SMC / PTA in school affairs.

   ii. Provision of adequate furniture for the schools through internally generated funds.

   iii. Assistance in checking truancy among school children. It was agreed that those who would be seen at the 'pet' or riverside during contact hours would be punished.

   iv. Regular visits by the school SMC to monitor teaching and learning, while parents check on wards attendance to school and general academic performance.

   v. Assistance in providing toilets and urinals for the schools through communal labour. This was found to be on-going in 6 (six) schools.

vi.   Discussion on the welfare of children with parents, especially the importance of break fasting before schooling in the morning.

vii.   The importance of pupils' good grooming when the children attended school neat and well-dressed; it boosts their morale and inferiority

complex avoided.

viii.   The need to provide basic school needs like pens, exercise books, and maths sets, drawing cards etc. They were made aware of the negative impact of the absence of these on learning.

ix.   Encouragement for parents to visit the school, sign the visitors' book, and interact with teachers on the performance of their children.

x.   Grouping of children to study in the evening in the school or in a specific house under the supervision of parents.

xi.   Banning of school children (especially girls) from attending wake-keeping and video shows, and from hawking late into the night.

xii.   Stopping children from riding bicycles in town during school hours.

xiii.   Planting trees for beautification and prevention of erosion.

xiv.   Parents were advised on their responsibilities of feeding the child, providing shelter and clothing, paying approved levies on time and providing pupils basic needs (especially the girls).

xv. Discussed the importance of demarcating school boundaries to avoid encroachment by developers and intruders.

1. The researcher discussed with teachers to desist from sending children to farms or engaging them in non-academic work during contact hours.

2. Teachers were encouraged to give home work, project work and assignments to pupils. This would help consolidate what they learnt in school and keep them occupied during the leisure period. It was observed

   that the children had not cultivated the habit of using time effectively and needed to be guided.

3. Teachers were encouraged not to use caning as a means of addressing deviants. Rather they should use alternative approach. Caning scares the pupils, created hostile environment that promotes truancy. Caning usually can incur the displeasure of the community or court action in case of severe physical injury.

4. Teachers were advised to show respect to all community members if they wanted to enjoy their co-operation since respect is mutual and earned.

5. Teachers were advised to live up to their professional ethics. Male teachers should avoid over-fraternisation with the girl-students.

6. Teachers were advised to be punctual and regular to school to maximize the use of instructional period and also win the trust and confidence reposed in them by parents.

Illegal collection of fees by teachers was met with strong   opposition by parents. According to them, their financial input was not commensurate with the academic results achieved by the children.

They however obliged to pay more if the children's general performance improved. On the other hand, parents of the five schools with appreciable success expressed the willingness to dole out even more monies to schools to   motivate teachers.

Some pressing concerns raised by the children at their separate meetings were also discussed with parents. Notable among them were:-

1. That their parents did not show concern or love. This they claim has great negative impact on them.

2. That their parents allowed or encouraged them to view the television till very late in the night.

3. That some of the girls openly expressed that their parents encouraged them to practise promiscuity to enable them fend for themselves and the family.

4. That some parents sent pupils / students to farm or baby-sit their infants during school hours.

5. That some parents fail to provide them with supplementary reading books and other school needs.

6.   That some parents encouraged them to play truancy. They return

home after reporting to school to play video games at the full glare

of parents who look on unconcerned.

7.   That boys are encouraged by their parents to do 'galamsey'

because they bring home income that supports the entire family.

Post – Intervention

At the post – intervention stage, the same instruments, namely questionnaire, observation and interviews were administered to the same sample the second time. The objective was to evaluate the impact of the intervention introduced into the system to help improve teacher performance in the Tarkwa Nsuaem Municipality.

Research Instrument

After selecting the sample, it was necessary to design, develop and validate an appropriate instrument to collect the information necessary for the research. The main instruments used for the study were questionnaire (see Appendices A, B, C and D). Observation and interview checklist. The reason for using the questionnaire was that it afforded the teachers, heads of schools, pupils and literate SMC chairpersons the opportunity to express their assessment of teachers' performance in writing. It is also known to be quite valid and   reliable if well constructed. It is also economical in terms of money and   time. The

Headteachers, teachers, pupils and SMCs were too many to be interviewed individually within the limited time for the research. Since they were literate, the questionnaire method was used instead of interviews. To the respondents, the use of questionnaire was also preferable as it did not reveal their identity.

In the case of schools with poor pupils' literacy level, questionnaires were read to them and their responses recorded with their permission.

There were four sets of questionnaires; one set each for the Headteachers, teachers, pupils and SMCs (see Appendices A, B, C and D). The main reason was to get different views from the respondents to make the study more representative, valid and reliable.

The questionnaires were developed after intensive review of related literature and guidance from my dissertation supervisor. Ideas and opinions of a few experienced Directors of Education, both in active service and retired, were also sought through interviews in designing the questionnaire. Twenty-six questionnaire items were constructed to elicit responses from pupils, thirty-five items for teachers, twenty four for headteachers and twelve items for SMCs.

The questionnaires (Refer Appendices A, B, C and D) were divided into two sections. Section 'A' consisted of bio-data or personal data of respondents such as sex and administration status. The items in section 'B' included views on the pupil / teachers' attitudes to learning and teaching, output of work, attendance to school, effective use of instructional period, support from stakeholders (both formal and informal), level of academic achievements as well as strategies for improving both pupil and teacher

performance. The questionnaire for pupils had twenty five closed-ended items, those for the teachers were fifteen closed-ended items and twenty open-   ended items. The Headteachers' were made up of thirteen two closed-ended items and eleven open-ended items, while the SMCs had eight closed-ended items and four open-ended items. The different types of items were included in order to obtain a variety of responses related to the performance of teachers, pupils, and relevant support in the schools under   study. The varied nature of the questionnaire items was also to give respondents the opportunity and freedom to express their views on the issues as candidly as possible.

To ensure reliability and validity of the questionnaires the   dissertation supervisor and other eminent educationists read through the questionnaire and made useful suggestions in order to strengthen the   construct and content validity of the instrument. Some of the suggestions   included   re-construction   and   re-arrangement of the questionnaire items (a) to make them clear, simple and relevant (b) to ensure respondents'   ability to answer the questions, and (c) to avoid biased, and negative items.

