

UNIVERSITY OF CAPE COAST

TEACHER MANAGEMENT AND SUPPORT SERVICES IN THE WASSA  
WEST DISTRICT OF GHANA

BY

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## DECLARATION

### **Candidate's Declaration**

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

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

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### **Supervisor's Declaration**

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

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

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## **ABSTRACT**

Support services are expected to be provided by management bodies to make the teacher work better. The study aimed at finding out the extent the District Education Office (DEO), the District Education Oversight Committee (DEOC) represented by the District Assembly, the traditional authority and heads of government departments in the district, the School Management Committees and the Parent Teacher Associations (SMC/PTA) are working to support the teacher.

The study covered 40 schools in the Wassa West District and 347 teachers, 78 SMC/PTA members, 18 DEO staff and 11 members of the DEOC were involved in the study. It was found that the district education office does not perform well when it comes to the welfare of the teacher like providing accommodation and suitable school environment within which the teacher should work. The activities of the DEOC were found to be concentrated in the urban areas. The SMC/PTA was found to be working well in the rural communities. It was further found that the policies on capitation, school feeding programme and school materials for needy children have created irresponsibility among some parents and that has affected the finances of the SMC/PTA.

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## **DEDICATION**

This work is dedicated to my wife Lydia Yankey who supported me financially and kept encouraging me to move forward especially when difficulties arose.

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# **CHAPTER ONE**

## **INTRODUCTION**

### **Background of the Study**

Good management in every organization is a necessary ingredient for higher productivity. Where productivity goes up, the organization becomes important and people are attracted to it. Performance of teachers and pupils makes a school important. Where performance is high, the school reaps several benefits which include increased enrolment leading to expansion. Regarding why performance is low in some schools and high in others has been attributed to host of factors. This study focuses on teacher management and support as a factor in the observed trends. The main tasks involved in teacher management and support include;

1. Supervising and monitoring the teacher regarding his punctuality and regularity to school, his work output and involvement in all other activities outside the academic area.
2. Providing decent housing accommodation and facilities that will improve his welfare
3. Supporting the teacher in handling domestic and social problems that may impact negatively on his work
4. Providing opportunities for the teacher to develop his capabilities and potentials

Teacher management and support in Ghana dates as far back as 1529. It was promoted by officials from the forts and castles in their attempt to provide education for their mulatto children (Ankomah, 2002). In a large sense the providers were missionaries. The school community (the people of the area the school was located) did not have a say in the education of the children. The only group which assisted was the merchants because they benefitted from the products of the education system.

In 1852, Education Ordinance was passed by the colonial government where room was given to a certain level of participation by the government. The participation was limited to moral support and encouragement and little financial support. In 1882, the Education Ordinance placed all schools under the government and for the first time an inspector of schools was appointed (Graham, 1976). What was the nature of teacher management and support at that time? The system of payment by results operated. In that system a school was said to be effective according to the scores pupils got from the inspector's examinations in Reading, Writing and Arithmetic. Government grant to the school, pay increases and promotions depended on it (McWilliam and Kwamina-Poh, 1975).

Bame (1991) has stated that inspections were characterized by fear among teachers and pupils and hatred by the teachers for the inspectors. That situation existed because the inspectors criticized instead of offering the needed suggestions that would make them improve. The inspector could hire and fire a teacher at any time (Nwokafor, Ighaho, Ogunsanwo and Nwankwo, 1981).

From 1909, the system of payment by result did not operate again but educational management retained the main characteristics of the previous one.

The Accelerated Development Plan of 1951 and the Education Act of 1961 asked communities to participate in the provision of facilities for the school through local/district councils. That was not taken kindly to and the picture that emerged over the years was that community participation in education had not been encouraging perhaps due to the way the system was operated from the start. In their study, James and Stout (1960) came out with three systems of operating the school system. These are open system, the closed system and co operative system. The educational system of the country appeared closed. Schools were located at the periphery of towns and not in the town itself so that communities will not interfere in the activities of the school.

Siting of schools in Tarkwa and its environs followed a similar pattern. The schools were initially sited at the outskirts of communities and as the settlements developed, the schools were engulfed. A key problem that keeps coming to the district office is therefore encroachment of school lands. Initially no settlement was around – the school was separate from the community – and a large land was demarcated for the school especially the unit schools which was made up of the school and the church.

This situation seems to apply more to public schools. Almost all private schools in the Wassai West District started or are sited in the settlements and there is always a collaborative effort between the community and the school towards its

development. The community has a say regarding how things should be done in the school since community members pay for the services rendered.

The level of management between the private and the public schools has been seen to be the reason for the differences in performance of the two school types (Atakpa and Ankomah, 1998).

Deprived communities appeared to be doing better than the well endowed areas regarding participation in the school's activities. The chief of the community personally took interest in the new teacher posted to the community. The teacher enjoyed free accommodation which either came from the chief or well to do individuals or through communal effort. The community ensured that the teacher had sufficient food and other logistics and this they did through communal farms they made. In the case where the teacher was not married people in the community were assigned to prepare food for him. High premium was placed on the teacher and his views were always sought on important issues in the community.

From the time of the establishment of Ghana Education Service, departure from the previous levels of operation has been significant. Communal spirit in providing support for the teacher has reduced. Inspection of teachers and schools is now known as supervision and the front line officers known as supervisors instead of inspectors. Changes have also occurred in the type of supervision. The Daily Graphic of 13<sup>th</sup> November 2001 page 7 describes the situation as follows:

“We recall the days of old when inspectors visited schools, thoroughly examined teachers notes to find out whether they were up to date, personally supervised the

practical teaching of the teachers and made various cogent and important recommendations geared towards the provision of quality education. Such thorough inspection seems to belong to history”.

Supervision today is clinical in nature which focuses on teacher growth where the teacher is seen to possess the drive and personal resources to solve his problems. The supervisor is seen as a colleague and a facilitator of the process (Ghana Education Service -Circuit Supervisors’ Handbook, 2002 page 1). The community plays insignificant role in this. In the Ghana Education Service, personnel/groups designated to ensure effective teacher management and support are the District Education Oversight Committee, officials from the district/municipal/metro education offices which are under the regional education office which also receives instruction from Ghana Education Service headquarters in Accra, the headteacher and other members of staff in the school, the local school community and the School’s Management Committee.

In the district/municipal/metro education offices the personnel involved are the Director of Education, the Circuit Supervisor and schedule officers in specific disciplines like Agric, Science and Environment, School Health, Examinations and Sports. Prime among these is the Circuit supervisor. Where no schedule officer visits or activity takes an officer from the education office to the school, the Circuit Supervisor is expected to make a certain number of visits to the school within a given period. According to the circuit supervisor’s handbook published by the Ministry of Education in 2002 page 37, the circuit supervisor plays dual role in the Ghana Education Service. He is a curriculum advisor and

teacher supporter and evaluator of teaching and learning in the basic schools. Specifically, he examines headteachers and teachers' records, examine pupils' exercise books, observe teachers teach, interpret educational policies to teachers, promote healthy school-community relations, organize in service training for the professional development of teachers, appraise the performance of headteachers and teachers and recommend them for promotion, collate statistics on the schools in the circuit and liaise between the school and the education directorate.

In the school, management is in the hands of the headteacher and other teachers (assistant headteacher, head of subject department, guidance coordinator and others). The headteacher is the link between the school and the education directorate. His role is similar to that of the Circuit Supervisor to whom he is primarily accountable except that his is limited to the school.

The SMC/PTA HANDBOOK published by the Ghana Education Service in collaboration with USAID in 2001 spells out the composition and functions of the School Management Committee and District Education Oversight Committee. The composition of the School Management Committee is made up of Director of education or his representative (normally the circuit supervisor), the chief of the school community or his representative, the Assembly Person, representative from the community (normally the Unit Committee chairman), headteacher and other stakeholders like Parent Teacher Association representative, Old Boys representative and representative from the religious body if it is a unit school. It is structured in such a way that a cross section of the powers in the community is represented. The School Management Committee ensures that there is quality



teaching and learning by making arrangement for periodic visit to the school to enquire about the pupils' learning/performance and to ensure the teachers are in school working. It also ensures that there is good relationship between the community and the school and that involves conflict management. It is the duty of the School Management Committee to sensitize the community to provide support regarding school infrastructure, staff accommodation, supply of school materials that encourage teaching and learning and giving incentives to hardworking teachers and pupils. Regarding the nation's educational objectives, the School Management Committee is to ensure that all children of school going age in the local community are in school.

The District Education Oversight Committee is the highest body that supervises and oversees education issues in the District/Municipal/Metropolitan area. It is made up of The District Chief Executive/Municipal Chief Executive, District Director of Education, District Director of Health Services, District Social Welfare Officer, District Parent Teacher Association chairman, Representative of the traditional rulers, two Assembly Persons (male and Female), Deputy Director for Supervision and Monitoring at the education office, Representative from religious bodies, representative from identifiable groups and teachers' representative from Ghana National Association of Teachers. The District Education Oversight Committee represents a cross section of the powers in the district and the role it plays is similar to that of the School Management Committee. The School Management Committee's functions are limited to the

school in the local community but that of the District Education Oversight Committee covers all the schools in the district.

Performance in the basic school seems not to be at the level desired. According to Basic Education Sector Improvement Programme (BESIP) also known as Free Compulsory Universal Basic Education (fCUBE) documents, the current state of education in the basic schools in the country whose level of operation is considered low can be attributed to three main factors-

1. Improving access and participation
2. Improving quality of teaching and learning
3. Improving efficiency in management

Strategies for getting these addressed are spelt out in the fCUBE document. Regarding efficiency in management, all stakeholders are to be empowered to be involved in the management of basic schools. This means communities were to be involved in providing management and support to teachers. Though response had been slow, communities are now participating in school administration. The level of operation rather differ from community to community specifically deprived and non deprived areas. Key among the roles performed is the provision of housing accommodation for teachers and caring for their welfare. Where such facilities are not in the community, teachers find accommodation elsewhere where conditions are better and commute to school each day.

The roles of the identified management bodies have something in common – supervision of instruction and teacher support. It is envisaged that where each of the above groups performs its designated functions, teacher management and support will be effective and performance will be high for both teachers and pupils.

### **Statement of the Problem**

In the Wasswa West District, management structures are in place to ensure that teacher management and support system is operating well. The district education directorate of the Ghana Education Service has a traditional duty of ensuring that all the needed logistics are supplied and the teacher is effectively supervised to work among others. The district assembly supplies the infrastructural facilities and other needs that are beyond the reach of the school. The community in which the school is found is closer to the teacher. The teacher is expected to locate close to the school he teaches implying that he should live in the community. The community then takes care of his needs in terms of accommodation and other welfare. The effective functioning of these management bodies will go a long way to improve performance of the teacher and the pupils. However, it is observed that most teachers are not living in the communities their schools are located and they appear dissatisfied with their job. Additionally, parents in the community blame teachers for the poor performance of pupils while teachers put the blame partly on the local community and partly on GES management for lack of the necessary support to enable them perform

### **Purpose of the Study**

The purpose of this study is to find out the following

1. How the communities are functioning in meeting the management and support needs of teachers
2. What challenges the communities face in the performance of their roles as well as considering suggestions that will minimize the problem
3. The adequacy of the support provided by the communities for the teachers to perform better and how to improve upon it.

### **Research Questions**

The following questions will guide the study

1. What support services do the management bodies provide to improve teaching and learning in the Wassa West District?
2. What support do teachers in basic schools need that should be provided to enable them perform effectively?
3. What are the challenges the management bodies face?
4. How can they be made to perform better in providing support for the teacher?

### **Significance of the Study**

It is the desire of the researcher that the study will uncover the difficulties in the way of the management bodies regarding the support they should give to the teacher and how those problems can be addressed. Specifically, it is hoped the significance will be seen in the following areas.

1. How the communities can be made to work to support the teacher in the district
2. The knowledge acquired from the study will add to the body of literature and give directions for further research

The outcome may enable planners to become more informed when considering new policies regarding the welfare and support of the teacher.

