

UNIVERSITY OF CAPE COAST

FACTORS ACCOUNTING FOR TEACHER PERFORMANCE IN HIGH
PERFORMING PRIVATE JUNIOR HIGH SCHOOLS IN THE SEKONDI
TAKORADI METROPOLIS

BY

EUNICE HASFORD

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

APRIL 2012

DECLARATION

Candidate's Declaration

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

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

Name: Eunice Hasford

Supervisors' Declaration

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

Principal Supervisor's Signature Date.....

Name: Mr. S.K. Atakpa

Co- Supervisor's Signature..... Date.....

Name: Dr. (Mrs.) Janet Alberta Koomson

ABSTRACT

A descriptive survey was conducted to determine the school-related, teacher-related, and community-related factors that account for teacher performance in private junior high schools in the Sekondi-Takoradi metropolis. A purposive sampling technique was used to select high performing private junior high schools ($n = 9$) in the metropolis. Data for the study were based on responses from head teachers ($n= 9$) and teachers ($n= 60$) from the selected schools. The research instrument consisted of a semi-structured interview guide for the head teachers and a questionnaire for the teachers.

Major findings of the study reported in this document showed that teachers perceived community-related factors ($M =3.06$) to be the factors that greatly account for teacher performance. The study also found that there was no significant difference between the perception of novice teachers and experienced teachers on community-related and teacher-related factors that account for teacher performance. However, for school-related factors, there was a significant difference between novice teachers and experienced teachers with regard to class size.

The study recommendations included the strengthening of ties between the school and the school community, school authorities paying more attention to supervision and monitoring of staff, and school authorities rewarding hardworking staff.

ACKNOWLEDGEMENTS

I am indebted to many people who by their immense contribution in diverse ways helped to steer the direction of this thesis. My profound gratitude and appreciation further goes to my principal supervisor, Mr S.K. Atakpa, and co-supervisor, Dr (Mrs.) Janet Alberta Koomson, both of the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. I sincerely thank them for their shared ideas, valuable contributions, and suggestions in making the writing of this thesis a reality.

My heartfelt thanks also go to my sister, Mrs Stella Tetteh, and my aunt, Rev. Sr. Faustina Hasford (SIJ), for their prayers, support and encouragement during the writing of this thesis.

Finally, I wish to express special thanks to a friend, Mr. Samuel Asiedu Owusu of the Consultancy Unit, University of Cape Coast and Dr. (Bro.) Michael Amakyi of the Institute for Educational Planning and Administration (IEPA), UCC for their good secretarial work, editing and proof reading this thesis.

DEDICATION

To my father, Mr Stephen Kow Hasford, my husband,
Mr Macdonald Ennin, and my daughter, Tryphena-Clarisse Ekuba Ennin.

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	x
LIST OF FIGURES	xii
CHAPTER	
ONE INTRODUCTION	
Background to the Study	1
Statement of the Problem	7
Purpose of the Study	10
Research questions	11
Hypotheses	12
Significance of the study	12
Delimitation of the study	13
Limitations of the study	13
Organisation of the rest of the study	13
TWO REVIEW OF RELATED LITERATURE	15
Definition of private schools	16
Quality of teaching in private schools	17
Determinants of private school performance	17
The Concept of Perception	18
School-related factors	20

Teacher motivation	21
Maslow's Hierarchy of Needs Theory	25
Herzberg's Hygiene-Motivator Theory	29
Alderfer's Existence, Relatedness & Growth Needs	33
Leadership style of the head teacher	38
Teacher participation in decision-making and job Performance	45
School climate	50
Availability and adequacy of teaching, learning materials	54
Teacher/pupil ratio or class size	56
Job satisfaction	58
Teacher related factors	59
Teacher commitment	60
Teacher qualification	60
Teacher experience	62
Personal characteristics	64
Community-related factors	66
Parent support for teachers	67
Teacher-community relationship	68
Conceptual framework	70
Summary of Literature Review	71

THREE	METHODOLOGY	72
	Research design	72
	Population	73
	Sample and sampling procedure	74
	Research instruments	75
	Pilot testing of the instrument	76
	Data collection procedure	77
	Data analysis	78
FOUR	RESULTS AND DISCUSSION	80
	Demographic data	81
	Gender	81
	Age	82
	Years of teaching in the school	83
	Professional qualification	84
	Factors accounting for teacher performance	85
	Fringe benefits	89
	Opportunity for further studies	91
	Leadership styles of the head teacher	92
	Analysis of difference of means	98
FIVE	SUMMARY, CONCLUSIONS AND RECOMMENDATION	102
	Overview of research problem and methodology	102
	Summary of key findings	103
	Conclusions	105

	Recommendations	106
	Areas for further research	108
	REFERENCES	110
	APPENDICES	123
A	Questionnaire for teachers	123
B	In-depth interview guide for head teachers and SMC/PTA Chairpersons	129
C	Distribution of population	132
D	Sample size selection	133
E	Analysis of performance of private junior high schools BECE in the Sekondi-Takoradi metropolis from 2005 – 2009	134

LIST OF TABLES

Table		Page
1	Gender of respondents	81
2	Age of respondents	82
3	Number of years of teaching	83
4	Respondents' professional qualification	84
5	School related factors that account for teacher performance	87
6	Means and standard deviation of School related factors that account for teacher performance	88
7	Receipt of fringe benefits	90
8	Opportunity for further studies	91
9	Describe the leadership style of your head teacher	93
10	Parent/community related factors that account for teacher performance	94
11	Means and standard deviation of parent/ community-related factors that account for teacher performance	95
12	Teacher-related factors that account for teacher performance	96
13	Means and standard deviation of teacher-related factors that account for teacher performance	97
14	Factors that account for teacher performance	98
15	School related factors	99
16	Parent/community-related factors	100

LIST OF FIGURES

Figure		Page
1	Maslow's Hierarchy of Needs	25
2	Conceptual framework	67

CHAPTER ONE

INTRODUCTION

Background to the Study

This part of the study presents the background to the study, statement of the problem, purpose of the study, research questions, hypotheses, significance of the study, delimitation of the study, limitation of the study and organization of the study.

Nations, the world over, recognise education as the single most important social institution that influences and is influenced by other social institutions (Opare, 1999). It is recognised that the social, economic, political, and cultural development of nations depends largely on the quality and amount of education their citizens have. It is the human resource of the country that formulates policies; design programmes and implement interventions aimed at accelerating the pace of national development. The ingenuity of the human mind has led to various innovations and strategies that have revolutionised the entire living conditions of people (Opare, 1999).

Innovations, for instance, in the transport, health, agriculture, culture, telecommunication and economic sectors engineered by human beings have greatly improved living conditions of the people. Many lives have been saved by advancement in medical technology; hunger has been reduced in most countries

due to green revolution as well as the unprecedented availability of information owing to the evolution of computers and other telecommunication devices. These and the many other advances are all attributable to increased access to quality formal education.

Many nations, on realising the tremendous contribution education has made on their socio-economic development have made substantial investments in their educational sector (Evans, 1991; Opare, 1999; Ranis, 1990; Rebore, 2001). For example, Opare (1999) noted that the emerging economic growth of countries such as, Japan, Hong-Kong, Singapore, Korea, Taiwan, and Malaysia have been attributed to the appreciable investments in education by these countries. Similarly, in Ghana, budgetary allocations to the educational sector accounted for 39% of the 2010 budget statement of the government of Ghana (Government of Ghana, 2000). This percentage represents a consistent allocation to the educational sector.

Education, according to Farrant (1980) “is the total process of human learning by which knowledge is imparted, faculties trained and skills developed” (p. 18). Again, Nacino-Brown Oke, and Brown (1982) indicated that “to educate implies giving people a wider cognitive perspective, so that they develop breadth and depth in knowledge and understanding” (p. 4). Therefore, education is the process of bringing out the totality of a person’s abilities to enable the person to contribute his or her quota to society and nation building.

Education thus confers benefits on both the individual and the society. One of the objects of education is to encourage, foster, and develop the talents of

children. Education is important not only in providing the requisite skills and ability to devise new skills, but also in providing change. Willey (1962) writes that a fuller education enables society to be less conservative and conventional, less allergic to change, and more adaptable to changing techniques and methods. Education is the main instrument in weakening traditional and hidebound attitudes which will delay innovation, adaptation, and mobility and consequently impede progress.

Education is said to have three main effects: first, it lifts people out of poverty; second, it changes the outlook of people who live in poverty, and third, it causes an increase in income (Griffiths, 1962). All over the world, education plays an important role in facilitating access to certain types of employment. Griffiths (1962) further states that education should produce boys and girls fitted for all the many kinds of jobs there are.

Empirical evidence suggests that nations have attained economic growth only when they have invested in education. The role played by education in any nation's growth and advancement cannot be overemphasized. Seeing the strong correlation between education and development, Willey (1962), speaking at a Public Meeting on Investment for National Survival at a function chaired by Sir Charles Morris, warned that unless Britain spent more on education, Britain would slide out of history. He mentioned further that considering the lack of natural resources in Britain, if Britain is to compete for world markets, then Britain has to be as skillful, efficient, and indeed as well educated as her competitors. Willey intimated that the survival of Britain depends on the manner

in which her human resources are used. Similar sentiments can be expressed for Ghana. Ghana needs to increase the number of her well educated citizens to enable her be on the path of attaining economic growth and development. Those countries considered as the Asian Tigers were able to advance largely because of their huge investment in education especially in the areas of science and technology, Ghana could therefore learn from these countries by increasing its investments in the educational sector and focusing its educational policies and programmes with the aim of promoting science and technology.

The international community, governments, and non-governmental organisations (NGOs) have over the years adopted and implemented a number of policies and programmes aimed at quickening the pace in the provision of quality education to the people. For instance, the World Conference on Education for All organised in Jomtien, Thailand in early 1990s sought to universalise primary education and massive reduction in illiteracy by 2000AD. Indeed, achieving universal primary education by 2015 is one of the eight Millennium Development Goals adopted by United Nations member countries at the dawn of the 21st century (UNICEF, 2007).

Ghana, as a member and signatory to some of these organisations and conventions, has formulated and adopted a number of educational reforms in her quest to produce quality human resource capable of propelling the country's development agenda through improved quality teaching and learning. Examples of the reforms are the Education Ordinances of 1852 and 1909, the Accelerated Development Plan for Education of 1951, the Education Act of 1961 and the 2004

Educational Reforms (Government of Ghana, 2009; Graham 1976; McWilliam & Kwamina-Poh, 1975). According to Opare (1999), most of the reforms did not give much attention to educational quality and pupils' academic achievement.

The school provides the means through which the benefits of education are realized. Chamber's Twentieth Century Dictionary (1966) defines school as a place for instruction; an institution for education for teaching of special subjects. A school can be described also as an institution designed to allow and encourage students or pupils to learn under the supervision of teachers. The school can therefore be said to be an institution in which people are provided with formal education. People are educated through the teaching and learning process that takes place in the school.

Teaching, which is one of the most cardinal prerequisites in achieving quality education in every society, is usually understood by different people differently. While some people opine that the teaching profession is for those who are less academically empowered, others are also of the view that teaching is a way of making a living. Some people also think that teaching is a way of moulding generations to come and to shape things to be. According to Fleming (as cited in Atta, et al., n.d), teaching usually occurs in situations where human beings are prompted by excess skills and prestige to pass on to another human being something of his competence, knowledge, feelings, or actions. Teaching can take place between children and adults, among adults and among children or between an officially appointed teacher and learners.

Teaching is not only confined to the school facility but can also be

provided informally in the home or other informal gatherings. However, institutionalised or formalised teaching which mainly takes place in schools, colleges, and other tertiary institutions has been described by scholars as the most highly organised and best known kind of teaching in the world. According to Goodlad (1984), teachers both condition and are conditioned by the circumstances of schools. That is, some school-related, community-related, and teacher-related factors account for teacher performance which is reflected in the performance of students.

Teachers occupy a unique and central position in any formal teaching or educational system. Teachers are expected to plan, implement, and evaluate instructions in schools. Teachers also, as part of co-curricular activities, help in organising sports/games competitions, students for field trips to places of educational interest, and also accept patron-ship of groups or societies (Hama, 2003). They are also required to ensure discipline and implement government educational policies and programmes.

The provision of education in Ghana has not been the sole preserve of public institutions. Private participation dates back to the early days of formal education in Ghana with the advent of the Christian missionaries who set up schools in the castles in the 1700s.

Ghana's *Education Act of 1961* recognised the existence of private schools as it did the public schools, as well as their role in the formulation and implementation of educational policies (McWilliam & Kwamna-Poh, 1975). Private educational institutions in Ghana continue to provide education at all the

levels of education ranging from kindergarten through the basic, secondary, and technical schools up to the tertiary level.

The Ghana Education Service (GES) is in charge of supervising private schools. It does this by visiting the schools, inspecting the buildings, the environment, materials, and the curriculum. When the private schools meet the required standard after the inspection, they are given the mandate to operate. The GES monitors, moderates, and approves fees charged by the private schools according to the prevailing economic environment of the nation. Circuit supervisors are assigned to private schools for monitoring and supervisory purposes.

Statement of the Problem

The quest for quality formal education has always been the desired goal of governments due to the enormous contribution education makes to the growth and development of the country. The significant role of teachers in achieving the goals of education is not in doubt, however, a number of school-related factors, parent/community-related factors, and teacher-related factors greatly account for the performance of teachers. There is therefore the need to ensure that these factors are identified and properly managed since they are necessary for the attainment of quality education.

Apart from educational supervision which aimed at positively influencing teachers' performance, it is worthy of note that teachers ought to be motivated adequately to be able to discharge the numerous roles and responsibilities

expected of them. Notwithstanding the monetary motivation in the form of salaries and other allowances, teachers also deserve other incentives to encourage them to increase their output. According to Castette (1981), motivation is conceived and administered to attract and retain competent career personnel to perform to their optimum.

Teachers' extrinsic motivation stems from outside stimulation. These forms of stimulus can be controlled by a system of incentives and punishments. Extrinsic motivation can vary from verbal statement, physical rewards or signs of approval or disapproval. A teacher who is extrinsically motivated will work as a means of obtaining rewards or avoiding punishments. Lack of motivation generally reduces output. Motivation can also come in the form of provision of materials to aid teaching and learning. Support from parents is another form of motivation for teachers.

Teachers' performance is usually measured by the performance of students in either oral or written examinations conducted at the end of a lesson or term. In almost all circumstances, progression to the next level of education is dependent on students' academic performance. Educational stakeholders become worried when most students do not make grades that could qualify them for further studies.

As noted by Opare (1999) and Etsey (2005), performances of pupils in private basic schools in national examinations, such as, the BECE are higher than their counterparts in public schools. The high academic performance in private basic schools in Ghana could be attributed to various factors such as, school-

related, community-related, and teacher-related factors. Private schools are usually well stocked with adequate, current, and relevant teaching and learning materials. It has been reported that there is a positive relationship between textbooks availability and high academic performance of pupils (Altbach, 1987; Caillods, 1989; Heyneman & Loxley, 1983; Schiefelbein & Simmons, 1979). Private schools are also noted for the provision of good mechanisms for social mobility (Cookson & Persell, 1985). Private schools are generally perceived to be providing environments that are uniquely conducive for enhancing academic performance of their students/pupils including the average ones (Powell, Farrar, & Cohen, 1985). For instance, according to Schiefelbein and Simmons (1979), a favourable teacher-pupil ratio and pupils who do schoolwork outside the school (homework) lead to scoring of high marks in achievement test. Private schools in Ghana, compared to public schools, have relatively smaller class sizes resulting in favourable teacher-pupil ratio.

The introductions of the capitation grant and school feeding programmes in Ghanaian public schools have led to significant increase in enrolment in public basic schools (UNICEF, 2007) without proportional increase in educational infrastructure as well as teaching and learning materials. Even though, the inspectorate division of GES, with trained educational inspectors and administrators, has a direct responsibility to supervise both public and private basic level education, there is the perception that private schools are well supervised than public schools (Michael Perry Kweku Okyerefo, Daniel Yaw Fiaveh and Steffi Naa L. Lamptey, 2011).

Pupils with high intelligent quotient (IQ), positive attitude to education, good health, have role models, are enthusiastic and come from relatively high socio-economic background homes are likely to perform better academically (Opare, 1999). It is common knowledge in Ghana that the cost of education in private schools is higher than in public schools. It could therefore be deduced that children from high socio-economic backgrounds usually enrol in private schools than in public schools. Such children also have high health and nutritional status. These are all identifiable contributors of high academic performance (Opare, 1999; Schiefelbein & Simmons, 1979).

Some school-related factors, community-related factors and teacher-related factors could account for teacher performance (Opare, 1999). Various studies have concentrated on the other variables that account for pupils' academic performance, however, these studies are silent on the role of the teacher, especially the factors that account for teacher performance in high performing basic schools. It is in line with this dearth of knowledge on factors that account for the performance of teachers that this study is being conducted in Private Junior High Schools in the Sekondi-Takoradi Metropolitan Area of Ghana.

Purpose of the Study

The principal objective of this study is to determine what school-related factors, community-related factors, and teacher-related factors teachers perceive to account for teacher performance. Specifically, the study seeks to:

1. identify the school-related factors that teachers perceive to account for

- teacher performance;
2. ascertain the community-related factors that teachers perceive to account for teacher performance;
 3. identify the teacher-related factors that teachers perceive to account for teacher performance;
 4. to rank the factors which teachers perceive to account for teacher performance;
 5. recommend, where necessary, measures that could be adopted to enhance the administration of these factors.

Research Questions

The study was guided by the following research questions:

1. What school-related factors do teachers perceive to account for teacher performance?
2. What parent-related factors do teachers perceive to account for teacher performance?
3. What teacher-related factors do teachers perceive to account for teacher performance?
4. Which of the factors do teachers perceive to account more for teacher performance?

