

UNIVERSITY OF CAPE COAST

**STATUS OF TEACHER MANAGEMENT AND SUPPORT SERVICES
FOR BASIC SCHOOL TEACHERS IN WASA AMENFI EAST DISTRICT
OF THE WESTERN REGION OF GHANA**

DANIEL MANNAH

2013

UNIVERSITY OF CAPE COAST

STATUS OF TEACHER MANAGEMENT AND SUPPORT SERVICES FOR
BASIC SCHOOL TEACHERS IN WASA AMENFI EAST DISTRICT OF THE
WESTERN REGION OF GHANA

BY

DANIEL MANNAH

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

APRIL 2013

DECLARATION

Candidate's Declaration

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

Candidate's Signature:

Date:

Name: Daniel Mannah

Supervisor's Declaration

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

Supervisor's Signature:

Date:

Name: Dr. A. L. Dare

ABSTRACT

The study examined the status of teacher management and support services for basic school teachers in the Wasa Amenfi East District in the Western Region of Ghana. It specifically looked at how effective in-service training courses were, the assistance given by supervisors to teachers, the availability of incentives for teachers, their influence on teacher output, and the challenges confronting teacher support service providers in the district.

The study was a descriptive survey in which data were collected from 180 respondents made up of 90 teachers and headteachers, 20 education officials (service providers) and 70 other stakeholders. Three different questionnaires were used after they were pilot-tested. The questionnaires for the teachers and headteachers, education officials and other stakeholders had reliability coefficients of .72, .69 and .81 respectively.

The study revealed that induction programme for newly recruited teachers, promotion of good relationship between the teacher and other staff members, and the provision of opportunities for teachers to develop themselves professionally and academically were found to be the main teacher incentives available in the Wasa Amenfi East District. The study therefore concluded that a good number of teacher support services were provided in the district.

On the basis of the findings, it was recommended that stakeholders should provide those unavailable incentives especially financial and health support service to teachers in the district because it is likely to motivate them to give of their best. Also, in-service training for newly posted teachers should be continued.

ACKNOWLEDGEMENTS

I wish to express my special indebtedness and appreciation to Dr. A. L. Dare, my supervisor of the Institute for Educational Planning and Administration (IEPA), University of Cape Coast, for his interest and zeal, invaluable suggestions, constructive criticisms, patience and hard word. His support made it possible for this study to be successfully completed.

I thank my beloved mother and siblings through whose advice and assistance I have come this far. I appreciate my friend and colleague, Mr. Francis Dei-Forson for his encouragement throughout the programme. Finally, I acknowledge the good work of Mr. Francis Mawuli Abude of the Directorate of Academic Planning and Quality Assurance (DAPQA), University of Cape Coast, who offered me invaluable assistance in doing this study.

DEDICATION

To my mother and siblings.

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER	
ONE	
INTRODUCTION	1
Background of the Study	1
Statement of the Problem	13
Purpose of the Study	14
Research Questions	15
Significance of the Study	15
Delimitation of the Study	16
Limitations of the Study	17
Definition of Terms/ Abbreviations	17
Organisation of the Rest of the Dissertation	18
TWO	
REVIEW OF RELATED LITERATURE	19
The Role of the Teachers in Education Delivery	19
Staff Selection and Induction	20
Staff Development and Appraisal	23

	Staff Supervision and Discipline	30
	Staff Motivation and Retention	33
	Community Participation in Teacher Management	36
	Summary	37
THREE	METHODOLOGY	39
	Research Design	39
	Population	39
	Sample and Sampling Procedure	40
	Research Instruments	41
	Pilot-Testing of Instruments	42
	Data Collection Procedure	43
	Data Analysis	43
FOUR	RESULTS AND DISCUSSION	44
	Background characteristics of Headteachers/Teachers and Education Officials	45
	Research Question 1	46
	Research Question 2	51
	Research Question 3	54
	Research Question 4	58
	Research Question 5	59
FIVE	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	61
	Summary	61
	Major Findings	62

Conclusions	63
Recommendations	64
Suggestions for Further Research	65
REFERENCES	66
APPENDICES	71
A Questionnaire for Headteachers/Teachers	72
B Questionnaire for Education Officials	77
C Questionnaire for Other Stakeholders	82

LIST OF TABLES

Table		Page
1	Background Information of Respondents	45
2	Organisation of In-service Training for Teachers	47
3	Preferred In-service Training Level	47
4	Effectiveness of Internally-based In-service Training	49
5	Effectiveness of Externally-based In-service Training	50
6	Perception about Service Provisions by Headteachers/Teachers and Education Officials	51
7	Headteachers' and Teachers' Assessment of Circuit Supervisors' Assistance	53
8	Headteachers' and Teachers' Views on Incentives Available to Teachers	55
9	Education Officials' Responses on Incentives Available to Teachers	56
10	Other Stakeholders' Views on Incentives Available to Teachers	57
11	Challenges Facing support Service Providers	60

LIST OF FIGURES

Figure	Page
1 Map of Wasa Amenfi East District	16
2 Effectiveness of supervision in basic schools	54
3 Influence of incentives on teachers	58

CHAPTER ONE

INTRODUCTION

Background to the Study

Human resource in every organisation serves as the engine that keeps the organisation moving. It provides the knowledge, skills and the necessary drive that creates, maintains and advances organisations towards the achievement of goals and objectives. Stembridge (1983) asserted that human resources are the most important and usually the most expensive asset that any organisation can possess. In the same vein, Cole (1993) noted, “human resources are the most dynamic of all the organisation’s resources. They need considerable attention from the organisation’s management if they are to realise their full potentials in their work” (p. 314). To be successful therefore, organisations make every effort to attract, develop and keep the individual employee they need.

In a broader sense, Harbison (1973) concluded that human resources not capital nor income, nor material resources, constitute the ultimate basis for the wealth of nations. He added that of the various factors of production – land, capital and labour, the latter, which is the human resource component is seen as the active agent that exploits the other factors of production in order for any productivity to be affected. The improvement in the quality of the human factor (resource), therefore, is important for the realisation of the level of productivity.

The school as an organisation has teachers as the core of its human resources. The teacher is the most indispensable factor in the school. He is the greatest asset to learning and every educational system at every level, depends heavily on teachers for the successful execution of its programmes (Musaazi, 1985). In educational institutions, it is largely the work of the teacher that determines the degree of success or failure in the institution's efforts to achieve its goals and objectives. It is, therefore, the teacher who gives the institution its credibility and determines its character. Thus, when a nation expands its educational system without adequately planning for teacher supply, the system suffers greatly. Fullan and Hargreaves (1996), therefore, noted that many educational reforms have not succeeded because such reforms tend to ignore the special role of teachers or over simplify what teaching is all about.

Also, McWilliam and Kwamena-Poh (1975) emphasised the same point by observing that "Riis and his successors realised first that any thorough system of education depends on the supply of trained teachers" (p. 30). These early missionaries therefore took advantage of the available opportunity to train catechists and teachers as far back as 1848. McWilliam and Kwamena-Poh also stated that as one of its recommendations, the Educational Committee set up by Guggisberg in 1920 to review education, remarked that:

as we surveyed the whole field of education in the Gold Coast,
one fact stood out above all others. The importance of the teacher.

This is apparent in almost every term of reference, in the report of

nearly every interview, and in practically every recommendation we have made (p. 55).

The report of the Education Advisory Committee on the new structures of education for Ghana in 1974 also mentioned teachers as critical and indispensable to the successful implementation of any new educational programme (Dzobo, 1974). This is because it is the classroom teacher who has to turn into reality, the plans brought about by the government for improving quality of education as noted by the World Bank (1988) policy study on education in Sub-Saharan Africa.

Thus, from the time of the missionaries, through the period of the colonial masters to the nationalist government of Ghana, there has always been the need not only to get funds to carry out educational programmes but also to get trained and qualified teachers to make educational programmes succeed. That is why the training of teachers has not been left out in the various educational programmes, because they form the vital force behind every education and human resource development. The Education Reform Programme of 1987, for instance, increased the demand for qualified teachers to achieve the objectives of the reform programme. Many short and sandwich training and refresher courses were organised for the existing teachers. Efforts were made to train more teachers in Teacher Training Colleges and other higher institutions like the University of Cape Coast. Existing diploma-awarding teacher training institutions were also upgraded to University status, with the various Colleges in Winneba, Asante Mampong and Kumasi operating as University Campuses of University of

Education Winneba, Ghana. All these efforts were geared towards providing more qualified teachers to feed the education sector and turn into reality the plans brought by the government for improving the quality of education. It is, therefore, obvious that the teacher stands at a centre delivering the teaching services without which the school will not exist.

An online publication by the International Labour Organisation (ILO, 1992) points out that teachers occupy, and will continue to occupy in the foreseeable future, the central role of educational leadership in determining learning outcomes. In view of the fact that schooling is the foundation for subsequent learning, teachers' roles (and that of the schools) will remain multifaceted provision of basic skills in literacy and numeracy at primary, secondary and eventually tertiary levels of education. The teacher also imparts the cultural, political and moral values in accordance with the prevailing community standards.

To improve the effectiveness of teachers, certain structures need to be put in place to guide and assist them. New teaching strategies now make new and extra demands on teachers. These extra demands necessitate an improvement in teachers' basic philosophy, to stimulate as well as release their energies to achieve the present aims of education. This has become important because teachers face diverse forms and levels of challenges bordering on personal, material, emotional and professional needs. Lack of support services could make it difficult to maintain and attract the best teachers in the classroom (education). There is therefore, the need for teacher management and support services, to be put in

place to give the needed guidance, direction and assistance to teachers in the performance of their duties.

According to Owolabi and Edzii (2000), teacher management support services, in this context, include systems and structures put in place to direct, guide and assist the teacher, and showing concern for and assisting teachers to overcome life challenges that confront them. The support services among other things include the following:

1. the provision of opportunities for teachers to develop professionally and academically,
2. effective in-school monitoring and appraisal of teachers' output by school headteachers and education officers,
3. effective induction programme for newly recruited teachers,
4. promoting good relationship between the teacher and other staff members,
5. providing incentive packages for teachers,
6. financial and health support service, and
7. involving teachers in decision-making (p. 8).

Where management and support services are inadequate, teachers largely depend on their initial teacher training and their morale is also negatively affected. During rapid educational change and expansion such as the current Educational Reform Programme (ERP), the relevance of teacher support services become more important and their absence usually affect the quality of teaching and consequently quality of education. Various forms and levels of teacher management and support services have existed in our educational system since

the introduction of formal education in Ghana. During the era of the European Merchants, for instance, teachers in the castle schools were managed and supported by officials in the castle to provide education for their mulatto children (Ankomah, 2002).

The missionaries, who came in later were solely responsible for providing support for teachers in the schools they set up. They trained, recruited and paid the salaries of these teachers. Colonial governments in their efforts at school management led an era of shared responsibility, including teacher management and support between government and the missionaries. For instance, it was the responsibility of the Colonial government to give grants to the missions to manage their schools and the teachers. Inspectors were also appointed by the governments to supervise and inspect these schools and also instruct the teachers in the best methods of teaching pupils. The Accelerated Development Plan (ADP) of 1951 (Ministry of Education and Social Welfare, 1951) and the subsequent Education Act of 1961 (Government of Ghana, 1975), formalised Community contribution to education. While Community contributions before this time was more of a voluntary nature, the ADP and the ACT of 1961 made all communities aware of their responsibilities to the development of education in their areas. In 1967, the Mill-Odoi Commission, for instance maintained that the management of educational services paid from public funds should be in the hands of a public body representing all sectors of the tax paying community. Local Communities gradually became involved in the management of schools and for that matter provided support for teachers.