### **Delimitation of the Study**

Wassa West District occupies part of the south eastern portions of the Western Region of Ghana. The district lies between latitudes  $4^{\circ}\text{N}$  and  $5^{\circ} 40' \text{N}$  and longitudes  $1^{\circ} 45' \text{W}$  and  $2^{\circ} 10' \text{W}$ . It shares boundaries with the Wassa Amemfi district to the north and Ahanta West district to the south. To the east is Mpohor Wassa East district and to the west is Nzema East district. The district is one of the thirteen districts in the Western Region and has an area of 2,354 square kilometers representing 0.9% of the total land area of Ghana. Tarkwa is the district capital.

There are 151 primary schools, 98 Junior High Schools (for the basic school), 6 Senior High Schools, 2 Technical/Vocational Training centers (TVET) and a University spread out in ten educational circuits in the district. About 50% of the institutions are in Tarkwa, Bogoso and Prestea and the other half in communities which are mostly deprived.

The study covered public basic schools. It covered management bodies expected to provide support services to teachers. Specifically, it covered personnel from the district education office, members of the district education oversight committee, members of the school management committees and parent teacher association and teachers.

### **Limitations**

The study covered teacher management and support services for only public basic school teachers. It did not include the management and support for the other levels – second cycle schools and the university in the district. Therefore, caution need to be exercised regarding the generalization of the results. Each basic school in the district has its unique characteristics and host of factors that affect it regarding performance, teacher management and support. A sample of 40 schools was taken out of 200 and also the selection was limited to the basic school from the primary to the junior high school under one headteacher. Schools which are primary in level or only JHS were not included in the sample. There is the possibility that some of those in that category had certain unique features or useful information particular to themselves that were not considered.

## **Organisation of Work**

This dissertation is set out in five chapters. The present introductory chapter identifies a problem on which a set of research questions are stated. The chapter also states the purpose of the study, delimits the study area and indicates the limitations that can affect the result of the study. Chapter two examines literature that is relevant to the issues in the study. Chapter three examines the method for gathering data on the issues identified on which research questions were stated. Issues like the population of the study, sample selection, instruments used and the testing of the instruments are discussed. Chapter four focuses on the results of the study and the discussion of it. The research questions are taken one after the other in relation to the data collected on them and discussed. Finally, chapter five concludes the dissertation, summarising the main points of the work and providing conclusions and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In view of the importance attached to the teacher and the need for him to be supported so that he will perform, literature has been reviewed to provide a frame regarding the level of management and support which is being provided.

Literature reviewed for the study covered the following areas

1. Teacher management and the role of the teacher in education delivery
2. The role of the community in managing teachers and providing support
3. Teacher recruitment, induction and other personnel services
4. Staff supervision, development and appraisal
5. Teacher housing and welfare
6. Staff motivation and incentive as part of teacher support

#### **Teacher Management and the Role of the Teacher in Education Delivery**

When human resource management is poor, employees are seriously demotivated. Teacher management at the national and sub-national levels is not at its best. It is contended that in most of Africa, “for almost all administration regarding teacher management, one notes a lack of clear rules which tend to



generate conflict, power vacuum, and overlap and duplication of effort” (IIEP, 2004:35).

Bennel and Akyeampong (2007) have stated that teacher management tends to be authoritarian, based on rigid hierarchical structures, which results in limited participation, delegation, and communication by teachers with respect to major school management functions and when teachers are subjected to these types of management regimes they tend to have little sense of self-determination, which seriously undermines job satisfaction and motivation.

UNESCO Publication on Education for All 11 (1992) indicates that the teacher is very important in educational performance and has no effective substitute. The following were mentioned as some of the major roles performed by the teacher:

1. Playing a central role in the delivery of learning opportunities
2. Acting through schools, teachers serve as the foundation for providing education that will enable individuals to meet life’s challenges for their own well being and that of society.
3. Serving as the primary source of removing ignorance and eradicating illiteracy.

Similarly, O’Shaughnessy (June 2005), has indicated that teachers are the most critical part of the system that delivers education and that the children will never learn to read, write and do arithmetic without them.

Fullan and Hargneaveg (1986) state that no matter how noble, sophisticated or enlightened proposal for change and improvement might be they come to nothing if teachers do not adopt them in their own classrooms and if they do not translate them into effective classroom practice.

These roles make it necessary for the teacher to be well managed and supported to enable him perform. Bennel and Akyeampong (2007) have indicated that teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. One area of management crucial to the teacher concerns the community within which the teacher is working.

### **The Role of the Community in Managing Teachers and Providing Support**

The Commonwealth Secretariat (1993), states that for any school to operate effectively it must have funds. It continues that all over the world school education is funded by government but in some countries schools are heavily dependent on funds obtained from other sources such as parents, students, community groups, charitable foundations, local authority and individual business people.

Talking about people who have their children in the local educational system, Robbins and Alvy (1995) indicate that parents may play traditional role from attending school open days and parent conferences to serving on school

boards and making general policy decisions to becoming a member of site based management team involved in the everyday running of the school.

Seefeldt (1985) suggest that parents' involvement should include decisions on budget, selection of staff and general operating procedures and thus giving credence to the invaluable contributions of parents' bodies in school management. An effective way of getting the parents involved is making them have a certain degree of autonomy and this involves decentralization at the local level. Rondinelli and Cheema (1983) define the concept decentralization in education as the transfer of responsibility for planning, management, resource raising and allocation from central government and its agencies to

1. Field units of central governments ministries (education level) or agencies (school level)
2. Subordinate units or levels of government
3. Semi autonomous public authorities or corporations
4. Area-wide regional or functional authorities
5. Non governmental private voluntary organisations

It has been argued that decentralization of school management gives communities, parents and teachers a stake in local school decision-making. Stakeholder participation in school management is therefore seen as a mechanism that has the potential to promote greater efficiency in the utilization and organization of resources when decisions are made by those close to the point where services are being delivered.

Decentralization is aimed at bringing the management of education as close as possible to the local community.

Bennel and Akyeampong (2007) support this view when they stated that it is widely contended that the comprehensive decentralisation of school management functions will result in significant improvements in teacher recruitment and deployment practices and higher teacher motivation and overall performance. They however indicate that the link between decentralisation and improved teacher performance is often quite weak in government schools because education decentralisation has, in practice, remained quite limited in many developing countries (especially in much of South Asia) and that the capacity of parents and local stakeholders to exercise control over school managers and teachers is limited.

Ozigi (1977) indicates that members of the community participates in some of the school activities such as speech and prize giving days, sporting activities, school social programmes, staff parties and others. Such occasions enable the public to see some aspects of school life and to learn about its achievement and difficulties and to appeal for support, cash or in kind for projects like libraries, books and others.

The Ghana Education Service Act (1995) Article 9 subsection 2 called for the creation of District Education Oversight Committees (DEOC). It was empowered to directly participate in the management of teachers and providing support. Subsequent government official policy document have urged District

Assemblies, Parent Teacher Associations and School Management Committees to take active participation in the management of schools in their locality.

The PTA/SMC Handbook (2001) spells out the participation in teacher management and support by the stake holders in the community in detail. According to the handbook the School Management Committee is a committee designated under the Ghana Education Act of 1994 and constitutes the highest body overseeing education delivery in the school in the local community.

According to the Headteachers' Handbook (1994), published by the Ghana Education Service, the Parent Teacher Association is an association of parents and guardians of the children in the school. Similar to the SMC it is concerned with the welfare of both teachers and pupils in the school in the community. In most of the cases, the SMC and the executive committee of the PTA come together to address issues confronting the school.

According to the handbook, the role of the PTA and SMC have been grouped into three –

1. Efficiency in management
2. Quality teaching and learning
3. Increasing access and participation

Regarding efficiency in management, the document focuses on the proper constitution of the PTA /SMC, the training programmes that they should have, planning and conduct of meetings, ensuring good relationship between the school and the community, prepare school performance improvement plans and ensure the projects are carried out and ensuring that there are productive links between

the school and the District Education Office, District Education Oversight Committees (DEOC), government authorities and external agencies.

Regarding the effective way of ensuring efficiency in management by the PTA/SMC, a training programme was organized for them to equip them with the necessary skills. All PTA/SMC in the district were trained through the Community School Alliance organized by USAID under the QUIPS programme in collaboration with the Government of Ghana in 2003. The PTA/SMC was expected after the training to bring the whole community up to understand what they need to do about the school in the community.

O'Shaughnessy (June 2005), indicates that traditional and community leaders have very special responsibility for the school and educating the parents about important issues. In many places the chief determines how things work. In some places, special rules have been passed to protect children from influences like video shows and other late night activities. The parents are educated regarding the need to enroll their children in school, providing basic school supplies the children need and assisting the SMC in providing materials like books, developing and maintaining school infrastructure by organizing communal labour, visiting schools to monitor teacher attendance and finding out about what the school needs.

### **Teacher Recruitment, Induction and Other Personnel Services**

Teacher management in this area comprises staff recruitment and induction, promotions, salary upgrading, postings and transfers and leaves. Adesina (1990) states that selection is one of the most critical decisions administrators make. He asserts that characteristics expected of a prospective employee should be comprehensively written down to serve as a guide to those charged with the responsibility of selecting candidates. Mention is made of applicant's institution, his mental ability and physical characteristics, academic and professional qualifications as something the panelist had to consider critically.

This agrees with the policy being followed today by the Ghana Education Service where laid down principles govern the personnel schedule in the Human Resource Management and Development Unit from headquarters down to the district education office. The requirement takes care of minimum qualification of SSCE or WASSCE if the person being recruited is untrained. Even that he should not have spent more than five years after obtaining that qualification. The trained ones from the training colleges are brought directly to the district for posting.

This is basically the job of the district directorate of education. However, certain situations call for community participation. In deprived communities, it is not easy to get even untrained teachers to fill the vacancies. SMC and PTA in such communities recruit teachers from the community to fill these vacancies. Payment to these teachers comes from PTA funds. Such teachers do not normally have the basic qualifications for teaching. These teachers are replaced as the

directorate sends teachers to the schools. Records from the Wassa West district education office show that in 2004, Bogoso circuit for instance, had 132 trained teachers, 154 untrained teachers and 8 community employed teachers.

O'Shaughnessy (June 2005), stated that when community members take active role in helping solve school related problems, they are viewed as partners by the school and that when their schools do not have enough teachers, some communities in remote areas go so far as to recruit volunteer teachers. The new teacher is given orientation regarding how to go about his work as stated in the job description on his appointment letter. This is supposed to make the teacher effective. Rebore (1982) defines induction as the process designed to acquaint the new employee with the school system and what he must do to succeed in employment. To him effective induction programme should

- 1 Make the employee feel welcome and secure
- 2 Help the employee to become a member of the team
- 3 Inspire the employee towards excellence in performance
- 4 Help the employee adjust to the work environment
- 5 Provide information about the community, school system, school building, facilities and student to the new teacher
- 6 Acquaint the teacher with other employees with whom he will be associated.

This again is the responsibility of management at the district education office. However the SMC/PTA Handbook indicates at page 91 that the



community should identify volunteer teachers in the school community who will support the teachers when the need arises.

### **Staff Supervision, Development and Appraisal as Part of Teacher Management and Support**

Key among the aspects of teacher management is supervision and monitoring. Supervision in educational administration is the situation of getting things done through people in an educational environment (Drake and Roe 1986). They further saw it as a general overseeing, controlling, managing, administering, evaluating and accounting for something placed in your care.

Seen as part of administration or management of organization, reports presented by Commonwealth Secretariat in 1973, 1974 and 1975 indicated that it involves a relationship between at least two people of which one is superior. Glickman, Gordon and Ross Gordon (1998) saw supervision as the assistance for the improvement of instruction. They go on to state that behind every successful school is an effective supervision programme.

Regarding staff development and appraisal Roux, Ilukana, West, Averia, and Truebody (1993) believe that the concept of staff development is based on the recognition that all people may improve their capabilities and become more efficient at what they are doing. Seven training formats were outlined some of which were observation followed by discussion, peer coaching and workshop. Report on these activities was to be sent to the organizers to serve as a basis for subsequent training programmes. They define appraisal as a process in which an

individual teacher and a senior colleague corroborate in evaluating that teacher's work as a professional person. They find the following conditions necessary for promoting effective staff appraisal.

