

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND
ADMINISTRATION

PERCEPTION OF TEACHERS, EDUCATION OFFICERS AND P.T.A.
CHAIRMEN ON PERFORMANCE MONITORING TEST IN BASIC
SCHOOLS: THE CASE OF ASIKUMA-ODOBEN-BRAKWA
DISTRICT IN THE CENTRAL REGION OF GHANA

VERONICA ROSE SAFOAH

2009

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DISTRICT IN THE CENTRAL REGION OF GHANA

BY

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Administration, of the Faculty of Education, University of Cape Coast in
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Degree in Educational Administration

2009

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: Veronica Rose Safoah

SUPERVISOR'S DECLARATION

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

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

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ABSTRACT

Concerns raised by stakeholders in education over the continuous falling standards of education in the country has made the Ministry of Education and the Ghana Education Service put in place such intervention as the performance Monitoring Test. The PMT is organized by the Inspectorate Division of the Ghana Education Service to measure the performance level of teachers and pupils in teaching and learning.

The purpose of the study was to find out whether respondents perceived the PMT as an effective instrument to bring about effective teaching and learning and problems that confronted the administration of the PMT. The population for the study comprised 116 teachers, 25 head teachers, 6 education officers and 25 PTA chairmen.

Simple random sampling technique was used to select 25 schools for the study. The main instrument used was questionnaire for gathering information from respondents. Data was analyzed using frequencies and percentages.

The outcome of the study showed positive perception of respondents. Problems identified included the method of sampling, pupils' inability to read the printed text and the stern attitude of some of the organizers.

A key recommendation was that it would be helpful if every child is made to write the test rather than taking a sample.

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This work would not have been completed without the constant reference to the work of others. I hereby wish to acknowledge and express my heartfelt appreciation to all these authors who helped to make this work a success. All omissions and commissions are solely mine.

DEDICATION

This work is dedicated to my children, my husband Mr Matthew E. Annan
and my spiritual director and counsellor, Rev. Fr Hilary S. Aidoo.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education is universally believed and accepted as the key to development. In the light of this, countries all over the world have put in place some form of educational system at various levels to impart and equip requisite knowledge, skills, attitudes and competencies to their citizens to enable them fit into the society and to facilitate the attainment of the envisaged national goals for the needed development.

The role of education in national development is recognized by most economists and educationists alike. The belief is that education is not only necessary for national transformation but also for individual self-actualization and enhancement. Oduro (1990) stated that acquisition of education should be used for building the society, human development and for developing the individuals' personality to a higher level and to instil in him or her desirable social conduct. This means that national development is not generated by the physical capital of land and tools only, but it also depends upon well-trained human beings who constitute the real agents of production. It is man who accumulates physical capital and exploits the environment for all productive ventures, as Harbison (1973) stated. He

also pointed out that “human resources not capital nor income nor material resources constitute the ultimate basis for the wealth of nations”.

Curtle (1970), writing on educational strategy for developing societies, came to the conclusion that developing nations were poor because their human resources were poor.

Any country that is not able to develop its human resources through purposeful and relevant education and utilize these resources effectively in its development efforts cannot meaningfully make any significant national development, as Harbison (1973) pointed out. To achieve these objectives and goals of a nation, issues on education have pre-occupied the various administrators in Ghana ever since the country became internally self-governing in 1951. Many attempts have been made to increase and raise the country’s level of education for purposes of national development.

In the pursuance of the above, many governments all over the world especially in developing countries invest large proportions of their national budgetary allocations on education each year. In Ghana, for instance, the various governments over the years have spent comparatively higher amounts of the nation’s budget on education than on any other single sector. According to the policy document on the Free Compulsory Universal Basic Education (FCUBE), the total budget to the education sector rose from ₵58 billion in 1990 to ₵135 billion in 1992 and ₵311

billion in 1995. Between 1990-1991, the total education budget doubled. The FCUBE document further added that in spite of the huge financial outlays from government, cost of education has always exceeded the budgetary provisions. The result is that over the years a number of donor agencies and organizations have made and continue to make significant contributions to educational funding. Agencies and organizations such as the World Bank, United State Agency for International Development, United Nation Development Programmes, United Nations Children's Fund, German Technical Cooperation and Japan International Co-operation Agency continue to make substantial contributions to basic schools.

These quotations on education expenditure at the national level suggest the importance the government attaches to education and why every aspect of education including pupils' performance should be monitored effectively. The Ministry of Education (MOE) and the Ghana Education Service (GES), have, since 1987 taken measures to address the identified constraints in quality basic education. These measures include the following inputs:

1. Construction of over 13000 classrooms in educationally disadvantaged communities and the provision of over 2,100 head teachers' houses to attract teachers to head schools in remote areas.

2. Supply of large quantities of textbooks and stationery to primary schools under the United State Agency for International Development (USAID), Funded Primary Education Programme (PREP).
3. Upgrading of initial teacher training colleges to post-secondary status (currently to Diploma status), and the introduction of teacher trainee allowance to attract more qualified candidates to enter the teaching profession.
4. Running of in-service training programmes on continuing basic for all trained teacher to update their skills in teaching methodology.
5. Strengthening of management and supervision of schools through upgrading of the District Education Office to a Directorate and the provision of means of transport to facilitate the supervision of schools.
6. Running of management training for heads of basic schools.
7. Increase of daily instructional time to 5hours and above in primary and in JSS. (MOE 2000 March)

Though it was expected that the combined effect of the above measures would show a substantial improvement in learning outcomes at the basic education levels, studies have proved that the measures have made little impact on learning outcomes. For example, a study conducted on 3,500 basic schools by the Ministry of Education in February 1993

showed that on the day of the visit. 14% of the teachers were absent; 16% of the head teachers were absent; No teaching was taking place in 21% of the schools. (GES Statistics, 2000) The 1997 Criterion Reference Test (CRT) conducted in basic six, 5% of the basic schools in the country showed that only 6.2% of the pupils attained mastery level in English. The situation was even worse in Mathematics in which only 2.7% of the pupils attained mastery level. (GES Statistics, 2000) These revelations tend to give impressions of falling standard of education in the country, particularly at the basic level.

Following various concerns raised by stakeholders in education over the continuous falling standards of education in the country, the MOE and the Ghana Education Service have continued to put in place more interventions to improve pupils' performance in the basic schools. Some of these interventions are Quality Improvement in Basic Schools (QUIPS), Whole School Development (WSD), Performance Monitoring Test and School Performance Appraisal Meeting (SPAM). (MOE 1999, August)

One recent intervention, Performance Monitoring Test (PMT), forms the topic of this study. It is an annual national test organized by the Inspectorate Division of Ghana Education Service introduced in 1998. It is an instrument used to measure and monitor the performance level of pupils in literacy and in numeracy in teaching and learning and targeting

pupils in Basic Two to Basic Six. It is funded directly by the Inspectorate Division of the GES headquarters.

Test instruments in English and Mathematics with other documents are distributed by District Directors to the schools in their districts. Timetable is prepared showing dates on which each school will take the test. Circuit Supervisors act as Test Administrators of the PMT in all the schools. After administration of the test, the District Director appoints a team for supervision after the test administration and the marking of the scripts of the district using the marking scheme accompanying the test items. When the reports of the Performance Monitoring Test have been published and circulated, the District Education Director sets in motion a participatory process for identifying and analyzing the problems affecting the performance of schools. This is done through the School Performance Appraisal Meeting (SPAM), (GES Circuit Supervisor's Handbook).

The introduction of the above measure to upgrade the performance level of primary school pupils has raised some perceptions on the part of the heads and teachers concerned which are yet to be identified through this study. Some school heads and their teachers regard this laudable measure as a yardstick to find fault with their work and sanction them, at times some teachers face embarrassment from parents, stakeholders and education officials. Efforts of teachers are not realized as pupils randomly selected may be the weaker ones and the true performance standard of the

class may not be realized. This may have negative effect on the performance of the teacher concerned. In this way, perception of such a laudable measure will be negative since the exercise may declare him or her to be lazy or ineffective in his teaching.

Previous discussions with the pre-test teachers revealed that some do not feel comfortable about the procedure adopted to conduct the test. For instance, in Basic Two, pupils with average age of seven years, the class teacher is asked to go out for a new teacher unknown to them in the school to come in to conduct the test. The presence of that new teacher does scare the pupils and therefore they may not perform well in the test due to the inferiority complex they may experience.

The time the PMT is organized needs much to be worried about by class teachers. Pupils in a new class are tested based on their previous class knowledge about mathematics and English Language these pupils fail to perform well, the teacher of that class is supposed to defend the performance of his or her pupils who have just entered his/her class in the first term. If pupils fail to do well, who should be blamed? Is it the former or the present class teacher? But the present class teacher is supposed to defend the performance of his/her pupils and most teachers do not feel comfortable about this.

The presence of some education officials and community members in the schools do put some teachers off during the School Performance

Appraisal Meeting (SPAM), where they all sit to discuss the performance of pupils class by class and at times have to be harsh on some teachers whose pupils do not perform up to expectation. This makes them feel embarrassed which at times leads to their transfer.

It is expected that the performance of pupils in schools after the execution of the PMT may help teachers assess their pupils and know the measures to take to address the problems facing their pupils. For example whether to organize remedial classes to improve on poor performance or do extra classes to cover more topics in their syllabi to equip their pupils with more knowledge to enable them perform well and raise their standard of performance.

Parents in most remote areas are less concerned about the education and performance of their children and wards in schools. Some teachers feel the PMT tends to create awareness and make parents or guardians more committed and responsible for the provision of stationery and needed materials to their children which help improve teaching and learning .This makes the work of teachers more successful. Some heads also think they will get the chance to share the problems of their schools or pupils with parents, guardians, stakeholders and education authorities and make them aware of the inputs their schools need to bring about effective teaching and learning. Some education officials regard the PMT as an indirect way of measuring the effectiveness of teachers to know where and

who to give on the job training to equip them with more knowledge and skills. PMT's which were organized nationwide was also organized in Asikuma- Odoben-Brakwa, a district in Central Region. The district would like to re-organize this laudable exercise to upgrade the performance of pupils and teachers in the district. This study is to find out the perceptions of teachers on PMT.

Statement of the Problem

Many parents and stakeholders are worried and complain about the falling standards of pupils' performance in basic schools especially about literacy and numeracy. The MOE and GES have tried some measures to improve the teaching and learning of English and Mathematics by organizing Criterion Reference Tests in some schools across the country to evaluate the performance of Basic Six pupils in these two subjects. Not much improvement was realized in the CRT so it was stopped in 2000 and put in place the PMT. (GES Statistics, 2000) It is regarded as an instrument by the MOE to encourage teachers to do effective teaching and find ways and means of solving some peculiar problems that affect teachers work. This laudable idea has generated some attitudes in teachers and head teachers toward the effectiveness of the PMT.

The researcher is therefore trying to investigate the perceptions teachers have on the execution of the PMT and whether they view it as an

effective instrument for monitoring performance. The study will also look out for problems that confront the organization of the PMT.

Purpose of the Study

The main purpose of this study was to find out teachers and head teachers perceptions of the PMT. It tried to find out if teachers felt the PMT was an effective instrument to bring about effective teaching and learning. The study intended also to assess the views of educational officers and community members, particularly PTA members, on the PMT. Specifically the study attempted to:

1. Find out teachers' and head teachers' perception of the PMT.
2. Assess the views of educational officers and community members on the PMT.
3. Find out whether the results of the PMT brought about inputs for effective teaching and learning.
4. Find out the problems that confronted the administration of the PMT.

Research Questions

The following research questions were formulated to guide the direction of the study:

- 1) To what extent do head teachers and teachers think PMT brings about effective teaching?

- 2) What are the perceptions of educational officers and the community members on the effectiveness of PMT?
- 3) Do the results of PMT bring about inputs for effective teaching and learning?
- 4) What problems confront the administration of the PMT?

Significance of the Study

The findings about teacher's perception of PMT in Asikuma-Odoben-Brakwa District may help policy makers in education make appropriate changes in the mode of performance monitoring test, to suit the needs of pupils and bring about more effective teaching and learning in the schools at Asikuma- Odoben -Brakwa District. The result of the study should give the effectiveness of the PMT in basic schools in Asikuma-Odoben-Brakwa District. This will help the administration of the district to know whether to re-introduce the PMT to bring about effective teaching and learning.