About a decade ago, considerable attention has been drawn to the need for effective management and support services for teachers in the country. Thus, growing interest has engaged the minds of educationists in the Ministry of Education, the Ghana Education Service and the entire country at large, because of the seemingly poor teacher performance and subsequently poor quality learning outcomes. The lack of good and adequate support systems for teachers may make it difficult to achieve the desire objective of improving quality education in the country. Speaking at the Teachers' Awards Day at Cape Coast, Mr. W. C. Winful, Cape Coast Municipal Chief Executive, noted that "every necessary support and the support of the government would be given to teachers to spur on in the discharge of their duties in and outside the classroom" (Bekoe, 1996). The need to provide support services to teachers throughout their career is being recognised as the only way of maintaining an efficient and effective teaching profession.

Presently in Ghana, teacher management and support services are being provided by the Ghana Education Service through the Regional and District Education Offices, by the Educational units and the Communities, Non-governmental Organisations (NGOs) and donor organisations. There is the need to know the management and support services available for teachers, especially in the basic schools in general and the Wasa Amenfi East District in particular, and also extent to which they are being provided to support teachers in their work. For instance, what opportunities are there for the teachers' professional and academic development, and how are the teachers' works appraised? Are newly recruited teachers properly inducted and oriented to make them fully adjust to enable them

to fully develop their potentials? Also, what are the available incentives for the teachers in the Wasa Amenfi East District Basic School? Teachers in the basic schools prepare pupils at that level before they can continue at the Senior High School level and also at the tertiary education level. In view of their strategic role, they should be properly managed and supported to enable them to perform this duty.

In-service education and training (INSET) programmes are intended to support and assist the professional development that teachers ought to experience throughout their working lives. It is also used to complement pre-service or initial teacher education. As USAID (1992) report stated, “in-service training courses are planned programmes of continuous learning process which provides for the growth of teachers through formal and informal on the job training for all professional educators and also provides for a standard to keep a constant focus on curriculum for the instructional improvement of teachers” (p. 1). Among the broad objectives for running in-service courses are:

1. teachers’ needs, which could be perceived or based upon the desire to correct a deficiency or as a means of refining or expanding existing proficiency.
2. system and institutional needs – in-service training may relate to the implementation of a new curriculum or relate to overall school improvement or to the changing of the climate or organisational structure of a school.

3. curriculum implementation – implementation of new curriculum has two components, changes in contents and materials and changes in teacher's role. Teachers may be required to modify their attitudes, knowledge, skills and behaviour in order to implement new programmes successfully. In-service training is often seen as a means of bringing about changes in teachers roles.
4. school improvement: In-service training is often seen as a means of bringing about change or overall improvement to a school or educational system (Adentwi, 2000, p. 97).

In-service training thus involves a whole range of activities by which teachers can extend their personal education, develop their professional competence and improve their understanding of educational principles and techniques. According to Cushman (1992),

the provision of career opportunities within the educational sector reinforces the instructional support system continued teacher involvement. The teacher who can look forward to the possibility of becoming a District Director, Principal or a Headmaster is much more likely to remain in the educational system than the one who had no opportunity for promotion (p. 141).

Teachers' centre is described as a place for teacher development through in-service and workshop facilities. This is usually done by:

1. lectures, films and conferences in which teachers discuss with experts the problems that faces them in their work.

2. seminars and workshop, during which practical solutions to current difficulties are discussed and materials required for implementing these solutions are also produced.
3. exhibitions in which teachers are introduced to new textbooks, teaching materials, equipment and the like to help them in their work (Cushman, 1992, p. 141).

Knowledge of services provided by teacher's centres and the programmes they offer and the way the centres are organised makes it more effective in assisting teachers in the execution of their duties. Effective teaching depends largely on the systematic design, development and distribution of instructional materials. Instructional materials play a crucial role in teachers' assessments on instructional competence. Instructional materials include stationery for office and teachers use, pupils' stationery textbooks, life skills materials and equipment. "Textbooks particularly in developing countries, where other reading materials are scarce have been shown not only to affect teacher performance but to have a separate and independent effect on student learning" (Crossley & Murby, 1994, p. 251). The Curriculum Research and Development Division of the Ghana Education Service/Ministry of Education with its headquarters at Saltpond is charged with the responsibility of developing, producing and distributing teaching materials/ syllabus to support the work of the teacher in the classroom.

The need for a support service related to teaching has lead to the setting up of resource centres (especially science resources centres) to serve cluster of schools. These centres provide rich support services for teachers, museums which

display African geography, history; art and craft, can lead students to develop an active interest in their own culture. Valuable information is stored in the libraries in the form of books and variety of other media. A modern library or resource centre contains films, tapes, pictures, charts, models and a host of other teaching materials in addition to printed books to which most people are accustomed. Modern regional and district library services offer references and borrowing facilities and help people to enjoy the educational and recreational value of books. The Ghana Education Service also provides textbooks, equipment and other instructional materials needed for effective academic and practical work in all schools.

Supervision refers to the day-to-day relationship between the Headteacher or education officer and the teachers. It involves telling people what to do and helping them to do it. It is one of the principal means by which coordination is achieved and teachers trained and inspired to a high level of morale and performance. According to Oliva and Pawlas (1997), “supervision has as its goal, the professional development of teachers with an emphasis on improving teachers’ classroom performance” (p. 1). It is generally the case that human beings work better under effective supervision. Where supervision does not exist, the tendency is for the teachers to relax in their efforts, attend classes irregularly or unpunctually or both.

However, when effective methods of supervising teachers are put in place, the best of teachers in terms of performance is obtained. Teachers, particularly new ones require supportive supervision. Such supervision can reduce the need

for in-service training by frank discussion of teachers' skills, deficits and strengths. This type of supervision requires the interpersonal and professional skills of master teacher and regular visit by the supervisor. The purpose of supervision is to monitor teachers to determine if their instruction includes the elements of effective instruction like preparation, presentation, evaluation and classroom management. If those elements are observed, the supervisor should provide positive reinforcement to ensure that they continue to be included in the teacher's lesson. If a teacher is found not using or is wrongly using the elements of effective instruction, the supervisor has a responsibility to provide remedial assistance by explaining and demonstrating correct instructional behaviour, setting standards of improvement and monitoring and reinforcing the teacher's improvement efforts. Supervision, thus, requires dynamism in the sense that the supervisor must understand enough about the objectives of the educational system to be able to communicate desirable attitude to teachers. The supervisor must comprehend enough about motivation to bring forth the best efforts of teachers whose work he/she oversees. He/she must be diplomatic enough to get along well with teachers and head teachers on whose co-operation he depends for result. The role of the supervisor is thus seen as vital to the work of the teacher since it helps to provide an orderly system within which he can perform his duties efficiently and effectively.

The purpose of a teacher incentive system is to modify the behaviour of an individual or group of individuals in the interest of goal attainment. In the case of teacher incentive, the long-term goal or outcome is to improve students' learning

and the short term objective output is to improved teacher performance. Achievement of output goals is shown by teacher behaviour related to instructional preparation, presentation, evaluation and classroom management. Achievement of long-term outcome is indicated by national examination results, school grades, progression rate and measure of various other students' attitude and behaviours.

These incentives go a long way to boost the morale of teachers thereby helping to improve the teachers work output. The morale then relates to teachers' attitude of satisfaction or dissatisfaction with conditions prevailing in an educational institution or Ghana Education Service. Indicators of low morale include absenteeism, fearful atmosphere or manner, feeling of insecurity (social, psychological, political or economic), constant grievances, frequent discussion in school of matters that are not job related, improper care of the services property and unpunctuality to work. Indicators of high morale, on the other hand include low absenteeism, fewer complaints or grievances, frequent informal contacts, uninduced punctuality and general high sense of mission.

Statement of the Problem

The Free Compulsory Universal Basic Education (FCUBE) aims at increasing access and participation in education and reducing the gender gap, improving quality of teaching and learning and improving efficiency in management (MOE, 1996). Teachers play a crucial role in the achievement of any quality educational programme.

More than 50% of the teachers in the Wasa Amenfi East District are untrained (Ghana Education Service, 2011). There is also a high rate of teacher attrition in the District, especially among trained teachers. This phenomenon reflects in the poor performance of students each year in the Basic Education Certificate Examination (BECE), especially number of schools that score zero percent for the past couple of years. Also, most of the schools are so remote and inaccessible, especially during the rainy season, that it is virtually becoming difficult for teachers especially trained teachers to accept postings to those schools.

Regrettably, parents in the communities blame teachers for the poor performance of pupils while teachers also put the blame partly on the various local communities and partly on the government for lack of the necessary assistance and support to enable them perform. There is, therefore, the need to find out the extent to which teacher management and support services are receiving the attention of the various management bodies in the Wasa Amenfi East District. Also, the study sought to find out problems that confront the smooth operations of the management bodies tasked to provide support services to teachers.

Purpose of the Study

The purpose of the study was to find out the status of teacher management and support services in Wasa Amenfi East District. It specifically sought to find out:

1. teacher management and support services that are available,

2. the means of providing teacher management and support services in the District,
3. the opinion of teachers about how these services influence teacher morale and quality of education.

Research Questions

The study was guided by the following research questions:

1. How effective are in-service training courses organised by the Ghana Education Service for teachers in basic schools in Wasa Amenfi East District?
2. How are supervisors assisting basic school teachers in Wasa Amenfi East District to overcome their teaching problems?
3. What incentives are available for basic school teachers in the Wasa Amenfi East District to entice them to remain in the district?
4. To what extent do the availability of teacher management and the provision support services influence the morale and quality of education, as perceived by teachers?
5. What challenges confront management bodies in the provision of support services to teachers?

Significance of the Study

The study's findings from the study would be beneficial to stakeholders of education in the district. First, the study would enable education officials in the Wasa Amenfi East District to adopt effective strategies to improve upon the management and support services to enhance teacher morale. Again, the findings

would help the District Assembly to devise ways by which teachers posted to the district would be retained. Lastly, the outcome would also be a source of literature for researchers and students in this research area.

Delimitation of the Study

The study was confined to the Wasa Amenfi East District in the Western Region. The study was delimited to only public basic schools. It also covered management bodies expected to provide support services to teachers. The study was interested in teacher management and support services in the Wasa Amenfi East District with regard to how these affect teacher morale and the quality of education.



Figure 1. Map of Wasa Amenfi East District

Limitations of the Study

The results cannot be perfectly generalised. Every single school in the District has its unique characteristics and acute challenges that affect its performance, teacher management and support. Also, the data were collected with questionnaires and so some of the responses might not have fully or accurately described the actual situation, hence affecting the validity and reliability of the findings.

Definition of Terms/ Abbreviations

In the context of the study, the following words, phrases and abbreviations shall carry the meanings assigned to each of them:

C/S: Circuit Supervisor

DED: District Education Directorate

DEO: District Education Office

DEOC: District Education Oversight Committee

HTR: Headteacher

PTA: Parent-Teacher Association

RO: Religious Organisation

School-Community: The entire geographical catchment area in which the school is situated.