1. Existence of an atmosphere of trust between the appraiser and appraisee
2. The competence of the appraiser should not be in doubt
3. Comments and criticisms should be constructive
4. The teacher being appraised should be treated as a stakeholder and someone who has needs and interest
5. The appraisee should be made to understand that comments made during discussion will be treated as confidential
6. Appraisal procedures and time table for appraisal should be discussed with staff taking note of comments made by teachers.

According to Roux et al, the appraiser should observe the entire lesson of the appraisee from the introduction to conclusion, and that the fixing of post observation meeting should be done with the appraisee soon after the observation. In spite of the role played by supervision Bennel and Akyeampong (2007) feel teacher supervision is frequently very weak, especially in developing countries, where head teachers lack formal administrative control over teachers in their schools, no effective performance appraisal and inspections are infrequent, especially in more remote schools.

The Circuit Supervisors Handbook (2002) spells out in detail what the supervisor is expected to do when he is in the school. The supervisor could be an external officer from the District/Municipal/Metro education office, Regional education office or headquarters. Internally he is the headteacher of the school. Regarding the community's involvement in effective supervision and improvement in instructions, the PTA/SMC is urged to know the following about the school on page 91 in the Handbook.

1. School targets/goals
2. How the school action plan relate to the set targets/standards
3. Headteacher and staff qualification
4. The number of pupils in each class
5. Whether textbooks and learning materials are available in the right quantities
6. Whether parents are providing learning materials for their wards
7. Attendance of teachers and pupils
8. Whether teachers are doing a good job in the class room; eg, preparing of lesson notes, using TLMS, using various teaching methods
9. Achievement level of pupils

### **Teacher Housing and Welfare**

When the work and living environment for the teacher is poor, it tends to lower self-esteem and is generally de-motivating. According to Akyeampong (2003) schools in many countries lack basic amenities such as pipe borne water

and electricity, staff rooms and toilets and that housing is a major issue for nearly all teachers. He continues that in Ghana, the percentage of teachers who are housed increased from only 5 percent in 1988 to 30 per cent in 2003. The availability of housing is believed to be due to the nature of housing delivery system operating in an area.

Richardson (1976) defines housing delivery as a set of institutional and technical arrangement for mobilizing and converting widely dispersed resources into housing goods and services. To him, housing delivery systems vary widely in size and complexity according to context. The configuration, structure and performance of a housing delivery system are determined partly by internal relationship between its components and partly by socio economic and institutional factors in its context. As a result there are many types of delivery systems.

Turner and Frichter (1972), state that the delivery system spans a spectrum from centralized hierarchical systems network to decentralized delivery networks. They mention indigenous traditional delivery system and participant system as some of the types of delivery systems under the decentralized network. The indigenous traditional delivery system is the case where the owner contributes towards the cost. The actual house cost is within the means of most rural families. The participant system is where individuals come together to form societies and contribute to the cost communally. The centralized network comes under the umbrella of organizations and the state.

In the Wassa West District, similar systems do operate in some of the school communities. In some cases individuals have released their houses specifically for teachers who will be posted into the communities but that is done at a fee. In very few cases the community has put up some accommodation very close to the school compound for the use of teachers. The third system is through the effort of the government and the mining companies in the area. In the majority of cases schools have headteacher's accommodation built by the government on the school compound. The mining companies have also constructed staff accommodation for few schools.

This situation is in line with the view of Bennel and Akyeampong (2007) who have indicated that major improvement in the incentives for teachers in rural schools is identified as the top priority in nearly every country and that unless this is done, the large majority of children who live in rural areas will continue to receive poor quality education. They further assert that in the short term, the provision of good quality housing with running water and electricity for teachers is probably the most cost-effective way of attracting and retaining teachers at hard-to-staff rural schools. They feel that in most countries, rural allowances would have to be at least half of basic pay in order to staff schools with qualified and able teachers. According to Musaazi (1985), there have been a number of occasions where parents have willingly erected school buildings and built houses to accommodate teachers.

O'Shaughnessy (June 2005), has indicated that a problem that persists in many schools is teacher attendance and punctuality and that where teachers have

accommodation in the community; it is easier for them to be on time every day. She felt that it is the duty of communities to support teachers by helping them with housing and food and preparing farms for them.

In their study of secondary schools in Cape Coast municipality for instance, Owolabi and Edzii (2000) concluded that external incentives, specifically Ghana Education Service packages of incentives like the Best Teacher Award, do not motivate teachers adequately enough but internal incentive packages by way of free meals, bonuses, staff welfare funds from which teachers are offered soft loans and annual get-together dinners provided by the school's PTA are more attractive and these retain teachers in the schools and make them more committed to the job. Page 99 of the SMC/ PTA Handbook has the following to say about teachers' welfare regarding what the community should do.

1. Set up welfare fund out of which needy teachers can be helped
2. Welcome teachers and help them solve their initial problems
3. Acquire suitable accommodation for teachers
4. Introduce teachers to prominent members of the community
5. Undertake income generating ventures to support teachers
6. Help teachers to acquire land for farming/houses
7. Counsel teachers on community way of life
8. Regularly interact with teachers to discuss their problems

### **Staff Motivation and Incentive as Part of Teacher Support**

Maslow's Hierarchy of Needs theory postulates that humans have specific needs that must be met. According to him there are five 'levels' of need, namely physiological (thirst, sex, hunger), safety (security, stability and protection), love and belongingness, self-esteem and self-actualisation (see Maslow, 1943). A key proposition is that if the lower level needs remain unmet, the higher level needs cannot be fulfilled. This theory seems particularly relevant to teachers in developing countries because meeting the basic survival needs of food and shelter as well as security in conflict situations are major daily challenges for teachers in many countries. These can seriously impair the realisation of higher level needs without which effective teacher performance cannot be attained.

Bennel and Akyeampong (2007) feel that teachers who are tired and hungry and excessively preoccupied about meeting their household's livelihood needs, are unlikely to become strongly motivated by their involvement in professional development activities. Based on survey data from five Francophone countries (Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar and Senegal), Michaelowa however, finds that the salary variables showed no noticeable impact on teacher job satisfaction. She concludes that "the role of salaries does not seem to be as important as many people believe" (Michaelowa, 2002: 18).

Owolabi and Edzii (2000) maintain that the decision to remain in an environment is influenced by rewards and incentive packages. Where these are present in the school environment, teachers remain in the school. According to them, the urge to perform, also depends on intrinsic rewards, recognition and

achievement and inter personal relationship. In this respect a teacher feels satisfied when he is entrusted with some responsibility and he feels he is making progress and if this is accompanied with a simple “thank you” from the community.

Roux, Ilukana, Averia and Truebody (1993), classify factors which affect staff motivation into four categories namely personal needs, work situation factors, management methods, and community values. The positive factors according to them would boost morale and enhance output while the negative ones would hinder productivity.

Holding a similar view, Hanson (1991), declares that motivation techniques must respond to three organizational needs –

1. The people must be attracted and retained by the organization
2. People must be induced to conscientiously and effectively perform their tasks
3. People must be spurred on to engage in creative and innovative work related actions that resolve problems increasingly and efficiently.

Regarding staff retention, Adesina (1990), conducted a research among secondary school teachers on factors affecting teacher retention and it came to light that underpayment, poor promotion prospects, poor conditions of service, societal disrespect for teachers and government insensitivity to the plight of teachers were behind.



Antwi (1992) declares that in Ghana low teacher retention can be attributed to the negative change in public attitude towards the teaching profession. The negative change, he notes has driven some of the best brains away to other occupations that enjoy high societal respect. He also adds poor remuneration as a factor.

A document issued by the Ghana Education Service Council on conditions and scheme of service and the code of professional conduct and duplicated by the Ghana National Association of Teachers (GNAT) in November 2000 mentioned what is expected of a teacher and his welfare when entering into the service, issues concerning his postings and transfers, remunerations due him and the entry points, fringe benefits and working conditions he is entitled to, leave options available to him, how grievances should be addressed, and the expectations required of him in the service.

Regarding the community's role in ensuring that there is quality teaching and learning, the PTA/SMC is to ensure that there is performance based incentive packages for teachers and pupils, catering adequately for teachers and pupils' welfare. Page 97 of the PTA/SMC handbook for instance indicates the following as the specific steps PTA and SMC should take in providing incentives to teachers and pupils:

1. Identify those who should be awarded
2. Be fair in the selection of award winners
3. Fix the date for the presentation of the award
4. Invite all stakeholders to the ceremony

5. Purchase and provide attractive awards
6. Invite award winners
7. Organize entertainment package i.e. brass band, cultural troupe, drama

The reviewed literature has clearly showed that the teacher is very important in the nation's progress. No meaningful development can be achieved if due attention is not given to the teacher. It has also been noted that the teacher performs better and go through all sacrifices if he is adequately supported and the management bodies in education and the local school community has major role to play in this.

## **CHAPTER THREE**

### **METHODOLOGY**

In this chapter, the methods adopted in conducting the study are presented. It starts with the design adopted for the study followed by the identification of the population of interest. The next section considers the sample selection and then research instruments. The subsequent sections discuss the methods adopted for collecting and analyzing data.

#### **Research Design**

The study intended to find out the extent to which school management bodies are working to provide support to the teacher to enable him to perform. Against this background, the descriptive survey design appeared to be an appropriate research design for this study.

According to Cohen and Manion (1981), descriptive surveys gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared, or determining the relationship that exists between specific events. They explain that in descriptive survey, the collection of information typically involves one or more of the following data technique – structured or semi

structured interviews, self completion or postal questionnaire, standardization tests of attainment or performance and attitude scales.

Osuala (1991) observes that the descriptive research is basic for all types of research in assessing situations as a prerequisite for conclusions and generalizations. He adds that descriptive surveys are versatile and practical, especially to the administrator, since they identify present conditions and point to present needs.

Ary, Jacobs and Razavieh (1990) support the above view when they state that research studies are designed to obtain information concerning the current state of phenomena. Such studies according to them are directed towards determining the nature of a situation as it exists at the time of the study.

The descriptive survey was used because the study involved large population as well as large sample size. The issue under discussion demands the investigation of the situation that exists in order to arrive at findings that will be objective since it involves relationships between non manipulated variables. Besides, as noted by Wallen and Fraenkel (1993), the descriptive design has merits and those advantages apply to this study. One of the advantages is that good responses from wide range of people are obtained. It also provides a meaningful picture of events and scales to explain peoples' opinion and behavior on the basis of data gathered. Besides, it can be used with greater confidence with regard to particular questions of special interest or value to the researcher. In – depth follow up questions can also be asked and items that are unclear can be explained using descriptive design.

The problem that is anticipated in the use of the design is how clear and understanding the items in the questionnaire will be so that the desired responses will be obtained. Additionally, enquiring into private matters may not allow truthful information to be given.

### **Population**

The target population was made up of all school management bodies i.e. district education office, district assembly, school management committees, headteachers and teachers of basic schools in Ghana. The accessible population was the school management bodies and teachers in Wassa West district. The attention was on the personnel of the district education office, members of the district education oversight committee, SMC/PTA members of the school communities and the basic school teachers in the district. The DEO numbered 45, the DEOC 13, the SMC/PTA 1400 and the number of teachers were 1800.

### **Sample Selection**

A total of 472 respondents formed the sample for the study. This figure is from a total of 3,258 people forming the assessable population associated with the 200 basic schools in the district. The sample constitutes 15% of the assessable population. The breakdown of the sample was 320 teachers, 40 headteachers, 80 SMC/PTA members, 19 personnel from the District Education Office (including 10 circuit supervisors of the 10 circuits) and 13 members of the DEOC.

The 40 schools were selected from the 10 educational circuits. Using stratified sampling technique the schools in each circuit were classified as deprived or non deprived using indices of deprivation provided by Ghana Education Service as indicated in a letter Ref No GES/DDG.0100/11 dated 16<sup>th</sup> January 2008. Where a community lacked five of facilities like clean water, electricity, decent accommodation, good road and transport system and easy access to the district capital, health facility and police post, the school in that community was classified as a deprived one.