This will help donor agencies and Development Partners in Education, such as the United State Agency for International Development (USAID); the United Nation Development Programmes (UNDP); the Japan International Co-operation (GTZ) and non-governmental organisations like Catholic Relief Agency (CRS); World Vision International (WVI) and Adventist Development and Relief Agency. (ADRA) to identify where to channel their logistical support to improve

performance monitoring in the basic schools. Finally the findings will help the researcher to make suggestions and recommendations to education authorities, stakeholders, heads and teachers of basic schools for improving monitoring system.

Delimitation of the Study

The study looked out for the perceptions of teachers, head teachers, education officers and community members on the influence of Performance Monitoring Test for effective teaching and learning in the Asikuma Odoben Brakwa District in the Central Region of Ghana. The above district was chosen because the community wanted to know the perception of teachers on PMT and see how best they can improve upon the administration of the PMT to raise the standard of education in the district.

The study was confined to primary school teachers basically primary two to six teachers, head teachers, education officers and PTA chairmen representing community members in the AOB district. Recommendations and suggestions based on the findings will apply specifically to the AOB District, but other districts which have similar characteristics as the AOB District may adapt the findings of the study towards the administration of PMT in their respective districts.

Limitation of the Study

The successful administration of the PMT depends mainly on the pupils in the schools who undergo the test. Time taken to prepare for the test and the selection of some pupils need much to be desired to find out how these pupils perceive the PMT. This would have helped the researcher to determine their perception on the importance of the test for effective teaching and learning.

In the course of the study, some schools were found to be in very remote areas which lack many facilities that promote learning environment. Pupils in such areas often do not perform well in the PMT. The study did not take into consideration the perceptions of teachers in such areas about the test among schools with low achieving pupils. Had the researcher had sufficient time to obtain the views of teachers, head teachers and particularly the community members, it would have helped the researcher to find out what these teachers, head teachers and community members feel about the PMT.

Organization of the Study

This study was about the perception of teachers and community members on PMT as a yardstick to measure effective teaching and learning in primary schools.

Chapter one of the study comprised the background of the study, statement of the problem, research questions, purpose of the study and

significant of the study. Additional areas discussed in this chapter were the limitations, delimitation and organization of the study.

Chapter two dealt with the literature review. It reviewed related literature done by previous scholars in the same field. Chapter three was the methodology. This looked at the research design used, the population, sampling techniques, the instrument used for the data collection and how the data was analysed. Chapter four analysed and discussed the findings of the research considering the research questions. Chapter five is solely devoted to the summary, conclusion and recommendations. Suggestions were made for future studies.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents a review of literature related to the topic of the study. The study looked at the perception of teachers, head teachers, parents and education officers of Performance Monitoring Tests in relation to its contribution to effective teaching and learning in the AOB.

For the purpose of this study, the review of the literature has been treated under the following sub-headings.

Concept of perception

Inputs for effective teaching and learning

Monitoring performance at Basic School level

Performance Monitoring Test

Views of teachers' Perceptions on Performance Monitoring

Summary

Concept of Perception

Perception is not an entirely new or unknown conception in human life. Loftus and Wortman (1988) said in a broader perspective, the term appears to be a difficult one to define because it is a word impregnated with several meanings in common speech and therefore cannot be rigorously and thoroughly defined by itself. Invariably its meaning

ultimately resides in the function it plays within a particular context that it is used.

In another context, Loftus and Wortman (1988) saw it as a process whereby the brain interprets the sensations it receives giving them order and meaning. In this definition, sensation and perceptions work together because as soon as the brain receives sensation it automatically interprets or perceives them. Hence without sensations of a kind, perceptions cannot occur. Based upon this, they note it can be concluded that perceptual capabilities may then differ from individual to another due to variation in how perceptual systems are structured and how each individual “sees” the world in terms of knowledge, beliefs and expectations. Loftus and Wortman observed that these processes invariably can work to shape the way people perceive, attend to and interpret incoming sensory data. Thus the attitude of an individual is dependent upon the way he/she perceives things around him/her. Secondly, the knowledge and beliefs systems as well as the expectations of a person to a large extent determine the kind of opinion he/she may have about an issue or some object.

Gedde and Grosset (2000) stated that perception does not lend itself in a singly definition. It is defined synonymously with words such as understanding, insight, discern, feel and impression. In recognition of this, Dember in the 1960's concluded that, any definition must necessarily be to some extent fuzzy and tentative.

Feldman (1987), defining perception from psychological point of view, observed that it is the sorting, interpretation, analysis and integration of stimuli from our sensory organs. In other words, he continued, that it is the process underlying our ability to give meaning to stimuli. For that matter perception can be said to be the process by which a person interprets sensory stimuli into understandable forms.

Fenald Jnr. Fenald (1972) defined perception as a process by which a person obtains information about his or her environment. It is the ability to recognize, interpret and make meaning out of sensory stimuli using the sense of vision, olfactory, taste and audition. By this process a person observes, understands and becomes aware of something around him or her in his or her environment.

The Cambridge International Dictionary of English (1996) also explained perception as “an awareness of things through the physical sense especially sight”. (p1047) Allport (1996) in a similar vein, explained perception as having something to do with awareness of the objects or conditions about us. He observed that perception is dependent to a large extent on the impressions these objects make on our senses and the way things look to us or the way they sound, feel, taste and smell. Perception can thus be explained as the way people feel and view a situation, behaviour or position.

Inputs for Effective Teaching and Learning

Input in schools, according to Tuijnman and Postlethwaite (1994) are the responsibility of educational authorities to provide school buildings, maintain them and ensure that they receive school supplies so that they can operate. The authorities are also responsible for supplying the schools with teachers and administrators. Other inputs include furniture, teacher-pupil ratio, class size, and total number of pupils and textbooks, just to mention a few.

For effective teaching and learning to take place, the MOE policy Document on Basic Education Sector Improvement Programme (BESIP 1996) stated that it has tasked itself to improving quality teaching and learning by increasing the supply of textbooks and supplementary readers to schools. The MOE policy document further outlined plans to achieve the quality of teaching and learning aspect of the FCUBE by ensuring regular in-service training for teachers and ensuring improvement in the effective supervision of school.

Tuijnman & Postlethwaite (1994) noted that there is a direct link between pupils' achievement and the use of teaching and learning materials in teaching. Teaching and learning materials play an important part in the teaching process and the effective teacher often knows when and how to use these in the course of handling a lesson in order to impress his or her

pupils. Also, it is noted that to keep pupils attention focused in the lesson, there is the need for the use of stimulus variation.

An MOE/PREP (1996) study suggested that variables that have impart on school performance indicated class size, total enrolment of school, teacher qualification, teacher experience, availability of textbooks and library seem to make great impart on classroom achievement especially in the urban schools. Karikari-Ababio (1999) stated that, the GES has adopted a strategy that will ensure equitable distribution of teaching and learning materials and efficient utilization of teachers to improve teaching and learning. The Director for Basic Education quoted Karikari-Ababio, indicating that for the Ghanaian child to be helped to read and express himself efficiently, teacher absenteeism and lateness should be reduced to the minimum. In this regard, he educated that contact hours should be effectively used to raise the output of both teachers and pupils.

Touching on the quality of teaching and learning in primary schools, the GES / WSD Draft Report (2001) showed that at the centre of the whole school development programme is the classroom teacher. He has to act as a catalyst to bring about the desired learning outcome by providing quality teaching in the classroom. Appraisal of head teachers and teachers and other education personnel on the changes desired to be implemented at school and district levels to improve the quality of

teaching and learning in basic classrooms is thus emphasized in the whole school development concept (WSD Training Dx 1999).

With the above in mind, Schacter (2000) observed that teacher qualification has an impact on pupils learning. With regard to this, he argued that the only factor that influences pupils achievement is the qualification of the teacher and not his or her experience. According to Schacter teachers experiences have little significance on pupils' achievement. Schacter writing on "Teacher Performance-Based Accountability" showed that poor student performance is related to poor teaching. Agard (1975) cited in IDRC-Manuscript Report (1981) noted that training is positively related to teacher behaviour on the teaching process. To him, the professional training of the teacher influences the teacher effectiveness.

Rosenshine (1986) came out with four teacher characteristics which result in pupils' achievement. These are first, the teacher's enthusiasm and business-like manner with which he or she approaches his or her work. Secondly, the teacher's clarity, variety in teaching and the extent of variation in the cognition level of class room teaching. Thirdly, the opportunities he or she provides for pupils to learn, and lastly, the teacher's professional qualities. Also Rosenshine (1986) noted that the characteristics of teacher effectiveness that are marked with gains in

pupils' achievement include; variety in teaching, clarity, teacher's enthusiasm and opportunities given for pupils to practice.

Teacher effectiveness according to Muijs and Reynolds (2000) is judged by the extent to which teachers show good subject knowledge and understanding in their subjects. They observed that increasing the percentage of teachers with higher educational qualification has a strong positive effect on students' achievement. They, however, admitted that the other factors interact with the level of the teachers' academic qualification to produce differential results.

Muijs and Reynolds (2000) grouped the criteria for judging teachers effectiveness into the professional characteristics of the teacher, classroom climate and the teaching skills of the teacher. To them, the professional characteristic of the teacher included the teacher's leadership qualities, their ability to relate to others, the teachers' analytic and conceptual skills as well as the planning and experience ability. On the classroom climate, they noted that it includes the pupils' perception of clarity of each lesson, a perception teaching that gives opportunity for pupils to participate. Also, the pupils' perception that the classroom is an interesting place to be and that it is comfortably organized and has an inviting physical environment add to the classroom climate that make the teacher effective. On teaching skills, they observed that it includes time on

task, high expectation, effective planning, varied teaching, classroom and behaviour management and the use of assessment and homework.

Muijs and Reynolds (2000) stated that the teachers' professional and academic qualities have an impact on their effectiveness. They said that a teacher is effective when he or she has command over the subject matter and again when he or she shows understanding in the way he or she presents and discusses the subject. In addition, they indicated that teacher effectiveness is exhibited by the extent to which teachers use methods that encourage all pupils to learn effectively.

Perrot (1982) reports on a research that had been conducted recently which focused on teaching behaviour that promotes pupils' learning in specific curriculum area such as reading and mathematics instruction. He noted that effective teachers' behaviours are indicated by the method of teaching, lesson preparation and academic preparation. Perrot established that "the amount and rate of learning is influenced by the form of subject matter, the way it is broken down and the sequence of performance" (p 12)

Goodlad, (1984) outlined a practical framework of teacher qualities that are expected at different phases of a teacher career, which make for effective teaching. According to Goodlad, (1984) good teachers;

- a. Know their subject matter,
- b. Are well organized,

- c. Spend major part of the class time on academic activities,
- d. Structure learning experiences carefully,
- e. Clearly present both directions and content information,
- f. Maintain high student interest and engagement,
- g. Actively monitor students' progress,
- h. Ensure that students have sufficient time to practice skills,
- i. Involve all students in discussions; ask both higher and lower order questions as appropriate to the objective of the lesson,
- j. Use adequate time,
- k. Provide clear academic feedback,
- l. Teach content at a level that ensures a high rate of success.
- m. Vary students' activities and procedures,
- n. Hold high expectations for students,
- o. Are enthusiastic about teaching subject matter and have high regard for students and treat them with respect.

Improvement in teaching calls for opportunities to learn from others. Chapman (1993) stated that in-service training gives credit to teacher qualification and has been advocated as a better strategy than pre-service training because it tackles people who are already committed to teaching and are not likely to leave teaching once they acquire their own skills. Also, the teachers' effectiveness in delivering a good lesson requires some amount of planning.

IDRC-Manuscript Report, (1981) indicated that the measure of teacher effectiveness has to take note the essence of good teaching and provide for student achievement. It went on to say that teachers' effectiveness as a process should be seen as the provision of the necessary input that aids teacher performance. In this regard, the report stated the activities that result in teacher effectiveness include teaching learning materials, a sizable class size and in-service training that equip the teacher with knowledge and skills for teaching. Also, the report stated that effective head teachers' supervisory skills in observing teachers teach in the classroom and giving helpful feedback to teachers for implementation makes the teachers effective. Similarly, the inspection of teacher's note and exercises by head teachers and giving constructive suggestions help the teacher to perform to bring about effective teaching and learning.

Teacher quality according to Sanders and Horn (1998) cited in Schacter (2000), included the teachers' actual performance in the classroom and how that performance translates into student achievement. A study by Sanders and Horn (1998) cited in Schacter (2000) showed that students with comparable achievement levels in second grade have drastically different outcomes in fifth grade and that the differences in pupils' performance are due to the teacher quality among others. To them, the teacher quality on student's achievement is greater than the results of the student's performance are not primarily due to socio-economic status,

class sizes or even the school the child attends but due to the sequence of teachers the students had. In their observation the different levels of pupil achievement could be attributed to teacher quality.