Teacher Management and Support Services: This refers to the whole process of providing opportunities for the teacher's professional and self-development. It also relate to the process of ensuring that the teacher performs his duties as laid down by the rules and regulations of service

providers. It refers to the members of the Educational Agencies involved involved in the provision of management and support services for teachers in the Wasa Amenfi East District.

USAID: United States Agency for International Development

Organisation of the Rest of the Dissertation

Chapter Two deals with the review of related literature including the role of the teacher in educational delivery, staff selection and induction, staff development and appraisal, staff supervision and discipline, staff motivation and retention, and community participation in teacher management.

Chapter Three looks at the methodology. Here, the research design, population, sample and sampling technique, instruments, data collection procedure and the procedure for analysing the data are explored. Chapter Four deals with the presentation, analysis and discussion of the findings of the study. The summary of the findings, conclusions and recommendations are provided in Chapter Five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews related literature to provide a frame in respect of the level of management and support services which are available. The literature reviewed is in the following areas:

1. The role of the teacher in educational delivery,
2. Staff selection and induction,
3. Staff development and appraisal,
4. Staff supervision and discipline,
5. Staff motivation and retention,
6. Community participation in teacher management, and
7. Summary of review.

The Role of the Teacher in Educational Delivery

Fullan and Hargreaves (1990) note that teachers constitute one of the most powerful influences in the life and development of many young children, and that teachers' play a vital role in the destiny of every generation. They declare that with the decline of the church, break up of traditional communities and diminishing contact on regular basis, the moral role and importance of today's teachers is probably greater than it has been in the past. Comparing the work of teachers to those of urban planners, or architects and psychotherapists, they note that teachers are always confronted with several decisions of great important

which affect their pupils and colleagues. To Fullan and Hargreaves, the role expectations of the teachers is neither limited to the classroom nor his client alone but to the wider society.

A UNESCO (1992) report agrees with Fullan and Hargreaves on the important role played by the teacher in educational delivery and adds that teachers' role in the determination of educational performance has no "effective substitute." The UNESCO (1992) report identifies the following as some of the major roles played by teachers in educational delivery:

1. Teachers play a central role in the delivery of learning opportunities,
2. The teacher, acting through the school, serves as the foundation for providing education that will enable individuals to meet life's challenges for their own wellbeing and that of society and above all, and
3. Teachers serve as the primary source of removing ignorance and eradicating illiteracy (p. 73).

According to Hanson (as cited in Anderson and Bowman, 1980), teachers constitute a principal input to the production of nation's intellectual capital. He considers the role of teachers in any educational system as obvious and that "depending on the quality and quantity of teacher supply, the quantity and quality of educational output will be greater or smaller" (p. 15).

Staff Selection and Induction

Rebore (1982) describes selection as the process of hiring individuals who will succeed on the job. In view of the expensive nature of selection, he cautions that care must be taken to select candidates who would not have to be dismissed

for poor performance, but rather remain for a reasonable period of time. He identifies four possible outcomes of the selection process two of which are correct and the other two incorrect. Correct selection occurs when the person selected performs efficiently or when the person rejected would have performed poorly on the job. A wrong selection is made when the person rejected would have done well on the job or when the person selected performs poorly on the job. He suggests ten steps to follow to minimise the incidence of selecting people who would not do well on the job (p. 183).

Adesina (1990) sees selection as one of the most critical decisions administrators make. He agrees with Rebores (1982) that extra care must be taken when selecting because, a wrong selection can be costly. He opines that characteristics expected of a prospective employee should be comprehensively written down to guide those charged with the responsibility of selecting candidates. Among the characteristics he advocates to be critically scrutinised by selecting panelists include information on applicant's high school and other institutions, his mental ability, physical characteristics, academic and professional qualifications, and personal characteristics.

Chamberlain, Kindred and Mickelson (1966) suggest that the task of selecting and nominating teachers should be done by the professional head of the school system. The school head is the superintendent of the school. According to them, experience has shown that it yields the best results because the professionally trained can best evaluate the quality of a prospective candidate's

training and that the only basis upon which a candidate should be selected is the estimated efficiency with which he will perform duties assigned him/her.

Rebore (1982) defines induction as the process designed to acquaint the new employee with the school system and what he must do to succeed in the employment. He notes that induction must be considered as an ongoing activity in personnel management. To him, an effective induction programme should reflect the needs of the new employee and the specific philosophy of the school system. He suggests that the following objectives should be common to all induction programmes:

1. to help the employee become a member of the team;
2. to make the employee feel welcome and secure;
3. to inspire the employee towards excellence in performance;
4. to help the employee adjust to the work environment;
5. to provide information about the community, school system, school building, faculty and students;
6. to acquaint the individuals with other employees with whom he will be associated, and
7. to facilitate the opening of school each year (p. 139).

Dean (1987) notes that induction is a necessity for any new comer to the school. She suggests the preparation of a good staff handbook with clearly written services of work and statements about the various systems for doing things. In addition to this, a series of informal meetings should be held with the head or a senior member of staff to brief the new teacher (employee) about how things are

done in the school and what is expected of teachers. She adds that issues like school policies and systems, work already under taking by the teachers' class, information on the children and other relevant issues could be discussed. It is clear that taking new teachers through these rudiments prepare them to imbibe the socio-cultural dynamics of the school. This will enable them to easily and quickly adjust to their new environment.

Staff Development and Appraisal

Professional development refers to any activity or process intended to maintain or improve skills, attitude, understandings, or performance of professional and support personnel in present or future roles (Glickman, Gordon & Ross-Gordon, 1995). Professional development activities are intended to increase the capacity of the entire faculty of a school to strengthen student performance (Youngs & King, 2002). Thus, professional development is best viewed from a systematic perspective, taking into account the total strengths and weaknesses of the entire staff for the purpose of developing plans for improving the knowledge and skills of instructional staff members as a group.

Roux, Ilukana, West, Averia and Truebody (1993) believe that the concept of staff development is based on the recognition that “all people may improve their capabilities and become more efficient at what they are doing” (p. 49). To them the responsibility for initiating a staff development programme is a shared one between those in need of training their immediate supervisors and those in management positions from the district, regional and national offices.

Roux et al. (1993), again, believe that the brainstorming technique is one effective way of identifying the training needs of staff. After the needs have been identified and prioritised, arrangement is made for suitable resource persons to organise the training programme. They emphasise that the search for suitable resource personnel should start from the school but can be extended to cover personnel from neighbouring schools, circuit inspectors, subject advisors, personnel from teacher resource centres, training colleges, universities and other ministries including individual experts. They recommend that consultations with resource persons outside the school should be done by the head and that there should be follow ups to avoid disappointment at the last minute.

Roux et al. (1993) outline seven training formats some of which are observation followed by discussion, peer coaching and workshops. They also stress the need to establish the objectives of the training programme to enable participants use it to assess the programme. Report on the assessment should be sent to the organisers of the programme to enable them use it as a basis to improve subsequent training programmes.

Glickman et al. (1995) believe that staff development includes all legally sanctioned and supported learning opportunities provided by the school and school systems for its teachers to promote improved instruction for students. According to them, over 85% of education budget goes into salaries and that it is the thoughts and actions of the staff in schools that make good schools and promote successful instruction. Hence the best way of improving the quality of

education in school is through staff development. They warn that failure to do this will lead to a loss of teachers physically and/or mentally.

Drawing inferences from Lawrence (1974) who examined 97 studies and reports on staff development programmes, Glickman et al. (1995) listed the following as the characteristics of effective staff development programme.

1. administration and supervisors are involved in planning and executing the programme;
2. there is differential training experience for different teachers;
3. teachers are placed where they can play active roles;
4. there is emphasis on demonstration, supervised trials and feedback, teacher sharing and mutual assistance;
5. activities are linked to the general staff development programme;
6. teachers choose goals and activities, and
7. they are teacher self-initiated and self-directed activities (p. 66).

To determine priorities for staff development programmes, they advocate some of these methods: techniques of eyes and ears, official records, third party review, written open ended surveys, check and ranking list, the Delphi Technique and nominal group technique. They note that staff development programmes should be planned both according to prioritised themes and according to individual meanings ascribed to topics.

Rebore (1982) identifies with most of the rationale for organising staff development programmes as outlined in the works of Roux et al. (1993) and Glickman, Gordon and Ross-Gordon (1995) and points out emphatically that, “it

is literally impossible today for any individual to learn a job or enter a profession and remain in it 40 or so years with his or her skills basically unchanged” (p. 13). To them, staff development is a desirable activity which requires that every school system commits both human and fiscal resources to enable it maintain an enviable and knowledgeable staff. He argues that the practice of one man planning and implementing staff development programme has serious limitation in scope and effectiveness and suggests that staff development plan follows this model.

1. school district goals and objectives,
2. needs assessment,
3. staff development goals and objectives,
4. designing the programme,
5. implementation and delivery of the programme, and
6. programme evaluation (Glickman et al., 1995, p. 89).

Lawrence (1974) points out that poor support for implementing newly acquired skills and ideas, lack of appropriate programme organisation and lack of supervision during implementation are some of the major obstacles to the smooth implementation of staff development programmes. To him, the role expected of the Board of Education is that of providing funds and policies, while that of the administration is to draw plans, manage and supervise the programme. The principal has to identify knowledge, skills and abilities needed to implement the goals and objectives of the school district while the employees as expected to fully participate in the programmes.

To Rebores (1982), needs assessment should focus on the determination of the discrepancy between existing and needed competencies of staff, including the projected manpower needs. He believes that staff development goals and objectives will always change to meet the ever-changing needs of individual staff members and the school. He suggests that different methods of delivery like classes and courses, conference workshops, staff meetings, professional readings, field trips, camping, teacher exchange, etc. should be considered in designing programmes. He suggests that steps should be taken to give appropriate incentives to employees, fix suitable time and resolve potential organisational problems that can hinder employee participation.

On evaluation, Rebores (1982) advocates a perception-based approach, where participants are asked to rate individual instructions, programme content, timing and venue. Room should also be made for a follow up evaluation of programmes which should centre on skill acquisition. He outlines the following as the benefits of staff development programmes to the teacher:

1. update skills and knowledge of the teacher in his subject area,
2. keep the teacher abreast of societal demands,
3. help the teacher become acquainted with research findings on instructional process and new methods of teaching and
4. help the teacher to become acquainted with advances in instructional materials and equipment (p. 117).

Torrington and Hall (1991) describe appraisal as an organisational process or rating the worth of something, its usefulness and the degree to which it displays

various qualities. They outline the purpose of appraisal as follow; to improve current performance, provide feedback, increase motivation, identify training needs of employees, identify potentials, let individuals know what is expected of them, focus on career development, award salary increases and solve job problems (p. 480).

Dunham (1995) says appraisal can be used in two different ways namely to appraise performance (performance appraisal) and to review staff development (staff development review). He explains that performance appraisal concerns itself with setting achievable goals and giving feedback to staff on their work performance. This help to identify needs of employees and encourages their work performance so that the objectives of the organisation can be achieved. Staff development review, on the other hand, deals with the identification of teachers; professional development needs and training opportunities to satisfy these needs so that teachers can improve their performance in the present and future work role. According to Dunham (1995), critics of the Performance Appraisal Model claim it results in an exclusive focus on accountability judgmental reactions and critical feedback rather than enhancing teachers' feeling of self-esteem and motivation.