A pilot test was also conducted to further test the validity of the questionnaire. This involved two (2) headteachers, two (2) SMC chairpersons, four (4) teachers and two (2) basic five (5) and eight (8) classes, and the results were analysed. The respondents used for the pilot   test were not included in the final study since that could influence their responses. All these processes were undertaken to help check both content validity and reliability of the instruments.

The researcher too deleted certain items which were unnecessary and added others which were necessary but not included at the pilot stage.

Method of Administration of the Instruments

The researcher trained three assistants who helped to administer the instruments in the pilot test. Their expertise helped in the actual study. Before the SMC chairpersons and pupils responded to the questionnaire, the researcher explained the importance of the research and the meaning of the questionnaire items to them.

This was necessary to ensure that they actually understood the individual questions. If the questions were well understood, it would enhance the reliability of the responses. In this manner, the ethical implications of the research were satisfied. In order to ensure maximum returns of questionnaires, the selected pupils were assembled in their respective classrooms and allowed time to respond as independently and frankly as possible to each item.

The SMC and PTA Chairpersons, Headteachers and teachers were allowed three days to complete the questionnaire after the researcher had stressed the need for them to respond freely and candidly to the questionnaire items. No names were required. This approach was to enable the teachers and headteachers have enough time to critically analyse the issues and situations and to come out with frank opinions without delaying the study. The questionnaires were to be collected immediately after the stipulated time.

Sixty questionnaires were issued out to Headteachers, and all teachers and SMC Chairmen. They were all completed and returned. This constituted 100% of the copies of the staff questionnaire administered. Three hundred questionnaire were distributed to pupils and 280 were completed and returned, constituting 93% of questionnaire administered to pupils.

Method of Data Analysis

At the pre-intervention stage, four sets of questionnaires were administered, namely, those for representatives of parents, heads of schools, teachers and pupils. To analyse, the data gathered from each set were edited, serially numbered, and considered in that order. The issues were itemised and frequency tables drawn from the responses. To make analysis easy and comprehensible, the frequencies were converted into percentages. At the next stage of the data analysis, the responses of the survey were summarised to give a clearer view of the results, and recommendations were implemented. After the interventions the same set of questionnaires were administered to elicit post-intervention responses. The analysis of the post-intervention data followed the same procedure as in the pre-intervention.

CHAPTER FOUR

RESULTS AND DISCUSSION

Principally, the aim of the research is to help the selected schools   to adopt and implement measures that can enhance performance of their teachers. Improvement in teacher performance is also expected to impact   positively   on academic achievement levels of pupils and students in these schools.

Stakeholders who responded and returned questionnaires, and whose views and opinions were presented, analysed and discussed in this chapter includes: (a) School Management Committee (SMC) executives   and/or   Parent Teacher Association (PTA) executives who represented parents–15, (b) Heads of schools representing Management/Administrative   staff – 15 (c) Teachers – 30, and (d) Pupils/Students – 330. Additional   information   was   also   obtained through observation and interviews. The same respondents provided data for the pre-intervention and post intervention stages.

In November 2008, the researcher and her assistants collected the   pre-intervention data to guide the intervention activities. The intervention was implemented for two academic terms, beginning in January 2009 and ending in July 2009. The post-intervention questionnaires were administered in July 2009 to find out whether the interventions had any effects on teacher performance and

achievements of pupils. Table 1 shows that all Headteacher respondents satisfied

the current GES requirements for headship of public Basic schools in   Ghana.

They all possessed the minimum professional qualification of Teachers'

Certificate 'A', and of the Principal Superintendent or higher rank. None of them

had less than 20years teaching and   administrative experience.

However, only 2 headteachers (13.3%) were professional   University

graduates. Of the sample of 30 teachers, 80% (24) had undergone professional

training, and out of this number, 20.8% (5) were University graduates. Twenty

percent (20%) were untrained Seventy percent (70%) of the teachers had not

attained the rank of   Principal Superintendent, (the minimum qualifying rank for

headship of Basic schools), 50% had taught for less than 10years.

Table 1

Headteacher/Teacher Respondents by Qualification, Rank, and

   Experience

Basis of Categorization	Headteachers (15)		Teachers (30)	
	No.	%	No.	%
Qualification:				
Untrained			6	20.0
Professional non-graduate	13	86.7	19	63.3
Professional graduate	2	13.3	5	16.7
Rank:				

(Table 1 continued)

Principal Superintendent

and above   15   100.0   9   30.0

Below Principal Superintendent   -   0.0   21   70.0

Teaching Experience:

Below 10 years   -   0.0   15   50.0

10 – 20 years   -   0.0   10   33.3

Above 20 years   15   100.0   5   16.7

Table 2 illustrates a fair distribution of SMC/PTA respondents.

Of the total (15), SMC executives were 8 (53.3%) while PTA executives were 7

(46.7%). There were more male SMC executives (75%) than females (25%), but

female PTA   executives (57.2%) outnumbered their male counterparts (42.8%).

Altogether, 9 male parents (60%) and 6 female parents (40%) participated.

Table 2

SMC/PTA Respondents by status and Gender

Status	Male		Female		Total No. of
	No.	%	No.	%	**Respondents**
SMC Executives	6	75.0	2	25.0	8
PTA Executives	3	42.8	4	57.2	7

Research Question One: To what extent does the professional development of the teacher improve performance in Tarkwa Nsuaem Municipality.

Practising teachers need to upgrade their professional skills continuously through workshops/Refresher Courses. Such courses expose teachers to new trends in their profession, and helps to enhance performance.

Teachers' responses in Table 3 indicated opportunities given them to attend Workshops/Refresher courses.

Table 3

Workshops Attended and Their Impact

Period	No. of Workshops	Teacher Attendance		Benefit to Teachers			
		No.	%	Yes		No.	
				No.	%	No.	%
Pre-intervention:							
2006/2007	2	3	10.0	2	13.3	13	86.7
2007/2008	3	6	20.0	5	33.3	10	66.7
Post-intervention							
Jan-July 2009	10	28	93.3	26	86.7	4	13.3

Most of those who participated in Workshops (7 out of 9, or 77.8%) stated that the Workshops helped in their lesson delivery. During the period of the intervention, ten Workshops were organised for various categories of teachers who patronised them and considered them to be extremely beneficial (86.7%).