Carron and Chau (1996) reports on the support received from educational administration revealed that inspection and supervision units have an important role to play in monitoring and improving the quality of teaching and learning. The study was made in Guinea and majority of the teachers said that they greatly benefited from the inspectors visits .The teachers indicated that they received at least three visits in their classrooms per year and that the supervision time was spread between pedagogical support and administrative control. On the issue of inspectors, MOE/PREP (1996), recommended a shift from the concept of “raw school inspection” to the concept of “teacher advisory services”. MOE/GES (1999) report on WSD policy in the Cape Coast District showed that circuit supervisors have increased their visits to the schools merely because of the baseline assessment to ensure that their schools perform better in the PMT.

Monitoring Performance at Basic School Level

The Commonwealth Secretariat (1993) defined monitoring as collecting information at regular intervals about on going projects or programmes within the school system, concerning the nature and level of their performance. Commonwealth Secretariat (1993) further said regular

monitoring therefore provides baselines against which to judge the impact of inputs. Farrant (1982) also defined monitoring as a continuous activity that involves the collection, review and analysis of data about the success or otherwise of a programme and making adjustment in areas which require improvement.

According to Keeves (1984) monitoring activity usually involves the collection of assessment data but not necessarily restricted to outcome variables. This systematic collection of evidence about educational performance, as an important indicator system for the monitoring of educational progress is a crucial element of evaluation. To summarize, Keeves stated monitoring refers to ways in which accountability is ensured by using the evaluative judgement for purposes of influence in a managerial or other system.

Johnson and Foertsch (2000) stated that monitoring involves a systematic process of examining the progress of a programme in order to improve upon performance. They further noted that monitoring entails collecting information on regular basis, for analysis and evaluation in order to take action to improve upon performance. Their observation indicated that it is a system that involves systematic collection of evidence about contexts, inputs, process and outcomes.

To answer what is monitored in schools, Tuijnman and Postlethwaite (1994) stated that it is possible to classify what is

monitored into three categories; input into schools, process in school and outcomes of schooling. Inputs into schools according to Tuijnman and Postlethwaite, is the responsibility of educational authorities to provide school buildings, maintain them, equip them and ensure that they receive school supplies so that they can operate. They further said the authorities are also responsible for supplying the schools with teachers and administrators. Other inputs include furniture, teacher-pupil ratio, class size and total number of pupils and textbooks, just to mention a few.

Tuijnman and Postlethwaite (1994) stated that processes in school refer to the teacher workload, (hours of instruction per week) curriculum, hours of instruction per subject per grade level (class). Outcomes of schooling, according to Tuijnman and Postlethwaite referred to achievements, expectations and attitudes of pupils' discipline, problems etc; they continued to say outcomes are normally concerned with pupils cognitive achievement at selected age or grade levels in the school system. To ensure that the activities that take place in the school are in line with the national standards, performance-monitoring system is put in place. In other words, monitoring is done to compare schools performance or output with standards sets.

Livingstone (1985) said standard refers to the degree of excellence require for particular purposes, a measure of what is adequate, a social and

practically desire level of performance. Therefore an education standard can be the desired level of content mastery and performance.

According to the United States National Academy of Education (USNAE) (1993), there are three types of education standards namely: opportunity to learn standards, content standards and performance standards. USNAE (1993) further said, for a meaningful and fair performance standard to be set, it is necessary to define the exact content areas to which these standards shall apply. Also before performance could be assessed, it is however necessary to determine whether all the students or pupils have had adequate opportunity to learn the prescribe content. USNAE continued to explain that content standards define those parts of the content in the curriculum that all students or pupils should master, performance standards describe how well the students or pupils should perform in these content areas. In conclusion, USNAE observed that content standards and performance standards are interdependent, and they are conditioned by opportunity to learn criteria.

Karikari- Ababio (1999) outlined the following indicators for monitoring educational development as demand, input, process, output and outcomes. The process aspect shows the effective use of instructional time, assessment, student grouping, parental involvement in school activities, uses of educational resources and teaching period. UNESCO

(1990) on the output referred to it as student achievement, completion rate, certification, skills and certain attitudes and values.

Ghana Education Service (GES) Circuit Supervisors' Handbook (2002) outlined the following objectives of performance monitoring at the basic school level as:

- a. To determine whether each pupil is experiencing learning and development and to what extent.
- b. To identify those pupil who are not learning and developing, and institute timely and corrective measures.
- c. To determine whether instructional inputs are generally used effectively.

At the National, Regional, District, Circuit and community level, GES Circuit Supervisors' Handbook (2002) enumerated the following objectives of the performance monitoring system:

- a. To obtain an annual basic reliable data on the performance of each public basic school, especially in numeracy and literacy,
- b. To identify teachers producing good results for appropriate reward,
- c. To identify teachers producing poor results for appropriate support or sanction,
- d. To increase community awareness of education quality issues,
- e. To make teachers accountable to the community,
- f. To strengthen community ownership of schools,

- g. To enhance community interest in, and support for schools,
- h. To generate healthy competition among schools and communities and
- i. Improve learning achievements (in English and Mathematics) in all public schools.

Considering the various objectives outlined by GES Circuit Supervisors' Handbook (2002), the handbook further posed a question "who monitors performance at the basic level?" The handbook provided the following answers. The performance at the basic level is monitored by the:

- 1. The Circuit Supervisor
- 2. The Head teacher
- 3. The teacher
- 4. The community School Management Committee (SMC), Parent Teachers Association (PTA), District Education Oversight Committee (DEOC)
- 5. The pupil
- 6. Other officers of the inspectorate division of the District/ Regional Directorate and Head quarters.

The GES Circuit Supervisors' Handbook (2002) stated that the Circuit Supervisors through periodic visitation and supervision of schools monitor the activities of head teachers, teachers and pupils in relation to

teaching and learning and other co-curricular issues like community participation in schools.

The GES Teacher Development Document (1999) observed that at the school level, the head teacher and District Director of Education and his or her team are the people on the grounds that do the daily monitoring of school performance. From the GES Teacher Development Document, it was noted that the head teacher monitors school performance by observing pupils and teachers in the classroom during teaching and learning sessions. It further stated that, head teachers observe the teachers by checking on regularity and punctuality as well as class outputs among others. The teachers, it stated, are observed in their preparation for teaching by way of lesson notes preparation, lesson presentation, classroom management, work output, attitude and commitment to work, human relations and personal qualities.

The GES Head teachers' Handbook indicated that observation such as these help head teachers to form a quick opinion about both pupils and teachers. It is noted in the Head teachers Handbook that head teachers monitor pupils' performance through interviewing to collect information from pupils and teachers. It further stated the head teachers monitor pupils and teachers performance by sampling pupils' class exercise books regularly to help him know how they are improving. The adverse findings of the head teachers' observation about a teacher are discussed with the

teacher concerned by pointing out the weak areas that require the teacher's attention.

On the responsibilities of SMC/ PTA, the Community School Alliance Report (1999), stated that monitoring performance involves parents supervising their children's academic work, overseeing to discipline, following their curricula activities and regulating their manual work. The report outlines that parents monitor their children's school performance by

1. Discussing with children their school work on regular basis.
2. Checking their children's exercise books
3. Visiting the school on regular basis
4. Discuss their children's performance with their teachers
5. Following up their children's performance at the school
6. Studying their children monthly and termly report
7. Attending school functions

According to Craft (1996), pupils through informal comments and reports to their parents as well as their head teachers indirectly monitor the performance of their teachers.

The Community School Alliance Report (1999) further stated that these monitoring processes help in taking stock of activities, assessing the progress of every teacher and school, giving professional support to teachers and maintain or improve education standards. In addition, the

report stated that the Regional Director of Education and his or her team and officials from GES headquarters also undergo periodic monitoring of school performance. Moreover, School Management Committee (SMC) Parents Teachers Association (PTA) or the community occasionally meets to assess the improvement in teaching and learning in their schools and identify possible problems, if any, that may be inherit in their schools and find solutions to them (GES Teacher Development Manual, 1999).

Horn (1992) was of the view that efficiency in quality teaching and learning results when the fundamental pre-requisites for student learning are addressed. He outlined such measures as classroom teacher's regular and punctual report to school everyday, head teachers and their deputies paying regular visits to classrooms and observing every class at least once a week. In another development, Horn observed that school inspectors' commitment to visiting the schools at least twice a year contributes to the promotion of quality teaching and learning. Horn further stated that having 30-45 pupils per class per teacher and the availability of class text books given to the pupils in the ratio of at least one text book to three pupils ensures pupil achievement.

The aim of monitoring according to Tuijnman and Postlethwaite (1994) is "the identification of the aspects of each subject matter that are well achieved or poorly achieved. Also, to identify the achievement levels to see if they are remaining constant over time or are either improving or

deteriorating. (p.29). They observed that the aspect of monitoring which is of more significance to the policy maker is where achievement seems to be deteriorating and action has to be taken through curriculum development and teacher support systems to improve upon the head teacher and teacher's skills.

According to Johnson and Foertsch (2000) effective monitoring helps the teacher to take stock of the teaching and learning process so as to implement new strategies to foster student learning. For instance, they noted that monitoring a literacy programme requires a process of tracking and evaluating current procedures and outcomes. They further indicated that teachers monitor the schools literacy programme by tracking the reading progress of their pupils, evaluate the effectiveness of different teaching methods and the value of the various materials used. To them the results of the teachers monitoring activities enabled them to judge the value of their programme and make the necessary arrangement to improve upon it.

To add to that, Tuijnman and Postlethwaite (1994) said regular monitoring of performance is an important tool for checking learning progress and it serves as a basis on which to judge the impact of teaching and learning. The Education Secretary in Britain, Charles Clarke stated in a BBC News (October 23, 2003) that monitoring pupils' performance through the use of tests help teachers see the progress their pupils are

making, measure progress against other children and also assist school to divert their teaching to each child's needs.

Performance Monitoring Test

GES Circuit Supervisors' Handbook (2002) stated that to ensure effective teaching and learning in first cycle institution, the Inspectorate Division of the Ghana Education Service introduced Participatory Performance Monitoring system in basic schools which comprises two components namely; Performance Monitoring Test (PMT) and School Performance Appraisal Meeting (SPAM).

According to MOE (1999) the system of monitoring teaching and learning activities in schools and assessing the performance levels of pupils have been put in place to regularly check on learning progress and to serve as a basis on which to judge the impact of teaching and learning. The MOE document further said the main objective of the PTM is to get teachers to be accountable for their stewardship. In this vein, it noted in the MOE (1999) document on PMT that the teacher's accountability aspect is organized at a School Performance Appraisal Meeting (SPAM) where all stakeholders of education at the community level gather to deliberate on the outcomes of teaching and learning in basic schools.

The Circuit Supervisors' Handbook (2002) described PMT as an annual nationwide test organized by the Inspectorate Division of Ghana

Education Service. It further stated it is an instrument used to measure and monitor performance levels of pupils in literacy and numeracy.

The MOE\GES (1999) also describes the PMT as an achievement test, which is based on the primary school syllabus. The document further described it as “a monitoring and evaluation tool for “micro level” summative evaluation of the performance of Ghana Primary Education sub-sector in Mathematics and English”. (p.17). The MOE (1999) report on pupils performance in the 1998 PMT indicated that no class in the 57 districts used for the baseline PMT obtained the Satisfactory Performance Standard in both Mathematics and English. The test instrument used for the PMT is organized to find out the mean score of each class in each school as well as the percentage of the sampled pupils in each class and school who are able to prove that they have acquired the desired minimum competences. Also, the MOE (1999) document on PMT stated that the focus is on the number of pupils who attain the satisfactory performance standard rather than mastery in English or Mathematic as it happened in CRT.

Before the administration of the test, GES Circuit Supervisor’s Handbook (2002) states that test instruments in English and Mathematics together with Format for Recording School Characteristics, Format for recording test scores or Mark Sheets and lists of schools are distributed by District Director to the schools in their districts. The District Director also

prepares a time-table indicating dates on which each school will take the test. Circuit Supervisors are used as Test Administrators for the administration of the PMT in all the schools. GES Circuit Supervisors' Handbook (2002 p 51).