Some of the circuits had a large number of deprived school communities while others had few. Tarkwa circuit for instance had no deprived community when we use the measurement above and all schools in Inso circuits were all deprived. As a result the school communities in an educational circuit selected for the sample were all non-deprived, all deprived or a mixture of the two. The total of 40 schools therefore came from 18 deprived and 22 non deprived communities as indicated in Appendix D.

The deprivation indices were used for the selection to enable comparison between the two groups. The 200 basic schools in the district were individual schools. They were in the form of primary school under one headteacher, junior high school under one headteacher or both primary and junior high school under the same headteacher. These were either single or double stream. The 40 sampled schools were purposively selected from primary and junior high schools under one headteacher regardless of whether it was a single or double stream. The main reason was that the possibility of getting the required number of

respondents for the study – whether teachers or community members is high with schools that run from primary to junior high than with just a primary or a junior high school.

The 320 teachers were broken down to 8 teachers per school – three for the primary section and the normal five teachers for a single stream Junior High School section. The three primary teachers were picked from primary one, primary six and one other class. The selection for primary one and primary six was purposive while that for the other classes was by simple random. The purposive selection of primaries one and six was for the fact that where there was staff shortage in a school and teachers were being allocated, by GES policy, these two classes were given priority, so the issue of no teacher for the class to respond in connection with the study will not arise.

All teachers from the primary to the Junior High School were not taken because the sample size was becoming too large. The forty headteachers were purposively selected. The selection of respondents from the District Education Office staff, the PTA/SMC members and the members of the District Education Oversight Committee was purposive. The 80 PTA/SMC members were made up of two respondents per school. The respondents were made up of the PTA chairman and the SMC chairman and the selection was purposive.

The 19 respondents from the District Education Office were made up of ten circuit supervisors, personnel officer in the human resource management and development unit; the training officer; subject officers for Mathematics, English, Social Studies and Agric, Science & Environment; Basic Education 1 coordinator;

Basic Education 11 coordinator and budget officer. According to the Ghana Education job description document, the circuit supervisor dealt directly with the school and the personnel officer worked in connection with issues like staff recruitment, promotions, upgrading, salary issues, transfers and releases. The training officer worked on staff induction, orientations, workshops and periodic in service training. The subject officers looked at the classroom delivery and presentation of lessons. The Basic coordinator 1 was in charge of all primary schools in the district and the Basic coordinator 11 was in charge of all Junior High Schools in the district. The budget officer was included in the list of respondents because items budgeted for included materials and logistics to schools meant for both pupils and teachers. These were purposively selected because their work appeared very crucial to the teachers' performance.

All the thirteen DEOC members were included in the sample because the number involved was small. They were the Municipal/District Chief Executive, Municipal/District Director of Education, Deputy Director (Supervision and Monitoring), Assembly representative, District SMC chairman, chairman of the district Education Sub Committee, representative from the traditional council, representative from the Christian council, representative from the Moslem council, District Director of Health Services, District Social Welfare Officer, a woman social worker and the District GNAT Secretary.



One major problem associated with this sample selection was that it was not based on proportion in terms of the number of schools in each circuit and the number of streams associated with a school. However, it is hoped that the desired result will be obtained.

### **Instruments**

Among the different types of instruments used in research, the questionnaire and the interview types were adopted in this study. The questionnaire type was given to the DEO staff, DEOC members, the teachers and the PTA/SMC members who can read. The interview guide or schedule was administered to the PTA/SMC members who cannot read and write. Kerlinger (1973) indicates that the questionnaire is widely used for data collection when conducting educational research because it is very effective for seeing factual information about practices and conditions for enquiring into opinions and attitudes of the subjects. This study focuses on finding factual information and practices that go on.

Two sets of questionnaire were administered – one for the personnel of district education office, DEOC and the PTA/SMC of the school community (Appendix A) and one for the teachers (Appendix B). Several items were generated initially but were edited with the research questions in view which finally resulted in the items in Appendices A and B.

The questionnaire for DEO, DEOC and the PTA/SMC of the school community (Appendix A) had three parts – Parts A, B and C. Part A was made up of data which was personal in nature. Part B and C consisted of the main items which directly addressed the research questions. In all there were 21 items with 17 of them being closed ended and 4 being open ended. Items 1 to 7 sought to find out from respondents about their age, sex and other characteristics of personal nature. The objective was to find out from the pattern that emerged if that had a part to play in the issue under investigation. Items 8 to 17 sought to find the strength of the management bodies. Items 18 to 21 sought to identify the challenges of the bodies and how they can be addressed.

The questionnaire for teachers (Appendix B) had four parts A, B, C and D. Items 1 to 6 constituted Part A which sought personal information about the teachers. Items 7 to 15 for Part B sought information about the school and the community in which the school was located. Part C, made up of items 16 to 24 found out teachers view regarding support they receive and the extent of it. Part D, made up of item 25, found out from teachers how they expect the management bodies to work to enable them perform. The information to be provided on items 16 to 24 were captured under a five point likert scale which indicated the extent to which the management bodies were providing the needed support.

The interview guide (Appendix C) contained the same items as the questionnaire for the DEO, PTA/SMC and DEOC (Appendix A) except that it was structured differently.

### **Data Collection Procedure**

The questionnaire was self administered and the procedure followed in the administration of the questionnaire was as follows.

1. Questionnaire for teachers was administered in their schools. At the school the researcher first obtained permission from the head and explained the purpose to the teachers covered by the sample. Each item in the questionnaire was thoroughly explained and they were made to respond. While responding, the researcher made himself available so that issues that needed clarification were addressed. The completed questionnaires were collected on the same day.
2. The headteachers in the selected schools were used to identify the members of the SMC/PTA in the school community. The items were explained in details to them and the questionnaire given to them. The headteacher was given orientation on the items in the questionnaire so that he will be able to address any difficulty they encountered. The questionnaires were collected in a week's time.
3. Three PTA/SMC members were unable to read and write and were therefore visited by the researcher and interviewed. After a brief introduction regarding the purpose of the visit, the researcher got into a discussion with the respondent keeping in mind the key information needed as outlined in the interview guide. After the interview, the

responses were entered on one of the questionnaire before proceeding to the next person.

4. The DEO staff and DEOC members were dealt with directly using the questionnaire. The researcher gave out the questionnaire for them to respond to the items after a brief introduction. They were collected the same day.

### **Pilot Testing of the Instruments**

The objective of this for the study was to test the effectiveness of the instruments designed. How adequate and appropriate are the questionnaire to be administered? Will each item in the questionnaire measure what it is supposed to measure? Such issues needed to be answered before the main study and pilot testing addressed them. Polit, Beck and Hungler (2001:467), indicate that pilot study in research refers to feasibility studies which are small version(s), or test run(s), done to prepare for the major study. Baker (1994:182-3) sees it to be the pre testing or trying out of a particular research instrument. When done, advanced warning about where the main research project could fail might be given. It can also show where research protocols may not be followed or whether proposed methods or instruments are inappropriate or too complicated.

Teijingen van and Hundley (2001) outlined the reasons for pilot studies as follows:

- i. Developing and testing adequacy of research instruments
- ii. Assessing the feasibility of a (full-scale) study/survey

- iii. Assessing the proposed data analysis techniques to uncover potential problems
- iv. Developing a research question and research plan

They added that pilot study may also try to identify potential problems in following the research procedure where the proposed means of distributing questions would not be adhered to. They continued that the groups used for the pilot study are as similar as possible to the target population and the questionnaire administered should be in exactly the same way as it will be administered in the main study.

When pilot study participants or site(s) are included in the main study the results may either be positive or negative. Some would have already been exposed to the instruments and may respond differently from those who have not previously experienced it. According to Teijingen van and Hundley (2001), the participants in a positive way may become more adept at using the tool or procedure and in a negative sense they may show a decline in following a protocol because it is no longer a novel.

Siniscalco and Auriat (2005) share the same view and have outlined the following as part of the steps pilot testing of instruments can be done to achieve results.

1. Selecting a sample similar in socio-economic background and geographic location to the one that will be used in the main study where the selected sample will not be included in the final survey.
2. Administering the questionnaires.

3. Checking the results regarding:
  - a) each item producing the kind of information needed
  - b) the role the item is going to play in the proposed analysis
  - c) the questions whether the order was logical and were meaningful to the respondents and whether instructions were followed

To this end the pilot testing of the instruments was done outside the Wassa West District – the area of study. Abura Circuit in the Ahanta West District was used to test the strength of the instruments. Ahanta West district lies to the south of the Wassa West district and shares common boundary with it.

Among the five educational circuits in the Ahanta West district, Abura circuit was the closest to the area of study and seemed to have similar characteristics in terms of distribution of schools and the extent of deprivation. Abura Circuit had 21 schools divided into 11 primary only, 10 JHS only and 6 Primary and JHS. Each of the school had a functional SMC/PTA. The 21 schools in the circuit grouped into 13 deprived and 8 non deprived were picked for the study. Four schools, two deprived and two non deprived were randomly selected for the pilot testing of the instruments.

The respondents numbered 63 and this number constituted 20% of the target population – similar to that of the main area of study. The sample was made up of 32 teachers from 4 selected schools out of 168 teachers from the 21 basic schools, 8 SMC/PTA members from the 4 school communities out of 147 members, 10 personnel from the District Education Office (one being the circuit supervisor of the selected circuit) and 13 members of the DEOC.

The method for selecting the sample followed the same method used in picking the sample for the main study. The instruments were found to be effective in measuring the items after the exercise for the reason that out of the 63 questionnaires sent out, 59 were retrieved and almost all the items had been responded to. The 59 returned questionnaires were made up of 30 from the teachers, 8 from the PTA/SMC, 10 from the DEO and 11 from the DEOC. Views on issues in the questionnaire had all been responded to regarding the open ended items.

### **Method of Data Processing and Analysis**

Qualitative data were collected for the study and were made up of responses to the questionnaires that were administered and the interview for the three people conducted. These responses were studied and grouped. The data were then edited to ensure consistency and were coded manually and the results analyzed with the SPSS software. Descriptive statistics methods in the form of frequencies and cross tabulation were employed and the results reported as percentage of respondents giving similar responses. In situations where the views expressed were so divergent to the extent that they could not be grouped, they were presented as reported statements to substantiate stated positions.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

In this chapter data collected are presented, analyzed and discussed. The sources of data for this analysis were the questionnaire administered to the teachers and the three management bodies in education delivery. Data for the study was analyzed with the research questions in view against the background of the respondents as requested by items 1 to 7 of the questionnaire for management bodies and items 1 to 15 of the questionnaire for teachers. Background information of the respondents in the questionnaire revealed the following:

1. Almost the same number of teacher respondents were in both the deprived and non deprived areas – 171 for deprived as against 176 for non deprived.
2. A third of the teacher respondents were untrained and mostly located in the deprived communities.
3. Majority of the teachers, about 221 out of 347 respondents lived within two kilometres of their school communities and the means of transport for most of them, about 198 was by foot.
4. In terms of facilities, 28 out of the 347 did not have access to good drinking water. They made use of streams. 162 out of the 347 teachers were not enjoying electricity since the facility did not exist in their school



community. Additionally, 139 of the 347 teachers had access to some form of teacher accommodation.

5. On the number of years one has operated as an executive it was found that 49 out of 78 SMC/PTA respondents had spent more than two years in that position as chairman contrary to what obtains in principle. On the issue of gender, only two of the 78 were females.
6. Among the SMC/PTA respondents 12 had not received any form of education, 58 have had education up to the secondary school level and the remaining 8 above secondary school level.

**Research Question 1: What Support Services Do The Management Bodies Provide to Improve Teaching and Learning in the Wasswa West District?**

The first research question of the study was to find out the support services the management bodies provided for the teacher. Data for the question was generated by first taking the responses for items 16 to 24 by the teachers on the services provided for them by the management bodies. The items were rated excellent, good, satisfactory, poor and no involvement. The responses were put together and computed into percentages and presented in Tables 1, 2 and 3 regarding the support the district education office, district education oversight committee and the SMC/PTA provide from the point of view of the teachers.