According to Rebore (1982), the need for appraisal stems from the fact that there is an integral relationship between all employees. Rebore (1982) opines that it is important to develop constant benchmarks in establishing appraisal process and that the use of job description should be a necessary pre-requisite for establishing effective appraisal process in education.

Roux et al. (1993) define appraisal as process in which an individual teacher and a senior colleagues collaborate in evaluating that teacher's work as a professional person. They indicate that appraisal touches on all aspects of the teacher's work including class organisation and management: use of time and materials; and attitudes toward pupils, fellow teachers, the head, parents and the community. They suggest that appraisal should not be used as a fault-finding mechanism but as a means of helping the teacher to improve his professional image and motivation. They find the following conditions necessary for promoting effective staff appraisal:

1. existence of an atmosphere of trust between the appraiser and appraisee.
2. the competence of the appraiser should not be in doubt.
3. comments and criticisms should be constructive.
4. the teacher being appraised should be treated as a stakeholder and someone who has needs and interests.
5. the appraisee should be made to understand that comments made during discussion will be treated as confidential.
6. appraisal procedures and timetable for appraisal should be discussed, with the staff taking note of comments made by teacher (p. 208).

Roux et al. (1993) indicate that during the observation, the appraiser should observe the entire lesson of the appraisee from introduction to conclusion and that the fixing of post-observation meeting should be done with the appraisee soon after the observation. Roux et al. (1993) suggest that the post observation meeting should focus on what was observed in the classroom and how the teacher

can be helped to overcome his weaknesses giving praise where it is due. Roux et al. (1993) believe that appraisal should be an ongoing process, and that when there is the need to invite a specialist to assist a teacher with a peculiar need, it should be done promptly.

A study conducted on teacher management and support systems in Ghana. The case of Cape Coast Municipality by Owolabi and Edzii (2000) revealed that:

1. Ghana Education Service scarcely organises in-service training for school teachers.
2. Except for the inadequate laboratory equipment, supply of teaching materials in Cape Coast Municipality is sufficient.
3. Internal supervision of Senior High School teachers in the Municipality is negligible. External supervision is scarcely done.
4. Six kinds of financial support exist in principle but most teachers are unaware of any of them. Majority of the respondents considered the highly priced national Best Teacher Award as being inadequate to effectively motivate most teachers.
5. Internal incentive packages, organised by each school and its PTA are more effective than GES incentive packages (p. 3).

Staff Supervision and Discipline

According to Alvy and Robbins (1995, p. 8), “supervision is the providing of support for teachers so they can become the best they can.” To them, supervisors should provide resources and promote formal and informal

conversation with staff to affect curriculum, teaching, learning and professional development.

Glickman et al. (1995) say anybody charged with the responsibility for improving classroom and school instruction can be called a supervisor. People who fall into his category include principals, assistant principals, instructional lead teachers, heads of departments, central office consultants and co-ordinators. They declare that supervision should be viewed as a process and a function, not a position or a person.

Torrington and Hall (1991) define discipline as “the regulation of human activity to produce a controlled performance” (p. 23). It ranges from the guards control of a rabble to the accomplishment of lone individual producing spectacular performance through self-discipline in the control of their own talents and resources.

They identify three types of discipline, namely:

1. Managerial discipline – here the leader is solely responsible for the production of worthwhile results,
2. Team discipline – here there is commitment by each member of the group to mutually depend on each other to promote the realization of organisational goal, and
3. Self-discipline – here the individual combines self control with his training and expertise to discharge his duties without the need for supervision.

Roux et al. (1993) believe that the need staff supervision and discipline stem from the fact that the head has responsibility for the efficient management of

the school and therefore plays both administrative and educational leadership roles. He is responsible for ensuring that successful learning takes place for all pupils in the school. Since he cannot perform all the expected roles alone, he has to delegates some of his functions to other members of staff. This situation sets the stage for staff supervision and discipline. There is the need to ensure that tasks assigned to teachers are carried out efficiently, teachers behave in a responsible manner towards one another and the pupils; and that there is accountability towards pupils, parents, community and wider society. They believe that meetings with staff in groups and on individual basis will enable the head know the administrative functioning of the school as well as curriculum implementation and development.

Roux et al. (1993) note that to help prevent potential problems the head needs to show concern about everything that takes place in the school; visit classes; talk to teachers, pupils and parents; and be well informed about the school community, its people and events. They described discipline as the maintenance of order and harmonious functioning of society. This state of affairs in a school situation will help to ensure that learning takes place because individual and collective rights are protected. They contend that staff discipline will be greatly enhanced if members of staff jointly evolve some code of conduct to guide their behaviour and relationships.

Roux et al. (1993) are of the view that in an ideal situation, the staff of a school is expected to be regular and punctual, prepare their lessons well, treat pupil with respect in a fair and firm manner, and above all carry out their

instructional responsibility efficiently. Where the head finds that some of the teachers are lazy, immoral, weak or have some personal problems, he needs to initiate moves to help the teacher come out of such situations. They suggest that the head can do this through encouragement and support, sympathy and understanding or disciplinary action. To them, staff supervision and discipline should be used as a means of helping teachers overcome their genuine problems and that it is only when the teacher proves intransigent that disciplinary procedures in the form of sanctions should be applied against him/her. They range the sanctions as follows; verbal reprimand, written warning and report to the school board.

Staff Motivation and Retention

According to Riches (1994) and Hanson (1996), motivation is derived from the Latin word “movere” which means, “to move.” Riches adds that motivation, “refers to the individual difference with regard to the priorities, attitudes and aspects of life style that people seek to fulfil in work, i.e. those things which drive them on and make them feel good about doing so” (p. 231).

To Riches, the concept of motivation is multi-faceted because it incorporates what gets people activated and the force individuals exert to engage in a desired behaviour. On his part, Hanson (1996) declares that motivation techniques must respond to three organisational needs. Namely:

1. people must be attracted and be retained by the organisation,
2. people must be induced to conscientiously and effectively perform their tasks, and

3. people must be spurred on to engage in creative and innovative work related actions that resolve problems in increasingly effective and efficient ways (Hanson, p. 189).

Dunham (1995) notes that managers have two major reasons for motivating staff. These are to create and sustain in staff the will to work and to share that will to work effectively. Roux et al. (1993) note that the key to effective management is the ability to positively influence the productive capacity of people. To them, the basic question which motivation seeks to answer is why people behave the way they do. They contend that it is the responsibility of the head to ensure that his/her staff have job satisfaction and the well motivated staff produce good results. They suggest that the head should be guided by the principles of participation, communication, recognition and delegation in his dealings with his staff.

Roux et al. (1993) classify factors which affect staff motivation into four main categories, namely; personal needs, work situation factors, management methods and community values. Within these factors the positive ones would boost morale and enhance output while the negative ones would hinder productivity. Closely related to the issue of staff motivation is staff retention. According to Chamberlain, Kindred and Mickelson (1966), studies conducted in industries have shown that both economy and efficiency increases when the staff of an organisation is retained for a reasonable period of time. To them, there is a close relationship between stability of employment and instructional efficiency.

Adesina (1990) reveals that the greatest problem confronting the Nigerian education system hinges on the issues of getting competent staff and retaining them in the service. He also finds out that under-payment, poor promotion prospects, poor conditions of service, social disrespect for teachers, and government insensitivity to the plight of teachers as the leading factors affecting teacher retention in Nigeria.

Carey (1979) thinks teachers are not different from workers in other occupations where money is effectively used as an incentive. Chapman and Hutcheson (1982) agree with Casey and declare that the individual's decision to remain in a profession is influenced to a large extent by material rewards.

Antwi (1992) looking at the issue from the Ghanaian perspective collaborates with the above scholars. He declares that the question of low teacher retention can be attributed to the negative change in public attitude towards the teaching profession. He notes that this negative change in public attitude had driven some of the best brains away from the teaching profession to other occupations that enjoy high societal respect. To him the poor remuneration teachers continue to receive is also a contributory factor to the issue of low teacher retention. Citing the 1967 Mills-Odoi Commission Report and its implementation in 1969, Antwi reveals that graduate teacher retention appreciated significantly in 1969, mainly due to the increased remuneration prospects for graduate teachers. He attributes the mass exodus of Ghanaian teachers from the country in the late 1970's and early 1980's to the economic and social frustrations they encountered.

Community Participation in Teacher Management

Referring to what pertained in the United States before the second half of this century, Chamberlain, Kindred and Mickelsen (1966) reveal that teachers were regulated and controlled by pressures and demands in the communities where they were employed. The social, economic and even religious life of the teachers was rigidly controlled. To them, this rigid control of teachers by the communities was unfair and tended to isolate them from the rest of the community. Even though the rigid conditions have changed significantly in modern times, communities still expect teachers to uphold accepted standards of ethnics.

In Ghana until recently, communities exerted little or no influence in teacher management. The little control communities exercised was nearly always performed by the religious organisation which opened the school in question. Following the introduction of the 1987 Educational reforms, communities were consciously urged to participate in the management of schools in their localities.

However, the legal backing for community participation in the management of schools and for that matter teacher was derived from the Ghana Education Service Act (1995). Article 9 subsection (2) calls for the creation of the District Education Oversight Committee whose entire memberships are drawn from the District. Subsection (3) of article 9 which spells out the functions of the DEOC empowers members of the committee to directly participate in the management of teachers. In subsequent government official policy documents, the District Assemblies, Religious Organisations (ROs), PTAs, old students

association and traditional authorities have all been formally urged to assist in the management of schools within their localities. For instance the FCUBE policy document provides that the responsibility for the building and maintenance of basic schools rests, with the District Assemblies. They would soon be required to sponsor prospective teacher trainees and enter into contract with them.

Another significant development is the creation of the School Management Committee (SMC) at the school level. This body which is made up of people drawn from the community is charged with the responsibility of seeing to the “general policy of the school it serves” (Constitution of SMC). The implication of all these is that, the call to participate in the management of schools is also a call to participate in the management of teachers in the schools.

Finally, a portion of the address read on behalf of the Minister for Education at a workshop for key District and community leaders held in Kumasi on the 30th November, 1996 reads:

If the local community, through its various organs, has been mandated to participate in school management, one is left in no doubt that the community has a great hold in managing and supporting the teacher to also play his role in educational deliver (Achiaw, 1996).

Summary

This review of literature has enabled the study to unearth much about teacher management. The literature has thrown light on the nature and scope of teacher management and support. A clearer picture has also been established of

all the parties involved in teacher management and the role expected of each party. Of much interest to the study were the professional advice/ services provided by circuit supervisors and other GES officials in the Wasa Amenfi East District with the aim of assisting teachers to give of their best and also improve upon their professional and academic qualifications. The review has also brought to light the important role teachers' play in affecting the whole society and the challenges that confront teachers in the discharge of their duties.

CHAPTER THREE

METHODOLOGY

This chapter describes the study population and the sample. The research instruments used in collecting the data as well as the design and the procedure for data collection and the pilot-testing are also described.

Research Design

The study considered the descriptive cross-sectional survey as the more appropriate research design to use. Gay (1996) describes the descriptive cross-sectional survey as the process of collecting data in order to test hypothesis or answer questions concerning the status of the object under study. To Osuala (1991) descriptive research specifies the nature of given phenomenon and gives a picture of a situation or a population.