Before exposure to intervention workshops, pupils, teachers and Headteachers were of the view that most teachers arrived at school later   than statutorily required. However, they never overstayed to make up for losses. This is illustrated in Table 4.

Table 4

Reporting and Departure Time of Teachers

Teachers Reporting/Departure Time	Pupil		Teachers		Headteachers	
	No.	%	No.	%	No.	%
Teachers report from 7:30 a.m. – 8:00 a.m						
Pre-intervention	100	30.0	13	43.3	4	26.7
Post-intervention	242	78.3	19	63.3	9	60.0
Teachers report after 8:00 a.m						
Pre-intervention	230	69.7	17	56.7	11	73.3
Post-intervention	98	26.7	11	36.7	6	40.0
Teachers depart by closing time						
Pre-intervention	310	93.9	22	73.3	12	80.0
Post-intervention	189	57.3	16	53.3	9	60.0
Teachers stay in school after closing						

	No.	%	No.	%	No.	%
Pre-intervention	20	6.1	8	26.7	3	20.0
Post-intervention	141	42.7	14	41.7	6	40.0

After the intervention, there was marked improvement in arrival time of teachers. Pupils, teachers and Headteachers all agreed on this. Their responses of 73.8%, 63.3% and 60% respectively confirm this in Table 4. Though teachers who left school by closing time still formed majority, yet the number that remained after closing had risen appreciably (42%, 46.7% and 40%).

Table 5

Time First Lessons began

Time	Pupils		Teachers		Headteachers	
	No.	%	No.	%	No.	%
On or before 8:15 a.m.						
Pre-intervention	141	44.8	16	53.3	2	13.3
Post-intervention	171	51.8	27	90.0	14	93.3
After 8:15 a.m.						
Pre-intervention	182	55.2	14	46.7	13	36.7
Post-intervention	159	48.2	3	10.0	1	6.7

Table 5 shows when first lessons began. As teachers generally arrived at school late prior to researcher's intervention, first lessons were also delayed and

time available for subsequent academic activities reduced accordingly. Contrasting responses by teachers could be deliberate attempt to distort reality since pupils' views were overwhelmingly corroborated by Headteachers' responses.

Post-Intervention responses of pupils, teachers and Headteachers following teacher development workshops, lessons now started at the normal time, and subsequent activities were not disturbed. Information about lesson notes preparation is summarised in table 6.

Table 6

Regularity of Lesson Notes Preparation

Mode	Teachers				Headteachers			
	Pre-Intervention		Post-Intervention		Pre-Intervention		Post-Intervention	
	No.	%	No.	%	No.	%	No.	%
Regularly	18	60.0	30	100.0	5	33.3	13	86.7
Not regularly	12	40.0	-	0.0	10	66.7	2	13.3
Daily	2	6.7	8	26.7	-	0.0	3	20.0
Weekly	28	93.3	22	73.3	15	100.0	12	80.0

The regularity of lesson notes preparation before and after intervention workshops was also examined. The majority view of teachers (60%) was that they prepared their lesson notes regularly, even before intervention, but Headteachers disagreed as 66.7% stated 'Not regularly' (Table 6). Researcher's observation supported Headteachers' view that teachers were irregular in notes preparation. Both teachers (93.3%) and Headteachers (100%) however agreed

that lesson notes were prepared weekly and not daily.   Eighty percent of teachers further argued that weekly preparation of notes was more convenient as it allowed for setting and marking of pupils' assignments

Under intervention influence, both teachers and Headteachers   now confirmed that lesson notes preparation was more   regular. Teachers confirmed with 100%, while Headteachers did with 86.7%.

Table 7

Teachers Setting and Marking of Class Exercise/Homework

Issue	Pupil				Teacher				Headteacher			
	Yes		No.		Yes		No.		Yes		No.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Pre-Intervention	163	49.4	167	50.6	15	50.0	15	50.0	7	46.7	8	53.3
Post-Intervention	296	89.7	34	10.3	25	83.3	5	16.7	9	60.0	6	40.0

Table 7 shows remarkable improvement was achieved in setting and marking of class exercise/homework. The responses range between   60% (Headteachers) and 89.7% (pupils).

Table 8

How often Teachers gave Homework

Activity	Daily		Weekly		Twice A Week		Thrice a Week	
	No.	%	No.	%	No.	%	No.	%
Pre-Intervention	5	16.6	21	70.0	2	6.7	2	6.7
Post-Intervention	3	10.0	5	16.7	12	40.0	10	33.3

Table 8 indicates that until teachers benefitted from professional skills development workshops, most teachers generally gave Homework once a week for children to work on over the weekend. The data is based on teachers' own responses prior to the intervention. Teachers confirmed that frequency of assignments had increased after teachers attended training workshops, from once a week to twice and thrice a week.

Table 9

Offences of Teachers and Sanctions Headteachers Apply

Common Offences	Sanctions	Applied			
	Advice	Warning	Salary Embargo	Demotion	Transfer
	No. %	No. %	No. %	No. %	No. %
Lateness					
Teachers View					
Pre-Intervention	24 80.0	6 20.0	- 0.0	- 0.0	- 0.0

(Table 9 continued)

Post-Intervention	4	13.3	15	50.0	6	20.0	-	0.0	-	0.0

Headteachers View

Pre-Intervention	8	53.3	6	40.0	-	0.0	-	0.0	-	0.0
Post-Intervention	2	13.3	9	60.0	4	26.7	-	0.0	-	0.0

Absenteeism

Teachers View

Pre-Intervention	15	50.0	12	40.0	3	10.0	-	0.0	-	0.0
Post-Intervention	5	16.7	18	60.0	7	23.3	-	0.0	-	0.0

Headteachers View

Pre-Intervention	2	13.3	10	66.7	2	13.3	-	0.0	1	6.7
Post-Intervention	1	6.7	5	33.3	7	46.7	2	13.3	-	0.0

Non Preparation

of Lesson Notes

Teachers View

Pre-Intervention	26	86.7	-	0.0	4	13.3	-	0.0	-	0.0
Post-Intervention	4	13.3	8	26.7	10	33.3	-	0.0	3	10.0