**Table 1****Support the District Education Office Provides From the Teachers'****Point of View**

Support	Excellent	Good	Satisfactory	Poor	No Involvement
Recruitment	44(12.6%)	127 (36.5%)	108 (31.1%)	43(12.3%)	13(3.7%)
Orientation	43(12.4%)	132 (38.0%)	105 (30.3%)	31 (8.9%)	24 (6.9%)
In-Service Tr.	44(12.6%)	146 (42.1%)	115(33.1%)	25(7.2%)	9 (2.6%)
Supervision	78(22.5%)	172 (49.5%)	65(18.7%)	14(4.0%)	9 (2.6%)
School					
Infrastructure	4 (1.1%)	27 (7.8%)	48(13.8%)	127(36.6%)	126(36.3%)
Teacher					
Accommodation	1 (0.2%)	12 (3.4%)	22(6.3%)	76(21.9%)	216(62.2%)
Conflict					
Management	15 (4.3%)	55 (15.8%)	97(28.0%)	36(10.4%)	111(32.0%)
Incentives	0(0.0%)	10 (2.8%)	24(6.9%)	115(33.1%)	182(52.4%)

The District Education Office as a body is not so effective in the provision of school infrastructure and conflict resolution and it is worse with teacher accommodation and incentives (Table 1). For instance 216 out of 327 teachers who responded to that item constituting 62.2% indicated that the District Education Office had no involvement in the provision of teachers' accommodation.

The District Education Oversight Committee seems to portray the same picture in the services given to the teacher just like the District Education Office. The body does little in the provision of teacher accommodation, incentives to teachers and management of conflict involving teachers. More than half the number of teachers who responded i.e. 226 out of 308, constituting 65.1% indicated that the DEOC was not sensitive towards the accommodation teachers need (Table 2).

**Table 2**

**Support the District Education Oversight Committee Provides From the Teachers' Point of View**

Support	Excellent	Good	Satisfactory	Poor	No Involvement
Recruitment	7 (2.0%)	48(13.8%)	81(23.3%)	59 (17.0%)	103 (29.7%)
Orientation	6 (1.7%)	43(12.4%)	69(19.9%)	54 (15.6%)	120 (34.6%)
In-Service Tr.	7 (2.0%)	39(11.2%)	79(22.8%)	46 (13.3%)	124 (35.7%)
Supervision	10 (2.9%)	53(15.3%)	101(29.1%)	40 (11.5%)	97 (28%)
School					
Infrastructure	2 (0.6%)	27(7.8%)	48 (13.8%)	100(28.8%)	125 (36%)
Teacher					
Accommodation	1 (0.3%)	3 (0.9%)	21 (6.1%)	57 (16.4%)	226 (65.1%)
Conflict					
Management	6 (1.7%)	31 (8.9%)	66 (19.0%)	31 (8.9%)	153 (44.1%)
Incentives	0(0.0%)	4 (1.2%)	18 (5.2%)	91 (26.2%)	199 (57.3%)

The SMC/PTA has limitations in the provision of services like the organization of orientations and in service training to teachers (Table 3). Teachers however felt these services were not part of the traditional functions of the body. The teachers' view was that the SMC/PTA, within which is found the powers in the community (Assemblyman, chief and elders representative, unit committee etc) have a duty of orientating the new teacher regarding the local community he has been posted and this is not normally done. Another area of weakness is the provision of incentives. The performance of the SMC/PTA in this area however appears better than that of the DEO and the DEOC from the point of view of the teachers.

**Table 3**

**Support the School Management Committee / the Parent Teacher Association Provides From the Teachers' Point of View**

Support	Excellent	Good	Satisfactory	Poor	No Involvement
Recruitment	13 (3.7%)	43 (12.4%)	93 (26.8%)	63 (18.2%)	119 (34.3%)
Orientation	1 (0.3%)	23 (6.6%)	48 (13.8%)	48 (13.8%)	196 (56.4%)
In-Service Tr.	1 (0.3%)	9 (2.6%)	40 (11.5%)	55 (15.9%)	211 (60.8%)
Supervision	33 (9.5%)	77 (22.2%)	113 (32.6%)	59(17.0%)	52 (14.9%)
School Infrastructure	24 (6.9%)	69 (19.9%)	114 (32.9%)	68 (19.6%)	61 (17.6%)
Teacher Accommodation	3 (0.9%)	62 (17.9%)	82 (23.6%)	72 (20.7%)	118 (34.0%)
Conflict Management	21(6.1%)	76 (21.9%)	101 (29.1%)	33 (9.5%)	94(27.1%)
Incentives	7 (2.0%)	21 (6.1%)	47 (13.5%)	88 (25.4%)	171 (49.3%)

Item 24 gave the teachers room to indicate other areas management bodies provided support and the extent of it. The main areas that came up were sponsorship of teachers to upgrade and advancing and guaranteeing loans to teachers. The DEO was seen not to be working at all regarding loans and credits to teachers and the DEOC appeared to be doing better with sponsorship looking at the responses. Secondly, the frequency of responses for items 8 to 17 in the questionnaire for the management bodies regarding the support they offer to the teachers were taken and converted to percentages and presented in Table 4.

Responses from the DEO staff indicate that the body is effective with staff recruitment, staff orientation for newly trained teachers, supervision of teachers' work, in service training and to some extent conflict management. It performs poorly with provision of school infrastructure, teacher accommodation, incentives and sponsorship of teachers represented by 66.7%, 83.3%, 61.1% and 72.2% "no" responses respectively.

**Table 4****Support Provided To the Teacher from the Viewpoint of the Management Bodies**

Support	DEO		DEOC		SMC/PTA	
	Yes	No	Yes	No	Yes	No
Recruitment	16(88.9%)	2 (11.1%)	8 (72.7%)	3 (27.3%)	28(36.8%)	50 (64.1%)
Orientation	15(83.3%)	3(16.7%)	1(9.1%)	10(90.9%)	6 (7.9%)	72 (92.3%)
In-Service Tr.	16(88.9%)	2(11.1%)	0(0%)	11(100%)	4 (5.3%)	74 (94.9%)
Supervision	18(100%)	0(0%)	10(90.9%)	1 (9.1%)	75 (96.1%)	3 (3.6%)
School Infrastructure	6(33.3%)	12(66.7%)	11(100%)	0(0%)	72 (92.1%)	6 (7.7%)
Teacher Accommodation	3(16.7%)	15(83.3%)	0(0%)	11(100%)	56 (71.1%)	22 (28.2%)
Conflict Management	13(72.2%)	5(27.8%)	8(72.2%)	3 (27.3%)	68 (87.2%)	10 (12.8%)
Incentives	7(38.9%)	11(61.1%)	3(27.3%)	8 (72.7%)	45 (57.7%)	33 (42.3%)
Sponsorship	5(27.8%)	13(72.2%)	8(72.7%)	3 (27.3%)	3 (3.8%)	75 (96.2%)

The DEOC considers itself effective in the provision of supervision of teachers' work, recruitment, construction and maintenance of school infrastructure, conflict management and sponsorship of new teachers in the training colleges. The DEOC is limited in performance when it comes to organization of orientation, in service training, provision of accommodation for teachers and giving incentives to deserving teachers represented by 90.9%, 100%, another 100% and 72.7% "no" responses respectively by the management body.

The SMC/PTA responses shows that it provides staff recruitment, supervision of teachers' work, conflict management, construction and maintenance of school infrastructure and teacher accommodation and provision of incentives effectively. It is however limited when it comes to orientations, in service training and sponsorship of teachers. Item 17 asked for other areas of support the management bodies provided. The main item mentioned were moral behaviour of teachers towards pupils and environmental cleanliness of the school and that came from the DEOC.

**Research Question 2: What Support Do Teachers In Basic Schools Need That Should Be Provided To Enable Them Perform Effectively?**

The second research question was to find out the support that teachers actually needed in order to make them perform. Data was obtained from item 25 of the questionnaire for teachers. The item required teachers to indicate how the management bodies can work to provide the support they needed in order to perform and since it was an open ended item the responses were clustered around

themes. Listed below are five themes and the cluster of main responses provided under them.

### **1. Promoting good Relationship with Teachers**

To promote good relationship with them, the teachers felt the DEO should avoid intimidation, treat teachers as colleagues, provide feedback on activities done with them and address their concerns. Teachers expected the DEOC to be approachable, recognize teachers' work and make their activities become known and popular among the teachers. The SMC/PTA was expected to cooperate rather than interfere in school management and also respect and see teachers as partners in the school's development.

### **2. Improvement in Management body's Activities**

The teachers called on the DEO to conduct regular school inspection/supervision, resolve conflict in an unbiased manner and improve activities among schools-e.g. district debate and quiz competitions. The respondents wanted the DEOC to organise periodic visit to the schools, resolve conflict in a progressive way and develop links with other stakeholders of the schools such as the SMC/PTA. The SMC/PTA was expected to regularly visit the school, undertake sensitization of members on key issues, ensure peaceful resolution of conflict and ensure that there is proper conduct, participation and implementation of decisions taken at PTA meetings.



### **3. Improvement in Teachers' Welfare**

Teachers felt their welfare will improve if the DEO takes prompt action on their salary, promotions, upgrading, leaves and transfers, put in place incentive package especially to those in the deprived areas and provide financial support by granting and guaranteeing of loans for them. The DEOC was expected to provide award and incentive schemes, sponsor teachers to upgrade, support workshops and training programmes and provide housing accommodation for teachers. The SMC/PTA was expected to work on incentives for the teacher and the performing child, assist teachers to obtain accommodation and assist new teachers to adapt to the school environment by providing them with basic necessities.

### **4. Promoting good Teaching and Learning Environment**

The DEO was expected to undertake staff redistribution exercise to ensure fairness in teacher distribution to all schools, organise periodic in service training to update skills of teachers and SMC/PTA members and providing needed logistics by way of textbooks, stationery and furniture. The DEOC was expected to focus on the construction and maintenance of school infrastructure and provision of logistics for learning such as TLMS and furniture. The teachers wanted the SMC/PTA to provide and maintain school infrastructure where the District Assembly failed to do that, supply basic school needs of children and establish income generating activities for the school to help finance school programmes like sport, culture and open days.

The frequency of responses for the five categorized themes were computed and converted to percentages. These were further presented in the form of data on views of teachers from deprived and non deprived communities to enable comparison. Table 5 provides summaries of the responses from the teachers on the services they need.

**Table 5**

**Support Needed From the Management Bodies by Teachers Classified Into Views from Deprived and Non Deprived Communities**

Teachers' View Of Support They Need	DEO		DEOC		SMC/PTA	
	Deprived	Non deprived	Deprived	Non deprived	Deprived	Non deprived
Good relationship with teachers	8 (4.6%)	8 (4.5%)	5 (2.9%)	10(5.6%)	7 (4.0%)	5 (2.8%)
Improvement in the body's activities	19 (11.1%)	18(10.2%)	43(25.1%)	41(23.2%)	38(22.2%)	39(22.1%)
Improvement in teachers welfare	63 (36.8%)	62(35.2%)	41(23.9%)	31(17.6%)	52(30.4%)	54(30.6%)
Promoting good teaching and learning environment	58 (33.9%)	54(30.6%)	29(16.9%)	41(23.2%)	42(24.5%)	42(23.8%)
<b>Total</b>	<b>148(86.5%)</b>	<b>142(80.6%)</b>	<b>118(69%)</b>	<b>123(69.8%)</b>	<b>139(81.2%)</b>	<b>140(79.5%)</b>

What the teachers wanted most from the DEO as evidenced by 121 out of 148 respondents from the deprived areas constituting 70.7% and 116 out of 142 teacher responses from the non deprived also constituting 65.8% were improvement in the welfare of the teacher and promoting good teaching and learning environment (Table 5).

The teachers wanted the DEOC to work on their own activities in the area of visiting the schools and familiarizing themselves with the school and improving upon it. They also asked the DEOC to work to provide welfare services to the teacher, key among them being accommodation. A total of 84 out of 118 teachers who responded from the deprived communities constituting 71.2% and 72 out of 123 teachers from the non deprived communities constituting 58.5% were asking the DEOC to assist in that direction. The teachers also wanted the DEOC to provide and maintain school infrastructure as a way of providing good teaching and learning environment.

