

UNIVERSITY OF CAPE COAST

SUPERVISION AND PERFORMANCE IN BASIC SCHOOLS: A PRIVATE –
PUBLIC COMPARISON OF THE BIRIM SOUTH DISTRICT OF GHANA

CLASS NO. _____	
ACCESSION NO. _____ 233875	
CAT. CHECKED	FINAL CHECK

BY

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DISSERTATION SUBMITTED TO THE INSTITUTE FOR DEVELOPMENT
STUDIES, FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF CAPE
COAST IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER OF ARTS DEGREE IN HUMAN RESOURCE
MANAGEMENT


DECEMBER, 2008

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DECLARATION

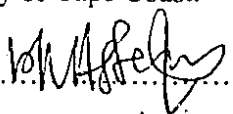
Candidate's declaration

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.

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Supervisor's declaration

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

Supervisor's Signature:  Date: 16/02/09
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ABSTRACT

The purpose of this study was to compare supervision and performance in public and private schools at basic level in the Birim South District. The study focused on identifying the causes of the low academic standard in the public basic schools and to establish the causes of the relatively high academic performance in the private preparatory schools. One of the questions that the study is expected to answer was how has supervision in public and private schools at the basic level has contributed to the differences in their academic performance.

The study involved a total number of 248 pupils with their ages ranging from 10-18 years selected from both public and private basic schools using accidental sampling technique. A total of 98 teachers were contacted from both public and private schools at the basic level in addition to 56 parents sampled with their ages ranging from 20-69 years.

Separate questionnaire prepared for pupils, teachers and parents were used for data collection and the findings of the study indicated that pupils in the private schools academic performance is relatively better than their counterparts in the public school owing to effective supervision.

It was recommended that there was the need for re-appraisal of the supervisory strategies used in the public school and the supply of adequate physical infrastructure.

ACKNOWLEDGEMENTS

In the course of writing this dissertation a number of individuals supported me for which I am most sincerely grateful. First, I wish to express my profound gratitude and appreciation to my supervisor, Dr. Patrick K. Agbesinyale, who did not only guide me through this work, but more significantly for his patience, in explaining to me many methods and procedures that augment my understanding in research writing. I am also grateful to Mr. Agbleden, the Head of Statistics Department, Koforidua Polytechnic who tirelessly helped me to use the Statistical Programme for Social Sciences (SPSS) to analyse the survey data for interpretation.

I am equally thankful to the entire staff of Centre for Development Studies (CDS) University of Cape Coast; more especially those who took me through the various courses of study during 2004 and 2005 academic year and all those whose collective guidance and counselling provided me insight into other relevant recipies that helped greatly to enrich this study.

My sincere gratitude also goes to Messers Eric Fia Kwasi, Dickson Sefa, my course mates and Mr. Gyebi of AEA Memorial Academy, Oda. To these people I say bravo! for their untiring efforts at ensuring that my stay on UCC campus was comfortable.

I am also, most grateful to Miss. Anita Mensah, a Secretary at CDS, who assisted me in formating the typed script of the work.

I thank my family especially my wife and children for their patience during my absence from home and their encouragement for me to pursue a higher

degree. I express my sincere thanks to the Human Resource Management (HRM) class – 2004 group for their tremendous support and team work.

DEDICATION

To my late grandmother Nana Abena Korantemah for her immense contribution towards my formal education.

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CHAPTER ONE

INTRODUCTION

Background to the study

Education generally is concerned with the development of the individual mentally, physically, morally, spiritually and equipping the individual with skills so that he/she can solve problems concerning him or her and that of the society. The trends of education in Ghana can be traced from the pre-colonial, colonial and post-colonial periods.

In the pre-colonial period, the view was once generally held that there was no education in Africa and of course Ghana, before the Europeans arrived late in the fifteenth century. Without doubt the word "education" was being used in a restricted sense to mean formal instruction in European-type schools. This view is no longer accepted because social anthropologists assert that education always occurs within a particular society, and is given by a society and for a society. Accordingly, educational goals and methods of approach are bound to differ from place to place, from people to people and from nation to nation.

In general, traditional education, which is the type of education in Ghana before the introduction of formal education, had and still has the purpose of introducing society with all its institutions, taboos, mores, and functions to the

individual and making the individual a part of the totality of the social consciousness.

The characteristics of traditional education in Ghana could be summarized as follows:

- It was indigenous education, with no writing, reading and no planning as to what to teach, whom and how to teach
- Learning was mainly by observation and imitation, no set of curriculum was followed and instruction was authoritative.