Headteachers View

Pre-Intervention	3	20.0	5	33.3	7	46.7	-	0.0	-	0.0
Post-Intervention	-	0.0	5	16.7	6	40.0	-	0.0	4	26.7

Tardiness

Teachers View

Pre-Intervention	16	53.4	4	13.3	-	0.0	-	0.0	10	33.3

Post-Intervention	-	0.0	20	66.7	6	20.0	-	0.0	4	13.3
Headteachers View										
Pre-Intervention	10	66.7	4	26.7	-	0.0	-	0.0	1	6.6
Post-Intervention	2	13.3	10	66.7	-	0.0	-	0.0	3	20.0

Table 9 presents a summary of common offences of teachers and the regularity of corresponding sanctions applied by Headteachers. Interviews and investigations confirmed ineffectiveness of the sanctions and persistence of the offences. This was the situation before Headteachers learnt at workshop the effective ways of maintaining discipline.

Eighty percent of Headteachers admitted that teacher absenteeism and lateness were still rampant. This attitude of teachers had negative impact on pupils, 60% of who responded that they did not attend school regularly. The table further shows a new trend emerging at the post-intervention stage with regards to application of sanctions against offending teachers. Sanctions were no more dominated by 'Advice'. Headteachers were resorting to more effective sanctions like 'warning' and 'salary embargo'.

Teacher absenteeism and lateness reduced from 80% to 25% and this influenced and improved pupils' attitude to school attendance. Only 15% of pupils were still irregular at school. Types of teaching method use by the teachers are presented in Table 10.

Table 10

Teaching Methods Used

Methods	Frequencies				
	Pre-Intervention		**Post-Intervention**		
	No.	**%**		**No.**	**%**
Reading out Notes to pupils	11	73.3		5	33.3
Demonstration	6	40.0		12	80.0
Discussion	8	53.3		14	93.3
Others (eg. Lecture method)	13	86.7		7	46.7

In the pre-intervention view of Headteachers, the commonest methods of teaching in the schools were (i) the lecture method, and (ii) reading out notes to pupils.

Having received appropriate training on pedagogy, teachers improved upon their techniques of teaching. Dependence on Lecture Method and Notes Reading gave way to Discussion and Demonstration methods.

Table 11 illustrate monitoring and assessment of teachers by headteachers.

Table 11

Monitoring of Teaching and Assessment of Teachers'

Output by Headteachers

Opinion Area		Quite Often		Not Often		Not At All
No.	%	No.	%	No.	%	

(Table 11 continued)

Pre-Intervention	3	20.0	8	53.3	4	26.7
Post-Intervention	7	46.7	6	40.0	2	13.3
How often Headteachers assess teachers' output of work						
Pre-Intervention	5	33.3	7	46.7	3	20.0
Post-Intervention	6	40.0	6	40.0	3	20.0

Before Headteachers received training on instructional leadership, their responses revealed that they neither went round often when teachers were teaching nor assessed teachers' output of work often. Ninety percent of Headteachers also stated that they used children's exercise to measure teachers' output, without detailing the procedure.

When the questionnaire was administered at the post-intervention stage, internal supervision had slightly improved, and assessment of teachers' output too was appreciating.

Table 12

Pupils' Involvement in Academic Activities

Opinion Area			Responses		
NO		YES		SOMETIMES	
No.	%	No.	%	No.	%

(Table 12 continued)

Pupils ask questions

In class

Pre-Intervention	203	61.5	95	28.8	32	9.7
Post-Intervention	54	6. 4	196	59.4	80	24.2

Pupils answer

questions in class

Pre-Intervention	56	17.0	100	30.0	174	52.7
Post-Intervention	40	12.1	184	55.8	106	32.1

Pupils do

exercises in class

Pre-Intervention	8	2.4	142	43.0	180	54.6
Post-Intervention	-	0.0	179	54.2	151	25.8

Teachers use TLMs

Pre-Intervention	210	63.6	22	6.7	98	29.7
Post-Intervention	56	16.9	205	62.1	69	21.0

Pupils go on errand

during classes time

Pre-Intervention	80	24.2	101	30.6	149	45.2
Post-Intervention	183	55.5	21	6.4	126	38.1

Teachers sit on

veranda and converse

Pre-Intervention	122	37.0	40	12.1	168	50.9

Post-Intervention	227	68.8	17	5.2	86	26.0
Teachers use mobile						
phones while teaching						
Pre-Intervention	15	4.5	230	69.7	85	25.8
Post-Intervention	202	61.2	105	31.8	23	7.0

Only 20% organised free remedial lessons for students who were   slow learners**.** Following the positive developments through the intervention, pupils' involvement in academic activities also comparatively improved.   Attitudes   of pupils, teachers and parents were now largely inclined towards achieving academic results. Teachers however needed to give more homework. The level at which children 'sometimes' went on errand during classes (38.1%) is still too high and intolerable. Parents are still not visiting their wards regularly enough. The post-intervention views of pupils on these developments were captured in Table 12.

To help teachers upgrade their professional skills, Headteachers organised School-based INSETs for them, but it was commonly done once   a   term. This was not enough. Table 13 shows how often Headteachers organised INSETS before they received proper orientation. Ninety percent of Headteachers indicated that their teachers patronised all school-based INSETs. The commonest challenges mentioned were lack of   resource persons and materials.

At the post-intervention stage the number of schools that organised free remedial classes for slow learners increased from 20% to 48%. At the same time,

more Headteachers organised monthly INSETS for teachers instead of termly. Table 13 shows how often Headteachers organised INSETs before they received proper orientation, and the level of improvement that occurred after orientation.

To further improve professional skills of teachers, Heads began to organise school- based INSETs for teachers while the Municipal Directorate of G.E.S. provided support in the form of resource persons and materials.

Research Question Two: How can teachers at the local level be helped to feel that they are recognized and/or consulted on issues meant to improve education outcomes in the community?

Before the interventions, hundred percent of Headteachers claimed that they commended teachers and pupils for good performance to motivate them for atmosphere in the schools was not conducive for teaching and learning, and relationships were not cordial. Headteachers did not involve teachers and parents in decision-making. Table 13 and 14 illustrate these assertions.