In spite of the efforts of the SMC/PTA in assisting the school, teachers felt the body can do more to change situations and improve standards. Some accommodation and school buildings had been provided by the body in some communities, however, the quality of some of them appear to be below standard. Situations like cracked walls, leaking roofs, uncemented floors and erected sheds as classrooms characterize the facilities. A total of 94 teachers out of 139 respondents constituting 54.9% from the deprived areas and 96 teachers out of 140 from the non deprived communities forming 54.4% wanted the management

body to improve these areas by focusing on providing good teaching and learning environment and improving the welfare of the teacher.

**Research Question 3: What are the Challenges the Management Bodies Face?**

The third research question sought to find the challenges the management bodies faced that reduced their performance. Responses to items 18 and 20 in the questionnaire for the management bodies were organized to answer this question. Item 18 asked the management bodies to state the challenges they faced as they supplied the services they had indicated that they provided while item 20 asked them to state the challenges they faced regarding the services they were unable to provide. The free responses of the members of the management bodies in the sample for both items were clustered around three main themes. Below are the themes and the main responses in the cluster.

**1. Challenges Associated with the body's performance/activities and influences from External Sources.**

The DEO respondents indicated that the following were the main challenges the body faced: poor co ordination of activities, over concentration of activities on few areas to the neglect of others and interferences (delays/directives from headquarters that come with deadlines) which throw internal activities out of gear. The DEOC respondents indicated that poor meeting attendance and decision taking and difficulty in arriving at a consensus, little interest by some

members where the issues involved lied outside their domain of operation and interferences of emergency programmes from other sectors were the main challenges. The respondents from SMC/PTA touched on poor meeting attendance and decision taking (i.e. decisions skewing towards the eloquent few and sometimes no consensus is arrived at), dominance of few key members while the others become dormant, interferences (from community members, teachers etc) and activity lying beyond the limit of the management body or ignorance about demands of their schedule as the main area they have difficulty.

## **2. Finance, support and Logistics**

Responses offered by the DEO on this theme were poor means of transport/non payment of Transport & Travels expenses, little logistical support and inadequate government grant which is not released timely. Additionally, no grant exist to undertake constructions of school infrastructure and provide staff accommodation. The DEOC saw means of transport for monitoring of schools, inadequate remuneration and little financial resource from the District Assembly's Common Fund to undertake school projects as the main problems on finance and logistics. The SMC/PTA saw little or no motivation to members who devote full time for school activities, little financial support (unwillingness to contribute towards PTA funds to undertake school project due to the notion that everything about education is free) and lack of transparency and accountability regarding PTA accounts to be their problem.

### 3. Conflict and Indiscipline Behaviour

The DEO responses were conflict/disunity among schedule officers in executing programmes and disagreement between officers and teachers. The DEOC responses were conflict of interest on educational activities to be undertaken within a period where stalemate leads to abandonment of projects and difficulty in arriving at acceptable solutions to teacher indiscipline. The SMC/PTA responses were mistrust and lack of confidence among appointed officers, disagreement with teachers on school management issues and interferences of school administration in PTA finances and misuse/improper care of school property by some community members based on the notion that it is for the government. Responses under the various themes by the management bodies were computed in percentages. A summary of the result are shown in Tables 6, 7 and 8.

**Table 6**

#### **Challenges the District Education Office Faces**

Challenges Faced	Support	Support
	Management	Management
	Body Is Able To	Body Is Unable
	Provide	To Provide
Role, activities and external influences.	2 (11.1%)	12 (66.6%)
Finances, support and logistics.	15 (83.3%)	3 (16.6%)
Conflict and indiscipline.	1 (9.5%)	2 (11.1%)
<b>Total</b>	<b>18 (100%)</b>	<b>17 (94.4%)</b>

Finance and logistical support appear to be the greatest challenge the DEO faces as it provides support it is comfortable with. Since 15 out of the 18 DEO staff who responded, constituting 83.3%, have indicated that finance is a problem in these comfortable areas (recruitment, orientation, supervision, in service training and conflict management), it shows that the DEO can do more in that area (Table 6). It presupposes that such services are being provided but they are not adequate. There was a concern associated with the finances of the DEO regarding delayed payment and re imbursement of officers for services rendered and expenditures they incur in the performance of their job.

Regarding activities the DEO is unable to provide 66.6% of the respondents i.e. 12 out of 18 responses attributed it to external factors that is beyond the control of the body. For instance it has not got the power to undertake infrastructural projects. Ghana Education Service headquarters determines that. Sponsorship of teachers to upgrade through study leave with or without pay is centrally controlled at the regional and national headquarters.



**Table 7**

**Challenges the District Education Oversight Committee faces**

Challenges Faced	Support	Support
	Management	Management
	Body Is Able To	Body Is Unable
	Provide	To Provide
Role, activities and external influences.	4 (36.3%)	8 (72.7%)
Finances, support and logistics.	6 (54.5%)	2 (18.1%)
Conflict and indiscipline.	1 (9.0%)	1 (9.0%)
Total	11 (100%)	11 (100%)

The DEOC sees finance and logistical support to be the main challenge it faces with the support it is effective at providing (Table 7). The main source of revenue for its activities is the education component of the district assembly common fund. Any educational project undertaken depends on the financial allocation from the fund at that time. The indication is that the body is operating at the current level based on funds available to it and that it will do more if the allocation is increased. The body does not attempt the supply of certain services due to external factors. Whatever project becomes part of the body's activities should be approved by the District Assembly. However, the assembly does not see the provision of teacher accommodation, incentives, orientation and in service training to be a priority in the district.

**Table 8**  
**Challenges the SMC/PTA Office Faces**

Challenges Faced	Support Management Body Is Able To Provide	Support Management Body Is Unable To Provide
Role, activities and external influences.	30 (38.4%)	38 (48.7%)
Finances, support and logistics.	43 (55.1%)	26 (33.3%)
Conflict and indiscipline.	2 (2.5%)	3 (3.8%)
<b>Total</b>	<b>75 (96.6%)</b>	<b>67 (85.8%)</b>

The SMC/PTA sees problems in the roles and activities it performs as a challenge it faces in both the activities it is able to provide and those it is not able to provide. Finance is also seen as a problem (Table 8). The difficulty is adding on other support services to their already loaded programmes when monetary and material contributions from members is very low due to poverty and poor socio economic circumstances of the people.

**Research Question 4: How Can The Management Bodies Be Made To Perform Better In Providing Support For The Teacher?**

The final research question was aimed at finding out how the difficulties faced by the management bodies can be overcome so that they can effectively support the teacher. Responses to items 19 and 21 in the questionnaire for management bodies addressed this issue. Item 19 asked the respondents to

suggest ways the management body they belonged could be made more effective in the support services they have been providing to the teacher and item 21 asked them to suggest ways they can be made to go into areas of support which they are not familiar with but are supposed to provide. The responses were grouped around five main themes as follows:

**1. Improving sources of finance and logistical support**

Prompt payment of travel and transport expenses constituted the main responses from the DEO. The DEOC indicated that the education component of the District Assembly's budget should be increased. The SMC/PTA felt effective way of making people contribute towards PTA funds should be devised and there should be proper accounting for PTA monies.

**2. Activity planning to improve performance**

The main responses of the DEO were planning activities and executing them ahead of time before external interferences come, developing team spirit among officers and doing away with marginalization, encouraging delegation, confidence building and motivation among officers and making available the needed logistics for officers to perform. That for the DEOC were ensuring that needed logistics are put at the disposal of the group for them to perform, prioritization of activities to be undertaken within a period to avoid undue interferences and ensuring there is effective meeting attendance. SMC/PTA had this to say - proper planning of the groups activities, avoiding dominance of PTA

meetings by the few who appear vocal, review of the tenure of office of executives, promoting unity and team spirit among members in order to check indiscipline collectively and motivating members who sacrifice time, effort and other resources.

### **3. External support**

The responses provided by DEO were call on the education ministry to increase budgetary allocation of funds to the district and the capitation grant, involvement of District Assembly, PTAs, Mining companies and traditional authorities in sponsoring educational programmes and call on District Assemblies to sponsor more teachers and upgrading programmes of teachers. The DEOC offered responses like involvement of GETFUND, Mining companies and central government in district education programmes and overcoming disagreements and uncooperative attitude of GES regarding project to undertake. The SMC/PTA responses were on the need to develop links with NGOs and other development partners and GES developing co operative attitude regarding levies and other contributions parents of the schools are to offer.

### **4. Sensitization exercise/in service training**

Responses from DEO on this theme were on adequate training which was to be given to officers regarding their job schedule. The DEOC respondents focused on periodic training on guidelines for the operation of SMC/PTA and the DEOC since membership change with time. The SMC/PTA indicated that periodic sensitization for the executives and the community at large was needed.

## **5. Managing conflict and indiscipline behaviour**

Main responses by DEO on this theme are properly defining roles of schedule officers to avoid interference into other people's activities, ensuring cordiality between officers and teachers rather than disagreements. Main DEOC responses were ensuring consensus rather than disagreements at meetings and ensuring that standard and consistent principles regarding handling of teacher indiscipline exist. SMC/PTA offered responses like appointment of honest officers, ensuring unity on school management issues and PTA finances, properly caring for school property in the community. The responses of the bodies were computed in percentages and compared and that allowed how they can be made more effective to emerge. A Summary of the responses from cross tabulation of the result is displayed in Table 9, 10 and 11.

**Table 9****Means of Overcoming the Challenges the District Education Office Faces**

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Means Of Overcoming Challenges	Support Management Body	Support Management Body
	Is Able To Provide	Is Unable To Provide
Improving finances and logistical support.	10 (55.5%)	8 (44.4%)
Activity planning to improve performance.	2 (11.1%)	4 (22.2%)
External support	3 (16.6%)	0(0.0%)
Sensitization	2 (11.1%)	4 (23.2%)
Managing Conflict and indiscipline	1 (5.5%)	1 (5.5%)
Total	18 (100%)	17 (94.4%)

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The 55.5% made up of 10 out of 18 respondents from the DEO staff on improving activities it is able to provide and 44.4% made up of 8 out of 18 responses on the activities it is unable to provide shows that financial support is needed for the District Education Office to function effectively (Table 9). For the support the body is able to provide, the request was prompt payment and reimbursement of officers regarding travel and transport and expenses incurred as they performed their duty. The view was that if such payments are promptly done, schedule officers will execute whatever activity they have on plan without any drawback. One other area mentioned was periodic management training for the office staff to serve as capacity building. In most cases personnel are assigned to schedules without any orientation and such a person only follows the traditions of the job and works the same way he sees others behaving. To make DEO activities withstand the shocks of external influences, a view put across was properly planning DEO activities into one composite work plan for a period. If some external directive comes which is inclined towards suspending the district activities, adjustment is quickly made in the general action plan with new roles assigned in which case activity losses will be minimized.

The 50% and above responses from the DEOC members made up of 8 out of 11 and 6 out of 11 members for the activities the body is comfortable in providing and the activities it is unable to provide respectively indicates that if the

finances of the body is improved it will be more functional (Table 10). The call was that allocation of funds for educational projects should be increased. There was also the request that DEOC officers who visit schools and go out to monitor projects should be remunerated as a form of incentive to motivate them.

**Table 10**  
**Means of Overcoming the Challenges the District Education Oversight Committee Faces**

Means of Overcoming Challenges	Support	Support
	Management	Management
	Body Is Able To	Body Is Unable
	Provide	To Provide
Improving finances and logistical support.	8 (72.7%)	6 (54.5%)
Activity planning to improve performance.	2 (18.1%)	0(0%)
External support	0(0%)	3 (27.2%)
Sensitization	0(0%)	2 (18.1%)
Managing Conflict and indiscipline	1 (9.0%)	0(0%)
<b>Total</b>	<b>11 (100%)</b>	<b>11 (100%)</b>

The SMC/PTA members see sensitization of its members and the improvement in the finances of the body as the main ways to address the challenges it faces in both the services it is able to provide and those it is unable



to provide. This is observed from the 28 out of the 78 responses with activities it is able to provide and 29 out of 78 responses with activities it is unable to provide as indicated in Table 11.