The pre-colonial education in Ghana was the castle schools and the mission schools. These schools were introduced in Ghana in the early sixteenth century and were in fact not in response to any pre-existed demand but as a handmade of Christianity, to serve the primary needs of evangelism.

The schools were run by the European merchant companies, which delegated teaching duties to the chaplains, assigned to the castles. The pupils were largely the sons of the European merchants with local women and the curriculum was Reading, Writing and Arithmetic popularly known as the "3Rs". Mention can be made of the Elimina Castle school – 1529, by the Portuguese; Cape Coast Castle school – 1694, by the English; Christiansburg Castle school – 1722, by the Danes (Datta, 1984).

The castles schools provided literacy to both male and female mulattoes and children of wealthy Ghanaians; they introduced Christianity into the country and made attempt to introduce some Ghanaian languages into writing. For

example, in 1743, Jacobus Capitein translated the Lord's Prayer, the Apostles Creed and the Ten Commandments into Fante.

In spite of the numerous achievements of the European merchants' castle schools, concentrated their activities entirely along the coast, and ignored the welfare of the inhabitants of the hinterland. It was the missionaries who later moved into the interior and took interest in the welfare of the people.

For instance, the Basel Missionaries from Switzerland started missionary work in 1828 at Christiansburg, which is now part of Accra. They established many schools some of which are as follows: Boys' School at Akropong Akwapim in 1848 followed by a Girls' school in 1847; seminary and a teacher training college at Akropong, Abetifi Training College – 1898 to mention just a few.

The Wesley Mission also established theological seminary in Accra in 1842, a secondary school at Cape Coast in 1876, which developed into Mfantsipim School. The Catholic Mission set up the Hohoe Training College and in 1847 the Bremen Missionaries from North Germany worked in the Volta Region their first school at Peki, Amedzofe Seminary and Mawuli School.

The mission education made literacy available to the ordinary person along the coast and in the interior. Again, they contributed in the development of agriculture and technical education placing particular emphasis on crafts such as carpentry, metal works, building and painting.

Besides, in 1821, the Cape Coast Castle School was changed into a colonial school and controlled by the then governor of Sierra Leone, Sir Charles McCarthy.

In 1882 however, the colonial administration made a systematic effort to regulate education when an educational ordinance was enacted and applied generally to British West Africa. The ordinance provided for both government-financed and denominational schools, which would receive grants-in-aid according to their efficiency. There was also the Educational Ordinance of 1887, Governor Roger Reforms of 1908 and Governor Guggisberg Reforms of 1919 to 1927.

In 1925, Governor Guggisberg presented sixteen principles of education to the legislative assembly, some of which stated that primary education must be thorough, and be from the bottom to the top; equal opportunities as boys be provided for education of girls; the staff of teachers must be of the highest possible quality. (Antwi, 1992).

Furthermore, with the promulgation of new constitution in 1954, the first nationalist government led by Dr Kwame Nkrumah assumed office. In August 1954, the Nkrumah Administration, introduced the Accelerated Development Plan for education, to provide for the rapid development of education at all levels.

Again, in 1961, when Ghana had become a republican country, the government decided to give legal backing to the "Accelerated Development Plan". The Education Act of 1961 provided many provisions some of which are: Fee-free and compulsory basic education for all children of school going age;

categorization of basic education into two stages of 6-year primary school education and 4-year middle school education (Antwi, 1992).

This act was implemented and had a very positive impact on education in Ghana until in 1974 when the Dzobo Committee was formed to review the structure and content of education in Ghana. The committee recommended the introduction of kindergarten education for children between 4 and 6 years; a first cycle education of six years of primary plus three years of junior secondary.

It is interesting to note that even though the recommendations were laudable, the then government did not make any serious attempt to implement them. Hence, the Provisional National Defense Council (PNDC) government came into power it introduced another educational reform in 1987. The following are some of the aims and objectives of the 1987 Educational Reforms:

- To reduce the duration of pre-university education from 17-12 years.
- To increase access to education at the basic and secondary school levels.
- To improve the quality, efficiency and relevance of pre-university education by expanding the curriculum of both primary and junior secondary schools.
- To ensure that funds allocated for education were solely for that purpose and to recoup the money the government would put into education.

In order to implement these reforms, the following provisions were made:

- The construction of classrooms and workshops in areas which lacked these facilities
- Contracting a World Bank loan for the reforms
- Organizing orientation courses for teachers who were to teach at the
- junior secondary level
- The replacement of the former middle schools with junior secondary
- schools
- Introduction of continuous assessment into the assessment policy of our educational system
- The introduction of Basic Education Certificate Examination (BECE) and Senior Secondary School Certificate Examination (SSSCE) to replace the General Certificate Examination (GCE O'LEVEL and A'LEVEL).