Table 13

School Atmosphere

Opinion Area	Teachers' Responses			
	Conducive		Not Conducive	
	No.	%	No.	%
Pre-Intervention	9	30.0	21	70.0
Post-Intervention	18	60.0	12	40.0

Headteachers' post-intervention view about atmosphere in the schools was corroborated by the teachers as being relatively conducive for teaching and learning. Table 13 proves the good school atmosphere while Table 14 indicates that relationships were beginning to be cordial. Teachers and parents collaborated in taking decisions that affected the   school.

Table 14

Relationships Among Teachers In the Schools

Opinion Area	Teachers' Responses			
	Cordial		Not Cordial	
	No.	%	No.	%
Pre-Intervention	11	36.7	19	63.3
Post-Intervention	16	53.3	14	46.7

Research Question Three: To what extent do community durbars improve community commitment in basic education?

Teachers were also of the view that staff meetings, durbar with pupils, and meetings with parents were not held often. This opinion is reflected in Table 15.

Table 15

How Often Meetings were Held

Opinion Area	Teachers' Responses					
	Regularly		Not Often		Not At All	
	No.	%	No.	%	No.	%

Table 15 continued

How often staff meetings are held

Pre-Intervention	6	20.0	22	73.3	2	6.7
Post-Intervention	18	60.0	12	40.0	-	0.0

How often durbars/open fora

are held with pupils

Pre-Intervention	-	0.0	20	66.7	10	33.3
Post-Intervention	17	56.7	8	26.7	5	16.6

How often teachers meet parents

Pre-Intervention	2	6.7	15	50.0	13	43.3
Post-Intervention	10	33.3	14	46.7	6	20.0

The general atmosphere in the schools affected SMC/PTA activities. Seventy percent felt meetings were not held often, and 80% said that fees were not paid regularly. PTA/SMC assistance was therefore minimal (35%). Parents also perceived that academic performance in the school was below average. Table 17 shows this. Consequently, 55% of parents would not commend the teachers since they felt their work was not satisfactory.

On the contrary, after the interventions, teachers responded to show (as in Table 16) that staff met regularly, and also held durbars with pupils regularly, but could still not meet parents often. However parents regularly consulted teachers on performance of their wards, and their contribution to staff welfare increased. With these positive developments, parents' perception about the schools naturally

changed. Parental support increased. Parent-teacher interaction improved. Forty percent described level of academic performance as 'Average' while 26.7% felt it was 'Above Average'.

Research Question Four: What support do communities offer to improve performance in the schools?

Table 16

Parental Support to Improve Teaching and Learning

Opinion Area	Responses					
	NO		YES		SOMETIMES	
	No.	%	No.	%	No.	%
Pupils engaged in economic activities when they should be in school						
Pre-Intervention	34	10.3	196	59.4	100	30.3
Post-Intervention	185	56.1	35	10.6	110	33.3
Parents supervise their wards'studies at home						
Pre-Intervention	103	31.2	98	29.7	129	39.1
Post-Intervention	69	20.9	172	52.1	89	27.0
Parents provide their wards'with learning materials						
Pre-Intervention	145	44.0	114	34.5	71	21.5

(Table 16 continued)

Post-Intervention	71	21.5	143	43.3	116	35.2
Parents visit their wards' at school						
Pre-Intervention	220	66.7	85	25.8	25	7.5
Post-Intervention	151	45.8	140	42.4	39	11.8

Prior to the interventions introduced by the researcher, Headteachers could hardly identify assistance from the community. Forty percent submitted nil returns whereas the rest mentioned school buildings and School Feeding Programme. The commonest assistance from parents were listed as; set of jerseys, plastic chairs, school band, and communal labour. Only teachers and textbooks were listed as assistance received from GES. Pupils however prioritised parental support, hard working teachers, books, teaching materials, among others, as the things they needed to be able to learn better. This is summarised in Table 17.

Table 17

Support Communities Offer for Academic Improvement

Needs Assessment	Pupils' Responses	
	No.	%
More hardworking teachers	70	21.2
More books	63	19.1

(Table 17 continued)

More classrooms	2	0.6
More tables and chairs	9	2.7
More teaching materials	60	18.2
Extra teaching	20	6.1
Provision of teacher accommodation	23	7.0
Recruitment of teachers by community	75	22.7

Generally, the interventions yielded positive results for the schools. The Community assisted the Municipal Directorate to organise Best Teacher/Worker Awards ceremony and Science, Technology and Mathematics Education Clinics (STME) for boys and girls, among other things. Parents are now more interested in the affairs of the schools, and even more committed to providing the needs of their wards. Consequently, 90% of Headteachers could now easily identify and appreciate assistance from stakeholders. Pupils also felt that maximum improvement would be achieved in the schools when teachers gave them more exercises in class and as homework, with parents fully supporting. Post-Intervention responses attest to the fact that the stage is set for higher teacher performance as well as academic achievement by pupils / students in the schools involved in the research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The researcher has been the Municipal Director of Education for the Tarkwa-Nsuaem Municipality since 2005, and therefore has deep knowledge about the challenges facing the schools in the area, and their levels of performance. Factors such as lack of teaching/learning facilities, inadequate teacher motivation, ineffective internal supervision, and lack of stakeholder support and co-operation have resulted in poor teacher performance in many schools. The researcher therefore considered it imperative to help develop antidote to these challenges in order to create conducive atmosphere for the teachers to give of their best.

Consequently, the objective of this Action Research was to examine the causes of poor performance in the schools, develop and implement appropriate interventions to promote effective teaching and learning. To achieve this, the following procedure was adopted.

A review of the relevant literature was carried out to give the researcher a better understanding of the theoretical basis of the study. The review unearthed the scholarly prepositions for resolving the challenges facing the schools.

A sample of 15 schools (5 high performing, 5 intermediate and 5 low performing) were used, so that the results could be replicated in the other schools in the Municipality with minimal adjustments.

Respondents to the research questionnaire were made up of 15 Headteachers, 30teachers, 330 pupils/students, and 15 SMC/PTA executive members.

iv. The researcher observed activities in the schools closely. The activities included,

(a)   punctuality and commitment of staff.