**Table 11**  
**Means of Overcoming the Challenges the SMC/PTA Faces**

Means Of Overcoming Challenges	Support	Support
	Management	Management
	Body Is Able To	Body Is Unable
	Provide	To Provide
Improving finances and logistical support.	28 (35.8%)	29 (37.1%)
Activity planning to improve performance.	13 (16.6%)	8 (10.2%)
External support	12 (15.3%)	5 (8.4%)
Sensitization	15 (19.2%)	16 (20.5%)
Managing Conflict and indiscipline	3 (3.8%)	0(0%)
<b>Total</b>	<b>71 (91.0%)</b>	<b>58 (74.3%)</b>

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

The chapter presents the summary of the study. Conclusions are deduced from the findings and recommendations are also given.

#### **Summary**

The study was aimed at finding the level of support management bodies provided to the teacher, the challenges faced as the bodies approached this duty and how they can be overcome. A total of 454 were involved in the study, consisting of 18 DEO respondents, 11 DEOC respondents, 78 SMC/PTA respondents and 347 respondents from the teachers. Looking at the total sample size of 472, this is a good representation. Data collection was done through the use of questionnaire which was self administered. Qualitative data was collected since the responses were with regard to stated positions and expression of views. In analyzing the data, percentages of respondents that gave particular responses on a question were calculated.

#### **Summary of Major Findings**

With the exception of the provision of incentives and teacher accommodation, the DEO dominated in the provision of support in all the key

areas to the teacher. Sixty percent of the teacher respondents indicated that the DEO was effective. This is because the services being provided appeared to be the traditional functions of the body i.e. supply of teachers to the schools, organizing orientations and in service training for them, ensuring that they work through supervision, ensuring that effective teaching and learning environment is operating by addressing issues like school infrastructure, staff accommodation, conflict and incentive packages. The respondent knew that the other management bodies only complemented the effort of the DEO and is therefore no surprise that the results have taken the above direction.

Another finding is that the 60% positive response for DEOC regarding supervision was predominantly from the urban school teachers – specifically in and around Tarkwa. Discussion with some DEOC members showed that they have their official duty stations at Tarkwa with some having tight schedules and if a DEOC activity is taking them away to a school, it tends to be a nearby school which is within town. Besides, records from the District Education Directorate show that school programmes such as anniversaries, speech days and open days are organised more by the urban schools than those in the rural areas and DEOC members are normally invited as guests making their presence felt more in such places.

Three other areas DEOC appeared to be performing were recruitment, in service training and orientations and construction and maintenance of school infrastructure represented by over 50% response. Regarding recruitment, records from the District Education Office shows that the District Assembly increased

staffing situation in schools in the district by 300 in 2007 through the National Youth Employment Programme. The objective was to improve staffing in difficult and hard to reach school communities but this was not fully achieved as a sizeable number found their way into the urban schools.

No record showed that the DEOC organized in service training for teachers. Rather the DEO did that and got the DEOC involved. The District Chief Executive and other members of the DEOC were invited for the opening and closing sessions of such programmes and that accounted for the high percentage positive response from the teachers in favour of DEOC organized workshops though the body itself felt it was not performing in that area.

Records at the Education Office showed that between 2000 and 2008 the District Assembly constructed 22 new school buildings and maintained 13 existing school structures that have been struck by disasters. One notable feature about this is that 13 of the new constructions and 11 of the rehabilitations were undertaken in the urban areas. It was therefore no surprise that the positive responses for the DEOC in respect of school infrastructure were dominated by urban located teachers.

A Third finding is that apart from organization of orientations and in service training and provision of incentives, the SMC/PTA seemed to be operating in all the other areas of support recording 60% and above of responses from teachers. The SMC/PTA of the deprived areas seemed to be doing slightly better. It was observed during the study that the local rural community was a small one and virtually every body in the community knew one another. In these

areas relationship between SMC/PTA members and teachers appeared more personal than what existed in urban communities where life appeared very busy with little time for other things. This situation aroused the sensitivity of the community towards the plight of the teacher regarding his accommodation, the state of the school's infrastructure, school conflict that might arise and what is needed to be done to promote good teaching and learning which included motivation to teachers and pupils.

Fourthly, three principal areas were seen by the teachers where the management bodies could work to support them. The teacher respondents forming 30% wanted all the management bodies to work to improve their welfare and promote a good environment for teaching and learning. In addition, another 30% wanted the DEOC and the SMC/PTA to work to improve their activities to make them more functional in assisting the teacher.

The support teachers needed most from DEO regarding their welfare were prompt action on teachers' salary, promotions, upgrading, leaves and transfers and financial support by guaranteeing for them to assess loans from the financial institutions. To improve teaching and learning situation, the teachers wanted improvement in staffing to reduce large class size and avoid situations where a teacher combined two or more classes. Added to this is adequate supply of materials for making teaching aids to facilitate classroom lesson delivery.

The DEOC was expected to work on areas like periodically visiting the schools where the teachers' work will be noted and appreciated while indiscipline behaviours will be addressed and properly supervising the SMC/PTA with a view

to improving its activities. On the issue of the welfare of the teacher, the DEOC was expected to work on teachers' accommodation, financing teachers' workshop and training programmes and make motivational provisions for those posted to remote locations. It was also expected to work on the supply of logistics for learning which included the construction and maintenance of school infrastructure and supply of furniture with the aim of improving the teaching and learning environment.

To improve its activities the teachers especially the headteachers wanted the SMC/PTA to co operate rather than interfere in school management. Teachers felt they should be respected and seen as partners in the school's development implying that conflict should be resolved peacefully and they should regularly visit the school, organize periodic meetings and get the members sensitized on their roles. On the welfare of the teacher, the teachers saw assistance to new teachers to find accommodation in the community to be important to them. The body was also expected to be seen to be supplying the basic school needs of the children and maintaining the school's infrastructure for good teaching and learning environment to be provided.

The fifth finding was that the management bodies faced logistical and financial hindrances as they worked to support the teacher. They also faced problems with the roles and activities they performed. The 70% responses for DEO and 50% recorded for DEOC and SMC/PTA each indicate this. Regarding finance and logistics, adequacy of grant and its timely release to the directorate for teaching and learning activities appeared to be the problem for the DEO.

Funds came but at a time when schools will be going out of session. On the roles and activities of the DEO, problems come from external influences. Directives come from national or regional headquarters with strict compliance and they come with deadlines. All other activities pertinent to the teachers' performance and classroom work are then relegated to the background in favour of the national demand. Besides, before a directive is fully implemented, another one or policy might come to modify it. Additionally, work on teacher issues like promotions, salary upgrading and recruitments are dispatched to headquarters for action to be taken on and this takes a long time and that demoralized teachers and sometimes made them think that those at the District Directorate of Education were not working.

The DEOC is made up of people from different departments like health, social welfare, traditional rulers and the District assembly. Most of these departments do not have vehicles and that made monitoring of schools difficult for them. Besides, because they belong to different departments with each unit having its own area of interest it becomes difficult for consensus to be reached at meetings. Some even show little interest especially when the issue or project under discussion lie outside their domain of operation.

The SMC/PTA saw revenue generation for its activities as the main problem associated with finance. There was the notion that the introduction of the capitation grant, school feeding of the children and procuring uniforms and other school materials for some school children presupposed that the parent had little to do in the school. Those who were previously discharging their duties well and

contributing were no more doing it. The next finding related to the structures to be put in place to enable the management bodies to perform in supporting the teacher and what came out were logistically supporting and improving the finances of the management body, embarking on sensitization exercise to enable the group to have proper sense of direction and properly planning and coordinating the group's activities.

DEO officers felt grants and materials for teaching and learning should be released on time preferably before the beginning of the school term. There should also be some means of transport for schedule officers and that also go for the DEOC members who strongly believed that such a move in addition to improved remuneration to them will reduce apathy and enhance their performance. The 50% responses recorded for DEO and for DEOC indicate this.

The SMC/PTA needed periodic sensitization of its members to make them more functional. They hoped the exercise will disabuse people's minds of issues like, the notion that everything is to be supplied by the government and that teachers are normal residents who are paid salaries and nothing is needed to be done for them. Additionally, it will address the financial difficulties of the body since parents/community will understand educational issues and will therefore willingly contribute towards it.

Finally it was found that the support the teacher needed for him to deliver are in place but the adequacy of the services was the problem. Looking at the responses given by the management bodies, when their efforts are put together, all the services covered in this write up were seen to be performed to the teacher,



given the situation where the effort of one management body complemented the other. In all cases the percentage response appeared to be 70% and above. The teacher should therefore be seen to be performing leading to the achievement of the educational objectives. The responses from the teachers indicated that the management bodies should improve in their activities in dealing with teachers, pupils and the school as a whole, improve teachers' welfare and promote good teaching and learning environment. In a broad sense these encompasses teacher recruitment, in service training, orientations, supervision, construction and maintenance of school infrastructure and staff accommodation, management of conflict, provision of incentives and sponsorship.

It could be noted here that what the teachers claim they needed were almost what the management bodies claimed they supplied. The difference probably lied with the extent to which the services were being provided. It was observed for instance that in a particular school, while few teachers indicated that teacher accommodation was excellently provided, some indicated it to be satisfactory while a sizeable number indicated that it was non existent. This situation showed that some accommodation was somehow being provided but it was to a limited few and that applied to all the other services.

### **Conclusions**

It is very clear from the findings obtained that

1. The supports the teacher claims he needs in order to perform are all in place looking at the responses from the teachers. The teacher is however, not

satisfied with the extent of supply. The teacher wants the DEO to assist him to better his lot by working promptly on his needs, assisting him to access credit facilities from the financial institutions, appreciate his work and provide the teaching and learning materials he needs to work. Recognition by the DEOC is the main concern of the teacher. The body is expected to support the teacher the same way as the district assembly does for those engaged in farming, fishery and livestock where support is provided in terms of financial credits, infrastructure, incentives and awards. The cry for these is greater with teachers in the deprived communities. The SMC/PTA does well in discharging its duties but it is to a limited extent. Periodic sensitization of the body will make it live up to expectation.

2. The DEO as a body has put structures in place in order to supply what the teacher needs for him to perform but the degree of supply makes the effort very limited and in some areas insignificant. It faces the problem of logistics and influences from external sources and for it to perform it needs reliable source of finance. External activities should be well planned and coordinated and handed down in an orderly manner rather than the current proliferation of activities and policies that come without notice.
3. The DEOC plays a big role in the supervision of schools and provision of some infrastructure but that is mostly limited to the schools in the urban areas. Logistical support by way of means of transport for monitoring and good remuneration prevent the DEOC from discharging its duties effectively and these need to be put in place for it to function well.

4. Performance of the SMC/PTA in the rural areas appears better especially in giving attention to teachers' accommodation than that of the urban areas though in both areas they are doing creditably well. However, in spite of almost rent free accommodation, teachers desire to be in urban areas and take care of expensive accommodation there. This is because of the sharp contrast existing in the two environments in terms of social infrastructure. Problems like finance and lack of commitment to responsibilities on the part of members/community militate against the full operation of this body and it will work better if periodic community sensitization, reactivation of existing and formation of new executives of the SMC/PTA are put in place.

The following could make the conclusions wrong and should therefore not be overlooked.

1. Respondents in the same environment/school might have been influenced by their colleagues regarding some responses given.
2. Good or bad relationship existing between teachers and the local community might have influenced them to give responses that did not reflect conditions that actually existed.
3. Some of the responses given may be event specific and therefore temporary. The National Youth Employment Programme for instance led to a one stop mass employment of untrained youth into the teaching profession and since the District Assembly was in charge in the district it gave the impression that the DEOC did well in teacher recruitment as indicated by the responses.

## **Recommendations**

From the research findings and conclusions drawn it appears that what the teacher needs to perform have almost been put in place. The full operations of the structures that have been laid down for the desired support to come are being hindered by some challenges which need to be addressed.