Hypotheses

The following hypotheses were tested:

Ho: There is no difference between the perceptions of novice teachers and experienced teachers on school-related factors that account for teacher performance.

Ho: There is no difference between the perceptions of novice teachers and experienced teachers on parent/community-related factors that account for teacher performance.

Ho: There is no difference between the perceptions of novice teachers and experienced teachers on teacher-related factors that account for teacher performance.

Significance of the Study

Managers of educational institutions will benefit immensely from this study because it will enable them to determine the major factors that teachers perceive to account for their performance. Based on this information, the managers will be able to make informed decisions, especially those that bother on corrective measures to improve teacher performance.

The findings of the study will also serve as basis for any similar study and add to the body of existing knowledge (i.e., literature) on factors that teachers perceive to account for teacher performance in private junior high schools.

Delimitations of the Study

The study focused only on private junior high schools because their pupils are noted for performing better than their counterparts in public Junior High Schools, at least in the BECE conducted by WAEC. The respondents for the study were teachers and the head teachers of the sampled schools. The selection of best performing schools was based on performance in BECE during the past five years (i.e., 2005, 2006, 2007, 2008 and 2009). Finally, questionnaire and selected interviews were the study instruments used. Other factors could affect teacher performance but the study was limited to only the factors discussed in this study.

Limitations of the Study

The study is limited to the perceptions of teachers in a school. Ideally, people will not want to say things that will disparage their personal or professional image. Findings of this study may not necessarily reflect the actual happenings in the sampled schools since some of the respondents may shy away from providing data that they perceive will denigrate their school's image.

Organization of the Study

The research work was organised into five chapters. Chapter One comprises the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, limitations and delimitations.

Chapter Two concentrates on the review of relevant literature on factors that account for teacher performance in private JHSs. Some of the factors to be

considered would include school related, parent/community related and teacher related.

Chapter Three concentrate on the methodology of the study. The research design, the population, the sample and sampling procedure was described. The instruments, data collection and data analysis procedures were also described.

Chapter Four presents the results and discussion of the study. The study ended with Chapter Five on summary, conclusions drawn from the data analysis and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

High academic performance is vital in human resource development. The progression of students to high academic levels depends mainly on their ability to exhibit some high academic performance. Teachers' work output to achieving high academic standards in schools is determined by school-related, community-related, and teacher-related factors. This chapter reviewed some related relevant literature on the contribution of the school-related, community-related, and teacher-related factors to achieving higher academic performance. Literature was reviewed under two broad sections: private schools in the provision of education and factors accounting for teacher performance. Various sub-topics were examined under each of the sections.

1. Definition of Private schools.
2. Quality of teaching in Private schools.
3. Determinants of private schools high academic performance.
4. The concept of perception
5. School related factors that account for teacher performance.
6. Community related factors that account for teacher performance.
7. Teacher related factors that account for teacher performance.

Private Schools in the Provision of Education

This section examines the definition of private schools in Ghana, the quality of teaching in the private schools in Ghana, and the determinants of academic performance of private schools in Ghana.

Definition of Private Schools

Private schools are usually controlled by an independent individual or an agency other than the state, sub-division of the state, or a federal government. The activities of private schools rest with other publicly elected or appointed officials (Shafritz, Gibbson, & Gregory, 1988). Addae-Mensah, Djangmah, and Agbenyegah (1973) view private schools in Ghana as schools that are referred to as preparatory schools and international schools. They define preparatory schools as schools located mainly in the urban areas to service the needs of parents who are anxious to give their children a relatively better education than the type available in the public sponsored schools. They argue that private proprietors own these preparatory schools and the fees charged are not likely to be within the means of the average paid worker.

International schools (mostly found in some regional capitals) are generally multiracial schools attended by the children of the most affluent in the society. Some of the schools in this category are however run by educational institutions such as the universities for the children and wards of their employees.

Quality of Teaching in Private Schools

Studies and statistics have shown that private schools are on the increase and have the greatest patronage. This according to Powell, Farrar and Cohen (1985) is as a result of the fact that private schools provide the environments that are particularly conducive to the academic improvement of even the average student. Sernau (1993) was of the view that private schools provide excellent instruction and guarantees high level of academic performance and as such perceived as a mechanism for perpetuating the stratification system. Cookson and Persell (1985) also opine that the high patronage of private schools could be attributable to the fact that they provide the mechanism for social mobility. This is to say that, students from private schools are able to express themselves well most of the time than their counterparts in public schools.

Determinants of Private School Performance

Education is aimed ultimately at the total development of individuals. In order that individuals develop behaviour patterns acceptable to society, the necessary conditions for such development must be provided. To do this, those factors which affect the individual's learning should be identified and controlled.

Addae-Mensah et al. (1973) in a study to assess the major factors that contribute to poor academic performance of students in public basic schools in the common entrance examinations, identified lack of effective supervision, poor environmental and working conditions of teachers, inadequate funding of school related activities, insufficient supply of textbooks, difficulty in communicating in

the English language, poor quality of teachers, and pupils' low socio-economic backgrounds. Opare (1999), on the contrary, identified better school management, high socio-economic background of parents of pupils, pupils from intact families, and better equipped schools as the major factors accounting for high academic performance in private basic schools in Ghana.

Factors Accounting for Teacher Performance

This section reviews the concept of perception, school-related factors, community-related factors, and teacher-related factors accounting for teacher performance.

The Concept of Perception

Perception has attracted many definitions in recent times. It is very broad and has been defined by various psychologists in their own ways to suit particular context of concern. Zimbardo (1992) sees perception in the broad usage to mean the overall process of apprehending objects and events in the external environment; to sense them, understand them, identify, label and prepare to react to them. In the view of Wortman, Marshall and Loftus (1992), perception is the process whereby the brain interprets the sensations it receives, by giving them order and meaning.

Shafritz et al. (1988) also define perception as the way in which a person views his or her environment based on the sense, past experiences, attitudes, current information and other variables. Jennifer and Gareth (1996) viewed

perception as a process by which individuals select, organise, and interpret the inputs from their senses (i.e., vision, hearing, touch, smell and taste) to give meaning and order to the world around them. Through perception, people try to make sense of their environment and objects, events and other people in it. Hayes (1998) seemed to share a similar opinion with Jennifer and Gareth (1996) when he defined perception to mean how we interpret the information that we receive through the sense organs of the body. Gibson (1950) was also concerned with perception in everyday life rather than the perception of laboratory diagrams or other out-of-context situations.

Gregory (1973) argued that perception was more than simply the decoding of information received by the visual system. Instead, it is a process of making inferences about the data developing reasoning guesses on the basis of what is most probable or likely. Neisser (1976) regarded perception as a skilled activity that takes place over time, not a static, “snapshot”-like process.

Perception therefore could be seen as a process. It occurs over a period of time. In relation to this study perception is the process by which teachers in high performing private junior high schools gather information on factors that account for their performance.

In analysing the information received, one may have to do some guess-work or depend on some assumptions, which can be accurate or inaccurate. This means that teachers’ perception about factors that account for their performance will be right if their guess is correct. However, if their guess is wrong, naturally their perception about the factors that account for their performance will be wrong

as well.

School-Related Factors

The quality of teachers contributes greatly to the students' academic performance. According to Rebores (2007), a number of variables including employment conditions in the community where the school is located, record of academic standard of the school, salary levels, promotion prospects, and fringe benefits may positively or negatively affect the recruitment of human resources into a school. He observed that in a country where salary levels are uniform or equitable, teachers, to a great extent, may not be motivated or attracted to work in perceived difficult areas or environments. Perhaps, the desire of most professional teachers in seeking employment in private schools is because such schools have better pay policies and practices compared to the universal pay structure in public schools.

On the contrary, Rebores (2007) argued that in spite of the variables that may positively affect the recruitment of teachers into a school, some constraints may also serve as hindrances to teachers from teaching in a particular school. Examples of such constraints observed were some policies of board of governors and management, the reputation of the school, and the human relations of the head of the school.

In general, the high performance of teachers could be linked to some school-related factors such as teacher motivation, effective reward systems, effective supervision, leadership style of the school head, the school climate,

availability and adequacy of teaching learning materials, and teacher-pupil/student ratio.

Teacher Motivation

Motivation, according to Mullin (1985) is defined as some driving force within individuals by which they attempt to achieve some goals in order to fulfil some need or expectation. His definition suggested, in part, that employees are generally motivated through some incentives including monetary rewards, fringe benefits; high self-esteem and job satisfaction to encourage them perform to their optimal levels. Such motivational packages, when put in place and properly administered, have the high potential to increase productivity and reduce labour turn over.

Motivation or motivational packages are usually put in place to make people behave in a particular way or to make people want to undertake an activity that mostly involve hard work and effort (Hornby, 2006). In some instances, motivation could be described as a force that drives or moves a person or people to action. Atta, Agyenim-Boateng, and Baafi-Frimpong (2000) observed that motivation is seen as the process of influencing or stimulating a person to take an action that will accomplish desired goals. Kelly (as cited in Atta et al., 2004) opined that motivation deals with the forces that maintain and alter the direction, quality and intensity of behaviour. Maslow (1984) explained that human beings are motivated by unsatisfied needs, and that certain lower factors need to be satisfied before higher needs can be satisfied. Once a need is satisfied it stops

acting as a motivator and the next need one ranks higher then serves as motivator.

People's motive is a determinant of their behaviour. Some motives are solely directed towards the satisfaction of physiological needs, others are directed at satisfying some social needs (Maslow 1984). A teacher in a school for instance is constantly confronted with changing needs that must be met and for which he/she puts up specific types of action. Motivational factors that direct people's behaviour also determine the intensity or strength of the type of the behaviour exhibited.

Solomon, Kavauagh, and Cinder (1983) were of the view that the stronger the motivation, the more likely the worker will act. This explains why the behaviour of a motivated teacher is different from an unmotivated teacher. It is assumed that a motivated teacher would direct teaching and learning effectively and evaluate his/her work constantly in the school. The less motivated teacher may be less interested in the job or may find it boring and may not give off his/her best.

Job motivation, according to Herzberg, Mausner, and Snyderman (1989) may increase in some workers who receive high salaries, incentives, high social status and job security. Against this background, some managers and administrators have employed various motivational factors and activities to entice their workers to increase productivity. Maslow (1984) posits that man is continually confronted with other set of needs when one set of needs is met. Thus, teachers will continue to ask or agitate for better conditions of service and it behoves on the authorities to ensure that the necessary motivational activities are

undertaken to spur teachers on to give of their best.

Maslow (1984) again recommends that human resource managers must be abreast of the active needs necessary for individual employee motivation. Through the application of this theory, staff members ought to be provided with ample breaks for lunch and recuperation as well as salaries that would allow them to buy life's essentials. Again, they need to work in an environment which is safe, secured and exposed to avenues that will enhance a sense of acceptance and belonging. They also deserve recognition for individual and group achievements as well as challenging and meaningful work assignments which enable innovation, creativity, and progress according to long-term goals.

Sherman and Bohlander (1992) stated that salary constitutes quantitative measure of an employee's relative worth. Some employees' pay has direct bearing not only on their standards of living but also on the status and recognition they receive both on and off the job. Equity theory agrees that it is essential that a teacher's pay is equitable in terms of what other employees are receiving for their contributions towards national development. The expectancy theory of motivation also predicts that one's level of motivation depends on the attractiveness of the reward sought.

Teachers, in most developing countries, receive low remuneration as compared to other professionals. In Ghana, for instance, teachers rarely receive fridge benefits. Teachers are not rewarded for the extra hours spent in preparing lesson notes and teaching and learning materials. Teachers with additional responsibilities such as head teachers or housemasters receive paltry extra

responsibility allowances. Hoy and Miskel (1982) stated that a solid understanding of motivation is valuable for explaining causes of behaviour in schools, predicting effects of administrative actions and directing behaviour to achieve school goals.

Academically qualified teachers working in demotivated environments are most likely to be less dedicated to their work or less productive than other professionals who work in environments with varied motivational packages. Some people therefore frown on the teaching profession. Perhaps, the lack of trained teachers in most public and private schools in Ghana could be attributed to the poor working conditions of teachers.

Adjei (1996) explains that the low salaries of teachers compel competent teachers in public schools to move to private schools. The question of why some people are hard working and others are lazy, will attract a number of answers. People believe that teachers are lazy unlike their counterparts who work in other occupations. This is because workers in other occupations are believed to be paid better than teachers. Casey (1979) however, holds a contrary view. He is of the opinion that teachers are not different from other professionals who work in environments where money is effectively used as incentives. In other words teachers will equally perform when they are given the needed incentives. Studies have shown that teachers in private schools are well paid and they get other forms of incentives as compared to teachers in public schools. This scenario could explain why a private school teacher will go the extra mile to accomplish task.

Theories such as the incentive theory better explains the conditions under which people will be willing to engage in creative change-oriented behaviour and under which they will accept the introduction of change and innovation. The “Incentive Theory” for instance, states that performance is a function of the value one expects to get by performing and that the more one can get, the more one will perform. Implicit in the theory is the notion that a person is satisfied if he gets what he wants and the more he wants something the more dissatisfied he is when he does not get it.

Some of the prominent motivational theories were developed by Maslow, Herzberg, and McClelland. For the purpose of this write up, Maslow, Herzberg, and Alderfer’s theory will be reviewed.

Maslow’s Hierarchy of Needs Theory

Abraham Maslow formally introduced the Hierarchy of Needs concept in 1954 in his book titled, *Motivation and Personality*. He concludes that satisfying needs is healthy, while preventing gratification makes us sick or act evilly. Maslow’s theory of needs is illustrated as Figure 1.

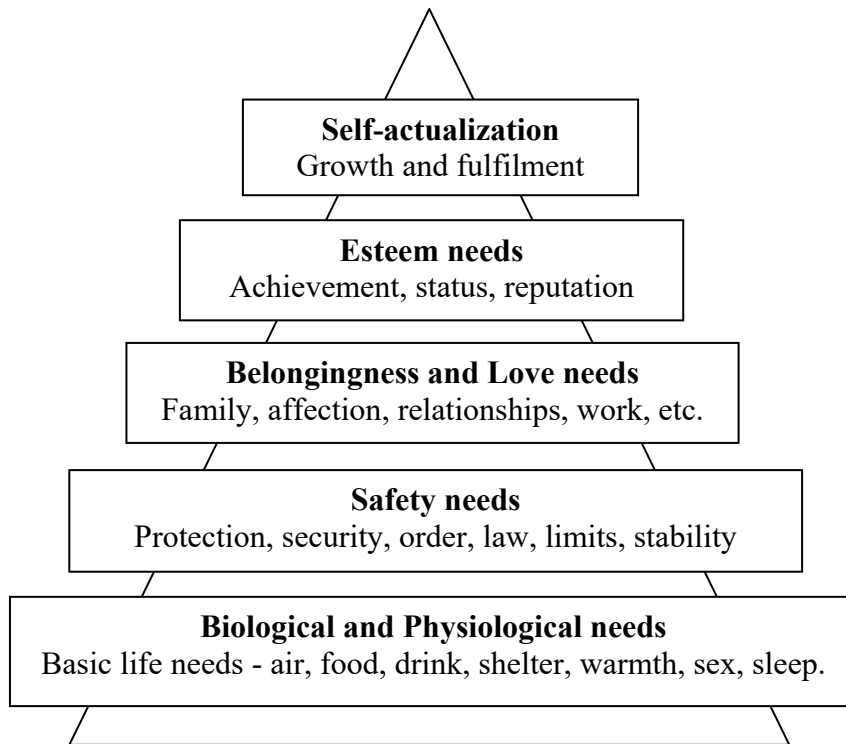


Figure 1: Maslow's motivation theory

Source: Maslow, 1954

Maslow identified five basic needs which are organised into successive levels (hierarchy) of importance in an ascending order, starting with the lowest (most basic need). The levels were classified as physiological, safety, social, esteem and self-actualisation.

Self-actualisation, which is described as the summit of Maslow's motivation theory, focuses on a person's quest to reach his/her full potential. This quest is unlikely to be fully satisfied. Self-actualised people mostly tend to have motivators such as truth, justice and wisdom. A teacher can reach self-actualisation when he/she is offered challenging and meaningful work assignments which enable innovation, creativity, and progress according to long-

term goals. In most instances, after a person has experienced a sense of "belonging", they tend to crave for some degree of importance. Esteem needs can be evident where the head recognizes the achievement of his staff, assign important projects, and provide status to make employees feel valued and appreciated.

The first levels of higher level needs are social needs which relate to interaction with others and may include generating a feeling of acceptance, belonging, friendship, giving and receiving love. Physiological needs are those involved in satisfying basic physical wants through the application of good personal health practices. After a person's physiological needs which include air, water, food and sleep are met; attention usually shifts to safety and security needs in order to be free from the threat of physical and emotional harm which is fulfilled by living in a safe area, job security and financial reserves. In the school, physiological motivation can be demonstrated through the provision of ample breaks for lunch and recuperation and pay salaries that allow workers to buy life's essentials. Belonging needs are expressed by striving after acceptance and recognition in the social group.

In Ghana, teachers used to have some considerable respect from society. This served as a major boost to personnel in the profession which eventually translated into high performances. In recent times however, teacher motivation in Ghana could be described as very low. Comparatively, teachers are perceived to have poor conditions of service which have resulted in some teachers leaving the profession to work in other professions. The end result could be the reported

shortage of teachers throughout the country especially in public schools. Bame (1991) identified three most important factors that drive Ghanaian teachers from the teaching profession. These factors were inadequate or poor salaries, lack of opportunities for promotion, and low prestige in teaching especially at the basic levels.