The MOE (1999) document stated that in every class that is from Basic two to Basic six, test administrators composed three circuit supervisors from the District Education Office carry out a random sample of 25% to 50% of pupils from each class using class register to check on enrolment to ensure that regular pupils are selected. It further stated that classes that have enrolment below 10 pupils have 50% of the pupils sampled to take the test, whilst classes of enrolment of 10 or above have 25% of the pupils' samples for the test. In the selection of the pupils for the PMT, the sampling is done without any interference from the teachers and head teachers (MOE 1999).

According to GES Circuit Supervisors Handbook (2002), the test administrators go to each class with the class teacher to introduce him or herself and briefly state the purpose of the visit. As soon as the introduction is over, the head teacher and the class teacher leave the classroom and stay away till the test are over. It further stated that 20 pupils of each class will be selected through balloting without any interference from the teachers and head teachers. Where a class has an enrolment of 20 pupils or less, all the pupil will participate in the tests.

The GES Circuit Supervisors Handbook (2002) continued to say both boys and girls are selected, the balloting is done separately for boys and girls to ensure gender equity. For example, a class of 30 pupils with 22 boys and 8 girls should have 12 boys and all the 8 girls as its sample. It further states that as soon as the balloting is completed, the selected pupils' left palms are stamped by the Circuit Supervisor to prevent replacement of weak pupils with brighter ones through backdoor. Then the names of selected pupils are recorded on the format for reporting school level result.

The GES Circuit Supervisors' Handbook (2002) explained further that the test administrators before distributing the question papers;

1. Explain the testing procedure in English and in the local language, where necessary
2. He or she tries to establish confidence in the pupils,
3. Distributes the question papers. Ensures that pupils write their names and classes on the question paper,
4. Records the time and tells the pupils to start work,
5. Insists on pupils doing independent work and ensures that teachers keep away from examination room while test are in progress,
6. Asks pupils to stop work when time is up and collects all scripts,
7. Allows 5 minutes break between the Mathematics and English test for primary 6 and

8. Thanks pupils, teachers and the head teacher for their assistance and co-operation.

The GES Circuit Supervisors' Handbook (2002) indicated that the District Director appoints and supervises suitable officers to mark the scripts of the district using the marking scheme that accompanies the test items.

It is noted in the MOE (2000) document that the test results are analyzed class-by-class and school by school. The schools are ranked and positions are given to each based on their performance in the test. The results of the PMT are made available to the communities within four months of completing the test administration and this is used as the subject of discussion at the various levels of the district, community and the school level SPAM. The Performance Monitoring Test is organized to provide feedback on pupils' performance to teachers, parents, communities, educational administrators and policy makers in public and private schools. It is noted that teachers deliberately hide weaker pupils on the day of the test (MOE 2000).

The MOE (2000) indicated that the PMT is done towards the achievement of quality education through improved teaching and in public primary schools. It stated further that it is designed to provide reliable information to teachers, parents, communities, educational administrators and policy markers on performance standard set for each grade level (class).

PMT according to the MOE (2000) document indicated that it was first conducted in the country in 1997 after ten years of educational reforms when not much improvement was realized in the quality of education. Sadker and Sadker (1984) stated that the institution of PMT might have been fashioning along the line of reasoning with the proponents of widespread testing who believed that it forces teachers to be accountable for students' performance and declares the standards of education more clearly nationwide. They further noted that such objective reference tests measure what the students have already learned. Sadker and Sadker (1984) were of the view that such tests will help to shape the quality of teaching and learning in primary schools in the future and help maintain consistent quality.

McWilliams and Kwamena-Poh (1975) gave account of system known as "payment by result" which was instituted by the Board of Education in 1902 for monitoring educational standard revealed that the Performance Monitoring Test is not a novelty in the history of Ghana's education system. According to them the strategy was used by the Board of Education to pay grants to the schools depending on number of children in each 'standards' that passed the Board annual examinations conducted by the inspectors of schools. They further noted that even though the system was deemed to be cost-effective since it ensured that the country got adequate return for money it was paying to teachers, it was abolished

in 1909 due to its adverse effects on teaching and learning. It was reported that the 'Payment by Result' promoted rote learning and unfair assessment to teachers.

In a similar vein, the Ministry of Education adopted the administration of Criteria Reference Test in 1992 as a monitoring system for ensuring improved school performance. The MOE /PREP, (1996) report, stated that the purpose of organizing the series of tests (CRT) was to find out if there had been any qualitative improvement in school performance following some interventions that had been put in to address the aspect of quality. On the effectiveness of teacher, the PMT document stated that the pupils' performance is measured against the teacher's instructional effectiveness since as indicated in Commonwealth Secretariat (1993), effective learning requires a good teacher.

Farrant (1982) observed that the results of public examinations or external examinations are often taken as a reflection of the quality of teaching. In view of this, he stated that teachers gear their teaching towards getting good results when they realize that their ego is threatened. Consequently, Farrant noted that such a perception can lead to a sterile form of teaching that may be good for examination results but disastrous to true learning. He therefore, suggested that teachers should have a balance between teaching and preparing their pupils for examinations by teaching through the whole syllabus as efficiently and interesting as they

can and also give special training to the pupils in sound examinations techniques and efficient study and revision methods.

Views of Teachers' Perception on Performance Monitoring

Paisey (1992) said "the evaluation of opinions of pupils' performance and others involved in the work of the school reflect diverse observation interest and knowledge" (p. 17). In his view, people's opinions are different and that it is common in many institutions or organizations to find that different people do not always have the same view of an event or make the same appraisal of a situation. With this he felt the teacher has to know, recognize and take account of the points of view of those whom he is accountable to whilst recognizing his own characteristic points of view.

According to Farrant (1982), results of public examinations or external examinations were very often taken as a reflection of the quality of teaching. To this he implied that when teachers realize that their ego is threatened, they concentrate their teaching towards getting good results. Farrant continued to say that such perception can lead to "a sterile form of teaching that may be good for examination results but disastrous to true learning" (p. 160). He therefore, suggested that teachers should have a balance between effective teaching and preparing their pupils for examinations by teaching throughout the whole syllabus as efficiently and

interestingly as they can. They should give special training to pupils in sound examination techniques whilst training them in efficient study and revision methods.

Farrant (1982) further said, some teachers see examinations as necessary for maintaining high standards whilst others see it as a waste of time and causes fear and anxiety in pupils .It also controls teachers to the extent that it divert teachers` attention from the educational aims of teaching and rather concentrates only on the task of making pupils do well in examination and ultimately leads to false standards in education. More so, Farrant stated that the teachers whose pupils do well in the test are far more likely to have positive attitudes towards such programme than those whose pupils are less successful. He said a teacher who sees a programme such as PMT as a challenge to their professional competence will rise up to their responsibilities and sharpen their knowledge and teaching skills in order to help their pupils to improve upon their performance.

On the contrary, Plant (1987) cited in Dunham (1995) observed that there are others who perceived the new monitoring system as a threat to their prerogative and will resist the change because resistance to change is a natural phenomenon. Furthermore, Plant (1987) stated that “frequent sources of resistance to change are due to fear of the unknown, lack of information, threat to status, and lack of perceived benefits” (p. 29). Against this background, he was of the view that when teachers

understand the system of monitoring and are involved in its administration and scoring of the tests, they appreciate the objectives of the system and support it wholeheartedly to succeed.

According to Dunham (1995) teachers' cognitive process affects their perception of a concept. In this regard, he noted both academic and professional levels of the teachers about an educational programme have an effect on how he or she perceives it. With this in mind Dunham felt teachers have to be informed and consulted about their opinions and feelings so that they actively get involved in the changes that affect their work. He was of the view that the objectives of programmes should be made clear to teachers to agree on realistic targets.

Dunham (1995) continued to say that the teachers' understanding of the system should be sought and they should be assisted to do away with their fears about any new system by equipping them with adequate information on the programme and seek their views on it. Furthermore Dunham (1995) observed that there should be an opportunity to do an analysis on the Strengths Weaknesses Opportunities and Threats (SWOT) of any new system. According to Dunham when a SWOT analysis is done, all stakeholders will benefit by focusing on the weaknesses that will be identified such as the training needs of teachers and link this up to the opportunities that they will be derived.

As expressed by Dunham, the threats should be accepted as factors that are beyond the teachers and are likely to have adverse effect on their performance especially where other stake holders fail to provide the necessary inputs and provide the needed support to the teachers. Dunham (1995) was of the view that when more education or ideas about an issue is given to those concerned with the programme, it tends to give a clearer picture of such issues. When it happens that, people's opinions about such issues become clearer and feelings about it become positively stronger. This observation made so far showed that Ghana Education Service and other stake holders of education should appreciate teachers' perception of changes as threatening and as stated by Plant (1987), cited in Dunham, they should turn such perceptions into opportunities in order that the teachers will be encouraged to go about their teaching effectively.

Wortman, Loftus and Marshall (1992) in a study conducted with college students revealed that provision of adequate knowledge on issues has effect on enhancing the clarity of concepts and strengthens beliefs and feelings. According to the Ministry of Education /Ghana Education Service (MOE / GES, 2000) the opportunities in SWOT analysis were shown clearly in the objectives of the Participatory Performance Monitoring that said teachers who provide good results will be identified and given appropriate rewards.

Shapiro and Cole (1994) were of the view that “teachers’ attitudes towards classroom interventions determine to a large extent whether the interventions will ultimately be successful” (p.142). They further noted that teacher attitudes greatly influence the effectiveness of interventions and that forcing the issue by having a resistant teacher implement a programme is probably not productive. They also pointed out that it is the positive perception of teachers toward any educational programme that holds the key to its successful implementation and sustenance.

Ysseldyke and Salvia (1995) stated that teachers are in the best position to know precisely what has been taught and what level of performance is expected from students. Consequently, they were of the opinion that teachers are the only ones who could match testing to instruction and can thereby do a better assessment of pupils. In this vein, Doug McAvoy, the leader of the national Union of Teachers (NUT) is quoted in BBC News (November,2003) as saying that using tests in monitoring pupils performance “narrow education limit the use of professional judgement, place unnecessary stress on pupils and add significantly to the workload of teachers without producing any benefit” (p.2). In conclusion, McWilliam and Kwamena-Poh (1975) noted that “for however appropriate the system and however careful it has been planned; it is only the teachers who can give it life and make it workable” (p.137).

According to Urdan and Paris (1994) the degree of teachers' feelings and beliefs about standardized tests pertained to the use to which the test results are put. They were of the view that, teachers generally express dissatisfaction with the tests and, show skepticism about the validity or usefulness of the tests. They noted further that there is pressure for students to perform well on standardized test and as a result teachers engage in various practices to assist their pupils to do well on the tests.

Haladyna, Nolen and Haas (1992) are quoted by Urdan and Paris (1994) as saying that teachers feel they are compelled to compromise though they feel guilty about the practices which influence pupils' performance. The teachers take to the practices listed above in the process of organizing the test to ensure that their pupils perform well on the test. Urdan and Paris were of the view that if test scores are tied to the promotion of teachers they influence how teachers teach in the classroom. To them the use of standardized tests for performance monitoring may make teachers engage in practices that may be counter to their educational philosophies for the sake of raising test scores.

Smith (1991) reported that teachers have a feeling that they are threatened about the potentially negative evaluations of their students and subsequently their instructional approaches. Again, the study by Smith (1991) cited in Urdan and Paris (1994) indicated that teachers feel angry

about the uses of standardized tests because they do not measure many of the important concepts teachers teach in the classrooms.

Summary

The literature revealed that the qualitative aspect of providing education is still being pursued at the level with the introduction of pupil assessment such as PMT at the basic education level. The achievement levels of pupil's knowledge and skills measure quality teaching and learning. Quality teaching and learning is measured in terms of examination success rate or pupil achievement. The notion of pupil assessment using standardised tests and that matter PMT might show a heterogeneous view on the subject depending on the purpose to which the test results are put to. There is the idea that teachers whose pupils do well in a test are likely to have a positive perception of such tests than teachers whose pupils do not perform well.

The aspects of school monitoring that promote teaching and learning have been identified as teachers' regular and punctual attendance to school, head teachers' regular visit to classrooms and observing teaching in every classroom and also school inspectors' regular visits to schools. Head teachers are expected to increase the time spent on academic learning and provision of adequate textbooks when considering improvement in school performance. Furthermore, staff development programmes should be pursued in line with what the teacher perceive to be

their needs to make them effective to improve pupils' performance. Finally, the literature had shown that monitoring of performance is an important tool for checking learning progress and it serves as a basis on which judgement is made on the impact of teaching and learning.