(b) attitudes and conduct of pupils.

(c) lesson delivery and other classroom activities

(d) methodology and pupils' involvement in learning activities.

(e) conditions of school facilities.

(f) how INSETs were organised.

(g)   staff meetings, SMC/PTA meetings, and durbars with pupils/students

(h) management/administrative style of Headteachers, etc.

Experienced educationists were consulted for their views and ideas, particularly on intervention strategies. Ideas gained from literature review and pre-intervention responses were analysed and implemented as intervention from January to July 2009, a period of two school terms. The intervention focused on Workshops to train Headteachers, SMC/PTA members, and improve teaching

skills of teachers, advising pupils, sensitizing parents, and seeking support from stakeholders for the schools

The research interventions exposed Headteachers and teachers to   new trends in their profession, and good school practices were adopted. They include the following:

1. Regular attendance of staff and pupils.

2. Effective utilization of instructional time.

3. Continuous upgrading of professional skills of teachers.

4. Adequate pre-lesson preparation and use of lesson plans.

5. Adoption of effective pedagogical skills.

6. Effective internal supervision by Head of school.

7. Maintenance of discipline among staff and students.

8. Involvement of pupils and all stakeholders in academic improvement initiatives.

9. Stakeholder support and motivation for enhanced performance.

10. Proper and periodic assessment of staff.

Findings

Majority of respondents in Table 14 and 15 affirmed that the intervention has helped to make conditions in the schools more conducive for teachers to do their work better than before, and for pupils/students to derive greater benefits from the school than it was previously. Among others the intervention achieved the following.

1. The Workshops have built the capacities of Headteachers to be able to perform better as instructional leaders. For example, Headteachers' monitoring of class teaching improved from 20% to 46.7%, and how often headteachers assessed teachers output of work rose from 33.3% to 49%

2. Teachers are now better equipped to identify their weaknesses, and learnt how   and where to find solutions to their pedagogical challenges.

3. Teachers are now using child-centred teaching methods, to allow pupils to participate actively in teaching and learning. Use of demonstration in teaching increased from 40% to 80% while Discussion method increased from 53.3% to 93.3%. Reading of notes to   pupils decreased from73.3% to 33.3%.

4. Internal and external supervision have been intensified. At least 46.7% of Headteachers now go round when teachers are teaching.

5. Headteachers have begun making positive efforts at maintaining discipline among staff and pupils. More effective sanctions like salary embargo, are being applied to discourage absenteeism and non-preparation of lesson notes.

6. Parents are now ready to provide the needs of their wards, and supervise their   studies at home.

7. Parents now allow their children to stay after school to do their homework or study under their supervision.

8. Conducive atmosphere now prevails in the schools, allowing teachers and parents to cooperate in promoting teaching and learning.

9. It came to light in all the fifteen (15) schools that administration of corporal punishment was a prominent feature. The pupils complained about their fear and anxiety in the school. Whenever they erred, they were not spared. For that matter, they feared to contribute in class. The teachers were cautioned to use other alternative means of punishment that would be corrective as well as encourage learning. In one community the opinion leaders expressed great worry about teacher tardiness and attendance to school. According to them the break period was never ending. When the children went on break, the teachers did not call them back to the classroom. Sometimes they stayed out till school was over. Besides their punctuality and regularity left much to be desired. Head teacher was encouraged to use duty roster and make sure it was effectively complied with.

10. Interaction with children in the five least-achieving schools showed that they were not given home work or project work to do at home. Teachers were urged to give regular homework, mark and discuss with children.

11. Children in the 5 best performing schools contended that they received a lot of support from the parents. Their parents assisted them with their homework / assignment. In addition, their basic school needs were provided. They appeared smart in their uniforms with school bags. They breakfasted before going to school or they were given packed meals to school, unlike their counterparts who went to school on empty stomach, or were given GHp 20 for breakfast and lunch. The latter requested the

researcher to appeal to their parents to provide them with school bag, decent uniforms, meals or enough money and other basic needs.

Their needs were duly discussed and parents promised to provide them.

12. In another school community an NGO had built an eight unit teachers' quarters made up of a sitting room, bedroom, kitchen and place of convenience for each unit. This had been taken over by the opinion leaders and given out for rent to other people. The researcher successfully negotiated with the opinion leaders to return the facilities to the teachers. The benefits of teachers residing in the community were discussed, that is, punctuality and regularity would be improved. Consequently, teaching and learning would be enhanced. Incidentally, this is one of the schools with lower academic achievements.

13. During the durbar with children it came to light that about 65% of the children in the medium and lower achieving schools fend for themselves. The males engaged in small scale mining (galamsey), the females also engaged in hawking or their parents encouraged them to solicit from older males to support themselves and the family. It was not surprising that some girls lived with the supposed 'husbands'.

14. In the five lower achieving schools, parental and community support to schools were non-existent. The community members rather expect the teachers, government, municipal assembly or NGO to support them. Fortunately, they realized during the discussion that their unfortunate situations were due to misplaced priorities.

15. With teachers, the discussions focused on different issues

Conclusions

The following conclusions are evident.

The schools selected for the research have been well sensitized on the requirements for higher performance, and are now in good stead to do well academically. Staff, pupils and parent have begun playing their role effectively. Teachers are more committed and confident in the use of more effective teaching methods.

The Community GES, SMC, and PTA and other stakeholders have all become more concerned and supportive, and are keenly observing the performance of the schools. Awards scheme, staff loans scheme and construction of teachers' quarters now provide motivation for teachers. The GES has provided TLMs, for more practical and meaningful lessons.

Pupils now do more exercises, both at school and at home, they are more regularly assessed, and many have been relieved of economic burden and are free to concentrate on their studies. Parents have now come to terms with their responsibilities towards their wards and the schools, and have began playing their roles as expected. Parents supervise their wards at home. Intensification of internal supervision by Headteachers has brought marked improvement in teacher performance, and increased contact hours with pupils.

Recommendations

The researcher's recommendations are based on the findings of the research and the conclusions reached. Three different recommendations are made for three categories of stakeholders as follows:

1. Recommendations for sustenance of the interventions.

2. Recommendations for continued community support to the schools.

3. Recommendations for further research.

Recommendations for Sustenance of the Interventions

Headteachers, teachers, pupils and SMC/PTA executives who participated in the research have acquired specialised knowledge and experience of best practices which must guide them to maintain high performance of staff.