Maslow's Need Hierarchy Theory suggests that people in organisations are motivated to perform by a desire to satisfy a set of internal needs.

Maslow's framework has three basic assumptions:

1. That people are beings who want and whose wants (needs) influence their behaviour.
2. A person's needs are arranged in order of importance (hierarchy) from the most basic (food and shelter) to the complex (ego and achievement).
3. A person advances to the next level of the hierarchy or from the basic needs towards complex needs only when the lower need is at least minimally satisfied.

The needs hierarchy helps explain human behaviour and suggests ways by which principals may help teachers realise their potentialities. Strivings for higher order needs are enhanced when lower level needs are satisfied. That is, a well-managed school will lead to the satisfaction of safety and security needs. For example, praise, recognition and approval from colleagues and the head teacher will help satisfy belonging needs and are also basic to feelings of self-esteem. Praise, recognition and approval for accomplishment and competencies help

promote confidence, morale and motivation for further achievements, while criticism, disapproval and failure to demonstrate competence may lead to negative self-feelings, detract from motivation for further achievement and may create the circumstances for alienation and obstructive behaviour. Encouragement to participate in school decision making and to take responsibility will reinforce feelings of efficacy and self worth, and contribute to the self-actualisation of talents and competencies.

It is worthy of notice that everyone is not motivated by same needs. At various points in their lives and careers, various employees will be motivated by completely different needs. It is imperative that the head recognizes each employee's needs currently being pursued. In order to motivate their employees, leadership must understand the current level of needs at which the employee finds themselves, and leverage needs for workplace motivation.

Herzberg's Hygiene - Motivator Theory

Among the prominent theorists who have made important contributions to the specification of the dimensions of job satisfaction are Herzberg, Mausner, and Synderman (1989). The theory is *Motivation Hygiene theory* or the Two Factor theory. According to the theory, job satisfaction and dissatisfaction do not stem from the same conditions. The theory is based on the assumption that dissatisfaction leads to the avoidance of work whereas satisfaction leads to attraction to the work.

Motivators are conditions that lead to job satisfaction and better

performance. According to Herzberg et al. (1989), when the individual has a feeling of self-worth and recognition, when the individual has the feeling of achievements of his objectives and when the individual finds the nature of the work or the content of the work to be consistent with his values, he gets job satisfaction. Also the individual gets job satisfaction when he feels that some responsibility has been put in his hands and finally, when he feels that he is making progress on the job.

Hygiene factors are the primary causes of unhappiness on the job. They are extrinsic to the job – that is, they do not relate directly to a person's work, to its real nature. These are part of a job's environment, its context not its content. When an employer fails to provide these factors adequately to its employees, job dissatisfaction will be the result. When they are adequately provided, they will not necessarily act as motivators - stimuli for growth or greater effort – they only lead employees to experience no job satisfaction.

According to Herzberg et al. (1989), a person feels dissatisfied with his job if the policies of the organisation are not consistent with his values and expectations. Also when the salary is disappointing when interpersonal relationships are poor, when worker supervisor relationships are poor, and when working conditions in general are poor, the person will be dissatisfied with his job.

Herzberg, Mausner, and Snyderman tested their own theory empirically. They interviewed a total of 203 accountants and engineers from nine firms in the Pittsburg area in U.S.A. These interviews sought to determine the factors

responsible for job satisfaction and job dissatisfaction. Respondents were asked to recall one occasion during which they felt especially good about their jobs, and another occasion during which they felt especially bad about their jobs. They were also asked to describe the events associated with these feelings. Interviews were conducted to determine why the employees felt as they, and whether their feelings of satisfaction or dissatisfaction had affected their performance, their personal relationships and their feeling of well-being.

During the second round of questions the respondents were asked to describe the incident in which they felt especially negative or bad about their jobs. Interviews followed to determine the nature of events which led to negation expressions. On the basis of the data provided, Herzberg and his associates concluded that:

- (a) Certain factors tend to be associated with satisfaction, while others tend to be associated with dissatisfaction. In other words, job satisfaction and job dissatisfaction result did work, job satisfaction and job dissatisfaction result from different causes.
- (b) Satisfaction depends on motivators while dissatisfaction results from the absence of sufficient 'hygiene factors'.

From their study, five major factors were determiners of job satisfaction. These factors were work itself, achievement, advancement, recognition for achievement and responsibility. They also found that a different set of factors seemed to be determiners of job dissatisfaction. These factors include company policy and administration, salary, supervision, interpersonal relations, security and

working conditions.

Based on these findings, Herzberg and his colleagues postulated that with regard to the Motivation Hygiene Theory, dissatisfiers become the hygiene factors, that is to say, factors were “preventive and environmental”. Since the hygiene factors are not an intrinsic part of the task but merely related to the conditions under which the job is carried out, they claim a hygiene environment can prevent job dissatisfaction but cannot create true job satisfaction or happiness.

They went on to argue that, when workers clamour for money or higher salary and are granted, the happiness which they get is of a short time-span and very soon they begin to agitate for more money. The satisfaction derived from money is therefore short-lived as compared to the satisfaction or recognition for achievement. However his theory provides a useful framework for describing the conditions which people may regard as satisfying or dissatisfying. Again, it revealed that provision of opportunity for personnel growth, recognition for achievement and increased responsibility would stimulate positive attitude to work. Herzberg and his associates again showed that job dissatisfaction occurs when expectations are not met. In contrast, they argue, the individual will be satisfied when he obtains outcomes that are consistent with his expectations. Also when one’s work values meet with agreeable work conditions, satisfaction results. Finally, dissatisfaction occurs when a person perceives that what he receives relative to what others receive is unfair.

What then are the consequences of the discrepancies between expectations and observations? The first according to Kreitner and Kinicki (1989) is

absenteeism. The other is poor job performance. The third is increased turnover. The work of Herzberg and his associates stated that the practical importance of their research is that if employees' wages, fringe benefits, working conditions, job rights and status systems are not adequate, they will feel uneasy and discontented. They may complain about these and may even become antagonistic to the organisation. It can therefore be concluded that maintenance factors serve as a base upon which motivators can be added to improve job performance.

Alderfer's Existence, Relatedness, and Growth Needs Theory

Alderfer (as cited in Stoner & Freeman, 1989) classifies needs into three broad categories. These are existence needs, relatedness needs, and growth needs. With the first letter in each category coming together to form the acronym ERG, the Alderferian need theory is popularly described as the ERG theory.

1. Existence Needs: these refer to all forms of material and psychological factors necessary to sustain human existence. This encompassed Maslow's physiological and safety needs.
2. Relatedness Needs: these needs include all social oriented needs which include Maslow's social needs and parts of the safety and the esteem needs.
3. Growth Needs: these are needs related to the development of human potential which includes Maslow's self-actualisation plus the internally based portion esteemed needs.

The point of departure between the ERG needs theory and the Maslowian theories is that while the Maslowian needs theory suggests that the importance of a need category to an employee diminishes as soon as the needs within it are met, the ERG needs theory suggests that whenever a person's attempt to satisfy higher needs are frustrated, the lower needs again become highly motivating even though they have already been met.

The import of the need theories with reference to job satisfaction is that workers have various needs that must be met in various ways. The satisfaction of the needs will relieve them of frustration so that they will be motivated to work to the best of their abilities.

Reward Systems

Whatever motivational perspective a manager or head of the school chooses, it is typically made operational through the organisation's reward system. Reward refers to anything the organisation provides in exchange for services. Whereas some rewards such as pay increases, incentives, bonuses and promotions are tied to performance, others such as base pay, benefits and holidays are not.

Reward systems are considered effective if they serve their intended purposes. According to Boachie-Mensah, effective reward system must satisfy the basic needs of employees, be comparable to those offered by other organisations in the area, be distributed in a fair and equitable manner, and be multifaceted. Explaining further, Boachie-Mensah indicated that employees must be paid

adequately or receive some reasonable benefits and appropriate holidays. Employees according to him, who work overtime for a special project, must receive extra pay or compensatory time off. He concluded that a range of rewards including pay, fringe benefits, promotions and privileges must be provided and people should be able to attain rewards in different ways.

Performance is a very important variable in reward policy and when it is not considered, it makes reward vague and does not achieve higher productivity. Workers generally maintain high productivity depending on how they perceive the consequences of their efforts. If they believe high productivity will be rewarded, they will be more likely to work to achieve it. Sherman and Bohlander (1992) commented that there are some important reasons that generally compel management to implement effective reward for high performance. According to them, rewards have the potential to differentiate among high-performing employees who usually resent systems that rewards everyone equally from their low performing counterparts. Additionally, reward-for-performance can be an important means of allocating scarce compensation resources especially in difficult financial circumstances where organisations retain merit pay for their high performing employees (Rebore, 2001).

Supervision of Teachers

The education ordinance of 1852 was passed with a major landmark of it being the appointment of a superintendent and inspector of schools who was

mandated to, “inspect and superintend the schools to ensure the requisite supply of good and efficient teachers” (McWilliam & Kwamena-Poh, 1975, p. 40).

It was generally held that quality teaching and learning will take place with the introduction of teacher certification and supervision of instruction in both government and mission schools. A number of individuals were appointed in the 1940s to 1960s to take up supervisory roles in various educational institutions.

From 1987 during the educational reform programme to date, it was identified that effective supervision of instruction was crucial in achieving the goals of the new curriculum. This led to the appointments of circuit monitoring assistants by GES to supervise work of teachers and submit reports directly to the MOE. Additionally, circuit supervisors were appointed to monitor the instructional processes in all schools and to offer professional guidance to teachers. The school boards and school management committees (SMC) were also involved in supervision. The school performance appraisal and monitoring (SPAM) was also introduced to strengthen supervision by involving all stakeholders including parents and guardians to take active part in the supervision of educational instruction in schools.

Education at all levels basically aims to equip learners with knowledge; skills, attitude and competence to enable them render useful services to themselves and the society. These objectives will be achieved based on how the various aspects of instructional processes are carried out and managed. Therefore, to ensure the successful achievement of these educational objectives there is the

need for a constant monitoring and reviewing of the teaching and learning process.

Muzaasi (1985) posits that supervision is primarily concerned with the actions taken to ensure achievement of instructional objectives. Mankoe (2007) also asserts that supervision as a function of the person who either through working with other supervisors, school heads or others at the central office level, contributes to the improvement of teaching and or the implementation of the curriculum.

Cogan (1995) explains clinical supervision as the rationale and practice designed to improve the teacher's classroom performance; it takes its principal data from the events of the classroom. The analysis of these data and relationship between teacher and supervisor form the basis of the programmes, procedures and strategies designed to improve the students' learning by improving teacher classroom behaviour. Clinical supervision is a systematic, sequential and cyclic supervisory process that involves the interaction between the supervisor and teachers. In other words, clinical supervision means that there is a face-to-face relationship of supervisors with teachers, though in the past, it has been conducted at a distance with little or no direct teacher contact.

According to Musaaazi (1985), the main purpose of supervision is to maintain and improve upon the quality of education. Musaaazi further stated that one of the school head's primary tasks is the improvement of the school curriculum. Related to this task is the need to improve and make more effective the instruction within the school. The school head must establish areas where

improvement is needed in the curriculum or in instructional techniques. There are many means by which the school head might identify these needs. For example through checking weekly or monthly the teacher's scheme of work or lesson plans he can easily find out if improvement is needed in teachers' work preparations. He can listen to teachers' discussions of the school curriculum and other matters related to the school. He can also ask the teachers directly about certain school matters that need improvement. Heads of schools and other supervisors are responsible for monitoring teaching and learning in their schools and do so by visiting classes, touring the school, talking to and getting to know students.

Neagley and Evans (as cited in Etsey, 2005) were of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Etsey, Amedahe, and Edjah (2005) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than public schools because of more effective supervision of work. Sergiovanni and Starratt (1988) indicate that supervision builds and nurtures teachers' motivation and commitment to teaching, to the school's overall purposes and to the school's defining educational platform.

Leadership Style of the Head Teacher

Leadership is an integral part of management and plays a vital role in managerial operations. Successful and unsuccessful organisations can be attributed to dynamic and effective leadership.

In educational administration, leadership is considered important since it is necessary for the accomplishment of school programmes and the attainment of educational goals. Leadership defies a single definition and is perceived by different people differently. Leadership can be defined as the process of providing direction and influencing individual or groups to achieve goals. Stogdill (1993) considers leadership as the process of influencing the activities of an organised group toward goal setting and goal achievement. Davis (1976) explained that leadership is a part of management but not all of it. According to him leadership is the ability to persuade others to seek defined objectives enthusiastically. He concluded that leadership is the human factor, which binds a group together and motivates it toward goals by transferring the group potentials into reality.

Katz and Kahn (1978) have also defined leadership as the influential increment over and above mechanical compliance with routine directives of the organisation. Leadership can also be said to be the process of influencing others to work willingly toward an organisation's goals and the best of their capabilities. This definition presupposes that, a good leader is one who commands respect of his/her subordinates and does not have to rely on the trappings of authority to effect compliance with his or her directives. To be a leader, there must be the willingness of people to follow you.

The way a person conducts himself in order to realise the organisations goals may be described as a person's leadership style. The leadership style employed by the head of the school to a large extent will either encourage or discourage the followers towards the achievement of set goals. Waters, Marzano,

and McNulty (2003) posit that there is a significant relationship between school leadership and teacher motivation and performance. They argue that when school leaders are able to choose the appropriate leadership style and strategy from a list of proven ones, teachers are motivated to optimally perform.

Sergiovanni (2005) is of the firm belief that the tone in the school results from the kind of leadership that the school head provides. The head of the school directly and routinely influences factors that impact student outcomes such as teacher expectations and performance.

Marcoulides and Heck (1993) opine that student achievement is contingent on the behavior of the school head. Student achievement is enhanced when the school head promotes professionalism and provides support of teacher empowerment and autonomy.

Teachers perform well when they feel they are part of the group or that they belong. Lewin (as cited in Atta, Agyenim-Boateng, & Baafi-Frimpong, 2000) generated the most popular leadership styles namely; the autocratic, the democratic and the laissez faire styles.

The autocratic style centralises power and authority in management. It has little confidence in the teachers and so makes most of the decisions and passes them down the line. The purpose is to achieve high productivity in the school. It has the advantage of maximum use of resources for effective and efficient productivity. Decisions are also taken and implemented quickly to achieve organisational goals. It has the disadvantage of stifling initiative and creativity.

There is low morale and workers needs are often ignored, leading to frustrations that can explode at any time.

The democratic leadership style is the style that gives every member of the group an equal right to rule. Everybody is involved in all decision making. The leader influences subordinates but does not dominate their thoughts. The leader offers suggestions rather than issue orders and praises instead of criticizing. This style engenders high moral and cooperation among workers. It also enables them to exercise their responsibilities. Member involvement in decision-making may however delay the process which may negatively affect the organisation.

The laissez faire style of leadership is the type that allows complete freedom to the group. It avoids the use of power and management role is limited. It has no code of ethics and has the tendency of operating with a lot of committee set goals that no one feels bound to adhere to. There is no hierarchy or authority so leadership is merely a symbol. It has the advantage of promoting initiative and creativity and a disadvantage of creating chaos and confusion since everybody is a leader.

When workers and for that matter teachers work under a leader who employs the laissez fair type of leadership it encourages the teachers to do whatever they like. The head who also employs the authoritarianism type of leadership will hardly involve his teachers in any form of decision making.

Exploring other leadership styles that have profound impact on teacher motivation and performance, Kowalski (2010) suggests normative school

leadership style, which consists of instructional leadership, transformational leadership, and moral ethical leadership.

Instructional leaders have knowledge of school reform, curriculum, and instruction, and they have the ability to motivate staff. They provide focus and direction to curriculum and teaching and above all establish conditions that support teachers and help them to effectively teach. King (2002) sees instructional leadership as involving the core technology of teaching and learning and focuses on how professional development of teachers enhances learning. In this role conceptualization, the welfare of the teacher forms a greater part of the concerns of the school leader.

Lashway (2006) posits that there is a positive nexus between a headteacher's transformational leadership and teacher performance leading to a school's effectiveness. Transformational leaders rely on persuasion, idealism, and intellectual excitement. They appeal to the deepest longings, interests, and values of teachers and convince them that these goals could be fulfilled through the school's agenda. Transformational leadership emphasizes the school's mission and shared vision, commitment to achieving the vision, and restructuring the school in ways that are needed.

Transformational leadership entails building both capacity and commitment for change. Sashkin and Sashkin (2003) describe transformational leaders as good communicators, credible persons—behaving consistently over time, conveying a sense of caring for people, and willing to take the risk of trusting followers with major responsibilities.

Sergiovanni (1992) argues that moral leadership is a behaviour that transforms schools into communities focusing on teacher welfare in making the schools centres of excellence Quick and Normore (2004) point out that leadership is always a moral responsibility, but especially so in schools. Not only are headteachers responsible for school success, their behaviour affects others especially teachers who are expected to assume leadership positions in all areas of the school.

Griffith (as cited in Anab, 2004) identifies the administrator as the key to the morale of teachers. The administrator sets the climate for morale in the school. Teachers expect school administrators to actively and aggressively seek to provide better working conditions including equipment supplies and building.

One leadership dimension significantly related to teacher satisfaction is the supervisory behaviour of school heads. According to Sergiovanni (1967), two most consistent predictors of the satisfaction index were supervisor's concern for the teacher as a person as well as the mutual exchange of ideas and the establishment of collegial rather than authoritarian relationships between the teacher and the supervisor.

Teachers expect the heads to provide leadership in establishing a satisfactory salary schedule, lead in the development of good community relations, particularly in gaining recognition for the schools and in providing good living conditions and opportunities for desirable social life. To buttress this point, Opare (1998) states that the expectations of teachers in schools includes the opportunity to contribute to decision-making in the operation of the school,

availability of textbooks and teaching learning materials, reasonable class size, satisfactory level of academic performance among the students, a body of disciplined students, a good teacher-teacher and teacher-head teacher relationship.