CHAPTER THREE

METHODOLOGY

This chapter describes how the study was conducted under the following sub-headings: the research design for the study, population, sample of the study, sampling techniques and research instrument. It also focuses on the pre-testing of instrument, data collection procedure and data analysis plan.

Research Design

The design for the study was a descriptive cross-sectional survey. According to Gay (1987), the descriptive cross-sectional survey is a process of collecting data in order to answer questions concerning the status of the subject of the study. Also respondents give their views in the situation as they are. Moreover, it is non-manipulating which does not control any group. Since the focus of the study was to explore the perception of teachers, head teachers, parents and education officers about the PMT, the descriptive was deemed the most appropriate design that could help in drawing meaningful data for the study.

On the other hand, descriptive survey could encounter some problems if care is not taken. Some respondents in giving information or answering the questionnaire tend to say or write anything; they do not say what is actually pertaining in the real situation. Some also have the tendency of guessing but not facing the real fact on the ground.

Views expressed in this way distort the study as the researcher does not get the actual information needed for the study. Some of the data will not be related for the study, thus making it unreliable.

Aware of such possible weaknesses, the researcher made effort to control any possible weakness in the data by visiting schools for real observation and also using the questionnaire to carry out an informal interview on some teachers, head teachers, education officers and community members outside the sample population to extract information to confirm what was actually happening on the ground and compared these with the responses of the respondents.

Population

The area for the study was Asikuma-Odoben-Brakwa (A. O. B) District which is located in the north-central part of the Central Region of Ghana. The district covers about 884 square kilometres. It shares boundaries with Birim South District to the North, Agona District to the East, Assin South District to the West and Ajumako-Enyan-Essiam District to the South. The district has 76 primary schools and 50 Junior High schools (A.O.B District Assembly News letter 2003.p.2). It is divided into 7 circuits. The target population comprised all basic school head teachers, primary two to six class teachers, education officers and community members in Asikuma-Odoben-Brakwa District of Central Region.

Sample for the Study

In order to obtain a representative sample for the study, the sample is stratified into four groups: 116 teachers were randomly selected from all the teachers in the 76 schools. In a similar way, 25 head teachers were selected from the 76 head teachers. The 5 circuit officers and the District Director were purposely selected to be part of the sample. Of the 76 PTA Chairmen for the 76 schools, 25 were randomly selected. The simple random sampling technique was used to select 5 circuits from the seven circuits and five primary schools from each of the 5 circuits selected making twenty-five primary schools with 125 teachers. One hundred and sixteen primary 2-6 teachers were used excluding the newly appointed teachers. Twenty-five primary head teachers, 6 education officers including the District Director of Education and 25 PTA chairmen, representing community members, totalling 172 respondents. Primary 2-6 teachers were purposely selected based on the fact that they have vital information for the purpose of the study as their classes were involved in the organisation of the PMT.

Head teachers do monitor the teachers for effective teaching and learning in their schools and also take part in the discussion after the administration of PMT to know how best to assist their teachers to go about their work; hence their selection.

Education officers, specifically Circuit Supervisors and the District Director are responsible for monitoring schools, setting

questions, organizing the PMT, marking and discussing the performance of the pupils with the teachers, head teachers and community members. PTA chairmen representing the community in the schools see to the provision of infrastructures to improve teaching and learning and monitor the activities of the heads and teachers in their schools and more importantly take part in the discussion of the SPAM after the PMT. The sample of the population consisted of literates as they could read and understand the rationale behind the questionnaire and respond accordingly to items in the right context. Table 1 shows the breakdown of the total sample size of 172 respondents.

TABLE 1

Distribution of Sample used for the Study

Respondents	Frequency (f)	Percentage (%)
Teachers	116	67.5
Head teachers	25	14.5
Education Officers	6	3.5
PTA Chairmen	2	14.5
Total	172	100

Sampling Techniques

There were four stratified groups. Group one comprised primary 2-6 teachers, group two head teachers, group three education officers and group four PTA chairmen as community members. Simple random sampling was used for the selection of schools as the schools were many and all could not be included. Purposive sampling was used for the selection of 25 head teachers and 116 primary 2-6 teachers of selected schools, the District Director of Education, 5 Circuit Supervisors in the district and 25 PTA chairmen of selected schools. They were purposely sampled because of their small number and also because of the key roles they played as far as the study was concerned. Their views were specifically required.

Research Instrument

The main instrument used in gathering data was the questionnaire. This was also used as an interview guide in cases where some of the community members and the Circuit Supervisors were too busy to have time to work on the questionnaire. As Kerlinger (1973) pointed out, the questionnaire was used due to its effectiveness for securing information about opinions and attitudes of subjects. This was supported by Seltiz (1976) who stated it is less expensive to use as compared with other methods.

Also questionnaire was noted for its reliability as confirmed by Abane (1988). It has a high rate of scoring that can be obtained from self administered survey. The questionnaire also simplified the

stage of data analysis as information obtained is already well organized. After intensive review of literature, the questionnaire was designed based on the salient points in the literature review.

One set of questionnaires was used for all the respondents. The main questionnaire for the study contains 14 items made up of three sections, A, B and C. Section A contained items mainly on general information which sought information on respondents' bio-data, gender, and number of years spent in the school. There were two (2) items in this section. Section B consisted of eight (8) open and closed-ended questions. These items were meant to examine the extent to which the perceptions of teachers and other respondents indicated the effect or the influence the PMT had on pupils' academic performance. Section C consisted of problems that confronted the organization of the PTA. (See Appendix A)

Pre-Testing of Instrument

The instruments for the data collection were pre-tested in Catholic Girls primary school in Asikuma town. The purpose of the pre-testing was to select items for the final questionnaire and establish its reliability. The sample for the pre-testing was made up of the head teacher, 5 teachers that were primary 2-6 teachers, the PTA chairman and the circuit supervisor in charge of the selected school. This group constituted a sample similar to the sample with respect of their perceptions towards the PMT.

Permission to administer the questionnaire was obtained from the head of the school through a letter of introduction from the Director of IEPA (Appendix B, which explained the purposes of the study and also assured respondents of anonymity. Minor modifications in the wording of a few items were made and this reduced the questions in the questionnaire since some were repeated questions. For example, position held was eliminated as was stated in the introduction. Also, instead of six questions on problems they were modified to become four to access the actual problems that are encountered during the administration of the PMT. The instrument was then printed for use in the study (Appendix A)

Data Collection Procedure

The administration of the instrument was done by the researcher herself during the normal school hours to ensure more co-operations from the respondents. To facilitate smooth administration of the instrument, the introduction letter approved by the Director of IEPA was attached to the instrument. In that letter, the purpose of the study, the need for the study and the importance of individual response were explained. After establishing cordial relationship with the heads of the schools visited, the researcher obtained permission to explain the questionnaire to the teachers involved and distributed to them to be filled in and were collected a week after administration. The copies of the questionnaire were numbered and names of schools and addresses were recorded to facilitate smooth collection and retrieval. In all, the

copies of questionnaire administered were 172 and all were retrieved, giving 100% return rate.

Data Analysis Plan

To arrive at an effective statistical presentation, the data was sorted and quality control checks made. Data for the study were analysed with the Statistical Package for the Social Sciences (SPSS) programme. The responses of all respondents were analysed based on the liker scale format. Percentages for the specific items were computed to ascertain the extent of respondents' opinion on the topic of the study.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF DATA

The purpose of the study was to find out the perception of teachers, head teachers, education officers and parents about the administration of the PMT and whether they felt it is an appropriate instrument to bring about effective teaching and learning in Asikuma-Odoben-Brakwa District in the Central Region of Ghana. In this chapter, the data collected from respondents were analysed and discussed, using frequencies and percentages. In all, there were 172 respondents as stated in chapter 3. The sample comprised 6 education officers, 25 head teachers, 116 primary two to 6 class teachers and 25 PTA chairmen representing the parents from the communities under study.

Bio-Data of Respondents

Analysis was carried out on two aspects of respondents' bio-data which were relevant to the study and that is their gender and length of stay at their present position.

Distribution of Respondents' Gender

The study tried to determine the gender distribution of the respondents since the sample covered both male and female respondents. This would help the researcher to know the predominant gender in the study. Table 2 shows the gender distribution of the respondents.

TABLE 2

Distribution of Respondents' Gender

Gender	Frequency (f)	Percentage (%)
Male	111	64.5
Female	61	35.5
Total	172	100.0

As shown in Table 2, out of 172 respondents, 111 were male whilst 61 were female. From the table, it can be seen that the sampled population for the study was predominantly male, reflecting the gender distribution in the population, except in the case of parents.

Length of Stay in Present Position

The researcher sought to find out the number of years respondents, that is, teachers, head teachers, education officers and PTA chairmen had spent in their positions. This was done to identify those who had been engaged in the administration of the PMT for a reasonably long time (say over five years) and to assess whether in their view the PMT really brings about effective teaching and learning. This is shown in Table 3.

TABLE 3

Length of Stay in Present Position

Number of Years	Frequency (f)	Percentage (%)
1-5	61	35.5
6-10	69	40.1
10+	42	24.4
Total	172	100

Table 3 indicates that a greater number of respondents had been in their positions between 6-10 years and above. Between 6-10 years were 69 (40.1%) and above 10 years were 42 (24.4%), all summed up to 111 or 64.5% of the respondents. With reference to the record in Table 3, majority of the respondents had been engaged in the administration of the PMT and would be in the good position to express their perceptions of it.

Perception of Head Teachers and Teachers of PMT

This was in relation to research question one which tried to find out whether teachers and head teachers think the PMT brought about effective teaching and learning. Issues raised in connection with research question one are analysed one after another under Tables 4 -7. Questionnaire items 3-6 were used to provide the required information. The issues stated above include:

Is monitoring necessary in the teaching and learning process?

Does PMT encourage effective teaching and learning?

Do teachers feel pressurized and stressful to concentrate their efforts on teaching to test?

Does PMT make parents feel responsible for their children and wards?

Whether Monitoring is Necessary in Teaching and Learning

Process

Views concerning the perception of head teachers and teachers were sought to find out whether monitoring is necessary in teaching and learning. Responses are indicated in Table 4. In carrying out these analyses, strongly agree and agree are combined to read agree while strongly disagree and disagree are combined to read disagree.

TABLE 4

Head Teachers and Teachers Views on Whether Monitoring is Necessary in Teaching and Learning

Monitoring is necessary in teaching	Head teachers		Teachers	
	Freq. (f)	%	Freq. (f)	%
Agree	19	76.0	83	71.6
Disagree	6	24	33	28.4
Total	25	100	116	100

Table 4 shows that majority of head teachers (19 or 76%) and teachers (83 or 71%) agreed to the assertion that monitoring is very important in teaching and learning in schools. The high positive

responses indicate a healthy sign of acceptance of PMT by the head teachers and teachers in the district. Head teachers and the teachers said the PMT makes them effective as they prepare and use relevant teaching and learning materials in teaching as well as being regular and punctual to school, among others. Thus, the PMT brings a reviewed vigour in the teachers in the district including their heads. Most of these head teachers also teach and carry out their work effectively; the result of PMT.

The PMT makes them work hard in order to prepare their pupils to do well in the test. This is a challenge the PMT has thrown to them. The head teachers' and teachers' observations supported by a statement in BBC News (September, 2000) that teachers feel the national tests are appropriate in assessing pupils' performance. In addition, the Community School Alliance Report (1999) said the monitoring process helps in taking stock of activities, assessing the progress of every teacher and school, giving professional support to teachers and maintaining or improving educational standards. Johnson and Foertsch (2000) in support of this issue stated that effective monitoring helps the teacher to take stock of the teaching and learning process so as to implement new strategies to foster students' learning. Thus, it is observed from Table 4 that 28% of the teachers appeared to disagree with the importance of PMT. Such teachers most probably said so because they think the test puts some form of pressure on them to do extra work.

Whether PMT Encourages Effective Teaching and Increases

Output of Work

Head Teachers and teachers were asked if the PMT really encouraged teachers to do effective teaching and whether it increased their output of work which would improve pupils' performance. Their responses are shown in Table 5.