It is therefore recommended that -

1. Standard teacher accommodation with basic facilities should be constructed and attached to every school in the district. No matter where the teacher is posted to, whether deprived or non deprived, he meets the same facilities. In addition, incentive package should be designed in such a way that it will become available to all in the deprived communities. This will provide an almost level ground for all no matter where one is posted to. District Assemblies, Non Governmental Organizations, Mining/Commercial Companies and central government through GETFUND should particularly take this up. Presently, there are incentives available to all teachers like the Best Teacher Award and incentives to those who accept postings to the deprived areas. For instance after working for two years in the deprived area one qualified for study leave with pay instead of working for three years in an urban area. These incentives appear not to be enough and sometimes become insignificant looking at the number competing for them and the selection process.
2. Logistics needed for the bodies to operate should be made available. For the DEO, there should be prompt payment of transport expenses and other

allowances of monitoring/schedule officers. It will not be out of place if advances for travels and transport are introduced. Means of transport like cars, motor bikes and bicycles will be very welcome to DEO staff, DEOC members and teachers and there should be enough to make the exercise have a good impact. It must be noted that among the DEO staff and teachers, some supplies of these vehicles have been going on from time to time but has never got to a point where all deserving ones benefited. As an example, records from the education directorate indicates that in 2007, five motor bikes – three for men and two for ladies – were allocated to the district from the headquarters of Ghana Education Service to be given to teachers and officers to make them perform. Out of the ten circuit supervisors, two had a bike each. The rest of the teachers – about 1800 competed for the remaining three.

3. District Assembly projects should be diversified rather than concentrating them at one place. Rural areas should attract the same constructions and maintenance as that of the urban area in terms of quality. The quantity should however reflect the enrolment and the population of the area. This move will reduce the sharp contrast existing between the deprived and non deprived communities. This situation exist among the schools because in the urban areas major school projects are financed by the District Assembly which reflect the state of the art in terms of modernization while the PTA/SMC of the rural community mostly handle the same projects but fashioned along rural lines.

4. There should be periodic training and sensitization of the management bodies.  
Key DEO staffs for instance need management training from time to time to take care of the changes that are gradually taking place in the profession regarding teaching and learning and supervision of instruction. SMC/PTA members happen to serve on the committee for a period of two years after which they are changed. As new executives come in they need to be taken through the SMC/PTA Handbook to keep them awake to their roles. They will then become equipped to address school and community issues. The DEO should have a biannual programme of activities respecting the SMC/PTA where sensitization, reactivation and formation of new ones will be done.
5. District Assemblies should support the DEO to meet its commitments in order to improve teaching and learning. Grant from the central government to the DEO appear inadequate and are not released on time. Essential programmes, in service training, supply of logistics like registers, chalk and teachers' notebooks do not normally become available by the time school re opens. These items trickle in with time and by the time they are fully received; the academic term will be ending. The Educational Subcommittee of the District Assembly should take this up and ensure that alternatives are available.
6. Decentralisation should fully be implemented at the district level. This will reduce the monthly/periodic travel of schedule officers to GES headquarters. Delays in the processing of teachers documents on issues like salaries and upgrading will be minimized if not eliminated completely when this is done.

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**APPENDICES**

**APPENDIX A**

**INSTRUMENTS FOR DEO, DEOC AND SMC/PTA**

This is a study of teacher management and support services in the Wassa West District of Ghana. It seeks to find out the extent to which management bodies in education are supporting the teacher. The information you supply will be used for research purposes only and will be treated as confidential. You need not write your name.

**PART A - BACKGROUND INFORMATION**

1. Which of the following groups do you belong?
  - a. DEO [ ]                      b. DEOC [ ]
  - c. SMC/PTA [ ]
  - School Associated (*for SMC/PTA members*).....
2. State your position in (1) above .....
3. State the number of years you have worked in that position.....
4. Number of years in teaching (*for those in education or those who were once teachers*).....
5. Gender.....
6. Age.....
7. Qualification - None[ ] Pre secondary[ ] Secondary [ ] Diploma [ ]  
Degree [ ] Post graduate [ ]

PART B – FUNCTIONS OF MANAGEMENT BODIES IN PROVIDING

TEACHER SUPPORT

Below are major teacher management and support services. Tick the ones you provide

- 8. Recruitment of teachers [ ]
- 9. Orientation for newly trained teachers [ ]
- 10. Periodic in service training and workshops for teachers [ ]
- 11. Supervision and school visits [ ]
- 12. Construction and maintenance of school buildings [ ]
- 13. Teacher housing and accommodation [ ]
- 14. Management of conflict among teachers [ ]
- 15. Incentives for teachers [ ]
- 16. Sponsoring of teachers to upgrade skills [ ]
- 17. Others [ ]

Specify.....

PART C – CHALLENGES MANAGEMENT BODIES FACE

- 18 State the difficulties you face as you provide the services ticked in items 8 to 17 above.

.....

.....

.....

.....

19 Suggest ways you can be made more effective in the difficult area(s) you have indicated in item 18 above.

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

20 What makes it difficult for you to provide the service(s) listed in items 8 to 17 above that you did not tick?

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

21 Suggest how you can be made more effective in handling the difficulties indicated in item 20 above.

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

## APPENDIX B

### INSTRUMENTS FOR TEACHERS

This is a study of teacher management and support services in the Wassa West District of Ghana. It seeks to find out the extent to which management bodies in education are supporting the teacher. The information you supply will be used for research purposes only and will be treated as confidential. You need not write your name.

#### PART A BACKGROUND INFORMATION ABOUT THE TEACHER

Provide the following information about yourself

1. Gender of teacher – Male [  ] Female [  ]
2. Age.....
3. Number of years of teaching experience in GES.....
4. Number of years of teaching experience in present school.....
5. Rank – Untrained [  ] Below Prin. Supt [  ] Prin. Supt [  ]  
Assistant Director [  ]
6. Highest qualification Up to SSSCE/WASSCE[  ] Diploma[  ] Degree[  ]

#### PART B INFORMATION ABOUT SCHOOL COMMUNITY

Tick/Write the information below which adequately describes your school community

7. Name of School.....
8. Distance you travel each day to school – Within 1km [  ] Within 2km [  ]  
Within 5km [  ] Over 5km [  ]

9. Means of transport to school - Foot  Bicycle  Car  Boat/Canoe   
 Other  Specify.....
10. Access to portable water in the school community - Stream   
 Borehole/Well  Pipe borne
11. Electricity supply in school in the school community – Regular supply   
 Not regular  None
12. Health post from the school community – Within 30km  More than  
 30km
13. Nature of school infrastructure - Excellent  Good  Poor  other  
 Specify.....
14. Teachers accommodation and condition of it – Excellent  Good   
 Poor
15. Distance of your school from the circuit centre - Within 30km   
 More than 30km

**PART C TEACHER’S VIEW OF SUPPORT PROVIDED BY MANAGEMENT**

**BODIES**

Below are the management bodies supposed to provide management and support services for teachers. Tick the management structure(s) that supply the services below and indicate the extent of involvement

16. Recruitment of teachers

Mgt. Body	Extent of Involvement				
	Excellent	Good	Satisfactory	Poor	No Involvement
DEO					
DEOC					
SMC/PTA					

17. Orientation of newly trained teachers

Mgt. Body	Extent of Involvement				
	Excellent	Good	Satisfactory	Poor	No Involvement
DEO					
DEOC					
SMC/PTA					

18. Periodic in service training and workshops for teachers

Mgt. Body	Extent of Involvement				
	Excellent	Good	Satisfactory	Poor	No Involvement
DEO					
DEOC					
SMC/PTA					



19. Supervision and school visits

Mgt. Body	Extent of Involvement				
	Excellent	Good	Satisfactory	Poor	No Involvement
DEO					
DEOC					
SMC/PTA					

20. Construction and maintenance of school buildings

Mgt. Body	Extent of Involvement				
	Excellent	Good	Satisfactory	Poor	No Involvement
DEO					
DEOC					
SMC/PTA					

21. Teacher housing and accommodation

Mgt. Body	Extent of Involvement				
	Excellent	Good	Satisfactory	Poor	No Involvement
DEO					
DEOC					
SMC/PTA					

22. Management of conflict among teachers

Mgt. Body	Extent of Involvement				
	Excellent	Good	Satisfactory	Poor	No Involvement
DEO					
DEOC					
SMC/PTA					

23. Incentives for teachers

Mgt. Body	Extent of Involvement				
	Excellent	Good	Satisfactory	Poor	No Involvement
DEO					
DEOC					
SMC/PTA					

24. Other, specify

1. ....

Mgt. Body	Extent of Involvement				
	Excellent	Good	Satisfactory	Poor	No Involvement
DEO					
DEOC					
SMC/PTA					

2. ....

Mgt. Body	Extent of Involvement				
	Excellent	Good	Satisfactory	Poor	No Involvement
DEO					
DEOC					
SMC/PTA					

PART D TEACHER'S VIEW OF WHAT THE MANAGEMENT BODIES CAN

DO

25. Suggest how each of the bodies listed below can work to provide the needed support to make the teacher work better.

DEO

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

DEOC

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

SMC/PTA

.....

.....

.....

.....

.....

## APPENDIX C

### INTERVIEW GUIDE FOR DEOC AND SMC/PTA

#### INTRODUCTION

A study on teacher management and support services is being conducted in the Wassa West District of Ghana. It seeks to find out the extent to which management bodies in education are supporting the teacher. The information you supply will go a long way to enrich the findings of the research. Whatever you say will be treated as confidential.

#### BACKGROUND INFORMATION ABOUT THE RESPONDENT

1. Tell me a little about yourself – Age ..... Sex .....  
Training received (schooling, some qualification etc) .....
2. Which of the schools in your community are you associated with? .....
3. Which of the bodies/organizations that manage the teachers' work and welfare in your school community do belong? SMC/PTA.....  
DEOC ..... Other.....
4. How long have you been associated with the body?.....
5. What position do you have in the group?.....

#### SUPPORT PROVIDED BY MANAGEMENT BODY

6. Mention the support your group gives to the teacher in the school you are associated with? – Recruitment of teachers ..... – Orientation of newly recruited teachers ..... – Periodic in service training for teachers ..... – Supervision and school visit ..... – Construction

and maintenance of school buildings ..... – Teacher housing and accommodation ..... – Management of conflict ..... – Incentives to teachers ..... – sponsoring of teachers to upgrade .....

7. In providing these support services to the teachers what are some of the difficulties your body faces? (open ended)

.....  
.....

8. What in your view are ways by which the difficulties can be overcome? (open ended)

.....  
.....

9. What areas of support do you think the teachers in your school community should receive but your group is unable to give? .....

10. Why is your group unable to provide these support services? (open ended)

.....  
.....

11. What do you think can be done so that your group can provide these services? (open ended)

.....  
.....

**APPENDIX D****SCHOOLS SELECTED FOR THE STUDY BY CIRCUIT**

<b>Circuit</b>	<b>Number of Schools</b>			<b>Number Selected</b>	
	<b>Deprived</b>	<b>Non Deprived</b>	<b>Total</b>	<b>Deprived</b>	<b>Non Deprived</b>
<b>ABOSO</b>	<b>8</b>	<b>16</b>	<b>24</b>	<b>2</b>	<b>2</b>
<b>BENSO</b>	<b>14</b>	<b>7</b>	<b>21</b>	<b>2</b>	<b>2</b>
<b>BOGOSO</b>	<b>7</b>	<b>11</b>	<b>18</b>	<b>2</b>	<b>2</b>
<b>DOMPIM</b>	<b>6</b>	<b>13</b>	<b>19</b>	<b>2</b>	<b>2</b>
<b>HUNI VALLEY</b>	<b>7</b>	<b>11</b>	<b>18</b>	<b>2</b>	<b>2</b>
<b>INSU</b>	<b>19</b>	<b>0</b>	<b>19</b>	<b>4</b>	<b>0</b>
<b>NSUAEM</b>	<b>5</b>	<b>9</b>	<b>14</b>	<b>2</b>	<b>2</b>
<b>PRESTEA</b>	<b>8</b>	<b>20</b>	<b>28</b>	<b>2</b>	<b>2</b>
<b>TARKWA</b>	<b>0</b>	<b>23</b>	<b>23</b>	<b>0</b>	<b>4</b>
<b>AWUDUA</b>	<b>5</b>	<b>11</b>	<b>16</b>	<b>2</b>	<b>2</b>
<b>TOTAL</b>	<b>79</b>	<b>121</b>	<b>200</b>	<b>18</b>	<b>22</b>