Annoh (as cited in Tiile, 2006) indicated that school heads owe it a duty to allow their teachers to effectively contribute to the running of their schools. This, he said, could be done by appointing them to serve on the various committees in the schools, delegating to teachers part of their duties and forming consultative bodies constituted by teachers which could be used to run the schools. He however cautioned that before the head delegates, he should understand the capacity of the subordinate he is delegating to let the subordinate know the objectives to be achieved from the clearly defined duties he is to perform, and allowing subordinates sufficient freedom to independently carry out the assigned task while the head supervises.

Performance is an act of doing something to produce an effect. It entails how well something is done. Job performance has been described as an accomplishment of assigned duties in accordance with organizational guidelines subject to the normal constraints of reasonable utilization of available resources (Yahaya, 2007). Effective job performance has positive effects on both an organization and its employees. The teacher's performance hinges on how well students perform during their examinations as shown by their results. A head's leadership style may indirectly affect the performance of students because the teachers who are directly influenced by the way the head relates to them, may visit their frustration or otherwise on the students in the way they relate with and

teach them.

If a head's style of leadership engenders high morale of teachers, it naturally follows that the teachers will strive to put in their best so that the existing climate can be maintained and this inadvertently affects the students.

Teacher Participation in School Decision-making and Job Performance

When employees are given the opportunity to participate in the running of an organisation, they develop a feeling of belongingness, work efficiently and are prepared to accept responsibility for their decisions. It is in the light of this that Herzberg et al (1989) called for programmes such as employees' full participation in decision-making situations as a means of enriching their job commitments. Terry and Appealbaum (1988) argued that when teachers are involved in those decisions that affect them, they are more likely to be more satisfied with their job situation and their principal.

According to Anderson (2002), a combination of various factors ranging from attempts to co-op workers into better compliance, to a genuine desire to maximize productivity through a more informed and wiser decision-making process account for why administrative leaders share decision-making with others. In the school set-up, teacher participation in decision making is for varied reasons. When teachers participate in decision making, they do so not as mere participants but also as leaders in the school. According to Leithwood (1994), shared decision making is a major means for teachers to lead in the school and

suggests that when teachers act as leaders, they have a greater commitment to the school.

Anderson (2002) intimates that when teachers participate in decision making, they do so on three related continua - *they can, they want to, and they can make a difference* - to answer why

The first continuum, “they can,” deals with actual participation of teachers in decision making. It ranges from low actual to high actual. The low actual participation is typical of an autocratic leadership style. The high actual participation is typical of a democratic leadership style.

The second continuum, “they want to” deals with the teacher’s varying level of actual desire to participate. The third continuum, “they can make a difference” deals with the teacher’s actual influence in decision-making, which refers to the more concrete notion that a teacher’s contribution is having results. The success of teachers in influencing decisions and the substance of these decisions may be crucial in having teachers actually become leaders in schools. While teachers participate in decision making, their actual influence may be low or high. Teachers’ perception of their actual influence may affect their desire to participate in decision making as well as to be leaders.

Employee participation in decision-making is among the “range of key success-factors” for productive improvement. The effect of this technique is increased employee satisfaction, commitment, confidence and job performance in the organization.

Patchen (1970) argued that increased participation in decision making was associated with greater job satisfaction, work achievement and personal integration in the organization. Alluto and Acito (1974) and Constance and Schrandt (1988) all agreed that pseudo-democratic leadership will bring about many disadvantages ranging from apathy to open hostility. This is confirmed by Wilson (1966) who stated that lack of involvement in the decision-making process leads to unconcerned attitude and lack of effective responsibility.

It could be said that the various positions taken by the researchers converge on one thing, that is, among other things, job satisfaction stems from active participation in the decision-making process. Furthermore, organisational effectiveness can be increased if workers are allowed to be involved in decision making (Gibson, Ivancevich, & Donnelly, 2000).

A survey conducted in the United States of America by Lischeron and Wall (1975) showed that perceived distant participation in decision making was positively associated with job performance among blue-collar employees.

Again, a study conducted in Oregon reported that significant relationship existed between participation in decision making and satisfaction with job in the educational setting. For example, teachers who were in equilibrium participation were more satisfied with their job than those who were in deprived participation. This is all the more reason why Havelock (1975) proposed that administrators who want innovation in their institutions should as a matter of urgency encourage what he calls “genuine participation”.

Handerson (1976) conducted a study which aimed at finding out whether primary school teachers who perceived they had high participation in school decision making as a group showed higher job satisfaction than those who perceived they had low participation. The analysis of the data indicated that teachers who perceived they had high participation in school decision-making were more satisfied with their job. It was concluded on the basis of the findings that there was positive relationship between participation in school decision-making and job satisfaction. Furthermore, it was found that primary school teachers who participated in school decision-making process exhibited more positive relationship towards their principal.

In a similar study at Stanford University, Patchen (1970) conducted an investigation into the claim of human relations group of administrators that a relationship existed between participation in decision making and teacher job satisfaction. It was found out that perceived participation was positively correlated with job satisfaction. Bidwell (1995), reported that a teacher's job satisfaction was directly related to the extent to which the teacher was involved in the decision-making process either as an individual or in a group. Bidwell went on to argue that teachers' satisfaction on the job increased when the prevailing mode of decision making was in line with practices most acceptable to the teachers. It can therefore be stated that teachers' morale and satisfaction are related to participation in planning and formulation of decisions.

Also, in a study conducted by Alluto and Acito (1974) in the United States of America among groups of workers randomly selected from the industrial and

educational setting; it was concluded that decisional climate was a major factor influencing the potential of participation in decision making and its effects on job satisfaction, they went on to state specifically that decisional deprived individuals were found to be negative towards their employers, less committed to the job and experienced greater job-related tensions. They were also found to have exhibited less mutual trust and were at the same time less satisfied with their boss. According to Sugg (1955), democratically organized schools exceed those in authoritarian organization in the variety of programmes and other services. This occurs because staff involvement in management motivates them to give of their best towards the achievement of the organizational objectives.

A study conducted at Michigan University (Rockter, 1987) confirmed the above view and emphasized the connection between decision-making style and a more positive teacher attitude. The findings of the study showed that a teacher would be more committed to his work when he is actively involved in the decision-making process.

Ejiogu (1983) and Clegg (1971) in their survey of workers' orientation conducted in the industrial sector in Nigeria and Algeria respectively, revealed overwhelming preference for economic returns rather than intrinsic factors. They concluded that participation in management does not "feature prominently in the African work place".

Woode (1985) attributes the steady difference to participation in decision making in Ghana to what he terms "paternalism" in Ghanaian society. He explains that persons in positions of authority behave and are encouraged to

behave like uncles, fathers, elders and old men. For instance heads of organizations are called “wofa” (uncle), “Numoi” (father) or “Togbe” (old man) and many others, no matter what their ages might be. Ghanaian customary practice clearly forbids one to argue or dispute with one’s elders or societal superiors in public irrespective of the nature of what happened. This being the state of affairs, subordinates do not freely and openly challenge people of authority, not even when they show their ignorance in areas clearly beyond them. The African worker and for that matter Ghanaians in particular, display a feeling of inferiority to a large extent when it comes to sitting in conference with their super-ordinates. Woode maintains that this situation accounts for the existence of dictators in several organizations in Ghana.

School Climate

The school environment plays a very important role in the performance of teachers. A good and attractive environment does not only refer to school compound or the nature of the school building but it includes the provision of quality classrooms, equipment, materials and furniture.

Terms such as atmosphere, personality, tone or ethos are usually used in describing the distinct characteristics of an organisation. Organisational climate has become a general metaphor in recent times. Climate, defined by Owen (as cited in Atta et al, 2000), is the total environment in an organisation. Owen describes the total climate in an organisation as having four dimensions namely ecology, milieu, social systems, and culture.

He referred to ecology as the physical and material factors in the organisation comprising such features as size, age, design, facilities, and conditions of the building. It could also refer to the technology used by people in the organisation such as desk, chairs, chalk and anything that is used to carry out organisational activities. Milieu, on the other hand, refers to the social dimension in the organisation, the number of people in the organisation and their grades and status. It also include race, ethnicity, salary levels of workers, socio-economic levels of the clients, educational level attained by the workers, the morale and motivation of people in the organisation, level of job satisfaction and a host of other characteristics of the people in the organisation.

Social systems refer to the administrative structures of the organisation. They include how the organisation is organised, the ways in which decisions are made, those involved in making them and the communication patterns among people. Owen observed culture as the belief systems, values, norms and ways of thinking that are characteristic of the people in the organisation. It is the way people do things in the organisation.

These four internal dimensions of an organisation according to Atta et al (2000), are dynamically interactive and interrelated. He further stated that climate and culture are both abstractions that deal with the fact that behaviour of persons in an organisation is not elicited by interaction with proximate events alone but it is also influenced by interaction with intangible forces in the organisation's environment. Culture, according to Atta et al (2000) refers to the behavioural norms, assumptions and beliefs of an organisation. Climate on the other hand,

refers to perceptions of persons in the organisation that reflect those norms, assumptions and beliefs. Hoy and Miskel (1987) consider climate as a set of internal characteristics that distinguish one school from another and influences the behaviour of people in it.

Human behaviour within an organisation therefore is very complex since individuals are different and perceptions vary widely in terms of social background, experiences and circumstances with the individual such as stress and prejudices. Proximate events or obvious external factors alone do not influence behaviours within the organisation.

Atta, Agyenim-Boateng, and Baafi-Frimpong (2000) enumerated the following as determinants of organisational climate; the size and structure of the organisation, the leadership style employed by the manager or educational administrator, the communication networks used to convey messages, the goals or nature of the organisations, the complexity of the entire system, decision-making practices (the extent of subordinates involvement), well managed and improved methods quickly adopted, motivation, the economic conditions of the organisation, organisational policy, values—particularly of managers, the characteristics of members such as age and sex as well as life stage of the organisation - whether young or old.

Halpin and Croft (as cited in Asiedu-Akrofi, 1978) on the other hand identified six broad types of organisational climate ranging along a continuum. They are the open climate, the autonomous climate, the controlled climate, the familiar climate, the paternal climate, and the closed climate.

The open climate indicates an atmosphere where all the workers feel satisfied with their work and they contribute to the general life of the organisation. Decision making in the organisation does not rest on the management alone and nothing is hidden from the workers. The teachers are sufficiently motivated and obtain considerable job satisfaction and every teacher feels satisfied with his personal contribution to the general life of the school.

The autonomous climate is run by consensus where everybody has a reason to believe that he is part of the leadership of the organisation. The head has very little control. Group leadership is the most important thing in the institution. People tend to be satisfied with their work and co-operation among members of staff is good.

In controlled climates, the head teacher is mainly concerned with the worker and the goals that the institution has set itself to achieve. All tasks are directed towards achieving the goal. Under this climate, rules take precedence over personal disposition though workers tend to co-operate in such circumstances they do not actually feel happy. Even though, some results could be achieved under this climate, workers are generally not happy.

In the familiar climate, every teacher satisfies his personal needs at the expense of the task to be performed. The head himself is indifferent to the main purpose of the school and does not emphasize productivity or supervise the work. The teachers see no reason to work hard and co-operation is poor. In the school situation, the losers are the students and their parents.

The paternal climate exists where the head teacher is on the average, older than the other teachers. Though the teachers are free to do what satisfies them personally, they have little or no opportunity to influence decisions as a group. Even though the head listens to their suggestions, he does not apply them. Decision making tends to be the monopoly of the head. This kills initiative, brings about low co-operation and general teacher dissatisfaction.

The closed climate is characterised by teachers' non participation in the management of the organisation. The head emphasizes high productivity but will be aloof and impersonal in directing and controlling teacher activities. There is general apathy and lack of commitment to work in the school. Teachers are more concerned with their pay check at the end of the month.

Availability and Adequacy of Teaching Learning Materials

Scholars and educationists throughout the world agree that for teachers to perform creditably, they need all the institutional materials they can and will use. Shores and Louise (1960) state that, "the first among teaching materials is the textbook" (p. 19). Scores have been continually reported and recorded as low in schools and in subject areas where textbooks, laboratory facilities and other reading materials are inadequate. It can therefore be inferred from the above that, adequate supply of textbooks, stationery and other teaching and learning materials are worth counting on to positively influence teacher's performance.

The best way to make teaching and learning easier is by the use of teaching and learning materials. Abstract things are best explained by using items

that best depict the concept or idea. Ausubel (1973) stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand. Etsey (2005) asserts that the availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. According to Broom (1973), the creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop.

The Commonwealth Secretariat (1993) identified four main categories of resources namely; material, human, financial, and time. For the purposes of this research, resources will be limited to materials which include textbooks and audio-visual aids which facilitates teaching and learning. The module on management of resources concludes that good available resources will lead to greater satisfaction amongst both pupils and teachers. For this reason, the head must anticipate, consult, supervise and act in a timely manner to ensure that all the resources which are required are identified, developed and fully used in a responsible manner.

The module, again in the selection and management of textbooks, notes that;

- i) The availability, quality and effective use of textbooks constitute one of the most important factors affecting the quality of a school.

- ii) Textbooks support the curriculum by reinforcing and extending the work of the teacher. Thus availability of good textbooks can lead to better teaching.

Heyneman (1983) is of the view that when textbooks are inadequate or are not available pupils automatically do not do well academically. Thus availability of textbooks is a prerequisite of effective teaching and learning and high academic performance.

Teacher/Pupil Ratio or Class Size

Etsey (2005) identified class sizes as a major determinant of academic performance. He further indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' achievement. Asiedu-Akrofi (1978) indicated that since children have differences in motivation, interests and abilities which also differ in health, personal and social adjustment and creativity, good teaching is best done in classes with smaller numbers that allow for individual attention. Most teachers agree that teaching a small group of students is easier, more enjoyable, and less time consuming than teaching a large group.

The class size is necessary depending on the level of student one is teaching. For instance, there can be twenty adults in a room; the number of students in a class is irrelevant if they are motivated enough. A group of children

on the other hand is a completely different situation. This is because they are easily distracted. They move, fidget, chat etc. The more students there are in the class the more difficult it is to control them. And if children in large classes cannot be controlled, then the performance of the teacher will be affected irrespective of his experience, qualification and methodologies. To some people, to say the class size is irrelevant is wrong.

English club.com (nd.) enumerated some challenges associated with teaching large classes including:

1. Teacher not being able to remember student's names
2. Some students are afraid to ask questions or participate in a large class.
3. Meeting individual needs can be difficult or impossible when class size is very large.
4. Grading assignments and tests can be very time consuming, and your pay will generally be the same for a smaller class.
5. Large classes can become out of hand when students are working in pairs or groups. At times you may feel more like a disciplinarian than a teacher.
6. Teachers may find it difficult to keep students on task as they monitor pair and group work.
7. There is limited space in a classroom for energetic activities such as role-playing.
8. There may not be enough textbooks or computers available for all students.

Job Satisfaction

Teacher performance could also be linked to the satisfaction they find in their job. One is generally likely to perform well when they are satisfied with their job. Job satisfaction may be explained to be the collection of feelings and belief that people have about their current jobs. Gibson, Ivancevich, and Donnelly (2000) define job satisfaction as an attitude that individuals have about their job. It results from their perception of their job based on the factors of their work environment such as supervisory style, policies and procedures, work group affiliation, and working conditions.

A study conducted by Bame (1991) pointed out that inadequate remuneration, lack of opportunity for advancement and poor relation with supervisor have caused the influx of some JHS teachers moving from one school to another. He added that their decision to stay is dependent on whether they are satisfied or not. He again explained that job satisfaction is regarded as a multidimensional phenomenon which is made up of complex set of variables which operate to determine worker's attitudes towards their job. While some workers may be very satisfied with some aspects of their job, others may be indifferent about the physical surrounding of their work place and dissatisfied with their wages and salaries.

One may conclude that dissatisfaction among teachers in some localities comes about when they experience discrepancies between their expectations and what they observe in the schools. Such discrepancies, in some cases, generate and nurture frustration which may eventually lower their performance.

Locke (1968) put forth two theoretical approaches relating job satisfaction to motivation. His first approach concerned the concepts of needs, by which individuals were seen as having needs they are motivated to fulfil. There is always job satisfaction when such needs are fulfilled. The second approach concerned the concept of expectancy by which the individual was seen as having a valued goal that could be reached by engaging in some behaviour. Motivation was linked to job satisfaction in as long as work behaviour could result in achieving the desired occupational goal

One of the major problems facing school administration is the creation of conducive situations in schools that will induce appropriate motivational forces which are consistent both with the goals of the organisation and personal satisfaction of teachers.

Since teachers play a vital role in any meaningful educational enterprise, the issue of job satisfaction among them must be a number one priority for consideration in determining factors contributing to pupils' performance. Sergiovanni (1967) also agrees that teacher satisfaction is consistently related to satisfaction of their needs, the leadership style of the head teacher, participation in team effort and the school climate.

Teacher-Related Factors

The teacher is the pivot of classroom instructional activity hence the teacher's characteristics indicates his quality and effectiveness (Winham 1988). Droefenu (as cited in Anab, 2004) indicated that factors such as the commitment,

academic qualification, experience, and personal characteristics (e.g., gender, age) enhance teachers' work output in the classroom. However, Hay and McBer (2000) in their research found out that, teacher's age, experience, and qualification do not affect students' academic attainment which is the measure of the teacher's performance.

Teacher Commitment

Teacher commitment is an important factor to consider in his or her performance which reflects in pupils' learning and academic achievement. Teacher commitment is defined as the extent to which a teacher is involved in his/her work or the importance which he attaches to teaching and his perception of it as contributing to his total image (Lodahl & Kejner, 1995).