TABLE 5

Views of Head Teachers and Teachers on Whether PMT

Encourages Effective Teaching and Increases Output of Work

PMT encourages effective teaching and increases output	Head teachers		Teachers	
	Response	Freq.(f)	%	Freq. (f)
Strongly Agree	13	52.0	68	58.6
Agree	9	36.0	38	32.8
Disagree	3	12.0	8	6.9
Strongly Disagree	0	-	2	1.7
Total	25	100	116	100

Table 5 portrays that a greater number of head teachers (22 or 88%) and teachers (106 or 91.4%) agreed that PMT encourages teachers to do effective teaching and increases their output of work. Only 3 (or 12%) head teachers and 10 (or 8.5%) teachers opposed to the statement that PMT encourages teachers to do effective teaching and that it increases output of work. From the analysis, it can be

concluded that teachers really value the execution of the PMT since it makes them prepare and adopt different teaching methods that bring about effective teaching to promote pupils' learning and performance in the PMT and in their learning as a whole.

The perception of the head teachers and teachers confirmed the views of Johnson and Foertsch (2000) who stated that teachers monitor the school literacy programme by tracking the reading progress of their pupils, evaluating the effectiveness of teaching methods and the value of the various materials. To them the results of the teachers' monitoring activities enable them to judge the value of their teaching programme and make the necessary arrangement to improve upon their teaching activities.

Whether Teachers Feel Pressurized and Stressful About the PMT

The researcher wanted to find out whether teachers felt pressurized and stressful to concentrate their efforts on working hard so that their pupils would be able to do well in the PMT. Table 6 depicts their responses.

TABLE 6

**Perception of Head Teachers and Teachers on Whether Teachers
Feel
Pressurized and Stressful about the PMT.**

Teachers feel pressurised and stressful	Head teachers		Teachers	
Response	Freq. (f)	%	Freq. (f)	%
Strongly Agree	8	32.0	18	15.5
Agree	12	48.0	53	45.7
Disagree	5	20.0	38	32.8
Strongly Disagree	-	-	7	6.0
Total	25	100	116	100

Table 6 shows that majority of head teachers (20 or 80%) and a little over half of teachers (71 or 61%) agreed that teachers feel pressurized and stressful to concentrate and prepare pupils for the PMT programme. From the responses, it could be taken that some teachers feel pressurized and stressful and find ways and means to help their pupils perform better in the test and at times ask weaker pupils to stay away from school on the day of the test if they get to know the date. Though they find the exercise useful through informal interview held with most of them, they however feel pressurised and stressful because of the extra work they have to carry out to help improve their pupils' performance.

The perception of the head teachers and teachers confirmed the perception of Urden and Paris (1994) who said the degree of teachers' feelings and beliefs about standardised test pertains to the use to which the test results are put. They were of the view that teachers generally express dissatisfaction about the tests and show skepticism about the validity or usefulness of the tests. They noted further that there is pressure on students to perform well on standardized test and as a result teachers engage in various practices to assist their pupils to do well on the tests.

Whether PMT Makes Parents Feel Responsible for Their Children

The study sought the views of head teachers and teachers on whether PMT makes parents feel responsible for their children and wards to bring about effective teaching and learning. This like the first three issues analysed, also attempted to answer Research Question one. The detailed information is shown in Table 7.

TABLE 7**Whether PMT makes Parents Feel Responsible for Their Children**

Parents feel responsible for their children	Head teachers'		Teachers'	
	Views		Views	
Response	Freq. (f)	%	Freq. (f)	%
Strongly Agree	8	32.0	36	31.0
Agree	13	52.0	62	53.5
Disagree	3	13.0	13	11.2
Strongly Disagree	1	4.0	5	4.3
Total	25	100	116	100

The table clearly shows that majority of the respondents, that is, head teachers (21 or 84%) and teachers (98 or 84.5%) agreed that PMT makes parents feel responsible for the welfare of their children and wards. Only 4 (or 16%) head teachers and 18 (or 15.5%) teachers disagree to the statement that PMT makes parents feel responsible. Parents in most remote areas do not care whether their children or wards have the needed materials for learning or not but with the introduction of the PMT the data in Table 7 indicates that head teachers and teachers perceive that parents are made aware of the roles they have to play for their children to learn and perform better in the standardized test, the PMT.

The MOE (2000) document on PMT stated that PMT is designed to provide reliable information to teachers, parents, communities, educational administrators and policy makers on

performance standard test for each grade level (class). Thus, the perception of teachers and head teachers on how responsible parents are towards their children's education, as shown in Table 7 indicates that the MOE's view on PMT has had a positive impact on parents.

The issues raised above clearly showed that;

1. Head teachers and teachers do have positive perception about the administration of the PMT.
2. The PMT actually encourages teachers to do effective teaching and increases output of work.
3. Some teachers however feel pressurized and stressful because the exercise entails extra work, but they try to find ways and means to help their pupils.
4. PMT makes parents responsible for providing their children and wards with their needed learning materials. These observations do answer Research Question One.

Perception of Education Officers and PTA Chairmen of PMT

The study sought to find out the perception of education officers and PTA Chairmen whether PMT brings about effective teaching and learning. This is an attempt to answer research question two which states "What are the perception of education officers and PTA chairmen of the PMT?" Information required are provided by questionnaire items 4 to 7. These issues are analyzed one by one under Tables 7 – 11. Issues raised here include:

- a) Is monitoring necessary in teaching and learning?
- b) Does PMT encourage effective teaching and increase output of work?
- c) Does PMT make teachers feel pressurised and stressful to concentrate on teaching to test?
- d) Does PMT make parents feel responsible for their children?

Whether Monitoring is Necessary in Teaching and Learning

The perception of education officers and PTA Chairmen were sought to find out whether monitoring is necessary in teaching and learning.

TABLE 8

Views of Education Officers and PTA Chairmen on Whether Monitoring is Necessary in Teaching and Learning

Monitoring is necessary	Education Officers		PTA Chairman	
Response	Freq. (f)	%	Freq. (f)	%
Strongly Agree	3	50.0	12	48.0
Agree	2	33.3	7	28.0
Disagree	1	16.7	6	24.0
Strongly Disagree	0	0.0	-	-
Total	6	100	25	100

Table 8 shows that a greater number of education officers 5 (or 83.3%) and PTA chairmen 19 (or 76%) agreed to the statement that monitoring is necessary in teaching and learning as it helps teachers to do effective teaching. They have, at least, the feeling that monitoring is very important and necessary in teaching as it helps pupils to learn effectively.

Horn (1992) who stated school inspectors' commitment visiting the schools at least twice a year contributes to the promotion of quality teaching and actually helps pupils to learn and perform better during the PMT.

Views of Education Officers and PTA Chairmen on Whether PMT Encourages Effective Teaching and Increases Output of Work

Views of Education Officers and PTA Chairmen were sought to find out whether the PMT actually encourages teachers to do effective teaching and whether it increases their output of work and helps improve pupils' performance. Table 9 displays the data.

TABLE 9**Views of Education Officers and PTA Chairmen on Whether PMT Encourages Effective Teaching and Increases Output of work**

PMT Encourages Effective Teaching and Learning	Education Officers		PTA Chairman	
	Response	Freq. (f)	%	Freq. (f)
Strongly Agree	5	83.3	9	36.0
Agree	1	16.7	12	48.0
Disagree	-	-	2	8.0
Strongly Disagree	-	-	2	8.0
Total	6	100	25	100

Table 9 depicts that all the education officers (6 or 100%) and a greater number of PTA chairmen (21 or 84%) were in favour of the statement that PMT encourages effective teaching and increases output of work. Only 4 (or 16%) PTA chairmen were not in favour of the statement that PMT encourages effective teaching and learning. The education officers are able to determine this because they have been working with the teachers from the period before the introduction of PMT till the administration of the PMT. They have been visiting the schools supervising teachers' work, inspecting pupils' exercises, and others. They were therefore able to determine the impact of PMT on teachers' work. The PTA chairmen also work in collaboration with head teachers and teachers in their schools and sit in during the SPAM

to discuss the results of the PMT and therefore are able to assess the importance of PMT.

The positive responses of education officers and PTA chairmen really showed that they valued the programme and see it as an effective tool that encourages pupils to learn and perform better in their class work. This is confirmed by what the Education Secretary in Britain, Charles Clark stated in a BBC News (October 23, 2003) that monitoring pupils' performance through the use of test helps teachers see the progress their pupils are making, measures against other children and also assists school to divert their teaching to each child's needs to let children perform well during the test.

Whether Teachers Feel Pressurized and Stressful About PMT

The researcher tried to find out from the education officers and PTA chairmen whether the PMT makes teachers feel pressurized and stressful and concentrate their efforts on examination when they visit their schools to supervise the work teachers do. Table 10 shows their responses.

TABLE 10**Views of Education Officers and PTA Chairmen on Whether PMT Makes Teachers Feel Pressurized and Stressful**

Teachers feel pressurized and stressful	Education Officers		PTA Chairman	
Response	Freq. (f)	%	Freq. (f)	%
Yes	2	33.3	8	32.0
No	4	66.7	17	68.0
Total	6	100	25	100

As shown in Table 10, responses of both education officers and PTA chairmen showed that majority of respondents (4 or 66%) education officers and (17 or 68%) of PTA chairmen did not agree to the statement that PMT makes teachers feel pressurized and stressful. Only 2 (or 33.3%) education officers and 8 (or 32%) PTA chairmen supported the statement. Their positive perception depicts that the organisation of the PMT actually assists teachers to prepare efficiently and do effective teaching and learning to give their pupils the opportunities to learn hard and perform well during the organisation of the PMT. Teachers see the PMT as an effective tool used to assess the performance of both teachers and pupils in their teaching and learning process.

Whether PMT Makes Parents Feel Responsible

Perception of education officers and PTA chairmen were sought to find out whether PMT makes parents feel responsible for their children and wards and so provide learning materials to help their children and wards to do well in the test. Responses are shown in Table 11.

TABLE 11

Education Officers' and PTA Chairmen's View on Whether PMT Makes Parents Feel Responsible.

Parents feel responsible for their children	Education Officers		PTA Chairman	
	Freq. (f)	%	Freq. (f)	%
Strongly Agree	4	66.7	5	20.0
Agree	2	33.3	15	60.0
Disagree	-	-	4	16.0
Strongly Disagree	-	-	1	4.0
Total	6	100	25	100

From the analysis on the Table 11, all the education officers (6 or 100%) and majority of the PTA chairmen (20 or 80%) were of the view that the administration of the PMT has actually made parents very responsible to provide the necessary learning materials for their children to learn hard. On the other hand, only 5 (or 20%) PTA chairmen were not in support of the idea that the PMT has made

parents responsible for the needs of their children and wards. During School Performance Appraisal Meeting (SPAM) teachers, head teachers, education officers and parents discuss the performance of pupils in each class and problems encountered in teaching their pupils and appeal to parents to provide their children and wards with their needs.

Responses of respondents clearly indicated that PMT has made parents responsible for providing their children with needed assistance like school uniforms and writing materials to enable pupils do effective learning and help them perform better during the PMT. Thus, the PMT has thrown a challenge to parents to perform their duties for the sustenance of the PMT.

The analysis of the issues above indicated that:

1. Education officers and PTA chairmen have a positive perception about the organisation of the PMT and pray for its sustenance.
2. PMT really encourages teachers to do effective teaching and increases their output of work. Some teachers feel pressurized and stressful but they try to find ways and means to help their pupils.
3. PMT makes parents responsible for providing their children and wards with the needed learning materials. These issues provide an answer to Research Question two.

Whether PMT Brings About Inputs

This section dealt with research question three which tried to find out from the school-based respondents, that is, teachers and head teachers, education officers and parents whether and how the organisation of the PMT sought to bring about inputs for effective teaching and learning. Issues considered are:

1. Whether PMT provides opportunities for effective supervision.
2. If PMT helps in the provision of inputs for effective teaching.
3. If Yes, how?
4. Whether PMT results assist stakeholders to provide assistance to schools under their care.

These issues are analysed one by one under Tables 14-17.

Information required was provided by questionnaire items 9-12.

Perception of Respondents on Whether PMT Provides

Opportunities for Effective Supervision

Respondents were asked whether PMT gives opportunities for effective supervision of teaching and learning. Responses are presented in Table 10.

TABLE 12

Views of Respondents on Whether PMT Promotes Effective Supervision

PMT promotes effective supervision	Frequency	Percentage
Yes	144	83.7
No	28	16.3
Total	172	100

Responses of teachers, head teachers, education officers and parents as in Table 10, showed that majority of the respondents (144 or 83.7%) did agree that PMT promotes opportunities for effective supervision which brings about effective teaching and learning. Only a few (28 or 16.3%) disagreed with the statement that PMT promotes effective supervision. These positive responses indicate that effective supervision, which is the result of the desire to help pupils in the PMT, helps keep teachers and head teachers on their feet to go about their duties as class teachers and administrators. This encourages pupils to learn hard and perform well in the organisation of the PMT.