The Headteachers must continue to play their instructional leadership roles dedicatedly, and ensure no teacher relents on his/her duties. Pupils must be continually motivated to learn, and SMC/PTA must continue to monitor progress in the schools, using experience gained from the research. Teachers used in the research must be encouraged to spend some more time in their present schools or Municipality.

Recommendations for Continued Community Support to the Schools

Findings of the research prove that schools, and for that matter teachers, can hardly accomplish their task without support form stakeholders such as the GES, mining companies, Municipal Assembly, Members of Parliament, Old

students, Philanthropists, Traditional Council, Organisations and   individuals. It is recommended that the Municipal Directorate of GES continues to request these stakeholders to give the needed support to   enable the schools keep up their good performance'.

Recommendations for Further Research

It is recommended for the Municipal Directorate is encouraged to conduct similar research in about 2015 (and subsequently every 5 years) to be able to address possible shortcomings the system may suffer. Other Metropolitan, Municipal and District Directors of Education may also adopt this research method to identify challenges facing their schools, and help them find appropriate solutions to them. Finally, the research has shown that it may be more beneficial to extend the period of intervention in future researches of this kind to cover one full academic year.   The outcomes of the interventions require further observation, analysis and restructuring, and one year is ideal.

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APPENDIX A

QUESTIONNAIRE FOR HEAD OF SCHOOL

1. (i) Name of School …………………………………………

(ii) Qualification of Head:……………………………………………..

(iii) Rank of Head:…………………………………………………………

2. Number of teachers in the school

Name	Trained/Untrained	Qualification	Rank/Experience

3. Enrolment of the school

Class	Boys	Girls	Total

4. What time do your teachers arrive in school?

5. When does the first lesson begin in your school?

6. When school re-opens, how long does it take for the school to settle for

teaching and learning to begin?

7. Which day of the week do you vet teachers' lesson notes?

8. Which teaching method (s) do your teachers prefer to use in the school?

(a) Reading out notes to pupils (b) Demonstration (c) Discussion

(d) Others (describe)

9.   (i)   Do your teachers set exercises and mark regularly?

(a)   Yes   (b)   No

(ii)   If No, what are the reasons?

10.   (i)   Are your teachers able to cover all the topics in the syllabus at the

             end of each term/year?

(a)   YES   (b)   NO

(ii)   If No, what are the reasons?

11.   What sanctions have you instituted in the school for the following

      offences?

      (i)   lateness (both teachers and pupils)

      (ii)   absenteeism

             (iii)   non-preparation of lesson notes

             (iv)   teacher tardiness

12.   (i)   Have the sanctions listed above been effective?

      (ii)   If yes, how?

      (iii)   If No, why?

13.   Describe how you evaluate the work of your teachers

14.   How often are your teachers absent/late to school?

15.   How regularly do your teachers prepare and submit their lesson notes?

16.   How often do you go round when teachers are teaching?

(a)   QUITE OFTEN   (b) NOT OFTEN   (c) NOT AT ALL

17.   How often do you assess teachers output of work?

(a)   QUITE OFTEN   (b)   NOT OFTEN   (c) NOT AT ALL

18.   What instrument do you use to measure teacher performance in the

        school?

19.   (i)   Do you organise school-based INSETs for your teachers?

(a)   YES   (b)   NO

(ii)   If yes how often?

(a)   weekly   (b)   monthly   (c)   termly   (d)   annually

20.   (i)   Do your teachers attend cluster-based INSETs?

(a)   YES   (b)   NO

(ii)   If yes, what challenges are encountered?

21.   (i)   Do you organise remedial lessons for your students who are slow

              learners?

(a)   YES   (b)   NO

(ii)   If yes, how do you do it?

22.   (i)   Do you observe your teachers' lessons?

(a)   YES   (b)   NO

(ii)   If yes, what assistance do you give?

23.   Do you commend teachers/pupils for good performance?

(a)   YES   (b)   NO

        24.   What assistance have you received from the Assembly, parents and

                GES?

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

1.   Name of School:………………………………………………………

2.   Class/Subject(s) taught:…………………………………………………

3.   Qualification:

(a)   SSSCE/WASSCE   (b)   Teachers' Certificate 'A'   (c)   Teachers

Diploma/Diploma In Basic/Primary Education   (d)   University Degree

(e) Others (state)

4.   Total teaching experience:……………………………………….

5.   How long have you taught in your present school?

6.   Workshops Attended

Date	Description

7.   Have the workshops helped in your lesson delivery?

(a)   YES   (b)   NO

8.   If the answer to Q.7 above is YES, please state how.

………………………………………………………………….

9.   If the answer to Q.7 above is NO, please give reason (s).

………………………………………………………………………………….

10.   What time do you arrive in school?

11.   What time do you start your first lesson?

12.   Assign reasons why you are unable to go to school sometimes.

…………………………………………………………………………..

13.   What day of the week and time do you submit your lesson notes for

        vetting?

……………………………………………………………………………

14.   Do you prepare your lesson notes regularly on daily or weekly basis?

(a) regularly   (b) not regularly (c) daily   (d) weekly

Please, tick all options that apply and give reasons for your answer

15.   What are the local sanctions for failing to prepare and submit lesson

        notes?

16.   (i)   Are you able to cover all the topics in the syllabus at the end of

                term/year?

(a)   YES   (b) NO

(ii)   How many difficult topics have you been confronted with in

        teaching your present class?

17.   Do you set exercises and mark daily?   (a) YES   (b)   NO

18.   How often do you give Homework?

(a) Daily   (b)   Weekly   (c) Twice a week (d)   Thrice a week

19.   Do parents of the school supervise their wards to do homework?

20.   (i) Do you use any TLMs during lesson delivery?   (a) YES (b)   NO

        (ii) If yes, who provides them?

        (iii) If yes, name the type of TLMs

          (iv) Do you improvise TLMs

21.   Which of the following programmes are you pursuing to improve your

        professional skills?