A reflection of the importance of teacher commitment to teacher performance was shown in Her Majesty's Inspectors of Schools (UK) Report released in 1990. Pollard and Bourne (1994) commenting on the report observed that a dominant factor in the achievement of high standards by pupils was the strength of commitment on the part of the teachers to ensure that pupils were making progress.

Teacher Qualification

The world has and is still going through changes in politics, economics science and social status from every corner of the world (Rebore, 2007). The youth of the country need to be educated on these changes and the schools

according to Rebore (2007) need well-qualified teachers, administrators, and support personnel to fulfil this mandate successfully. The qualification of a person is important for the kind of work to be done. Rebore (2007) explains that, “job description is an outline providing specific details concerning a job and the minimum qualification necessary to perform it successfully” (p. 126). He further explained that minimum qualification is an integral part of a job description. It is therefore clear that for someone to perform a task successfully, he or she must possess at least the minimum qualification. De-heer Amissah (as cited in Etsey, 2005) explains that it takes a good teacher to produce good quality students.

The teaching profession has however been flanked with a lot of unqualified teachers as a result of the general lack of inadequate teachers. Agyeman (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. However, he further stated that a teacher who is academically and professionally qualified, but works under unfavourable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favourable conditions of service.

Jacobson et al. (as cited in Boateng, 2003), on the other hand observed that higher qualifications do not necessarily make the best of teachers or the possession of higher certificates necessarily means a person is better trained. According to Boateng, what the qualifications represent in terms of a teacher's attitude to work, education, his command of the subject matter, his ability to teach

well as interact with the pupils and other co-workers is what matters. This explains why some teachers may possess high qualifications but their students may not perform well academically.

Adding to the observation, Ankomah and Amoako-Essien (2002), maintained that quality education does not lie in the quality of ideas and programmes and high qualifications but rather depends on the availability of professionally qualified teachers and their preparedness to offer quality teaching. The possession of academic and professional qualification, a comprehensive framework and teachers' commitment to work are some of the necessary conditions required if teachers are to perform better in their chosen career.

Teacher Experience

Experience is an inbuilt or an inherent trait that is acquired by people over some number of years after repeatedly undertaking a particular task. When people are assigned to particular task and it is done repeatedly over some time, specialisation sets in which in turn brings about expertise and an eventual increase in productivity. Winham (1988) explains experience as the skills that have occurred overtime from formal and informal learning opportunities to which the teacher has been exposed. "Experience" he says, usually expresses the number of years of teaching to teacher within and among communities.

According to Rebores (2007), experience will enrich an individual's performance. Teaching experience is perhaps the only characteristic that has consistently been found related to teacher effectiveness. However, most studies on

teacher effectiveness has examined a relatively small set of teacher characteristics, such as graduate education and certification, which are required by school administrators in order to satisfy legal requirements and set salaries.

Teachers with more exposure have the tendency to develop stronger instructional classroom management skills therefore efforts need to be made to distribute experienced teachers across board. Buddin and Zamarro (2009) posit that teaching experience has consistently been found to be related to teacher effectiveness. Student achievement increases with teacher experience, but the linkage is weak and largely reflects poor outcomes for teachers during their first year or two in the classroom. Lockhead and Komenam (1988) also noted that in developing countries, teaching experience is related to student's achievement although the effects are less positive for the teacher's education. Their analysis on the teacher's experience and student achievement in developing countries revealed that 43% reported positive relationship. In 60 studies conducted on teacher education in relation to students' performance, 60% of the studies found positive relations, although there were some variations.

Olger and Garner (1996) define teacher competence as the skills, knowledge, and understanding that are required to ensure that teaching is effective for full range of pupils taught by the teacher. This implies that teachers are expected to employ a range of skills in their professional practice in order to achieve the goals of education. Powell and Jordan (1995) indicated that to be competent implies having a set of skills and being able to employ them using a flexible responsive set of higher order strategies that may bring the desired

outcomes.

In Ghana, the guidelines for implementation of *Basic Teacher Policy* indicate that, a competent teacher should possess among others; certain professional knowledge, understanding and skills which are directly related to the day-to-day work of teaching, ability in planning, organizing, and providing instruction as well as making scientific analysis of situation as they arise and the ability to communicate facts and inform pupils in such a form and such an extent that the pupils are able to understand what should be learned (Agbesinyale, 2004). These professional qualities can only be gained through a number of years of accumulated experience by the teacher.

The mere presence of a human being tagged ‘teacher’ in the classroom would not necessarily ensure the desired success of the teaching and learning process (Anab, 2004). Among other things, the teacher is expected to be both punctual and regular in school and class. Besides, they are expected to make effective use of instructional time and materials to enhance the achievement of teaching/learning goals. The practical utilisation of these experiences and resources by teachers will effectively lead to improving the academic performance of their students/pupils.

Personal Characteristics

Personal characteristics of the teacher such as gender and age are likely to influence the teacher’s performance in the classroom. Hartman (as cited in Yahaya, 2007) investigated the impact of occupation and sex on sex role-

stereotyping. Among the findings of the study were that high job performance was perceived to be more related to masculine than feminine gender and that men were seen as more powerful than women. Similarly, good performance was also viewed as more related to men than women. However, Champion, Kurth, Hastings, and Harris (as cited in Yahaya, 2007) noted that many of the characteristics that were associated with being male or female reflect cultural beliefs and practices rather than fundamental differences. They noted that people were taught gender roles at early stages of their lives and these roles reflect the status or position that they are expected to play. This assertion was supported by Uwe (as cited in Yahaya, 2007) who found that male and female workers did not differ significantly in their vocational orientation within the realistic, investigative, enterprising and conforming vocational groups.

Scheresky (as cited in Yahaya, 2007) studied personality characteristics and skills of subjects in different occupations. The study revealed that the prestige levels of various personal characteristics, including gender, associated with occupation were frequently cross culturally stereotyped. Similarly, Knudson (as cited in Yahaya, 2007) studied whether women trained in management were as assertive and as competent in their jobs as men with similar training. The results of the study indicated that women were as assertive as men and performed equally well on their jobs as their men counterparts.

In a study conducted by Yahaya (2007) to find the difference between gender and job performance, the findings revealed that gender and behaviour patterns have no significant influence on job performance. The study disputed the

stereotypic view that employees performed better in their jobs on the basis of gender and behaviour pattern.

Another important personal characteristics of the teacher that is worthy of notice is the age. Winham (1988) notes that the age of the teacher can be used as an indicator to stand for emotional maturity or experience. While methodological difficulties associated with the study of age and work performance make firm conclusions difficult to draw, it is apparent from a number of well-designed studies that age often has no real influence on performance. Wide individual differences exist and experience often counteracts any age effects.

Most studies of clerical and sales work have shown that, age has nothing whatsoever to do with work performance. For example, a study by the U.S Department of Labour found no changes in output per man hour with age for office workers (Sparrow, 1986). He again stated that, most studies of age and productivity semi skilled and skilled manual work have shown that performance of younger workers starts low, then rising, peaking somewhere between the ages of 30 and 40 and then drops. The decline in performance was attributed to changes in sensorimotor capacity with age, which affects the ability to deal with new task more than the ability to maintain an already established skill.

Community-Related Factors

Community-related factors such as parents support for teachers, provision of materials or logistics for effective teaching and learning by the parents and

teacher-parent/community relationship also significantly impact on teacher performance.

Parents' Support for Teachers

The recognition of teachers' contribution in bringing up students by parents serves as a means of boosting teacher's performance. There is evidence that where schools apply themselves methodologically to developing involvement of parents, good results are possible even in disadvantaged areas. The PTA is an important part of the school in Ghana. It brings the concession and the best advice of parents, community and school staff in one forum. These advice and support given by the PTA assists the school in its efforts to improve both teachers' and pupils' performance.

The PTA complements the effort of the school heads and the teachers by making sure that educational systems work efficiently and that standards are maintained. Adjei (1996) explains that the bulk of school work (60%) must be done by parents and pupils with the teachers providing 40% of their effort to raising the image of the child and that of the school as a whole. He further noted that parents of pupils in private schools do not leave the entire burden on teachers but makes sure the child is supported thereby augmenting the work of the teacher. Parents contribute to teacher's performance by helping their wards at home in their academic work and providing the students with the needed materials for effective teaching and learning.

The PTA performs a number of functions that aid the teacher's performance in the school. According to Manu and Quansah (nd.), the PTA exists for the following purposes:

1. To encourage cooperation between parents and teachers.
2. For teachers to get to know more about their pupil's homes and parents.
3. To let parents feel that the school belongs to them.
4. To help solve problems of pupils and teachers.
5. For members of the community to serve as resource persons such as carpenters, masons etc.
6. To assist in providing accommodation for newly-posted teachers.
7. To generate community support.
8. To provide materials and labour to repair school building or furniture.

All these functions performed by the PTA go a long way to augment the work of the teacher thereby improving his performance.

Teacher-Community Relationship

Addae-Mensah and Arkorful (1999) suggested the promotion of good Parent-Teacher community relationships through regular visits by PTA executives to the school, regular visit by community members to the school, occasional involvement of the school in community development activities such as clean-up exercises, tree planting or health week celebrations. They further suggested that the community should make conscious effort to interact with teachers and pupils

to know their problems and, in some instances, settle newly posted teachers by providing them with accommodation. They again noted that teachers should be given responsibilities in the community to help the teachers to socialise.

According to Mankoe (2002), a healthy school and community relationship helps to establish trust and confidence between the teachers and community members. Through this the community gets to understand and appreciate the policies and programmes of the school. The community also gets to know and appreciate the duties of the teachers and their problems. Only then can the community come to their aid. In the same way, teachers get to understand the concerns of the community.

In the present study, teacher performance is preferably conceptualised as shown in Figure 2.

Conceptual Framework

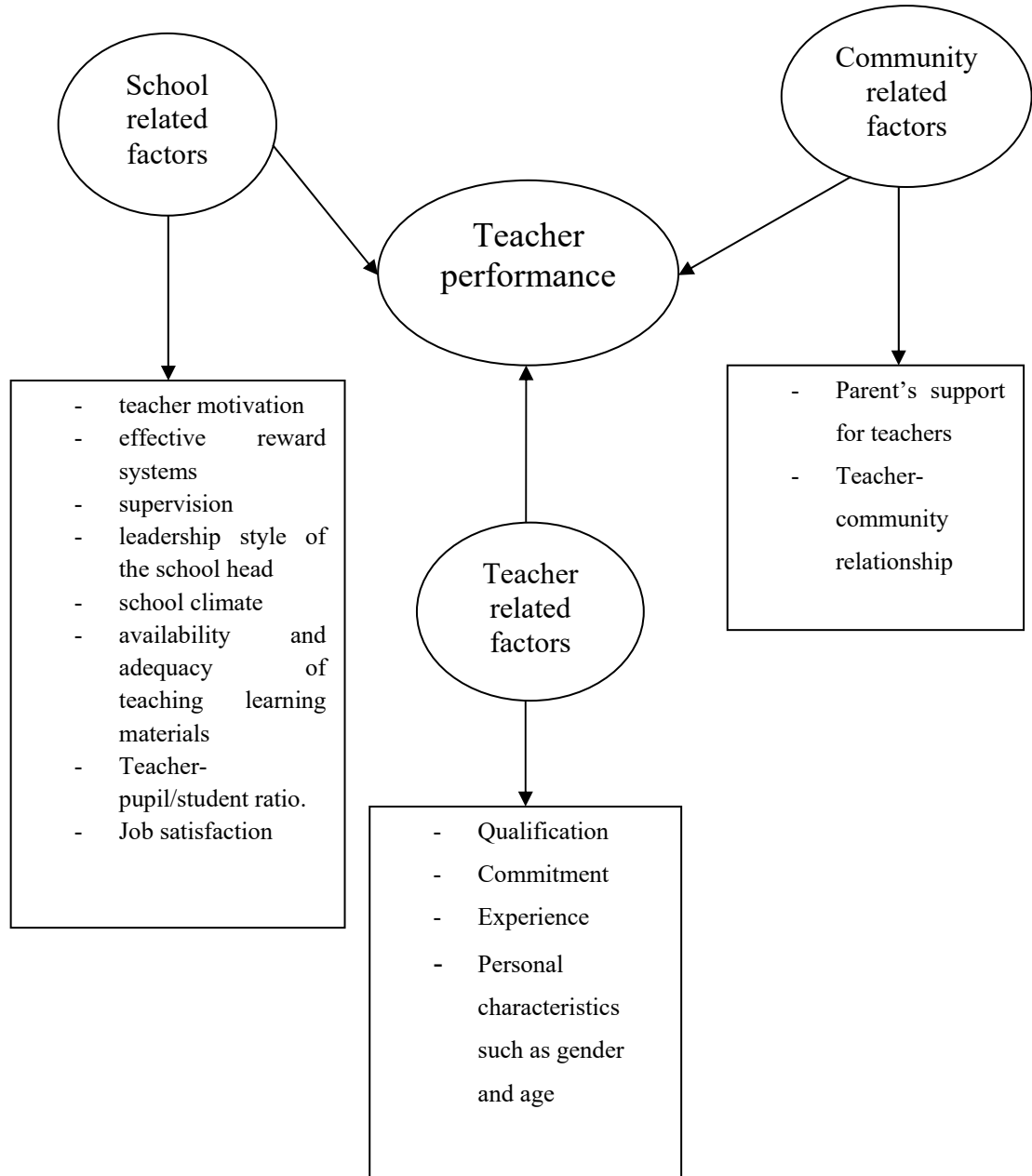


Figure 2: Factors That Account For Teacher Performance

Source: Author's construct, 2012

Teacher performance is influenced either positively or negatively by factors such as school-related, teacher-related, and community-related factors.

Summary and Conclusions of Literature Review

From the review of related literature it becomes clear that the role education plays in the economy of every nation whether developed or developing cannot be over emphasized hence the need to provide all the necessary infrastructure and resources to support educational development.

The literature reviewed indicated the factors that account for teacher performance. The factors were grouped under school related, parent/community related and teacher related. It was noticed that factors such as teacher motivation, effective reward systems, supervision, leadership style of the school head, school climate, availability and adequacy of teaching learning materials are school related factors and qualification, commitment, experience, age and gender are teacher-related factors while Parent's support for teachers and Teacher-community relationship were found to be community-related factors.

It could be concluded, based on the issues discussed in this chapter, that various factors account for teacher performance in student academic pursuit. Significantly, it was observed that various factors including teacher motivation, effective reward systems, supervision, leadership style of the school head, school climate, availability and adequacy of teaching learning materials, Teacher-Pupil/Student ratio, teacher qualification, teacher commitment, teacher experience, teacher personal traits, parental support for teachers and good teacher-community relationship account for teacher performance in educational institutions.

CHAPTER THREE

METHODOLOGY

This chapter presents the methods followed to undertake this study. It describes the research design, the population, the sample and sampling procedure, research instruments used in the collection of data, data analysis, and ends with the challenges faced in gathering data for the study.

Research Design

A descriptive survey design was used for this study. The descriptive survey method was considered to be appropriate for this study because the study had a definite population. Also, a non-experimental design was used for the study because no treatment was involved. According to Neuman (2000), a descriptive study presents a picture of the specific details of a situation, social setting or relationship. He further opined that descriptive studies usually begin with well-defined subjects which are accurately described. He concluded that most descriptive studies use the survey, field research, content-analysis and historical-comparative researches.

In descriptive studies, data collected are based on the views of the respondents, opinions, motivations, behaviours and attitudes. Descriptive research, according to Gay (1992), involves the collection of data to test

hypotheses or answering research questions concerning the current status of the subjects of the study. Gay further indicated that descriptive studies seek to observe, describe and document aspects of naturally occurring situations.

Sarantakos (1993) also explains that descriptive survey aims at describing social systems, relations or social events, providing background information about the issue in question as well as stimulating explanations. Ary, Jacobs and Hersenell (1990), Gay (1992), and Best and Kahn (1998) also noted that the descriptive survey, like other studies, affords the opportunity to select sample from the population being studied and then make generalisations from the study of the sample.

Asamoah-Gyimah and Duodo (2007) indicated that descriptive researches are usually expressed in percentages, averages and, sometimes variability. They further explained that descriptive studies are ideal in instances where the study is new or rarely investigated.

Population

The population for this study was all private Junior High Schools in the Sekondi Takoradi Metropolis. The target population however were all private Junior High Schools in the Sekondi Takoradi Metropolis who have consistently presented not less than 25 candidates for BECE from 2005-2009. The BECE results are often used as the indicator for determining high academic performing Junior High Schools. The first BECE in Ghana was written in 1989.

As at 2009, 33 private Junior High Schools in the Sekondi Takoradi

Metropolis had participated in the BECE. Out of this number, only 14 schools (Appendix C) have consistently presented 25 or more candidates for the past five years (2005-2009). The accessible population therefore was all the teachers and the head teachers of these 14 schools ($n=126$).

Sample and Sampling Procedure

From the 14 schools that have been consistent in presenting candidates for the past five years, the researcher used the purposive sampling method to select nine high performing private schools according to their performance over the last five years in BECE and are still within the best rated schools in the metropolis. The basis for the selection of the top nine high performing schools was to enable the researcher identify the various school-related, community-related, and teacher-related factors that account for teacher performance which is invariably reflected in the pupils' high academic performance. Also teachers in the nine schools ($n=73$) who have been in the school for at least one year were selected for the study (Appendix D). Again all the head teachers were purposively sampled because their schools were sampled for the study. The heads were sampled because they were considered key in providing data on teacher-related factors that have accounted for their schools high academic performance. The head teachers were sampled irrespective of the number of years they have spent in the school. In all, the total sample for the study was 82 respondents.