This is confirmed by IDCR Manuscript Report (1981) which stated that effective head teachers' supervising skills in observing their teachers teach in the classroom and giving helpful feedback to teachers for implementation make the teacher effective. Similarly, the inspection of teachers' notes and exercises by head teachers who give constructive suggestions, help the teachers to perform better and bring about effective teaching and learning for their pupils to learn and make the administration of the PMT an effective tool for the assessment of pupils' performance. The observation made here confirmed Malawi Handbook for Inspectors (1982) which stated that supervision aims at giving advice, support and direction for the improvement of classroom instruction, teacher performance and institutional performance. Supervision should be constant and more regular than inspection. In addition, the Handbook mentioned above stated that supervision

ensures quality and improvement of excellent teaching and maintains standards, evaluates the performance of teachers, monitors instruction and encourages many changes and development in our educational institutions.

Whether Results of PMT Help Provide Inputs for Effective Teaching and Learning

Respondents, teachers, head teachers, education officers and PTA Chairmen representing the parents were asked to state whether results of PMT help in the provision of inputs to the schools for effective teaching and learning to take place and if so, in what forms the inputs do take. Table 13 shows responses.

TABLE 13

Whether Results of PMT Help Provide Inputs for Effective Teaching and Learning

PMT results provide inputs	Frequency	Percentage
Yes	157	91.3
No	15	8.7
Total	172	100

Table 13 indicates that 151 or 91.8% respondents agreed that the results of PMT did really help in the provision of inputs to their schools. Only 15 or 9% respondents opposed that results of PMT help in the provision of inputs to schools to bring about effective teaching and learning. Some questionnaire items were used to ask respondents

to explain how the PMT results assisted in the provision of inputs to their schools. Their responses included the following:

Inputs on the side of the head teachers. Head teachers try to mark their teachers' lesson notes, provide them with the needed instructional materials and the relevant teaching learning materials to help teachers do effective teaching and also effective supervision of teachers' regular and punctual attendance to school. They inspect teachers' and pupils' work and give feedback to circuit supervisors. In addition, in-service training programmes are mounted for the teachers to upgrade their knowledge on their course contents so as to help them improve on their teaching methods. Also, head teachers visit various classes to help teachers improve upon their methods of instruction and become actively involved in identifying instructional problems to make teachers effective and go about their teaching successfully. The head teachers effectively carry out these activities with the aim of preparing their pupils to perform well in the PMT. So, the impact of the PMT is to make head teachers very serious about their work.

Inputs by classroom teachers: Class teachers on their part stated that they prepare well and make effective use of appropriate teaching learning materials to help pupils understand lessons handled to enable them to answer questions well during the organisation of the PMT. Teachers also try to attend school regularly and punctually, upgrade their knowledge through distance learning to improve their skills and teaching methods. They are able to identify weaker pupils

and give them special attention and remedial classes provided to improve pupils' learning performance in general to do well during the administration of the PMT. In addition, more exercises are given to pupils and the teachers mark them regularly to prepare pupils efficiently for the PMT.

Inputs as described by classroom teachers are supported by Horns (1992) that efficiency in quality teaching and learning results when the fundamental pre-requisites for students learning are addressed. He outlined such measures as classroom teachers' regular and punctual report to school everyday, head teachers and their deputies paying regular visits to classroom and observing every class at least once a week to help keep teachers on their feet.

Inputs by education officers: On the part of the education officers, inputs in schools took the form of their regular supervision of schools, checking whether teachers attend school regularly and punctually through the attendance register, do effective teaching and give enough exercises to pupils to facilitate effective learning and prepare pupils well for the organisation of the PMT. They also said the GES and some NGO's like GICA supply the needed text books and learning materials to schools to promote learning so that the pupils will get access to conducive learning environment. Such support services reach the schools with the objective of helping pupils to learn well and perform adequately in the PMT.

In addition, some of the NGOS, (e.g. GICA) do organise English, Mathematics and Science workshops for both classroom teachers and heard teachers to sharpen their professional competencies to be able to do efficient delivery of their work. The Ghana Education Service takes up the challenge of improving teachers' competences through in-service training organisation, distance education, refresher courses and such effort so that teachers posted to schools will equip themselves with competent teaching. All these go to improve pupils' learning generally and their performance in the PMT in particular. In addition to getting teachers to the schools, education officers also try to carry out effective supervision. This supervision helps brings about effective teaching and learning. This is clearly stated by Tait (1993) when he said inspection is the process through which central authority represented by inspectors, monitors and evaluates the teaching and administration in the school. This means, inspection involves examining and evaluating the quality of teaching and learning in the school based on established criteria. The PMT is therefore used as a measure to evaluate and assess the performance of both teachers and pupils to the extent of work done in the schools.

The analysis on the provision of inputs by the various agencies indicated that the above issue portrays that:

1. PMT promotes effective supervision.
2. Results of PMT help provide inputs for effective teaching and learning.

3. PMT assists stakeholders to provide assistance to schools.

These aspects provide an answer to research question three.

Views of Respondents on Problems that Confront the Administration of the PMT

The researcher sought to find out from all respondents problems that confront the administration of the PMT. Analysis of this issue is an effort to answer research question four which relates to this issue.

Issues raised include:

- (i) Whether class teachers should be allowed to invigilate their own class pupils to eliminate fears and anxieties in pupils.
- (ii) Whether the random sampling of pupils for the test is inappropriate.
- (iii) Whether teachers should be blamed for poor performance of their pupils in the PMT.
- (iv) Whether pupils find it difficult in reading the printed text.

These issues are analysed one after the other using Tables 14 - 17.

Questionnaire items 12-15 provide the needed information.

Whether Class Teachers should be allowed to Invigilate

Respondents were asked whether class teachers should be involved in the invigilation during the organisation of the PMT to eliminate fears and anxieties in the pupils since the PMT administrators are all new to the pupils. Responses are presented in Table 14.

TABLE 14**Views of all Respondents on Whether Classroom Teachers Should be Allowed to Invigilate**

Class teachers should be allowed to invigilate	Frequency	Percentage
Yes	117	68
No	55	32
Total	172	100

From the responses in Table 14, a greater number of respondents (117 or 68.0%) were in favour of the statement that teachers should be involved in the invigilation of their pupils. They complained that class teachers are asked to leave their class and circuit supervisors replace them to conduct the test. The views of respondents is confirmed by GES Circuits Supervisors' Hand Book (2002) which states that the test administrator goes to each class with the head teacher and the class teacher introduces the examiner and briefly state the purposes of the visit. As soon as the introduction is over, the head teacher and the class teacher leave the classroom and stay away till the test is over. Head teachers and teachers usually complain that pupils get frightened when pupils see entirely new faces in their classrooms to invigilate them during the administration of the PMT especially as some of the officers turn to be stern on pupils. With this argument, officers involved in the test should admit that pupils naturally hate test

and it is better for them to ensure that pupils are at ease to encourage them perform better as they would have done with their own teachers. The views raised here suggested that class teachers should be involved during the administration of the PMT.

Whether the Sampling of Pupils for the Test is Inappropriate

The study tried to find out from all the respondents whether the sampling of pupils for the test was inappropriate. Table 15 shows their responses.

TABLE 15

Views of Respondents on Whether the Sampling of pupils for the Test is Inappropriate

Sampling is inappropriate	Frequency	Percentage
Yes	93	54.1
No	79	45.9
Total	172	100

Pertaining to the random sampling of the pupils to be engaged in the PMT, responses from Table 15 show that majority of respondents (93 or 54.1%) were not in favour of the sampling procedure. Teachers complained that weaker ones may be selected and the actual performance of the class will not be realised, like wise the effectiveness of the class teachers. The teachers and head teachers therefore appeal to the test administrators that all pupils should be used

for the test to portray the actual strength of the class. The teachers concern however resulted from the fact that in selecting pupils for the PMT, the sampling is done without consulting teachers and head teachers.

GES Circuit Supervisors' Handbook (2002) confirmed the views of the respondents. It stated that the text administrators, circuits' supervisors, select 20 pupils from each class through balloting without any interference from the teachers and head teachers. As soon as the balloting is completed, the selected pupils' left palms are stamped by the circuits' supervisors to prevent replacement of weak pupils with brighter ones by the teachers through backdoors. However, Ysseldyke, Christenson and Thurlow (1994), commenting on the method of sampling noted that in the case of any assessment procedure, one can either try to assess the entire domain or sample from it. Therefore, all pupils could not be engaged for the PMT but to sample some for the organisation of the test.

Views of Respondents on Whether Teachers Should be Blamed for Pupils' Poor Performance

The researcher wanted to seek the views of respondents: teachers, head teachers, education officers and PTA chairmen, representing the parents, on whether class teachers should be blamed for their pupils' poor performance during the organisation of the PMT. Responses are shown in Table 16.

TABLE 16

Perception of Respondents on Whether Teachers Should be Blamed for Pupils' Poor Performance

Teachers should be blamed	Frequency	Percentage
Yes	139	80.8
No	33	19.2
Total	172	100

Responses indicate that majority (139 or 80.8%) of all the respondents were in favour of the statement that teachers are to be blamed for pupils' poor performance in the PMT while (33 or 19%) disagreed with the statement. The few who disagreed that the teachers should not be blamed have a few points to raise in that connection. Some of the stakeholders expect good learning outcome from the teachers' interaction with pupils in the school. When results of pupils' performance of PMT fall short of their expectation, they tend to point accusing fingers on the teachers. In the view of parents, teachers interact longest with pupils and have to translate educational objectives into learning outcomes. They therefore expected improved learning outcomes in the schools after the administration of any external test. The parents conceptualise that if the pupils are not doing well in the PMT then the teachers are not carrying on effective learning.

The observation supported the view of Sadker and Sadker (1984) which states that poor test results may lead to reprimand or terminate teachers as communities rely more on test scores to assess

the quality of their schools. Those who opposed the blaming of teachers on poor performance of pupils, in other words, those who think the teachers should not be blamed for pupils poor performance, at times argued that pupils' randomly sampled on that day for the test may probably not portray the real performance of that class or the teacher. Pupils' performance, they think, may ginger the teachers to realize their strengths and weaknesses and therefore sit up and put in more efforts to improve upon their pupils' performance in the PMT. This confirmed the views of Farrant (1982) when he said, teachers who come across a programme such as PMT see it as a challenge to their professional competence and will try to rise up to their responsibilities and sharpen their knowledge and teaching skills in order to help their pupils to improve upon their performance.

Similarly, many of the stakeholders consider the fact that teachers gear their teaching towards getting good results when they realise that their ego is threatened. In so doing, they resort to teaching that is good for achieving sound examination results but at any rate, some pupils are disastrous to achieving expected results. (Farrant 1982).

According to Sosu (1992), stakeholders need to consider other behaviours such as class size, lack of instructional materials and motivation that will gear teachers for effective functioning in the schools rather than parents blaming teachers for pupils' rather poor performance.

The other side of the study tried to find out whether pupils find it difficult in reading the printed text and whether all were able to read the text and answer all the questions well. Table 17 portrays the responses. This is analysed under Table 17.

TABLE 17
Views of Respondents on Whether Pupils Find it Difficult in Reading the Printed Text

Pupils' inability to read printed text	Frequency	Percentage
Yes	48	27.9
No	124	72.1
Total	172	100

Responses in Table 17 indicate that majority of all the respondents (124 or 72.1%) confirmed it that pupils find it difficult to read the printed text and therefore wasted so much time in answering the test items. Because of this pupils at times do not finish their work and therefore do not perform well in the PMT as expected.

The analysis of the issue raised above which is in relation to research question 4 indicated that the organisation of PMT encountered some problems. These include the following:

1. There is some problem with the sampling procedure. The problem is that pupils are sampled randomly for the organization of the test. This is done, as stated by some PTA chairmen and education

officers interviewed, due to financial constraint in the organisation of the test all pupils could not be involved in the PMT.

2. Class teachers and head teachers are not involved in the organization of the PMT. Some test organisers argued that they have the fear that when they involve teachers in the PMT, they will teach their pupils and the assessment will not be effective.
3. PTA chairmen and education officers interviewed confirmed, it that teachers are to be blamed for their pupils' poor performance because they are charged to teach the pupils through the whole syllabus for them to answer all questions.
4. Pupils find it difficult in reading the printed text as those in very remote areas are not familiar with printed test items.

These observations made here provide an answer to research question four.