Based on the above and with regard to the purpose of the study, the researcher felt that the descriptive cross-sectional survey was appropriate so that meaningful findings and conclusions could be drawn. Therefore, this design used to elicit information from the respondents on how the various educational agencies providing teacher management and support services in the Wasa Amenfi East District were functioning and teachers' perceptions of their effectiveness.

Population

The population for the study included all individuals and organisations specifically involved in providing teacher management and support services in the

Wasa Amenfi East District. The first group included education officials is made up of officers of the District Education Directorate, Circuit Supervisors in the district, members of the District Education Oversight Committee, School Management Committee and Wasa Amenfi East District Assembly. The second group consisted of headteachers and teachers of all public basic schools in the Wasa Amenfi East District. The last group included members of PTAs and Religious Organisations (ROs) in the district.

Sample and Sampling Procedure

A sample size of 185 was selected for the study. Samples were drawn from the various categories of the population as outlined as follows: From the District Education Directorate, the District Director of Education, his Deputy and two Assistant Directors in charge of Human Resource Management and Supervision of Teaching and Learning and other officials at the District Education Office were involved in the study. All the seven circuit supervisors in charge of the educational circuits in the district were part of the study. Here, 20 samples were purposively selected for the study. They were purposively chosen because they were responsible for the provision of teacher management and support services in the district.

Also, included in the sample were the Presiding Member, the District Coordinating Director and the Chairpersons of the Finance and Administration Sub-Committee all of Wasa Amenfi East District Assembly. The Chairman, Secretary, the Traditional Authority representatives and the Ghana National Association of Teachers (GNAT) representatives were included to provide

information on behalf of the DEOC. By way of involving the SMC, PTA and RO in the study, each of them was sub-categorised into two; namely, urban and rural. From each type of organisation, four rural-based and four urban-based bodies were selected by simple random sampling technique. From each organisation, the Chairman (leader) and his deputy were selected to provide information for the study. A total 70 respondents were purposively selected for the study.

The sample size allotment for the teachers and headteachers was 95. All the 12 headteachers of the selected Primary and Junior High Schools were also involved in the study. In the selection of the respondents, the district was also divided into two; namely, rural and urban schools. Four primary and four Junior High Schools were selected randomly from each category. From the selected schools, all the teachers in the schools were selected to provide information for the study. The headteachers were purposively selected while the teachers were randomly chosen using the random number generator in the SPSS.

Research Instruments

The study used three questionnaires for the data collection. The questionnaires were used to solicit information from the education official including (circuit supervisors and members of the DEO, WAEDA and DEOC), and headteachers and teachers. Generally, the views that were gathered from both the circuit supervisors and other education officials and headteachers and teachers were focused on how each of the educational agencies was functioning in the provision of the teacher management and support services, the challenges that confronted them and suggested solutions to those challenges.

The instrument for the headteachers and teachers had six sections with 15 questions (see Appendix A), while that of the education officials was made up of six sections and 14 items (see Appendix B). There were also six sections on the questionnaire for the other stakeholders (see Appendix C).

Pilot-Testing of Instruments

A pilot-test was conducted in the Afransie Circuit of the Wasa Amenfi East District. The circuit was chosen because it has a lot of similar characteristics with most of the other circuits in the district. The study involved one Primary and one Junior High School each from the Afransie town and similar sample from a remote village called Akrofuom also in the Afransie Circuit. In each school, the headteacher and two other teachers were involved. One SMC, PTA and RO person each was selected from Afransie and Akrofuom towns. At the District level, the District Director of Education and the District Chief Executive representing the DEOC and the Presiding Member for Wasa Amenfi East District Assembly were selected. In all, 19 respondents were involved in the pilot-testing.

The data collected from the pilot-testing were entered into the SPSS and Cronbach's Alpha coefficient of reliability test was run. Reliability coefficients of .7264, .694 and .811 were based on only open-ended items for the headteachers' and teachers' questionnaire, circuit supervisors' questionnaire, and other stakeholders' questionnaire respectively. These indicated that the questionnaires were very reliable according to Leech, Barrett and Morgan (2005) who gave a cut-off point of .600.

Data Collection Procedure

I personally administered the questionnaires to the respondents. This enabled me to establish a good rapport with the respondents and also ensured that all the targeted respondents were captured. The visits to some of the remote areas in the district also gave me real experience about accessibility to these places and the conditions under which teachers in such communities worked and how some of the educational agencies were functioning. The study recorded a 97.3% questionnaire retrieval rate including 90 headteachers and teachers, 20 education officers, and 70 other stakeholders.

Data Analysis

The completed questionnaires were cleaned and coded to ensure consistency. Three separate templates were designed in the Statistical Product and Service Solutions (SPSS version 16.0) to capture the data. Descriptive statistical tools were used in analysing the data collected. Thus, frequencies, simple percentages, means and standard deviations were computed for items and results presented in tables/cross-tabulations and figures.

CHAPTER FOUR

RESULTS AND DISCUSSION

The results from the investigation are presented in this chapter. This study sought to examine the status of teacher management and support services for basic school teachers in Wasa Amenfi East District in the Western Region. There were 90 headteachers and teachers, 20 education officials and 70 other stakeholders. The following research questions were set for the study:

1. How effective are in-service training courses organised by the Ghana Education Service for teachers in basic schools in Wasa Amenfi East District?
2. How are supervisors assisting basic school teachers in Wasa Amenfi East District to overcome their teaching problems?
3. What incentives are available for basic school teachers in the Wasa Amenfi East District to entice them to remain in the district?
4. To what extent do the availability of teacher management and the provision support services influence the morale and quality of education, as perceived by teachers?
5. What challenges confront management bodies in the provision of support services to teachers?

Background Characteristics of Heads/Teachers and Education Officials

The study requested the 90 headteachers and teachers, and 20 education officials (service providers) to indicate their background characteristics since these characteristics and attributes could influence their responses. These included highest academic qualification, rank, and duration of service. Table 1 is the summary of their responses.

Table 1: Background Information of Respondents

Variables	Responses	Frequency	Percentage
Highest academic qualification	Cert. 'A'	8	7.2
	Diploma	45	40.9
	First Degree	56	50.9
	Second Degree	1	1.0
Total		100	100.0
Rank	Superintendent	3	2.7
	Snr. Superintendent	66	60.0
	Principal Superintendent	32	29.1
	Assistant Director	7	6.4
	Deputy Director	2	1.8
Total		110	100.0
Service duration	At most 5 years	37	33.6
	6 – 10	52	47.3
	11 and above	21	19.1
Total		110	100.0

Table 1 shows that the majority (50.9%) of the headteachers, teachers and education officials were first degree holders, while the 40.9% had obtained diplomas. The educational qualifications of the respondents appeared to be fairly high and appreciable. Again, 60.0% of them were either senior or principal superintendents, with only 1.8% being of the rank of deputy director. With regard to their duration of service, most (47.3%) had served for at least 11 years. Thirty-five (33.6%) respondents had been in the service for almost five years. It can be inferred from the qualifications and working experience of these categories of respondents that they could provide relevant and up-to-date information as required addressing the research questions posed.

Research Question 1: How effective are in-service training courses organised by the Ghana Education Service for teachers in basic schools in Wasa Amenfi East District?

The study sought to unearth the effectiveness of the organisation of in-service training for basic school teachers in the district. Specifically, questions were asked about whether or not in-service training programmes were organised at all, their preferred level of training, and their effectiveness. Here, data were solicited from the headteachers, teachers and education officers, and their responses are summarised Tables 2, 3 and 4.

Headteachers and teachers were asked if they were provided with in-service training by the education officials. In order to validate their responses, the education officials were also asked if they had given in-service training to the headteachers and teachers. Table 2 is a summary of their responses.

Table 2: Organisation of In-service Training for Teachers

Response	Heads/Teachers		Education Officials		Total	
	No.	%	No.	%	No.	%
Yes	86	95.6	20	100.0	106	96.4
No	4	4.4	0	0.0	4	3.6
Total	90	100.0	20	100.0	110	100.0

With reference to the headteachers and teachers, 86 out of 90 representing 95.6% said that in-service training courses were organised for them. The response from the education officials was overwhelming as they unanimously responded in the affirmative. Generally, the views of the two categories of respondents agreed that in-service training sessions were organised for the teachers in the Wasa Amenfi East District.

Also, regarding the level of in-service training, the headteachers and teachers, and education officials were asked which type of in-service training they preferred. Table 3 is a summary of their responses.

Table 3: Preferred In-service Training Level

Response	Heads/Teachers		Education Officials		Total	
	No.	%	No.	%	No.	%
School	66	73.3	1	5.0	67	60.9
Circuit	12	13.3	6	30.0	18	16.4
District	8	8.9	10	50.0	18	16.4
Regional	4	4.5	2	10.0	6	5.4
National	0	0.0	1	5.0	1	0.9
Total	90	100.0	20	100.0	110	100.0

From Table 3, majority (73.3%) of the headteachers and teachers said that they preferred the school-based in-service training to all other forms of in-service training. About 13% of them also indicated their preference for in-service training organised at the circuit level, while 13.4% preferred the district and regional levels in-service training sessions. Interestingly, no head and teacher wanted the national in-service training. This could be due to the inconveniences associated with external in-service training programmes.

Among the education officials (service providers), half of them preferred the district level training for the teachers than the other four. Similarly, 30.0% of them indicated their preference for the circuit level in-service training for the teachers in the district. Comparatively, the preference of the service providers and beneficiaries seemed to be at variance in that whilst the latter preferred the school-based in-service training, the former suggested the district-based one. This phenomenon calls for in-depth deliberations between service providers and beneficiaries for a 'balance.'

On the effectiveness of the internally and externally-based in-service training, the views of the headteachers and teachers, and education officials were solicited. Table 4 displays their views.

Table 4: Effectiveness of Internally-based In-service Training

Response	Heads/Teachers		Education Officials		Total	
	No.	%	No.	%	No.	%
Excellent	9	10.0	0	0.0	9	8.2
Very Good	71	78.9	6	30.0	77	70.0
Good	4	4.4	0	0.0	4	3.6
Satisfactory	6	6.7	14	70.0	20	18.2
Poor	0	0.0	0	0.0	0	0.0
Total	90	100.0	20	100.0	110	100.0

Although the internally-organised in-service training was rated as most effective as indicated by 70.0%, there seemed to be disagreements among service providers and beneficiaries. Clearly, the headteachers and teachers rated their own-organised in-service training as very effective as against only 30.0% of the education officials. On the other hand, the majority (70.0%) of the service providers considered the effectiveness of internally-based in-service training as satisfactory.

Similarly, whilst 10.0% of the headteachers and teachers claimed that internally-organised in-service training was excellently effective, no service providers did same. The result here is similar to that in Table 3 and, therefore, it is not surprising as the disagreement was evident from above. The palpable reason might be that the education officials did not have absolute confidence in headteachers doing the right thing because of their close relations with teachers.

An assessment of the effectiveness of externally-based in-service training by the headteachers and teachers, and education officials is summarised in Table 5.