(a)   UTDBE   (b)   TOP-UP FOR CERT. 'A' TEACHERS

(c)   DISTANCE EDUCATION FOR UNIVERSIT DIPLOMA/DEGREE

(d)   SANDWICH   POST-GRADUATE   DIPLOMA   IN   EDUCATION/

        MASTERS DEGREE

(e)   NON OF THE ABOVE

    22 Are there any Professional skills Development programmes organised by

        the GES Directorate?

    23 If the answer to Q. 22 is Yes, state them and explain their benefits.

    24 Do parents visit their wards in the school and interact with teachers?

    (a)   YES   (b)   NO

    25 Has the school PTA organised any activities with internally generated

        funds?

    (a)   YES   (b)   NO

    26.   If answer to Q.25 is YES, name some of these activities.

    27   Does your Headteacher supervise your lesson delivery in the classroom?

    (a)   YES   (b) NO   (c)   SOMETIMES

    28.   How does your Headteacher evaluate your performance termly and

annually?

29.   Which of the following teaching methods do you find comfortable and
use often?

(a) Reading out notes to pupils   (b) Demonstration (c) Discussion

30.   How would you describe the general atmosphere for teaching and
learning in the school?

(a)   Conducive   (b)   Not Conducive

31 Describe the relationship among teachers in the school.

(a) Cordial   (b)   Not Cordial

32 What is the relationship between teachers and the Headteacher?

(a) Cordial   (b)   Not Cordial

33 How often do you hold staff meetings?

(a)   Regularly   (b) Not often   (c) Not At All

34 How often do you hold durbar or open forum with the pupils?

(a)   Regularly   (b) Not often   (c)   Not At All

35 How often do you meet parents/community?

(a) Regularly   (b) Not Often (c) Not At All

APPENDIX C

QUESTIONNAIRE FOR SMC/PTA EXECUTIVES/SELECTED PARENTS

1. What is the name of your ward's school?

2. Gender of Parent ………….. MALE/FEMALE

3. (i) Are you an SMC/PTA Executive member?

(a) YES (b) NO

4. How often do parents (SMC/PTA) meet?

(a) Very Often (b) Not Often (c) Not At All

5. How often do you attend SMC/PTA meetings?

(a) Very Often (b) Not Often (c) Not At All

6. How much is the SMC/PTA dues per parent per term?

7. (i) Do you pay your dues regularly? (a) YES (b) NO

(ii) If no, give reasons …………………………………………….

8. (i) Have parents (SMC/PTA) been assisting the school? (a) YES (b)
NO

(ii) If No, why? …………………………………………

   (iii) If yes, list some of the things the parents have done for the school.

………………………………………………………………………………

9. How would you describe the academic performance of your ward?

(a) Below Average (b) Average (c) Above Average (d) Excellent

10. What has contributed to your ward's academic performance?

   ………………………………………………………………………

11. (i) In your view, have the teachers in the school been doing their work well?

(a) YES (b) NO

(ii) If No, what are the reasons?

………………………………………………………………………………..

(iii) If No, what must be done to help the teachers to work better?

……………………………………………………………………………

12. Any other information/comments/remarks.

……………………………………………………………………………

APPENDIX D

QUESTIONNAIRE FOR PUPILS/STUDENTS

1.   Name of School:…………………………………...................

2.   Are you a Prefect in the school?   (a)   YES   (b)   NO

3.   Do you go to school everyday?   (a)   YES   (b)   NO

4.   If No, why?

(a)   when I am sick   (b)   when teacher is absent   (c)   when we do

grounds   work   (d)   any other reason (state)

5.   Does your teacher come to school everyday?

(a)   YES   (b) NO

6.   Does your Headteacher come to school everyday?

(a)   YES   (b) NO

7.   What time do you reach school everyday?

(a) before 7 a.m.   (b)   between 7 a.m. and 8 a.m. (c) 8 a.m. – 9 a.m.

(d) 9 a.m. – 10 a.m.

8.   What time do you start the first lesson?

(a)   7:30 a.m.   (b)   8:00 a.m.   (c)   8:15 a.m.   (d)   9:00 a.m.

9.   Do you ask questions in class everyday?

(a) NO   (b) YES   (c) SOMETIMES

10.   Do you answer questions in class everyday?

(a) NO   (B) YES (c) SOMETIMES

11.   Do you do exercises in class everyday?

(a)   NO   (b)   YES   (c) SOMETIMES

12. Are you given homework everyday?

(a) NO (b) YES (c) SOMETIMES

13. Do you get help at home when you find your homework difficult?

(a) YES   (b) NO

14. If yes, who gives the help?..

15. Does your teacher use teaching materials (apart from chalk and board) to   help   you understand your lessons? (a) YES (b) NO (c) SOMETIMES

16. How does your teacher deliver his/her lesson?

(a) standing   (b) sitting (c) moves round the classroom

17. What time do you close from school?

(a) 12 noon   (b) 12:30 p.m.   (c) 1:30 p.m.   (d) 2:30 p.m.

18. Do you go on errands during classes time?

(a) YES (b) NO   (c) SOMETIMES

19. (i) Do your teachers sit on the verandah to converse?

(a) YES   (b) NO

20. Does your teacher use his/her mobile phone while teaching?

(a) YES (b) NO (c) SOMETIMES

21. Do you engage in farming activities/selling/galamsey etc. when you have   to be in   class? (a) YES (b) NO (c) SOMETIMES

22. Do your parents supervise your work at home?

(a) YES (b) NO (c) SOMETIMES

23.   Do your parents provide you with learning materials to use at school?

(a)   YES   (b)   NO   (d)   SOMETIMES

24.   What do children in your school need to be able to learn better?

a.   More hardworking teachers

b.   More books

c.   More classrooms

d.   More tables and chairs

e.   More teaching materials

f.   Extra teaching

g.   More exercises in class

h.   More homework

i.   More support from parents

- Please, tick all points that apply.

Figure 1: Researcher interacting with pupils

Figure 2: Researcher interacting with parents

Figure 3: Researcher interacting with teachers and parents at a workshop

Figure 4: Researcher briefing, SMC and PTA executives

Figure 5: Researcher delivering an address at a general PTA meeting

Figure 6: Researcher leading discussions at a performance appraisal meeting with students