Summary of Findings

A number of findings emerged from the study and these are briefly summarised here. The study has shown that:

1. Teachers, head teachers, education officers and parents sampled for the study have positive perception of the PMT. They see it as an effective tool that helps all stakeholders to be on their feet to bring about effective teaching and learning in the schools in the district.
2. The PMT helps teachers to prepare and do effective teaching to improve their pupils' performances.

3. The PMT creates awareness and provides inputs for effective teaching as learning materials are made available for pupils and teachers and the communities provide infrastructure for conducive learning atmosphere.
4. The PMT promotes effective supervision as head teachers and education officers are made to be on their feet to go about their supervision skills to bring about effective learning.

The study revealed few problems in the administration of PMT. These included:

1. The random sampling method used in selecting pupils for the test is questioned by the respondents who think that those sampled may be the weaker ones in class and therefore all should be made to write the test.
2. The teachers and some of the heads feel teachers should be involved during the organisation of the test.
3. The blame placed on teachers by some stakeholders is not genuine for they should consider other behaviours and motivations that will encourage the teachers to do effective teaching.
4. Pupils' inability to read printed text and not being able to answer all questions need to be taken care of, the examiners should try and read questions to pupils especially those in the less endowed schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives overview of the study, summarises the main findings and draws conclusions from the findings. It ends with recommendations and suggestions for further studies.

Overview

This study was conducted to solicit the views of teachers and head teachers of primary schools of Asikuma-Odoben-Brakwa (AOB) district as well as education officers and PTA Chairmen about their perceptions of PMT. Their views were sought to find out whether they see PMT as an effective instrument for monitoring teaching and learning and whether PMT results bring about inputs for effective teaching.

The area for the study was Asikuma Odoben Brakwa District in Central Region. There were 76 primary schools in the district but 25 of them were randomly selected for the study. All primary two to 6 class teachers in the 25 schools were purposively selected excluding the newly posted teachers. In all, 116 class teachers were selected while 25 head teachers, 25 PTA chairmen and six education officers of selected schools were also purposively selected adding up to make a total of 172 respondents for the study.

Descriptive cross-sectional design was used to solicit the views of teachers, head teachers and education officers and PTA chairmen about their views on whether the PMT is a useful tool for effective monitoring and assessing pupils' performance in schools in the district.

The research instrument used for the study was one set of questionnaire. All the teachers and head teachers, four education officers and 20 PTA chairmen were given a copy each of the questionnaire to complete while two officers and five PTA chairmen

were in addition interviewed. Data collected from the respondents were analysed using SPSS programme to access the perception of the respondents about the PMT. Frequency tables and percentages were used for analysis and discussion.

Summary of the Findings

The study came out with a number of findings. Teachers in the Asikuma Odoben Brakwa District have positive perception about the PMT. They regarded the PMT as an effective tool for monitoring the performance of pupils and teachers in the primary schools. It shows clearly that for effective teaching and learning to take place, there is the need for effective monitoring such as what the PMT does. The positive perception of majority of the respondents about the PMT shows that they do not have any ill feelings about the monitoring test. They actually see it as an effective instrument to help improve teaching and learning. Also, it helps to assess the schools on the quality of teaching and learning and the performance of both teachers and their pupils. The PMT helps teachers to increase their output of work and use different teaching techniques that bring about effective teaching and learning to improve pupils' performance in schools. This view supports Mujis' and Reynolds' (2000) view when they said that a teacher's effectiveness is exhibited by the extent to which the teacher uses methods that encourage pupils to learn effectively.

Another finding was that PMT contributes to help bring about inputs for effective teaching and learning. The responses of teachers,

head teachers, education officers and PTA chairmen indicated that PMT makes teachers effective as head teachers work hard to mark teachers' lesson notes regularly, provide them with the needed and appropriate and relevant teaching learning materials to help teachers do effective teaching. Head teachers also visit and supervise teachers' and pupils' work in their classrooms. Classroom teachers do prepare well ahead and make effective use of appropriate teaching learning materials to help their pupils understand the lessons handled. They are also regular and punctual at school. All these are aimed at helping the teachers do their work well so that pupils will learn hard and perform well not only in the PMT but also in their general school performance. The PMT reminds teachers of a day of accountability of quality teaching and learning in their schools.

In addition, distance learning and in-service training are given to teachers to upgrade their knowledge on their course contents and improve on their teaching methods to help them do effective teaching so that their pupils will be able to do well during the organisation of the PMT. This finding supported Chapman (1993) which stated in-service training gives credits to teacher qualification and has been advocated as a better strategy than pre-service training because it helps to raise up the performance level of teachers who are already committed to teaching and acquire new skills.

The study revealed that the results of the PMT help create awareness for stakeholders especially parents. The PTA chairmen,

representing the views of parents, now feel responsible and see the need to provide their children and wards with the needed learning materials to help them learn better and perform well in the PMT. Other stakeholders also try to a large extent, provide the needs of schools to help improve on the teaching and learning process, so that the pupils will do well in school and perform well in the PMT. It is a credit to them if the pupils in their schools do well in the PMT. The PMT is designed to provide reliable information to teachers, parents, educational administrators and policy makers on performance standard set for each grade level.

The study had shown that the perception of teachers and head teachers in public primary schools in the Asikuma Odoben Brakwa District about the usefulness of the PMT is similar to those of the education officers and stakeholders, especially the PTA chairmen representing the parents. These similar perceptions of the respondents are observed on such aspects as the usefulness of the PMT, the PMT ensuring teachers' effectiveness and contributing to improve teaching and learning. This finding supports the observation made by MOE (2000) that the PMT would ensure the achievement of improved teaching and learning in public primary schools. The educational implication of this finding was that a large majority of respondents perceived the PMT as an effective tool for improving teaching and learning outcomes in the public primary schools in the districts.

On the hand, issues raised in the study indicated that some teachers felt pressurised and stressful and find ways and means to help their pupils perform better in the PMT. Teachers and head teachers at times asked weaker pupils to stay away from school on the day of the test if they got to know the date. This was done so that the weaker pupils might not be included in the selection.

However, there were some problems which teachers and head teachers felt were being a hindrance to the smooth administration of the PMT. One of such problem was connected with the sampling procedure. They complained that some pupils from each primary class were selected to write the test instead of using all pupils in each class as was done in the Criterion Reference Test programme. The worry of heads and teachers was that sometimes weaker pupils might unfortunately be selected and their performance might not reflect that of the whole class. Any way, in this connection, some of the heads and teachers cherished the positive feeling that with time pupils will gradually get use to reading printed materials.

Also, the inability of pupils to read the printed text made them waste so much time answering the test items. At times they were not able to finish the work and this therefore made them not perform well to the teachers' expectation.

Class teachers are not involved in the organisation of the test. Teachers are of the view that pupils, especially lower primary pupils, do get scared of new faces coming to invigilate them. Some

respondents revealed that some of the test administrators tend to shout on the pupils, thus making them scared and therefore not performing well as expected.

Conclusions

It was observed that the PTA chairmen, representing the views of parents, had positive perception about the PMT. They were happy when pupils performed better but when they failed to perform up to their expectations, they turned to blame the teachers. It was in this light that the contribution of parents towards the development of the school was deemed important. Parents' interest is to see that their pupils are doing well in school irrespective of problems associated with teachers.

Though the teachers thought positively about the PMT, it gave them extra work and this made some teachers not happy, always going extra mile to work harder towards the organisation of the PMT. When some teachers complained about the PMT, they did so not because of the lack of effectiveness of the PMT but because it puts some kind of pressure on them. It could be concluded from the school-based respondents' view that they would want the entire class to write the test. Majority of teachers opposed to the sampling procedure used in selecting pupils for the test. They wondered if the performance of the selected few could be used to assess the performance of the entire class. Furthermore, the perception of teachers about the PMT is found not different from that of head teachers. Teachers should not prepare pupils for only the PMT but rather they should try and teach through

the syllabus that covers all topics for pupils to learn in their class so that they can perform satisfactorily not only in the PMT but also in their general examinations.

Recommendations

Arising out of the findings of the study and conclusions drawn from the findings, the following recommendations are made for consideration.

1. The teachers in the Asikuma Odoben Brakwa District do perceive the PMT as a useful tool that brings about effective teaching and learning, therefore it should be sustained. On the other hand, the idea of selecting some of the pupils instead of all the pupils in a class taking part in the programme does not actually make the PMT beneficial to all pupils, most teachers complain. Policy makers should try to consider this and involve the entire class as was done in the Criterion Reference Test. This will really make teachers put in more efforts to ensure effective monitoring system as the PMT is.
2. The inability of pupils to read printed text during the test is an issue about which the head teacher and teacher respondents complain and this should be given serious attention. The test administrators should try to read and explain the test items and instructions to pupils, especially those in the less endowed or disadvantaged schools. Also, the Ministry of Education should try and assist schools in the country to print termly examination questions to help pupils learn to read questions in print and this will help pupils in lower primary schools

especially those in the disadvantaged schools to be conversant in reading printed materials and so do well during the administration of the PMT.

3. The study has observed that a few teachers do not appear to support the ideas of the PMT. Such teachers are most probably those who find it difficult to teach effectively to meet the demands of the PMT. If efforts could be made to identify such teachers and refresher courses organised for them, they would develop the desire to be encouraged to teach systematically through the syllabus to prepare pupils adequately for the test. The knowledge and skills of such teachers need to be upgraded from time to time to enable them to be able to teach all topics in Mathematics and all aspects of English Language required at this level. The GES should therefore try to subsidize the fees of teachers undergoing distant and sandwich programmes in order to encourage them to acquire the knowledge and skills which will enable them to teach effectively and hold them on to the teaching field.
4. The study revealed that some test administrators conduct themselves in a way which needs to be addressed, to eliminate fears and anxiety some pupils go through during the administration of the PMT. For example, some of them are found to be shouting at the pupils and this creates some amount of fear in the pupils. Such administrators need to conduct themselves well. It is therefore recommended that class teachers should be involved in the organisation of the PMT especially for pupils in the lower class to eliminate fears of new faces and get

over the test anxiety. Also, class teachers need to be trained to assist the test administrators to conduct the test since the pupils are familiar to them. They should be made to understand that in no way should they make efforts to assist some of the pupils during the test.

5. Some teachers feel when the test is organised at the beginning of the academic year as it is currently done, pupils do not perform well. It is therefore suggested that it should be organised at the end of the academic year. The PMT seeks to find how much teaching and learning have been achieved therefore there is the need to assess pupils on what they have learnt at the end of the academic year which will really give a better assessment of pupils' performance.
6. The Ghana Education Service (GES) should try to encourage and motivate the qualified teachers posted to all less endowed or disadvantaged schools in the country to retain them there. They should also try to supply all schools with the needed teaching and learning materials regularly and on time to help teachers do effective teaching as PMT is not organised in some selected primary schools but in all primary schools in the country. This will actually help all primary school pupils to have access to effective learning and perform well in the PMT.

Suggestions for Further Studies

This research is limited to Asikuma Odoben Brakwa District of the Central Region of Ghana. One cannot generalize the outcome of this study to cover the entire region, let alone the whole country. It is

therefore suggested that interested researchers could duplicate this study in other districts in the region or other regions of the country. The general findings of such studies, if they are carried out, could be of immense improvement towards the organisation of PMT in the country.

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SECTION B

Teachers Perception of Performance Monitoring Test

Please read the statement carefully and show by a tick [] in the appropriate column, the extent to which you agree or disagree with the statement.

Tick 'S.A' if you strongly agree

'A' If you agree

'D' if you disagree

'S.D' if you strongly disagree

		S.A	A	D	S.D
3	Monitoring is necessary in teaching and learning.				
4	PMT encourages effective teaching and learning and increases output of work.				
5	Teachers feel pressurized and stressful to concentrate their efforts on examination.				
6	PMT makes parents feels responsible for their children and wards.				
7	PMT promotes opportunities for effective supervision				
8	Results of PMT assist stakeholders to provide assistance.				

9. Do the results of PMT help in the provision of inputs for effective teaching and learning? Yes []

No []

10. If your answer to question 9 is 'Yes', how does it help in providing inputs?

.....
.....
.....
.....

SECTION C

This section seeks to find out the problems that confront the execution of the PMT.

Please read the question carefully and show by a tick [✓] in the appropriate column.

11. Should class teachers be allowed to invigilate their own classes?

Yes []

No []

12. Is the random sampling of pupils for the test inappropriate?

Yes []

No []

13. Should teachers be blamed for their pupils' poor performance in the PMT?

Yes []

No []

14. Do pupils find it difficult to read the printed test?

Yes []

No []