Research Instruments

The main source of information the researcher identified was data from head teachers and teachers which is the primary data. In order to collect this information, research instrument (questionnaires and interview guides) were developed.

A questionnaire was prepared for teachers. The questionnaire for the teachers consisted of 35 items (see Appendix A). Kerlinger (1973) observed that the questionnaire is widely used for collecting data in educational research because it is very effective for sourcing functional information about practices and conditions for enquiring into the opinions and attitudes of respondents. However, Sarantakos (1993) explained that the questionnaire do not provide an opportunity to collect additional data because they are generally standardised and does not make enough room for probing participants responses. Additionally, questionnaires, like many evaluation methods occur after the event, so participants may forget important issues.

The questionnaire for the teachers was made up of five sections (A, B, C, D, E) and consisted of both open-ended and closed-ended questions. Most of the items in the questionnaire were close-ended which was based on the four-point Likert-type scale (i.e., strongly disagree, disagree, agree, strongly agree). However, a few questions required only a yes or no response. Also, some open-ended items were included to enable respondents to express their views on broad-based issues which account for the performance of teachers in their schools.

Section A sought personal information of teachers and students. The rest

of the sections solicited information on school-related factors, teacher-related factors, and community-related factors that account for teacher performance in the schools.

An in-depth interview (IDI) guide was developed and used to collect primary data from head teachers (see Appendix B). Ary, Jacobs, and Hersenell (1990) posited that the use of interview guide gives the researcher control over the order in which questions are ordered and also ask probing questions. The guide had four sections (A-D). Section A gathered personal information on the head teachers. The sections B-D sought answers to the research questions 1- 3.

Pre-Testing of the Instruments

The questionnaires were personally designed. There was the need therefore for a pre-test of the instruments to be made in order to establish the validity and reliability of its items. It was also necessary to find out whether the instructions accompanying the items were clear enough to aid the respondents to complete the questionnaires as accurately as possible.

The pre-testing of the instrument was carried out at Flowers Gay Schools in Cape Coast. The school was chosen because it has most of the characteristics of the schools selected for the sample. For instance it is rated among the first ten best performing private junior high schools in Cape Coast Metropolis. The objective of the pre-test was to assess the reliability, validity, and clarity of the instruments and to make the necessary modifications for the actual data collection (Appendix A).

The pre-testing involved eight teachers and the head teacher of the school. Pre-testing was important because it enhanced the content validity and reliability of the instrument and also improved the items which were ambiguously constructed. After the pre-testing, questionnaire for teachers with 39 items were reduced to 35. Some of the items were found to be giving the same answers so they were merged. Others were found not to address any of the constructs so they were removed. For instance, a question on head teacher's cordial relationship with teachers was omitted. The Statistical Package for Service Solutions (SPSS) version 16 was used to determine the internal consistency of the main study. Using this, the instrument for teachers had a Cronbach's alpha coefficient of .80 for questions on school-related factors, .92 for community-related factors, and .70 for teacher-related factors. A Cronbach alpha coefficient of .5 or greater is considered satisfactory.

Data Collection Procedure

An introductory letter was obtained from the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. Copies of the letter were made and distributed to the heads of the selected schools to inform them of the purpose of the study, and requested for their permission and support to undertake the study in their schools.

The head teachers informed the teachers and a set date was given for the administration of the instruments. Rapport was first established between the researcher and respondents in order to win their confidence and to encourage

them to complete the questionnaire as objectively as possible. The questionnaires were given to the respondents and after their confidentiality was assured, the researcher explained the purpose of the study to them and an appeal for their cooperation was made. Some of the teachers in some schools filled them and returned them immediately but others asked to be given some days. There were some instances where more than two visits were made to the schools to retrieve some of the questionnaires left. Despite the effort of the researcher, some of the questionnaires could not be retrieved from some of the teachers from the various schools. Some complained they had left them in the house or had misplaced them. In spite of all these problems, 60 out of 73 questionnaires from teachers of the selected schools were retrieved. This represents about 82% return rate, which is deemed to be good. The face-to-face interview technique was employed to interview the head teachers. All the head teachers of the 9 schools were interviewed.

Data Analysis

The data collected from the questionnaires were coded, fed into the computer and analysed using the SPSS. Frequency counts and percentages were used to address research questions one, two, and three. On items that used 4-point Likert-type scale, each item was assessed by responses of the various groups. The following classification was done for the Likert-type scale:

“1” – Strongly disagree

“2” – Disagree

“3” – Agree

“4” – Strongly Agree

In arriving at the group score for each item, the number of responses of each of the four options was multiplied by the rating to get the weighted score for a particular item. The subtotal on each item was then summed up and the results divided by the number of responses on the item.

Classification was then made to reflect the various decision levels of responses through the use of frequencies and percentages. The range and the decision levels were as follows:

Range	Decision Level
3.5 – 4.0	Strong Agreement
2.5 – 3.4	Agreement
1.5 – 2.4	Disagreement
0 – 1.4	Strong Disagreement

To address research question four, a mean of means was calculated for each of the individual factors (school-related, community-related, and teacher-related). The factor with the highest mean was identified as the predominant factor that account for teacher performance.

For the testing of the hypotheses, analyses of difference of means were conducted using the independent sample *t* distribution.

For the purposes of this study, novice teachers were those who had taught below two years and the experienced teachers were those who had taught for two years and above.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents results, analysis, and discussion of the data for the study. The study sought to find out the school-related, community-related, and teacher-related factors that teachers perceive to account for their performance in high performing junior high schools in the Sekondi-Takoradi Metropolis of Ghana.

Data gathered from the study were analyzed using descriptive and inferential statistics. The analyses were organized first by demographic data followed by the three main components of the study and analyses of difference of means.

1. School-related factors that teachers perceived to account for teacher performance.
2. Community-related factors that teachers perceived to account for teacher performance.
3. Teacher-related factors that teachers perceived to account for teacher performance.
4. Analysis of difference of means.

Demographic Data

This section describes the demographic data collected from the respondents. They include, gender, age, professional qualification, and number of years of teaching in present school.

Gender

Table 1 shows the gender distribution of the respondents. The research instrument was designed to include gender in order to obtain information needed in the discussion of male and female perception on job performance.

Table 1: Gender of Respondents

Gender	Frequency	%
Male	46	76.7
Female	14	23.3
Total	60	100.0

As revealed by data in Table 1, majority of the teachers (76.7%) who participated in the study were males. The males' number is slightly more than three times the number of females. This may suggest that female teachers least prefer working in private school environments.

Age

The age, especially of the teacher, can be used as an indicator for measuring his/her teaching experience (Winham, 1988). The age distribution of the teacher respondents are provided in Table 2.

Table 2: Age of Respondents

Age	Frequency	%
Under 25 years	10	16.7
25-34	21	35.0
35-44	15	25.0
45-54	10	16.7
55-64	3	5.0
Above 64	1	1.7
Total	60	100.0

The data in Table 2 show that the modal age of teachers falls within the 25-34 age group. Also, 93.3% of the teachers were below 55 years. In Ghana, the age of retirement from active public teaching service is pegged at 60 years. There was this traditional held notion that private schools generally employ the services of retired teachers. The analysis of the age distribution of the teachers seems to suggest the contrary.

Years of Teaching in the School

People after repeatedly undertaking a particular task over some number of years acquire the necessary experience needed for the execution of the task involved. This assertion drawn from the Scientific Management Principle informed the distribution of teachers' years of teaching in the school. The data is displayed in Table 3.

Table 3: Number of years of teaching

Years of teaching	Frequency	%
Between 1 and 2 years	30	50.0
2-6 years	15	25.0
7-11 years	3	5.0
12-16 years	7	11.7
17 years and above	5	8.3
Total	60	100.0

As Table 3 depicts, teachers who have taught below 2 years constituted the majority (50%) of the respondents. This is an indication that there are more novice teachers than experienced teachers in the private schools. This finding is confirmed by the fact that teachers with 17 years or more teaching experience constitutes only 8.3%. One head teacher explaining the reason behind the greater number of teachers falling under two years of teaching had this to say:

Most teachers who are recruited are people who are trying to better their grades to enter into any of the tertiary institutions so they come here to save some money for that purpose, the moment they get admission, they leave that is why most of the teachers have not taught in the schools for long

Professional Qualification

Data on respondents' professional qualification was collected in order to find out the professional levels of teachers in the private basic schools under the study. Table 4 presents the distribution of respondents' highest professional qualification.

Table 4: Respondents' professional qualification

Professional Qualification	Frequency	%
Cert 'A' 4 years	2	3.3
Cert 'A' 3 year Post Secondary.	6	10.0
Post Graduate Certificate in Education.	4	6.7
Post Graduate Diploma in Education	10	16.7
Bachelor of Education	5	8.3
Bachelor's degree	8	13.3
Pupil teacher	25	41.7
Total	60	100.0

A category of non-professional teachers, made up of teachers with bachelor's degree in a subject other than education (e.g., biology, English language) and pupil teachers was compared with a category of professional teachers, respondents who have received academic preparation in education as a subject. Data from Table 4 revealed that respondents considered as non-professional teachers (55.0%) were slightly more than respondents considered as professional teachers. The findings suggest that management of private schools employs both professional and non professional teachers to teach in their schools. It is worth noting that 21.6% of the total respondents were university graduates. The private schools are employing teachers with high academic qualification (bachelor's degree).

This finding deviates from the findings of Agyemang (1993) who asserted that the teaching profession in Ghana has a deeply rooted affection for attracting people with low academic qualification. In other words, the findings indicate that there has been an improvement with regard to the recruitment of qualified teachers into the private schools.

Factors Accounting for Teacher Performance

The study considered factors that account for teacher performance in private junior high schools. The factors were categorized into school related, parent or community related and teacher related.

Research Question One

What school related factors do teachers perceive to account for teacher performance?

Respondents ($n=60$) stated their agreement or disagreement on school-related factors that they perceived to account for their performance. Their responses are presented in Table 5.

Table 5: School Related Factors That Account For Teacher Performance

School Related Factors	Strongly Disagree		Strongly Agree	
	(%)	(%)	(%)	(%)
Culture of the school	8.3	11.7	33.3	46.7
Class size	0	13.4	28.3	58.3
Motivational packages in the school	3.4	10.0	31.7	55.0
Availability and adequacy of teaching learning materials	1.7	5.0	23.3	70.0
Head recognizes and rewards hardworking teachers	6.7	13.3	41.7	35.0
Regular supervision in school	1.7	3.3	40.0	55.0
Leadership style of the head teacher	3.3	3.3	46.7	46.7
Head Observes teacher's lesson notes and lesson delivery	3.3	1.7	40.0	55.0
Head teacher checks pupil's attendance and exercise books	0	3.3	55.0	41.7

Means and standard deviations were calculated for each school-related factor. The results were ranked from the lowest to the highest and presented in Table 6.

Table 6: School Related Factors

School Factors	<i>M</i>	<i>SD</i>
head teacher recognises and rewards hardworking teachers	3.09	.884
culture of the school	3.15	1.039
head teacher checks pupil's attendance and exercise books	3.38	.555
leadership style of the head	3.39	.695
motivational packages	3.42	.74
head observes teacher's lesson notes and lesson delivery	3.47	.70
class size	3.47	.70
Regular supervision in school	3.48	.65
availability and adequacy of teaching learning materials	3.62	.66

The 'availability and adequacy of teaching learning materials' was perceived by the teachers ($M=3.62$, $SD= .66$) to be the school related factor that accounts most for teacher performance. This was strongly agreed to by the respondents according to the decision rule stated in chapter three. This assertion goes to support Etsey (2005) who concluded that the availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. This finding also confirms the works of Heyneman (1982) who was of the view that when textbooks are inadequate or are not available pupils automatically do not do well academically. Thus availability of textbooks is a prerequisite of effective teaching and learning and high academic performance.

The respondents also perceive 'head teacher recognises and rewards hardworking teachers' ($M=3.09$, $SD=.88$) as the least school related factor that accounts for teacher performance. The decision rule again showed that the respondents agreed to this finding even though it is the least.

In addition to the school related factors identified in Table 6, the respondents surfaced additional school related factors such as discipline on the part of teachers and students, hard work, cordial parent teacher and student relationship, team work, good salaries and allowances, congenial school atmosphere, readiness on the parts of students to learn.

Fringe Benefits

Fringe benefits are additional services or advantages given with a job besides wages and salaries (Pearson Education Ltd, 2007, p 647). In other words

fringe benefits are compensations made to an employee beyond the regular benefit of being paid for their work. In Ghanaian public schools, for instance, teachers rarely receive fringe benefits. Sometimes teachers are not rewarded for the extra hours spent in preparing lesson notes and teaching. It was instructive to note that more than half (56.7%) of the respondents, teachers in private schools in the Sekondi-Takoradi Metropolis, do not receive any fringe benefit in their schools, at least during the period of the data collection (Table 7).

Table 7: Receipt of Fringe Benefits

Receipt of Fringe Benefits	Frequency	%
Yes	26	43.3
No	34	56.7
Total	60	100.0

It was clear from the data collected that, some schools do not provide any form of fringe benefits. And for those who provide some fringe benefits, provision of extra classes' allowance, what they call inducement allowance, free lunch and transport, Christmas bonuses and granting of personal loans without interest are some examples.

When asked to provide some insights into the various fringe benefits being offered to teachers whose schools provide fringe benefits, it emerged that different packages exist for different schools. According to a 32 year old male teacher his school provides study allowance, end of term and year bonuses to

motivate the teachers.

In another school a 55 year old male teacher alluded that he earns extra income for the extra hours of teaching. Additionally, his school provides bank guarantee to teachers to enable them access personal loans from banks as well as extra classes allowance and the receipt of some undisclosed welfare packages.

Opportunity for Further Studies

The teacher respondents were also required to indicate whether they are provided with opportunity for further studies. Table 8 shows the distribution of the responses on opportunities for further studies as given by teachers.

Table 8: Opportunity for Further Studies

Opportunity for further studies	Frequency	%
Don't Know	2	3.3
Yes	33	55.0
No	25	41.7
Total	60	100.0

From table 8, most teachers (55.0%) indicated that they are provided with opportunity for further studies while (41.7%) indicated that they are not provided with opportunity for further studies. This shows that some schools provide opportunities to their staff for further studies but others do not grant study leaves with pay to their teachers. Thus, the teachers are unable to leave for further

studies while still enjoying their salaries. Teachers are not willing to go for further studies without pay for fear of losing their jobs upon leaving.

All the respondents (100%) also indicated that they have cordial relationship between teachers and their head teachers. It is important for there to be a cordial relationship between the head teacher and the teachers of the school as that atmosphere enhances performance of both the students and the teachers as a whole. This finding confirms the study of Bame (1991) who found out that teachers attach more importance to their relationship with their head teachers. He went on to state that teachers consider this as their second priority in determining satisfaction which leads to greater performance on the part of the teachers.

It is obvious that the personal qualities of the school head as well as his or her good professional behaviour (e.g., involving teachers in decision making and recognizing their good performance) go to foster good interpersonal relationships which invariably improve performance. According to Sergiovanni (1967), two most consistent predictors of the satisfaction index were supervisor's concern for the teacher as a person as well as the mutual exchange of ideas and the establishment of collegial rather than authoritarian relationships between the teacher and the supervisor.

Leadership Style of Head Teacher

Leadership can be defined as the process of providing direction and influencing individual or groups to achieve goals. The way a person conducts himself in order to realize the organizations goals may be described as a person's

leadership style. The leadership style employed by the head of the school to a large extent will either encourage or discourage the followers towards the achievement of set goals. The next item required respondents to describe the leadership style of their head teachers. Table 9 shows the data.

Table 9: Describe the Leadership Style of your Head Teacher

Leadership style	Frequency	Percent
Democratic	49	81.7
Autocratic	4	6.7
Liberal	7	11.7
Total	60	100.0

Table 9 shows that most teachers (81.7%) find their head teachers to be democratic leaders while (6.7%) find their head teachers to be autocratic. This implies that teachers in the schools are given equal right to rule and to be innovative. This can be explained to be the reason for the cordial relationship that exists in most schools.

Research Question Two

What community-related factors do teachers perceive to account for teacher performance?

Respondents ($n=60$) stated their agreement or disagreement on community-related factors that they perceived to account for their performance.

Their responses are presented in Table 10.

Table 10: Community-Related Factors That Account For Teacher Performance

Parent/community Related Factors	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
Parents support for teachers in the school	6.7	3.3	45.0	45.0
Parents/Community relate well with teachers of the school.	0	15.0	53.3	31.7
Parents/community recognizes the efforts of the teacher	5	11.7	45.0	38.3
Provision of Teaching learning materials by parents.	16.7	21.7	30.0	31.7
Parents show interest in the school's activities	6.7	21.7	46.7	25.0

Means and standard deviations were calculated for each community-related factor. The results were ranked from the lowest to the highest and presented in Table 11.

Table11: Community Related Factors That Account For Teacher Performance

Parent/community- related factors	<i>M</i>	<i>SD</i>
Parents provide TLMs for effective teaching and learning	2.77	1.08
Parents show interest in school activities	2.85	.880
Parents recognises the efforts of teachers	3.17	.827
Parents relate well with teachers of the school	3.21	.642
Parent and community's support for teachers in the school	3.32	.776

Parent and community's support for teachers in the school' was perceived by the teachers ($M=3.32$, $SD= .77$) to be the parent/community-related factor that accounts most for teacher performance. This was agreed to by the respondents according to the decision rule stated in chapter three. The respondents perceive 'Parents provide TLMs for effective teaching and learning' ($M=2.77$, $SD=1.08$) as the least community-related factors that accounts for teacher performance. The decision rule again showed that the respondents agreed to this finding even though it is the least.