Table 5: Effectiveness of Externally-based In-service Training

Response	Heads/Teachers		Education Officials		Total	
	No.	%	No.	%	No.	%
Excellent	4	4.4	1	5.0	5	4.5
Very Good	5	5.6	15	75.0	20	18.2
Good	74	82.2	0	0.0	74	67.3
Satisfactory	7	7.8	4	20.0	11	10.0
Poor	0	0.0	0	0.0	0	0.0
Total	90	100.0	20	100.0	110	100.0

In the view of the service providers, the externally-organised in-service was more effective than the internally-based one. However, the headteachers and teachers partially disagreed, rating its effectiveness as good. This is because as much as 75.0% of the education officials claimed that external in-service training was very effective. In contrast, the headteachers and teachers did not value the effectiveness of the external in-service training. Again, it is worthy of notice that the benefits of in-service training could only be seen if both service providers and beneficiaries had a common ground on the ‘best’ form of in-service training.

In conclusion to the Research Question 1, the study revealed that there were effective in-service training programmes for teachers in the Wasa Amenfi

East District of the Western Region. It also emerged that whilst the headteachers and teachers preferred the school-based in-service training because of its effectiveness, the education officials preferred the district-level one.

Research Question 2: How are supervisors assisting basic school teachers in Wasa Amenfi East District to overcome their teaching problems?

The objective of the study was to investigate the nature of assistance given to headteachers and teachers by circuit supervisors and other education officials to surmount challenges in line of their duties. Headteachers and teachers were asked to rate the extent of helpfulness and their perception about circuit supervisors and other education officials in the Wasa Amenfi East District. Similarly, the education officials (service providers) were also requested to indicate how the headteachers and teachers perceived them when they visited schools. Table 6 presents the responses of the service providers and beneficiaries on the how service providers were perceived when they visited schools.

Table 6: Perceptions about Service Provisions by Headteachers/Teachers and Education Officers

Responses	Heads/Teachers		Education Officials		Total	
	No.	%	No.	%	No.	%
Fault finders	10	11.1	7	35.0	17	15.5
Helpers and consultants	79	87.8	13	65.0	92	83.6
Others	1	1.1	0	0.0	1	0.9
Total	90	100.0	20	100.0	110	100.0

Table 6 shows that 13 (65.0%) of the supervisors (education officials) claimed that headteachers and teachers perceived them as professional helpers and consultants. This was corroborated by a majority (87.8%) of the headteachers and

teachers. This suggests that indeed, headteachers and teachers acknowledged the professional and academic contributions of the education officials. This is in line with Alvy and Robbins (1995) that supervision is the providing of support for teachers so they can become the best they can; pointing that supervisors should provide resources and promote formal and informal conversation with staff to affect curriculum, teaching, learning and professional development. Notwithstanding, 10 (11.1%) of the headteachers and teachers considered their supervisors as fault finders.

Table 7 is a summary of the responses of the education officials on the perceptions of the headteachers and teachers about them when they visited schools in their jurisdiction. In this instance, data were solicited from only the headteachers and teachers. From Table 7, with a mean rating of 3.50 and variability of 0.466, all (100.0%) headteachers and teachers said that their circuit supervisors vetted the lesson notes they prepared. Similarly, when asked if they enjoyed the support of their circuit supervisors, 95.6% of them responded in the affirmative.

On whether or not they accepted circuit supervisors' guidance, 37 (41.1%) and 43 (47.8%) of the headteachers and teachers responded "strongly agree" and "agree" respectively. This implies that a large majority of the headteachers and teachers respected and complied with the professional direction and advice of the service providers in the district. It also appears that the circuit supervisors were doing their work by regularly visiting and supporting the headteachers and teachers.

Table 7: Headteachers' and Teachers' Assessment of Circuit Supervisors' Assistance

Statements	Responses								Mean	Std. dev.
	SA		A		D		SD			
	No.	%	No.	%	No.	%	No.	%		
My circuit supervisor vets my lesson notes.	45	50.0	45	50.0	0	0.0	0	0.0	3.50	0.466
I enjoy the support of my circuit supervisor.	36	40.0	50	55.6	2	2.2	2	2.2	3.33	0.929
I accept my circuit supervisor's guidance.	37	41.1	43	47.8	7	7.8	3	3.3	3.27	0.341
My circuit supervisor is regular at school to support us.	33	36.6	45	50.0	6	6.7	6	6.7	3.17	0.478
My circuit supervisor guides my professional growth.	20	22.2	46	51.1	16	17.8	8	8.9	2.87	0.812
My circuit supervisor holds meetings with us.	14	15.6	35	38.9	31	34.4	10	11.1	2.59	0.330
I consult my circuit supervisors on any issues.	7	7.8	20	22.2	45	50.0	18	20.0	2.18	0.500

Mean = SA - Strongly agree (4); A - Agree (3); D - Disagree (2); and SD - Strongly disagree (1). n = 90

On the effectiveness of general supervision in basic schools in the District, headteachers and teachers, and education officials were asked to rate. It emerged that majority (52.7%) of them rated it as very good, good (20.9%), average (17.3%), while 10 (9.1%) said “poor” as shown in Figure 2.

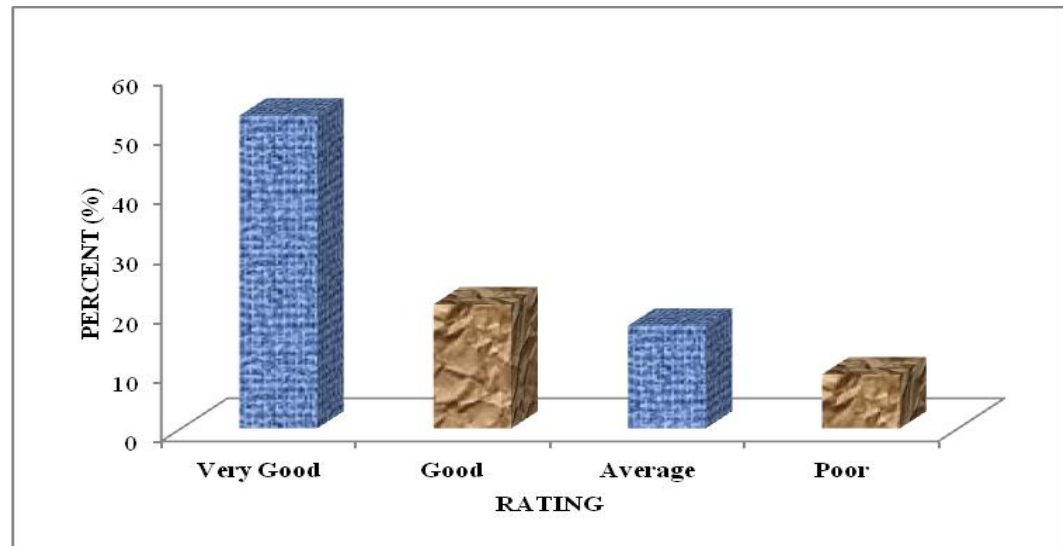


Figure 2: Effectiveness of supervision in basic schools

It can be deduced from the responses to Research Question 2 that supervisors had been of immense assistance to the headteachers and teachers (service providers) despite the misconceptions that few headteachers and teachers had about them. This was evident in the views of the beneficiaries on the following statements: “My circuit supervisor vets my lesson notes,” “I enjoy the support of my circuit supervisor,” “I accept my circuit supervisor’s guidance,” and “My circuit supervisor is regular at school to support us.”

Research Question 3: What incentives are available for basic school teachers in the Wasa Amenfi East District to entice them to remain in the District?

The objective was to identify the incentives (if any) that are made available for the teachers to retain them in the District. Data were gathered from

the three categories of respondents, namely, headteachers and teachers, education officials, and other stakeholders (e.g. SMC, PTA, and RO members).

Table 8 is the summary of responses on the availability of incentives for headteachers and teachers in the Wasa Amenfi East District of the Western Region. Frequencies and percentages were tallied for discussions. The top two available incentives were as follows:

1. Induction programme for newly recruited teachers,
2. Promotion of good relationship between the teacher and other staff members, and
3. The provision of opportunities for teachers to develop professionally and academically.

Table 8: Headteachers’ and Teachers’ Views on Incentives Available for Teachers

Incentives	Frequency	Percentage
Effective induction programme for newly recruited teachers.	23	25.6
Promoting good relationship between the teacher and other staff members.	23	25.6
The provision of opportunities for teachers to develop professionally and academically.	12	13.2
Effective in-school monitoring and appraisal of teachers’ output by school heads and education officers.	11	12.2
Involving teachers’ decision-making.	11	12.2
Financial and health support services, annual bonuses, paid leaves and housing.	10	11.2
Total	90	100.0

About 26% of the headteachers and teachers agreed that there was an induction programme for newly recruited teachers in the district, just as 26% of them also indicated that there was a policy to promote good relationship between the teacher and other staff members. Again, the respondents said that there was also an incentive to provide opportunities for teachers to develop professionally and academically. There appeared to be little or no incentives on financial and health support service for teachers.

Table 9: Education Officials’ Responses on Incentives Available to Teachers

Incentives	Frequency	Percentage
Involving teachers’ decision-making.	7	35.0
The provision of opportunities for teachers to develop professionally and academically.	6	30.0
Effective in-school monitoring and appraisal of teachers’ output by school heads and education officers.	3	15.0
Effective induction programme for newly recruited teachers.	3	15.0
Promoting good relationship between the teacher and other staff members.	1	5.0
Providing incentive packages for teachers.	0	0.0
Financial and health support service.	0	0.0
Total	20	100.0

Unlike the circuit supervisors and other education officials who least considered the availability of the involvement of teachers in decision-making as an incentive, 35.0% circuit supervisors and education officials claimed it was largely available as indicated in Table 9. The second available teacher incentive identified by the service providers was the provision of opportunities for teachers to develop professionally and academically. They, however, admitted the absence of providing incentive packages for teachers, and financial and health support service.

Table 10: Other Stakeholders’ Views on Incentives Available to Teachers

Incentives	Frequency	Percentage
Effective induction programme for newly recruited teachers.	16	22.9
The provision of opportunities for teachers to develop professionally and academically.	14	20.0
Effective in-school monitoring and appraisal of teachers’ output by school heads and education officers.	10	14.3
Promoting good relationship between the teacher and other staff members.	10	14.3
Providing incentive packages for teachers.	10	14.3
Financial and health support service.	7	10.0
Involving teachers’ decision-making.	3	4.2
Total	70	100.0

From Table 10, 16 (22.9%) of the “other stakeholders” claimed that there was an effective induction programme for newly recruited teachers in the district. This confirms the position of the headteachers and teachers. Dean (1987) also postulated that induction is a necessity for any new comer to the school. Similarly, 14 (20.0%) of them also revealed the availability of a programme to open up opportunities for teachers to develop themselves both professionally and academically. Notwithstanding, they also said that incentives such as financial and health support service, and teacher involvement in decision-making was good enough.

Research Question 4: To what extent do the availability of teacher management and the provision of support services influence the morale and quality of education, as perceived by teachers?

Again, the study sought to explore the influence of incentives on the efficacy of the teachers in the Wasa Amenfi East District. It also attempted to solicit their reasons for this situation. Figure 3 presents the responses of the 90 headteachers and teachers, 20 education officials, and 70 other stakeholders.