Apart from the community-related factors identified in Table 10, the respondents revealed additional community-related factors such as regular visits by parents to the school, motivation of teachers by parents, recognition of teacher's efforts by parents, provision of community library and provision of serene atmosphere for effective teaching and learning.

Research Question Three

What teacher-related factors do teachers perceive to account for teacher performance?

Table 12: Teacher-Related Factors That Account For Teacher Performance

Teacher Related Factors	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
The experience of the teacher	1.7	1.7	28.3	68.3
The qualification of the teacher	1.7	23.3	40.0	35.0
Age of the teacher	18.3	50.0	16.7	15.0
Gender of the teacher	38.3	45.0	8.3	8.3
The teacher's commitment love / for his job	0	0	23.3	76.7

Means and standard deviations were calculated for each teacher-related factor. The results were ranked from the lowest to the highest and presented in Table 13.

Table 13: Teacher- Related Factors That Account For Teacher Performance

Teacher-related factors	<i>M</i>	<i>SD</i>
the gender of teacher	1.87	.892
the age of the teacher	2.28	.940
the qualification of teacher	3.08	.809
the experience of the teacher	3.63	.610
the teacher's love/commitment for his job	3.77	.427

The teacher's love/commitment for his job' was perceived by the teachers ($M=3.77$, $SD= .427$) to be the teacher-related factor that accounts most for teacher performance. This was strongly agreed to by the respondents according to the decision rule stated in chapter three. The respondents perceive 'the gender of teacher' ($M=1.87$, $SD=.892$) as the least teacher-related factor that accounts for teacher performance. The decision rule again showed that the respondents disagree to this finding. This assertion supports a study conducted by Yahaya (2007) to find the difference between gender and job performance, the findings revealed that gender and behaviour patterns have no significant influence on job performance.

Apart from the teacher-related factors identified in Table 13, the respondents cited additional teacher-related factors such as teachers' knowledge in subject area, discipline, upgrading, adequate preparation and hard work that account for teacher performance.

Research Question Four

The mean of means calculated for the various individual factors that account for teacher performance is depicted in Table 14.

Table 14: Factors That Account For Teacher Performance

Factor	Mean of means
School-related	3.00
Community-related	3.06
Teacher-related	2.93

Community-related factors ($M = 3.06$) is slightly higher than school-related factors. Of all the factors that account for teacher performance, community-related factors was found to be the factor that most accounts for teacher performance. Community good relationship with teachers and community recognition of the efforts of teacher were two prominent items identified by respondents under community-related factors.

Analyses of Difference of Means

The analyses of difference of means of the two independent samples, novice teachers and experienced teachers, of the perceptions of school-related, community-related and teacher-related factors revealed the following information as presented in Tables 15, 16, and 17.

Hypothesis 1

Table 15: School-related Factors

School Factors	p-value
head teacher recognises and rewards hardworking teachers	.390
culture of the school	.182
head teacher checks pupil's attendance and exercise books	.613
leadership style of the head	.482
motivational packages	.592
head observes teacher's lesson notes and lesson delivery	.491
class size	.020
Regular supervision in school	.636
availability and adequacy of teaching learning materials	.109

As data revealed, only *class size* has a significant p-value ($p < .05$). The conclusion is that we reject the null hypothesis that there is no difference between the perceptions of novice teachers and experienced teachers on school-related factors that account for teacher performance and conclude that there is a difference between the perceptions of novice teachers and experienced teachers.

Hypothesis 2

Table 16: Community-Related Factors

Factors	P-value
Parents provide TLMs for effective teaching and learning	.308
Parents show interest in school activities	.964
Parents recognises the efforts of teachers	.255
Parents relate well with teachers of the school	.323
Parent and community's support for teachers in the school	.541

As data revealed, we do not reject the null hypothesis ($p > .05$) that there is no difference between the perceptions of novice teachers and experienced teachers on community-related factors that account for teacher performance and conclude that there is no significant difference between the perceptions of novice teachers and experienced teachers regarding parent/community-related factors that account for teacher performance.

Hypothesis 3

There is no difference between the perceptions of novice teachers and experienced teachers on teacher-related factors that account for teacher performance.

Table 17: Teacher-Related F actors

Factors	P-value
the gender of teacher	.952
the age of the teacher	.385
the qualification of teacher	.679
the experience of the teacher	.455
the teacher's love/commitment for his job	.950

As data revealed, we fail to reject the null hypothesis ($p > .05$) that there is no difference between the perceptions of novice teachers and experienced teachers on teacher related factors that account for teacher performance and conclude that there is no significant difference between the perceptions of novice teachers and experienced teachers regard teacher-related factors that account for teacher performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary, conclusions drawn, recommendations and finally suggestions for further studies.

Overview of Research Problem and Methodology

The objective of the study was to identify what school-related, community-related, and teacher-related factors that teachers perceived to account for teacher performance. The study adopted a descriptive survey design in which 60 teachers and 9 head teachers from nine private junior high schools were the respondents of the study.

Using the simple random sampling technique to sample respondents, nine schools out of 14 were sampled from a list of private schools in the Sekondi-Takoradi Metropolis who have consistently presented not less than 25 candidates from 2005, 2006, 2007, 2008, and 2009 for the BECE. Self designed interview guide for the head teachers and teachers' questionnaires were used in the data collection. The instrument collected data on school-related, community-related and teacher-related factors teachers perceive to account for teacher performance in the Sekondi-Takoradi Metropolis of Ghana.

The instrument was pre-tested in Flowers Gay Schools in the Cape Coast District of the central Region of Ghana. The pre-testing helped in restructuring the questionnaires and reducing the items from 40 to 35 including bio data. The questionnaires were personally administered over a period of three weeks. The return rate of the questionnaires was 80%. The completed questionnaires were coded and analysed using frequency counts, percentages, and independent sample t-test.

Summary of Key Findings

The major findings of the study are the following:

1. Community-related factors were found to be the factors teachers perceived to account for teacher performance the most. These were followed by school-related factors and teacher-related being the least factor that teachers perceive to account for teacher performance in private junior high schools in the Sekondi-Takoradi Metropolis of Ghana.
2. Among the school-related factors; availability and adequacy of teaching learning materials, regular supervision and class size were found to be the most factors that account for teacher performance in the private schools.
3. The study also found out that, discipline on the part of teachers and students, hard work, cordial parent, teacher and student relationship, team work, good salaries and allowances, congenial school atmosphere, readiness on the parts of students to learn are additional school-related factors that they perceive to account for teacher performance.

4. Among the community-related factors; it was found that community support for teachers of the schools was the factor most associated with teacher performance.
5. The study revealed, regular visits by parents to the school, motivation by parents, recognition of teacher's efforts by parents, provision of community library and provision of serene atmosphere for effective teaching and learning as additional community-related factors that teachers perceive to account for teacher performance.
6. Teacher's love/commitment for his work and his experience were found to be the teacher-related factors most associated with teacher performance.
7. It was revealed that teachers' knowledge in subject area, discipline, and upgrading, adequate preparation and hard work are additional teacher-related factors that account for teacher performance.
8. It was also found that there is no difference between the perception of novice teachers and experienced teachers on school-related factors that account for teacher performance except class size.
9. It was again found that there was no difference between the perception of novice teachers and experienced teacher on both community-related and teacher-related factors that account for teacher performance.
10. The study also revealed that, most private schools do not provide their teachers with opportunity for further studies unlike teachers in the public schools who are provided with study leave with pay.

Conclusions

1. The study showed that teacher performance in private schools which is reflected in the performance of student may be largely due to community related factors. The study also revealed, regular visits by parents to the school and recognition of teacher's efforts by parents as additional community-related factors that teachers perceive to account for teacher performance. It can therefore be concluded that efforts must be made by school authorities to encourage community to get involved in the activities of the school by way of regular visits by parents to the school, motivation by parents, recognition of teachers' efforts by parents, provision of community library and provision of serene atmosphere for effective teaching and learning. Government is now encouraging the participation of communities in education which is a welcome idea since this study has shown that the parent/community involvement in the school system serves a major purpose in the performance of the teacher.

2. Availability and adequacy of teaching learning materials: this was found to be the school-related factor that teachers perceive to be the most important factor that accounts for teacher performance in the private schools. A lot of studies conducted shows the role the availability and adequacy of teaching learning materials play in the performance of teachers which is reflected in the performance of students. Thus availability of textbooks is a prerequisite of effective teaching and learning and high academic performance. This is why the Ghana government's initiative of supplying text books to basic schools throughout the country is a laudable idea and must be commended.

Recommendations

In the light of the findings and conclusions drawn from the study, the following recommendations are being made to the teachers, school authorities and parents/community of private schools in the Sekondi-Takoradi Metropolis for consideration.

Community

Since community-related factors were found to be the factor which is most associated with teacher performance, the following recommendations are made for parents/community:

1. The Parent Teacher Association should encourage parents to pay regular visits to the school, provide some form of motivation for the teachers and recognize the efforts of performing teachers. These factors according to the study go a long way to enhance teacher performance.
2. The school authorities again should encourage parents to provide the necessary materials needed by their children and the teachers for effective teaching and learning. From all indications, the provision of adequate necessary materials needed for teaching and learning enhances better performance that is why the government of Ghana has embarked on the nationwide distribution of textbooks and other materials needed for learning to schools.

3. Finally, parents/the communities are encouraged to provide a community library where enough books are provided to support the work of the teacher and finally provide serene atmosphere for effective teaching and learning in places where the schools are situated within the communities.

School Authorities

The school-related factors were found to be the next factor after parent/community-related factors that most account for teacher performance. To this end, the following recommendations are being made to private school authorities in the Sekondi-Takoradi Metropolis:

1. They should endeavour to provide adequate teaching and learning materials that will enhance teacher performance. As the lack of these vital materials could impede effective teaching and learning.
2. Regular supervision must also be mounted to check teacher and student attendance, regularity and punctuality and discipline on the part of both teachers and students.
3. As much as possible class sizes must be less than or equal to 40 to enhance good class management and also for the teachers to be able to have time for each student.
4. Lastly, head teachers and school authorities are encouraged to recognize the effort of performing teachers to serve as an encouragement for other non performing teachers to follow suit.

Attempts should also be made to make the school environment conducive for effective teaching and learning.

Teachers

In line with the fact that among the teacher related factors, teacher's love/commitment was found to be the factor that most account for their performance, it is recommended that:

1. Private school teachers should be encouraged by their head teachers and proprietors to take advantage of programmes such as Post Graduate Certificate in Education, Post Graduate Diploma in Education among others being organised by the University of Cape Coast and University of Education Winneba for both trained and untrained teachers. This is because teacher qualification was noted to account for teacher performance to some extent.

Areas for Further Research

1. There is the need for further research to be conducted in the district to determine the extent to which these factors account for teacher performance.
2. Another study can be conducted to determine other factors that account for teacher performance at all the different levels of education.
3. The study can also be replicated in other parts of the

country to determine whether the factors mentioned are the same everywhere.

REFERENCES

- Addae-Mensah, I., Djangmah, J. S. & Agbenyegah, C. O. (1973). *Family backgrounds and educational opportunities in Ghana*. Accra: Ghana Universities Press.
- Addae-Mensah, I., & Arkorful, K. (1999). *School organisation in modern Africa*. Accra: Ghana Publishing Corporation.
- Adjei, P. (1996, February 3). *Falling standards in education, whose fault is it?* *Weekly Spectator*, p. 2.
- Agbesinyale, D. K. (2004). *Perceptions of heads and teachers on factors that promote high academic performance in private and public basic school. A case study of the cape coast municipality*. An unpublished thesis. University of Cape Coast.
- Agyemang, D. K. (1993). *Sociology of education for African students*. Accra: Black Mask Ltd.
- Altbach, P. G. (1989). The oldest Technology: Textbooks in Comparative Context *Compare*, 17(2), 22-32.
- Alutto, J. A., & Acito, E. (1974). Decisional participation and sources of job satisfaction: A study of manufacturing personnel. *The Academy of Management Journal*, 17(1), 160-167.
- Amedahe, F. K., & Gyimah, E.A. (n.d). *Introduction to educational research*. Cape Coast: Centre for Continuing Education.

- Anab, C. (2004). *Factors influencing community participation in basic education in the West Mamprusi District*. Unpublished MPhil Thesis, Cape Coast: University of Cape Coast.
- Anderson, K. (2002). Why teachers participate in decision making and the third continuum. *Canadian Journal of Educational Administration and Policy*, 23, 1-4.
- Ankomah, Y. A., & Amoako-Essien, M. (2002, November). Job satisfaction of teachers in private schools: A case study in the Accra Metropolis of Ghana. *Journal of Educational Management*. 4, 182 - 183.
- Ary, D., Jacobs L. C., & Hersenell, J. (1990). *Introduction to research in education*. Chicago: Holt Rinehart Winston Inc.
- Asamoah-Gyimah, K., & Duodu, F. (2007). *Introduction to research methods in education*. Winneba: Institute for Educational Development and extension.
- Asiedu-Akrofi, K. (1978). *School organisation in modern Africa*. Ghana : Ghana Publishing Corporation.
- Atta, E.T., Agyenim-Boateng, E.O., & Baafi-Frimpong, S. (2000). *Educational Management and Administration*. Unpublished Lecture notes. University of Cape Coast.
- Ausubel, D. P. (1973). *The psychology of meaningful verbal learning*. New York, NY: Harvard University Press.

- Bame, K. N. (1991). *Teacher motivation and retention in Ghana*. Accra: Ghana University Press.
- Best, J. W., & Kahn, J. V. (1998). *Research in Education* (6th ed.). Englewood Cliff, New Jersey: Prentice Hall.
- Bidwell, (1995). The administrative role and satisfaction in teaching. *Journal of Education*, 29, 24-32.
- Boachie-Mensah, F. O. (2000). *Essentials of management*. Cape Coast: Catholic Mission Press.
- Boateng, J. A. (2003), *Factors affecting the academic performance of students in some selected senior secondary schools in the Kumasi Metropolis*. Unpublished Masters Thesis.
- Broom, L. (1973). *Sociology: A text with adopted reading* (4th ed.). New York: Harper and Row.
- Buddin, R., & Zamarro, G. (2009). Teacher qualifications and student achievement in urban elementary schools. *Journal of Urban Economics*. 66(2),103-115.
- Caillods, F. (1989). At the cross roads: *Comparative Education Review*, 33(1), 125-133.
- Casey, F. (1985). *How to study: A practical guide*. Houndmills: Macmillan publishing Co.
- Castette, W.B. (1981). *The personnel function in educational administration*. (3rd ed.). New York: Macmillan publishing Co.

- Chamber's Twentieth Century dictionary (1966). The Cambridge Advanced Learner's dictionary (2003).
- Clegg, I. (1971). *Workers self-management in Algeria*. London: Allen Lane.
- Cogan, M.L. (1995). *Clinical Supervision*. Boston: Houghton-Mifflin.
- Commonwealth Secretariat. (1993). *Better Schools Resources Material for School Heads*. London: Commonwealth Secretariat.
- Cookson, P. W., & Persell, C. H., (1985). *Preparing for power. America's Elite Boarding Schools*. New York: Basic Books.
- Constance, A. P., & Schrande, R. G. (1988). The pit falls of pseudo-democratic school administration. *N.F.E.A.S Journal*, 4(2), 23-30.
- Davis, W. (1976). *Resource guide to special education*. (2nd ed.). Boston: Allyn and Bacon Inc.
- Ejiogu, A. M. (1983). Participative management in a developing economy; Position or Placebo. *Journal of applied behaviour science*, 19(3), 239-247.
- English Club.com (nd). *Teaching Large Classes*. Retrieved on 23/08/2010 from <http://www.englishclub.com/teaching-tips/teaching-large-classes.htm>
- Etsey, K. (2005). *Causes of low academic performance of primary school pupils in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly (SAEMA) in Ghana*.
- Etsey, Y. K. A., Amedahe, F. K., & Edjah, K. (2005). *Do private primary schools Perform better than public schools in Ghana?* Unpublished Paper. Department of Educational Foundations, University of Cape Coast, Cape Coast.

- Evans, R. (1991). *The contribution of Education to Japan's Economic Growth*.
New York: Greenwood.
- Farrant, J. S. (1980). *Principles and practice of education*. (2nd ed.) Singapore:
Longman.
- Gay, L. R. (1992). *Educational research: Competencies for analysis and
applications*. Upper Saddle River, New Jersey: Prentice Hall, Inc.
- Ghana. (2009). *Education ACT 2008. ACT 778*. Accra: Ghana National
Publishing Corporation.
- Gibson, J. J. (1950). *The perception of the visual world*. Boston: Houghton
Mifflin.
- Gibson, L.J., Ivancevich, J.M., & Donnelly, J.H. Jr. (2000). *Organizations:
behavior, structure process*. Boston: McGraw Hill.
- Graham, C. K. (1976). *The History of Education in Ghana*. Accra: Ghana
Publishing Corporation.
- Gregory, R. L. (1973). The confounded eye. In R. L Gregory & E. H. Gombrich
(Eds). *Illusion in nature and art* (pp. 111-113). London: Duckworth.
- Hama, J. (2003). *The School Curriculum: A Tool for education & National
Development*. Accra-North: Step Publishers.
- Handerson, L. F. (1976). An investigation to measure the preferred role of
teachers in educational decision-making. Educational degree thesis,
University of Arkansas, in *Dissertation Abstract*, 224-226.
- Havelock, R. G. (1975). *Planning for innovation through dissemination and
utilization of knowledge*. Ann Arbor, MI: Institute for Social Research.

- Hayes, W. (1998). *Foundations of psychology: An introductory text* (2nd ed.). London: Thomas Nelson and Son Ltd.
- Herzberg, F., Mausner, B. & Snyderman, B. (1989). *The Motivation to work*. (2nd ed.). New York: John Wiley & sons.
- Heyneman, S. P., & Loxley, W. P. (1983). The Effect of Primary School Quality on Academic Achievement Across 29 High and Low-Income Countries. *American Journal of Sociology*, 88, 19-23.
- Hornby, A.S. (2006). *Oxford Advance Learner's Dictionary of Current English*, (7th ed.). Oxford: Oxford University Press.
- Hoy, W. K., & Miskel, C. G. (1982). *Educational Administration: Theory, Research and Practice*. (2nd ed.) New York: Random House.
- Jennifer, M.G., & Gareth, R. S. (1996). *Understanding and Managing Organisational Behaviour*. New York: Addison-Wesley Publishing Company.
- Katz, D., & Kahn, R. C. (1978). *The social psychology of organisations*. New York: John Wiley & Sons.
- Kerlinger, F. N. (1973). *Foundation of behavioural research*. (2nd ed.). New York: Holt Rinehart and Winston Inc.
- King, D. (2002). The changing shape of leadership. *Educational Leadership*, 59(8), 61-63.
- Kowalski, T. J. (2010). *The school principal: Visionary leadership and competent management*. New York: Routledge.

- Kraft, R. J. (1994). *Teaching and learning in Ghana*. Boulder, CO: Mitchell Group.
- Kreitner, R., & Kinicki, A. (1989). *Organisational Behaviour*. Boston: Richard, D. Irwin Inc.
- Lashway, L. (2006). The landscape of school leadership. In S.C. Smith & P. K. Piele (Eds). *School leadership: A handbook for excellence in student learning* (pp. 18-37). Thousand Oaks. CA: Corwin.
- Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly*, 30(4), 498-518.
- Lischeron, J. A., & Wall T. D. (1975). Attitude towards participation among local authority employees, in *Human relations*. Thousand Oaks. CA: Corwin.
- Locke, E. A. (1968). Towards a theory of task motivation and incentives: *Organizational Behaviour and human performance*, 3, 157-189.
- Lockhead, M.E., & Komenam, A. (1988). *School effects on students achievement in Nigeria and Swaziland*. Washington DC: the World Bank.
- Lodahl, M., & Kejner, T. (1995). *Handbook of research on teaching* (3rd ed). New York: Macmillan.
- Mankoe, J. O. (2002). *Educational administration and management in Ghana*. Madina-Accra: Progressive Stars Limited.
- Manu, P., & Quansah, J.C. (nd.). *Teachers' handbook: A compilation of educational and global issues*, 2, 13-15.

- Marcoulides, G. A., & Heck, R. H. (1993). Examining administrative leadership behavior: Comparison of principals and assistant principals. *Journal of Personnel Evaluation in Education*, 7(1), 81-94.
- Maslow, A. H. (1954). *Motivation and personality*. New York: Harper and Row.
- Maslow, A. H. (1984). *Work and Motivation*. New York: John lock & sons Inc.
- Mc Wiliam, A. O. H., & Kwamina-Poh, M. A. (1975). *The development of education in Ghana, an outline*. London: Longman group Ltd.
- Mullin, I. J. (1985). *Management and organisational behaviour*. (5th ed.). Partek, Arts Maidstone.
- Muzaasi, J.C.S. (1985). *The theory and practice of educational administration*. London: Macmillan Publishers Limited.
- Myers, J., & Landers, A. (1977). *Philosophic problems and education*. Philadelphia: J.B Lippincott Company.
- Nacino-Brown, R., Oke F., & Brown, D. (1982). *An Introduction to Methods of Teaching*. London: Macmillan Publishers Limited.
- Neisser, U. (1976). *Cognition and reality: Principles and implications of cognitive psychology*. San Francisco: W. H. Freeman & Co.
- Neuman, W. L. (2000). *Social research methods: Qualitative and quantitative approaches* (4th ed.). Boston: Allyn and Bacon.
- Okyerefo, M. P. K., Fiaveh, D. Y., & Lamptey, S. N. L. (2011). Factors prompting pupils' academic performance in privately owned Junior High Schools in Accra, Ghana. *International Journal of Sociology and Anthropology*, 3(8), 280-289.

- Olger, B., & Garner, C. (1996). *Journal of speech and hearing research*. New York: Oxford University Press.
- Opare, F. K. (1998). *Determinants of Teacher Retention in the Birim South District of Ghana*. Unpublished M.Phil Thesis, Cape Coast: University of Cape Coast.
- Opare, J. A. (1999). Academic achievement in private and public schools: Management makes the difference; *Journal of Educational Management*, 2, 1-2.
- Patchen, M. (1970). *Participation, achievement, and involvement on the job*. New Jersey: Prentice- Hall.
- Pollard, A., & Bourne, J. (1994). *Teaching and Learning in many schools*. London: Routledge.
- Powell, A. G., Farrar, E., & Cohen, D. (1985). *The Shopping Mall High School*. Boston: Houghton – Mifflin.
- Powell, S., & Jordan, R. (1995). *Understanding teaching children with autism*. Los Angeles: University of California Press.
- Quartey, S. M., Aqoyemi, M. O., Mereku, J., Onivere, A. O., & Quashigah, Y. A. (2002). *Research Methodology*. Accra: K. “N” A. B. Ltd.
- Quick, P. M., & Normore, A. H. (2004, Summer). Moral leadership in the 21st century: Everyone is watching-especially the students. *The Educational Forum*, 68(4), 336-347.

- Ranis, G. (1990). Science and Technology Policy: Lessons from Japan and the East Asian NICs. *In Science and Technology: Lessons for Development Policy*. Boulder: Westview.
- Rebore, R. W. (2001). *Human resources administration*. (6th ed.). Needham Height, Allyn & Bacon.
- Rebore, R. W. (2007). *Human resources administration*. (8th ed.). Needham Height, Allyn & Bacon.
- Rockter, P.V. (1987). *Relation between teacher's collaboration and teacher's principal influence and participation in school decision making*. Ph D. Dissertation. Michigan University.
- Ronan, L. (2009). *Teacher Performance, class size? Does it even matter?*
Retrieved on 23/08/2010 from
<http://www.ronanlyons.com/2009/10/23/teacher-performance-class-size-does-it-even-matter/>
- Sashkin, M., & Sashkin, M. (2003). *Leadership that matters: The critical factors for making a difference in people's lives and organizations' success*. San Francisco, CA: Berrett-Koehler.
- Sarantakos, S. (1993). *Social Research*. (2nd ed.). New York: Palgrave Publishers Limited.
- Schiefelbein, E., & Simmons, J. (1979). *The determinants of school achievement: A review of the research for developing countries*. Canada: Westview
- Sergiovanni, T. (1967). Factors which affect satisfaction and dissatisfaction of teachers. *The Journal of Educational Administration*, 2, 66-81.

- Sergiovanni, T. J., & Starratt, R.J. (1988). *Supervision: Human perspectives*. (4th ed.). New York: McGraw-Hill
- Sergiovanni, T.J. (1992). *Supervision in Transition*. New York: ASCD publications.
- Sergiovanni, T. (2005). *The principalship: A reflective practice perspective* (5th ed.). Boston, MA: Allyn & Bacon.
- Sernau, S. (1993). School Choices, Rational and Otherwise: A comment on Coleman. *Sociology of Ghana*. 66(1), 88-90.
- Shafritz, J.M (1988). *The facts on Dictionary of Education*. New York. Prentice Hall.
- Shafritz, J.M., Gibbson, E., & Gregory, E. (1988). *Public personnel administration*. (4th ed.). New York: Longman Publishing Group.
- Sherman, A. W., & Bohlander, G. W. (1992). *Managing human resources*. (9th ed.). Cincinnati Ohio: South-western publishing co.
- Shores, A., & Louise E. (1960). *Teachers, school and society*. New York: McGraw-Hill Co.
- Solomon, P. R., Kavanauagh, R. D., & Cinder, A. B. (1983). *Psychology*. San Francisco: W. H. Freeman & Co.
- Sparrow, P. R. (9186). *Job Performance among older workers*. Retrieved on 23/08/2010 from <http://resources.metapress.com/pdfpreview.axd?code=c6h1r41w638j8433&size=largest>
- Stogdill, R. (1993). *A handbook of leadership*. Aberdeen: Free Press.

- Sugg, W. B. (1955). *A study of Relation Between programme development and the working pattern of principles*. Doctorial Dissertation, University of Florida.
- Terry, D. S., & Appelbaum, R. P. (1988). Employing teachers: Do principals have the power. *Phi Delta Kappan*, 70(4), 23-32.
- UNICEF (2007). *Achieving universal primary education in Ghana by 2015: A reality or dream*. New York: 3 UN plaza.
- Waters, T., Marzano, R.J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effects of leadership on student achievement*. Aurora, CO: Mid-Continent Research for Education and Learning.
- Wilson, R. E (1966). *Educational administration*. Ohio: Charles E. Merrill Books Inc.
- Winham, D. (1988). Effectiveness indicators in the economic analysis of educational activities. *International Journal of educational research*, 12(6), 59-60.
- Woode, N. S. (1985, January). What is wrong with Public administration in Ghana. *Journal of management studies*, 3, 7-10.
- Wortman, C.B., Marshall, M.E., & Loftus E.F. (1992). *Psychology*. New York: McGraw-Hill Inc.

Yahaya, L. A. (2007). *Gender differences, Behaviour patterns and Job performance of federal civil servants in Nigeria*. Retrieved on 23/08/2010 from <http://www.unilorin.edu.ng/journals/education/ije/june1999/GENDER%20DIFFERENCES,%20BEHAVIOUR%20PATTERNS%20AND%20JOB%20PERFORMANCE%20OF%20FEDERAL%20CIVIL%20SERVANTS%20IN%20NIGERIA.pdf>

Zimbardo, P.G (1992). *Psychology and life*. New York: Harper Collins Publisher.

Appendix A
Questionnaire for Teachers
Introduction

A research project is being undertaken into the factors that account for teacher performance in private junior high schools in the Sekondi-Takoradi Metropolis of the Western Region. The objective is to identify the school, community and teacher related factors and determine whether there is any relationship between these factors and teacher performance. Your school has been sampled to participate in this study. You are therefore specially invited to respond to the attached questionnaire. You are kindly requested to answer all the questions. Your answers and comments would be confidential and treated as such. Thank you for your co-operation.

SECTION A: BACKGROUND DATA

Please tick [✓] in the options that best indicate your responses to the various questions.

1. Sex Male [] Female []

2. Age under 25 years [] 25-34 []
 35-44 [] 45-54 []
 55-64 [] Above 64 years []

3. Number of years of teaching in the school.

 Below 2 years [] 2-6 years []
 7-11 years [] 12-16 years []
 Above 17 years []

4. Your professional qualification:

 Cert 'A' 4 years [] Cert 'A' Post Sec. []
 PDCE/PGCE [] Diploma in Education []
 BEd. [] BA/ BSc []
 Non-professional teacher []

5. Name of school.....
6. What is your class size?.....

SECTION B: SCHOOL RELATED FACTORS

7. What factors generally account for your performance in the school?
.....
.....
.....
8. What school related factors account for the performance of teachers in your school?.....
.....

.....

9. What kind of responsibility are you engaged in apart from classroom work?

.....

.....

10. Do you receive any allowance or fringe benefits besides your salary?

Yes [] No []

11. If the answer is yes, state three of these benefits.

.....

12. Does your school provide opportunity for further studies?

Yes [] No. []

13. How would you describe the leadership style of your head teacher?

Democratic [] Autocratic [] Liberal []

The following statements relate to the school related factors that account for teacher performance in your school. Indicate the extent to which you agree or disagree with the statements. Complete the following questions using the following abbreviations.

SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree

SA A D SD

14	The culture of the school affect teacher performance				
15	Class size influences teacher performance				
16	Teacher's love for the work influences teacher performance				

17	Motivational packages in the school account for teacher performance				
18	Availability and adequacy of teaching learning materials impacts on teacher performance				
19	Head recognise and rewards hardworking teachers				
20	Regular supervision in school enhances teacher performance				
21	Leadership style of the head teacher affect your performance				
22	Head Observes teacher's lesson notes and lesson delivery				
23	Head teacher checks pupil's attendance and exercise books to find out the number of exercises given and marked				

SECTION C: COMMUNITY RELATED FACTORS

24. What community related factors account for your performance in your

school?.....
.....
.....

25. Does the community show interest in the school's activities?

Yes [] No []

The following statements relate to the community related factors that affect

teacher performance in your school. Indicate the extent to which you agree or disagree with the statements. Complete the following questions using the following abbreviations.

SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree

SA A D SD

26	PTA/SMC's support for teachers in the school account for your performance.				
27	Community/parents relates well with teachers of the school.				
28	The community/PTA recognises the effort of teacher				
29	Teaching learning materials are provided by parents for effective teaching and learning.				

SECTION D: TEACHER RELATED FACTORS

30. What teacher related factors account for the performance of teachers in your school?

.....

The following statements relate to the teacher related factors that affect teacher performance in your school. Indicate the extent to which you agree or disagree with the statements. Complete the following questions using the following abbreviations.

SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree

SA A D SD

31	The experience of the teacher accounts for their performance.				
32	The qualification of the teacher accounts for their performance.				
33	Age of the teacher accounts for their performance.				
34	Gender of the teacher accounts for their performance.				
35	The commitment of the teacher for his/her work account for his/her performance.				

Appendix B

In-Depth Interview Guide For Head Teachers And Smc/Pta Chairpersons

Date and time interview commenced.....

Introduction

Thank you for accepting to be part of this study. My name is Eunice Hasford. I am coming from the Institute for Educational Planning and Administration, University of Cape Coast. I am conducting a research on ‘Factors That Account for The Performance of Teachers in Private Junior High Schools in The Sekondi Takoradi Metropolis. You have been sampled for this interview to solicit your views on the above topic. Your confidentiality is assured.

Before we begin, I would like to get some brief background data about you.

Section A: Background Data on Respondent

1. Sex of respondent.
2. Age of respondent.
3. What is your status in this school?
4. How long have you been in this position in this school?
5. What is your professional qualification?
6. What is your rank?

Check data for accuracy and continue to section B

Section B: Factors that account for teacher performance

Let us now move on to some factors that affect teacher performance.

7. In your opinion, what factors **enhance** the performance of your teachers?
(Probe for school, teacher or community related factors?)
8. In your opinion, what factors **hinder** the performance of your teachers?
(Probe for school, teacher or community related factors?)
9. How can these factors be removed or minimised to maximize performance of teachers?
10. Using the scale of; Excellent = E, Very good = VG, Good = G Bad = B
How would you measure the performance of your teachers in terms of :

E VG G B

		E	VG	G	B
	Teacher's class attendance				
	Teacher's punctuality/regularity				
	Giving exercises and marking them				
	Academic improvement of students				
	Lesson delivery				
	Ensuring discipline in the school				

Appendix C

Distribution of Population

NAME OF SCHOOL	NO.OF TRS	HEAD TRS	TOTAL
The Nest Sch. Complex	12	1	17
Gadara JHS	6	1	11
Top Royal JHS	8	1	13
St. Francis of Assisi JHS	5	1	10
Chapel Hill Prep. JHS	12	1	17
Young Christian Prep. JHS	8	1	13
Ridge International JHS	7	1	12
New Snaps Complex	6	1	11
Pentecost Prep. JHS	8	1	13
First Baptist JHS	8	1	13
Jaycris Educ. Centre JHS	7	1	12
Western High	7	1	12
Top Ridge	9	1	14
Ludic Christian Prep.	9	1	14

Total	112	14	182
--------------	------------	-----------	------------

Appendix D
Sample Size Selection

NAME OF SCHOOL	NO.OF TRS.	NO.OF HEAD TRS	TOTAL
The Nest Sch. Complex	12	1	13
Gadara JHS	6	1	7
Top Royal JHS	8	1	9
St. Francis of Assisi JHS	5	1	6
Chapel Hill Prep. JHS	12	1	13
Young Christian Prep. JHS	8	1	9
First Baptist School JHS	8	1	9
New Snaps Complex	6	1	7
Pentecost Prep. JHS	8	1	9
Total	73	9	82

No	Name of school	2005 No. prsntd	% Pass	2006 No. prsntd	% pass	2007 No. prsntd	% pass	2008 No. prsnd	% pass	2009 No. prsntd	% Pass
1	St. Francis Assisi	37	100	35	100	37	100	39	100	37	100
2	The Nest Prep.	41	100	49	100	54	100	81	100	72	100
3	Chapel Hill Prep.	151	100	150	100	160	100	149	97.3	145	95.9
4	Young Christian	141	100	145	100	135	100	109	100	92	100
5	Pentecost Prep.	64	100	71	97.2	67	100	56	100	59	98.3
6	Gadara JSS	31	100	28	96.4	22	100	25	100	29	100
7	Ridge Int.	89	100	100	99	89	100	86	100	91	100
8	Top Royal JSS	54	98.1	46	100	31	100	44	100	54	98.1
9	New Snaps	79	97.5	50	100	47	100	30	100	39	89.7
10	Jaycris Edu.Cen.	65	95.4	88	96.6	83	100	101	100	105	99.0
11	Nyamebekyere	59	91.5	65	93.8	55	98.2	60	96.7	56	100
12	Western High	54	77.8	32	87.5	43	95.3	34	97.1	35	100
13	Top Ridge	106	85.8	91	85.7	78	93.6	53	86.8	50	90.0
14	Ludic Christian	73	76.7	80	91.3	71	95.7	64	75.0	49	93.9
	Total	1044		1030		972		821		913	

Appendix E

Analysis Of Performance Of Private Junior High Schools Bece In The Sekondi-Takoradi Metropolis From 2005-2009