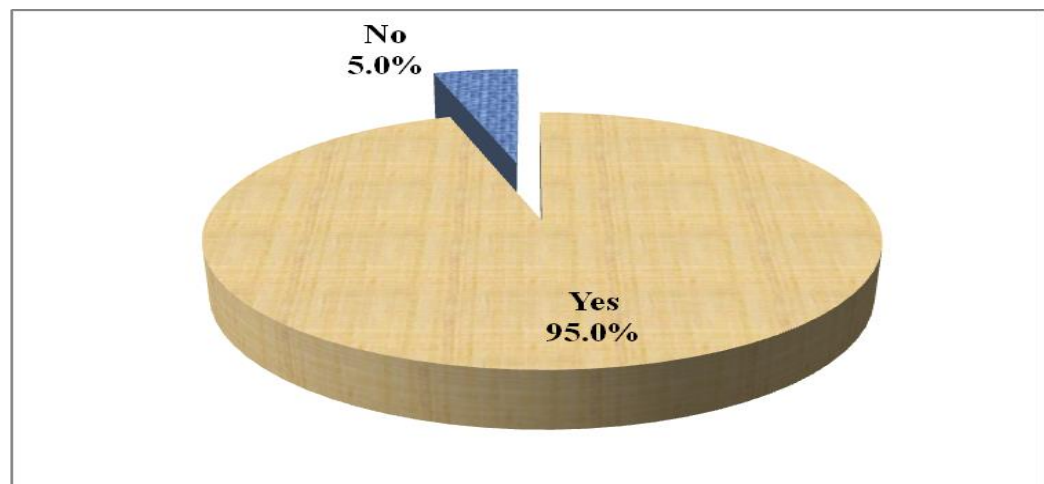


Figure 3: Influence of incentives on teachers

Clearly from Figure 3, overwhelming majority (95.0%) of the 180 respondents agreed that incentives could influence the teaching, morale and retention of teachers in schools in the district. However, 5.0% of them thought otherwise. Among the reasons advanced by the majority were that the various kinds of incentives serve as motivation, means of knowledge acquisition, and opportunity to participate in decision-making processes. This might have informed Owolabi and Edzii (2000) to have suggested the providing of incentive packages for teachers in the Cape Coast Municipality. These incentives could take varied forms from cash to kind. It can be concluded that incentives influence the teachers' morale and quality of education. The above conclusion that incentive influence teachers' morale and education agrees with Casey (1979) who thinks teachers are not different from workers in other occupations where money is effectively used as an incentive. Similarly, Chapman and Hutcheson (1982) agree with Casey and declare that the individual's decision to remain in a profession is influenced to a large extent by material rewards.

Research Question 5: What challenges confront management bodies in the provision of support services to teachers?

This research question sought to unearth the main challenges facing education officials in providing effective support services to teachers in the Wasa Amenfi East District of the Western Region. All three categories of respondents were requested to identify these challenges, and Table 11 is the summary of their responses.

Table 11: Challenges facing Support Service Provisions

Challenges	Relative Frequency	Percentage
Delayed and inadequate funds	0.344	34.4
Poor road networks	0.278	27.8
No vehicle	0.205	20.5
Inadequate qualified personnel	0.106	10.6
Misuse of resources	0.056	5.6
Others	0.011	1.1
Total	1.00	100.0

The key challenges confronting the implementation of support services from teachers in the district was delayed release of funds and inadequate funds for this purpose. Here, about 34% of the responses indicated this. The problem relating to funds could easily halt all activities concerning teacher management and provision of support services in the district since these services are largely money-driven. Again, 50 (27.8%) of the responses also blamed this challenges on the bad nature of roads in the district. This usually thwarts the efforts of education officials towards effective supervision especially in the hinterlands in the district.

The respondents also identified unavailability of vehicles for effective monitoring and supervision. The duties of education officials especially circuit supervisors involve extensive follow-ups. Therefore, lack of vehicles for these activities is unhelpful. Also, lack of qualified support service providers in the district is even compounding the difficulties that teachers are experiencing.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the entire study and the conclusions drawn from the study findings. It also includes the recommendations made and suggested topics for further research.

Summary

The study examined the status of teacher management and support services for basic school teachers in the Wasa Amenfi East District in the Western Region. It looked at how effective in-service training courses were, the assistance given by supervisors to teachers, the availability of incentives for teachers, their influence on teacher output, and the challenges confronting teacher support service providers in the district.

It specifically attempted to address the following research questions:

1. How effective are in-service training courses organised by the Ghana Education Service for teachers in basic schools in Wasa Amenfi East District?
2. How are supervisors assisting basic school teachers in Wasa Amenfi East District to overcome their teaching problems?
3. What incentives are available for basic school teachers in the Wasa Amenfi East District to entice them to remain in the district?

4. To what extent do the availability of teacher management and the provision support services influence the morale and quality of education, as perceived by teachers?
5. What challenges confront management bodies in the provision of support services to teachers?

The study selected a sample size of 185 respondents made of 95 teachers and headteachers, 20 education officials and 70 other stakeholders from in the district. However, after the data collection, the study attained a 97.3% questionnaire retrieval rate. This translated into 180 respondents including 90 teachers and headteachers, 20 education officials and all 70 other stakeholders. Frequencies were tallied and their corresponding percentages, means and standard deviations were computed, and presented in tables.

Major Findings

The analyses revealed the following findings:

1. In-service training programmes organised for teachers in the Wasa Amenfi East District had been effective.
2. The headteachers and teachers preferred the school-based in-service training to the others because of its effectiveness. However, the education officials preferred the district-level one.
3. Supervisors in the district were greatly helping the teachers as majority (65.0%) of the teachers themselves perceived the supervisors as professional helpers and consultants.

4. Induction programme for newly recruited teachers, promotion of good relationship between the teacher and other staff members, and the provision of opportunities for teachers to develop professionally and academically were the main teacher incentives available in the Wasa Amenfi East District.
5. Incentives influenced teacher delivery, morale and retention as indicated by overwhelming majority (95.0%) of the respondents.
6. The key challenges confronting smooth running of support service were delayed and inadequacy of funds, bad road networks, inadequate logistics like vehicles, and inadequate qualified personnel.
7. Notwithstanding the scarce resources at the disposal of teacher management bodies, they looked beyond these challenges and provided the headteachers and teachers with the much needed support in terms of professional advice, orientation for newly recruited teachers, and the promotion of healthy relationships among staff.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The effectiveness of in-service training programmes for teachers in the District has a direct link with their delivery in the classroom. This will therefore contribute to the success of the pupils in their examinations.
2. Supervisors being perceived as professional helpers and consultants is a good sign for effective collaboration between themselves and teachers

leading to exchange of ideas, professional counseling, problem-solving and effective delivery for an improved academic performance.

3. Although it was well acknowledged that incentives influenced teachers' output, the available teacher support services in the district were mainly academic-oriented rather than those that had direct influence on the lives and livelihood of the teachers such as fiscal cash, free accommodation, free medical services and involvement in decision-making process.
4. The challenges confronting teachers' service management will hamper the smooth implementation of plans, programmes and policies which are aimed at equipping the teachers for effective academic work in the district.

Recommendations

Based on the findings and conclusions drawn, the following recommendations and suggestions are made for possible implementations:

1. The provision of in-service training for teachers in the district should be intensified as it is yielding the desired results.
2. Teachers should continue to appreciate the professional services rendered by the circuit supervisors and other education officials in the district. They should frankly discuss their strengths and weaknesses with them for their professional perspectives at all times.
3. Since there is a relationship between teacher incentive and their performance, all efforts must be made to improve upon the provision of such incentives.

4. Those incentives that are not currently available must be considered and gradually introduced. For example, free accommodation, paid leaves and provision of motorbikes for dedicated service.
5. Teachers must be involved in decision-making processes both at the school and district-levels for them to feel belonged.
6. Government should timely release adequate funds for the provision of teacher support services in the district. However, education officials must have contingency arrangements to do these things even if these monies delay.
7. Due to the nature of roads in the district, the government through the GES should provide cross-country vehicles like Toyota Pickups and Land Cruisers vehicles for effective monitoring and supervision across the length and breadth of the district.
8. The Wasa Amenfi East District Assembly must rehabilitate and upgrade the road networks in the area. This will enable education officials to visit schools in the district often and regularly.

Suggestions for Further Research

Due to inadequate resources, the study could not cover all factors influencing poor academic performance of students. Therefore, the following topics are suggested for further investigations:

1. The contribution of SMC, PTA, RO and other stakeholders in incentive provision for teachers.
2. The effect of lack of logistics on supervision in the District.

REFERENCES

- Achiaw, N. O. (1996, Aug. 23). Free basic education. *Daily Graphic* (No. 14277), p. 12.
- Adentwi, K. I. (2000). *Principles, practices and issues in teacher education*. Kumasi: Skies Printing Works.
- Adesina, S. (1990). *Educational management*. Enugu: Fourth Dimension Publishing Company Limited.
- Alvy, B. H., & Robbins, P. (1995). *The principles comparison strategies and hints to make the job easier*. London: Corwin Press Inc. Sage Publication Ltd.
- Anderson, C. A., & Bowman, M. J. (1980). The participation of women in education in the third world. *Comparative Education Review*, 24(2), 513-32.
- Anderson, E. A., & Bowman, N. J. (1966). *Education and economic development*. London: Frank Cass and Co. Ltd.
- Ankomah, Y. A. (2002). *The success story of private basic schools in Ghana: The Case of three schools in Cape Coast*. Unpublished M. Ed. dissertation, University of Cape Coast, Cape Coast.
- Antwi, M. K. (1992). *Education society and development in Ghana*. Accra: Unimax Publishers Ltd.
- Ary, D., Jacobs, L. C., & Razavieh, A. (1990). *Introduction to research in education* (4th ed.). Chicago: Holt, Rinehart and Winston Inc.

- Bekoe, D. (1996, March 9). Gov't respects teachers' role. *Daily Graphic* (No. 14279), p. 16.
- Carey, S. M. (1979). *Action research to improve school practices*. New York: Bureau Publication – Teacher College, Columbia University.
- Chamberlain, L. M., Kindred L. W., & Mickelson, J. M. (1966). *The teacher and school organisation*. Englewood, New Jersey: Prentice Hall Inc.
- Crossley, M., & Murby, M. (1994). *Textbook provision and the quality of the school curriculum in developing countries: Issues and policy options*. *Comparative Education*, 30(2), 99-114.
- Cushman, K. (1992). *The essential school principal: A changing role in a changing school*. New York: Coalition of Essential Schools.
- Dean, J. (1987). *Managing special needs in the primary schools*. London: Routledge Inc.
- Dunham, J. (1995). *Developing effective school management*. London: Routledge.
- Dzobo, N. K. (1974). *The new structure and content of education for Ghana*. Accra: Ministry of Education.
- Fullan, M., & Hargreaves, A. (1996). *What's worth fighting for in your school?* New York: Teachers College Press.
- Gay, L. R. (1996). *Educational research* (5th ed.). New Jersey: Prentice Hall Inc.
- Ghana Education Service (2011). *Basic statistics*. GES: Wasa Amenfi East District Education Directorate.

- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (1995). *Supervision of instruction: A developmental approach*. New York: Teachers College Press.
- Government of Ghana (1961). *Education Act of 1961*. Accra: Government Printer.
- Hanson, E. M. (1991). *Educational administration and organisational behaviour*. (5th ed.). Boston: Allyn and Bacon.
- Harbison, F. H. (1973). *Human resources as the wealth of nations*. Oxford: Oxford University Press.
- Lawrence, G. (1974). *Patterns of effective in-service education: A state of the art summary of research on materials and procedures for changing teacher behaviour in in-service education*. Tallahassee, FL: Florida State Department of Education.
- Leech, N. C., Barrett, K. C., & Morgan, G. A. (2005). *SPSS for intermediate statistics: Use and interpretation* (2nd ed.). Mahwah, NJ: Lawrence Earlbaum Associates.
- McWilliam, H. O. A., & Kwamena-Poh, M. A. (1975). *The development of education in Ghana*. London: Longman Group Limited.
- Ministry of Education and Social welfare (1951). *Accelerated development plan*. Accra: Government Printer.
- MOE. (1996). *Basic education sector improvement programme policy document (BESIP); free compulsory universal basic education (FCUBE) by the year 2005*. Accra, Ghana: Ministry of Education.

- Musaazi, J. C. S. (1985). *The theory and practice of educational administration*. London and Basingstoke: Macmillan Publishers Ltd.
- Nwana, O. C. (1981). *Introduction to educational research*. Ibadan: Heinemann Educational Books.
- Oliva, P. F., & Pawlas, G. E. (1997). *Supervision for today's schools* (5th ed.). New York: Longman, Inc.
- Osuala, E. C. (1991) *Introduction to research methodology*. Onitsa: Africana – Fep Publishers Ltd.
- Owolabi, S. O., & Edzii, A. A. (2000). Teacher management and support systems in Ghana: The case of Cape Coast Municipality. *Journal of Educational Management*, 4(1), 1-14.
- Rebore, R. W. (1982). *Personnel administration in education*. Englewood Cliffs: New Jersey: Prentice-Hall Inc.
- Riches, C. (1994). Motivation. In Bush, T. & West-Burnham, J. (Eds.). *The principles of educational management* (pp. 56-97). Harlow: Longman.
- Roux, L. L, Ilukana, A., West, R., Averia, J. & Truebody, M. (1993). *Personnel management: Better schools series*. London: Commonwealth Secretariat.
- Stembridge, A. F. (1983). *A study of teacher motivation in five selected Seventh-Day Adventist Colleges in the United States*. Unpublished Ed. D. dissertation, Andrews University, USA.
- Torrington, D., & Hall, L. (1998). *Human resource management*. England: Prentice Hall.
- UNESCO (1992). *Education for all II: An expanded vision*. Paris: UNESCO.

USAID (1972). *First principles: Designing effective education programmes for in-service teacher professional development*. Washington, D. C.: USAID.

World Bank (1988). *Education in Sub-Saharan Africa: Policies for adjustment, revitalisation and expansion: A World Bank policy study*. Washington D.C.: World Bank.

Youngs, P., & King, M. B. (2002). Principal leadership for professional development to build school capacity. *Educational Administration Quarterly*, 38(5), 643-670.

APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

Institute for Educational Planning and Administration (IEPA)

QUESTIONNAIRE FOR HEADTEACHERS AND TEACHERS

I thank you in advance for accepting to be part of this project of study. The main purpose of this study is to collate views on the *Status of teacher management and support services for basic school teachers in Amenfi East District, Western Region, Ghana*. You are assured that any information provided by you in this exercise would be treated as strictly confidential.

NB: Please tick [✓] or write when necessary.

SECTION A: BACKGROUND INFORMATIONS

1. Which of the following is your highest academic qualification?

- (a) Cert 'A'
- (b) Diploma
- (c) First Degree
- (d) Second Degree
- (e) Others (specify).....

2. What is your rank?

- (a) Superintendent
- (b) Snr. Superintendent
- (c) Principal Superintendent
- (d) Assistant Director
- (e) Deputy Director

3. How long have you been working?

(a) At most 5 years

(b) 6 – 10 years

(c) 11 and above years

SECTION B: IN-SERVICE TRAINING IN BASIC SCHOOLS

4. Do you have in-service training courses provided for you?

(a) Yes

(b) No

5. Which level of in-service training do you prefer?

(a) School level

(b) Circuit level

(c) Municipal level

(d) Regional level

(e) National level

6. How will you rate the effectiveness of internally-organised in-service training?

(a) Excellent

(b) Very good

(c) Good

(d) Satisfactory

(e) Poor

7. How will you rate the effectiveness of externally-organised in-service training?

- (a) Excellent
- (b) Very good
- (c) Good
- (d) Satisfactory
- (e) Poor

SECTION C: SUPERVISIONS IN BASIC SCHOOLS

8. Please indicate with a thick [√] in each case the extent to which you **agree or disagree** with the following statements. **SA=Strongly Agree; A=Agree; NS=Not Sure, D=Disagree; SD=Strongly Disagree** concerning assistance provide by Circuit Supervisors.

Statements	SA	A	D	SD
I enjoy the support of my circuit supervisor.				
My C/S guides my professional growth.				
I accept my C/S's guidance.				
My C/S vets my lesson notes				
My C/S holds meetings with us.				
My C/S is regular at school to support us.				
I consultate my C/S on any issues.				

9. What do you see as the role of the Circuit Supervisor when he comes around?

- (a) As an officer who comes around to find fault with the teacher
- (b) As a profession helper and consultant
- (c) Others (specify)

- i.
-
- ii.....
-

10. As a teacher, what is your assessment of the effectiveness of supervision in the District?

- (a) Very good [] (b) Good [] (c) Average [] (d) Poor []

SECTION D: AVAILABILITY OF INCENTIVES AND INFLUENCE ON TEACHER’S MORALE

11. Which of the following incentives are available in your school? *Please as many as applicable.*

- (a) The provision of opportunities for teachers to develop professionally and academically
- (b) Effective in-school monitoring and appraisal of teachers’ output by school headteachers and education officers
- (c) Effective induction programme for newly recruited teachers
- (d) Promoting good relationship between the teacher and other staff members
- (e) Providing incentive packages for teachers
- (f) Financial and health support service
- (g) Involving teachers’ decision-making

12. Does the availability of the above incentives influence your teaching and morale?

- (a) Yes

(b) No

13. If “YES” to Q12, state the reasons.

- i.
.....
- ii.....
.....
- iii.....
.....

**SECTION E: CHALLENGES FACING MANAGEMENT IN PROVIDING
TEACHER MANAGEMENT AND SUPPORT SERVICES**

14. What are the challenges confronting management in the provision of support services for teachers?

- i.....
.....
- ii.....
.....

SECTION F: SUGGESTIONS

15. In your opinion, how can these challenges be resolved?

- i.....
.....
- ii.....
.....

Thank You!

APPENDIX B

UNIVERSITY OF CAPE COAST

Institute for Educational Planning and Administration (IEPA)

QUESTIONNAIRE FOR EDUCATION OFFICIALS

I thank you in advance for accepting to be part of this project of study. The main purpose of this study is to collate views on the *Status of teacher management and support services for basic school teachers in Amenfi East District, Western Region, Ghana*. You are assured that any information provided by you in this exercise would be treated as strictly confidential.

NB: Please tick [✓] or write when necessary.

SECTION A: BACKGROUND INFORMATIONS

1. Which of the following is your highest academic qualification?

- (a) Cert 'A'
- (b) Diploma
- (c) First Degree
- (d) Second Degree
- (e) Others (specify).....

2. What is your rank?

- (a) Superintendent
- (b) Snr. Superintendent
- (c) Principal Superintendent
- (d) Assistant Director
- (e) Deputy Director

3. How long have you been working in this District?

(a) At most 5 years

(b) 6 – 10 years

(c) 11 and above years

SECTION B: IN-SERVICE TRAINING IN BASIC SCHOOLS

4. Do you have in-service training courses provided for the teachers?

(a) Yes

(b) No

5. Which level of in-service training do you prefer?

(a) School level

(b) Circuit level

(c) Municipal level

(d) Regional level

(e) National level

6. How will you rate the effectiveness of internally-organised in-service training?

(a) Excellent

(b) Very good

(c) Good

(d) Satisfactory

(e) Poor

7. How will you rate the effectiveness of externally-organised in-service training?

- (a) Excellent
- (b) Very good
- (c) Good
- (d) Satisfactory
- (e) Poor

SECTION C: SUPERVISIONS IN BASIC SCHOOLS

8. How do teacher perceive you when they see around?

- (a) As an officer who comes around to find fault with the teacher
- (b) As a professional helper and consultant
- (c) Others (specify)

i.

 ii.....

9. What is your assessment of the effectiveness of supervision in the District?

- (a) Very good [] (b) Good [] (c) Average [] (d) Poor []

**SECTION D: AVAIALABILITY OF INCENTIVES AND INFLUENCE ON
TEACHER’S MORALE**

10. Which of the following incentives are available in your school? *Please as many as applicable.*

- (a) The provision of oppourtunities for teachers to develop professionally and academically

- (b) Effective in-school monitoring and appraisal of teachers' output by school headteachers and education officers
- (c) Effective induction programme for newly recruited teachers
- (d) Promoting good relationship between the teacher and other staff members
- (e) Providing incentive packages for teachers
- (f) Financial and health support service
- (g) Involving teachers' decision-making

11. Does the availability of the above incentives influence teachers' teaching and morale?

- (a) Yes
- (b) No

12. If "YES" to Q11, state the reasons.

- i.
-
- ii.....
-
- iii.....
-

**SECTION E: CHALLENGES FACING MANAGEMENT IN PROVIDING
TEACHER MANAGEMENT AND SUPPORT SERVICES**

13. What are the challenges confronting management in the provision of support services for teachers?

i.....

.....

ii.....

.....

iii.....

.....

SECTION F: SUGGESTIONS

14. In your opinion, how can these challenges be resolved?

i.....

.....

ii.....

.....

iii.....

.....

Thank You!

APPENDIX C

UNIVERSITY OF CAPE COAST

Institute for Educational Planning and Administration (IEPA)

QUESTIONNAIRE FOR OTHER STAKEHOLDERS

I thank you in advance for accepting to be part of this project of study. The main purpose of this study is to collate views on the *Status of teacher management and support services for basic school teachers in Amenfi East District, Western Region, Ghana*. You are assured that any information provided by you in this exercise would be treated as strictly confidential.

NB: Please tick [✓] or write when necessary.

SECTION A: BACKGROUND INFORMATIONS

1. Status:

- (a) DEO/WAEDA/DEOC
- (b) SMC/PTA/RO
- (c) Others (specify).....

SECTION B: AVAILABILITY OF INCENTIVES AND INFLUENCE ON TEACHER'S MORALE

2. Which of the following incentives are available in your school? *Please as many as applicable.*

- (a) The provision of opportunities for teachers to develop professionally and academically
- (b) Effective in-school monitoring and appraisal of teachers' output by school headteachers and education officers

- (c) Effective induction programme for newly recruited teachers
- (d) Promoting good relationship between the teacher and other staff members
- (e) Providing incentive packages for teachers
- (f) Financial and health support service
- (g) Involving teachers' decision-making

3. Does the availability of the above incentives influence teachers' teaching and morale?

- (a) Yes
- (b) No

4. If "YES" to Q3, state the reasons.

- i.
-
- ii.....
-
- iii.....
-

**SECTION E: CHALLENGES FACING MANAGEMENT IN PROVIDING
TEACHER MANAGEMENT AND SUPPORT SERVICES**

5. What are the challenges confronting management in the provision of support services for teachers?

- i.....
-
- ii.....

.....
iii.....

SECTION F: SUGGESTIONS

6. In your opinion, how can these challenges be resolved?

i.....
.....

ii.....
.....

iii.....
.....

Thank You!