To emphasize the significance of the numerous educational reforms in Ghana, Miss Vida Yeboah, when speaking on the topic "Educational Reforms Vital for National Development" as the then Deputy Secretary for Education in September 1992, said "since independence, Ghana has been saddled with educational system which did not meet the need of the economy and the aspiration of the majority of people, the system was meant to serve"

Again, in his sectional address to parliament to begin his second term of office in January 2005, President J A Kuffour mentioned his government's intention to implement a new educational reform in Ghana.

Statement of the problem

The falling standard of education at the basic level in Ghana continues to be a major concern of the government, parents and other stakeholders in education. It is in view of this that hardly a week or a month passed in the past, without a mass media comment on how the public and private basic schools are effectively supervised by their respective educational authorities. It appears that there are differences between the academic performance of pupils in the public schools and that of their counterparts in the private schools.

The problem is that public schools appears to have more qualified personnel and that they are expected to produce basic school leavers with high academic standard but they seem to have failed. The private preparatory schools however, with less qualified personnel produce pupils with higher academic standard. Besides, the recent results of the performance of pupils in public and private schools published by the West African Examination Council in collaboration with the Ghana Education Service, confirm the fact that the performance of some public schools is woefully unsatisfactory as compared to their counterparts in the private school. However, there has not been any scientific investigation to establish specifically the authenticity of this problem.

In view of this situation, the main problem of this study is whether supervision has a relationship with pupil's academic performance in the public and private schools at the basic level in the Birim South District and whether apart from supervision, other factors influence pupil's academic performance.

Objectives of the study

One of the crucial problems facing the educational system in Ghana is the persistent falling of the academic performance in the public schools specifically at the basic level. The general objective of this study therefore, was to examine the relationship between supervision and performance in the public and private preparatory or international schools at the basic level; and outline the causes of the inconsistencies in the low academic performance in public schools with qualified personnel against the high academic performance in private schools with relatively less qualified personnel.

Specifically, the following objectives set for the purpose of this study were to:

- Identify the causes of the low academic standard in public basic schools.
- Examine the causes of the relatively high academic performance in the private preparatory schools.
- Establish the relationship between supervision and academic performance in both public and private schools at the basic level.
- Differentiate between the supervisory strategies adopted in the private and public schools at the basic levels.
- Discuss possible recommendations for improving the academic performance in the public schools.

- Determine the extent to which the Basic Education Certificate Examination (BECE) results of the junior secondary school (JSS) pupils in public schools differ from those in private schools.

Research questions

In connection with this research work the following are the questions that were to be answered at the end of the project.

- What is the difference between academic performance of pupils in the public and private schools?
- What are the differences in the supervision strategies adopted in public and private schools at the basic level?
- How effective is supervision in private and public schools at the basic level.

Significance of the study

It has been realized by the researcher that to date very limited research work has been undertaken to find out the causes of the persistent decline in the academic performance of pupils in the public schools in contrast to the increasingly higher standard of the pupils in the private international/preparatory schools at the basic level.

Besides, it is difficult to assign reasons for the fact the public schools have more qualified, experienced and relatively highly paid personnel to handle the

supervisory aspects of the schools as compared to the private schools, yet standard in the private schools is higher than that of the public schools.

It is believed that this research work and other similar subsequent ones in the country would help unearth the causes of the poor performance of the basic public schools in order to enable the Ministry of Education, the teachers, the parents and the pupils to come out with strategies to enhance the academic standard of the public primary and junior secondary schools.

Again, this research work would help the basic schools administrators and policy makers to pay attention to effective supervision and to lay a solid foundation in the basic schools.

Limitation

This project work focuses only on supervision which is one aspect of the managerial processes adopted to ensure the general administration of both private and public schools.

Ideally, this study should cover the whole of Birim South District. But it has been observed that any study involving large land size requires a longer period of time and resources to be able to accomplish the required results.

Since the researcher did not have enough time and resources at his disposal, only a segment of the population that was accessible could be studied. Time and financial constraints were therefore the main problems encountered by the researcher.

Delimitation

This study did not review other managerial processes such as planning, organizing, controlling, motivation, co-ordination, and staffing all of which are significant and indispensable in ensuring effective management and administration of schools which will ultimately affect the overall performance of the pupils.

Finally, this research work did not look at what pertains in the second cycle schools attention is drawn to the primary and junior secondary schools only.

Definition of terms

For the purpose of the study, concepts require operational definitions.

- “Planning” – the basic process in management by which we decide how our goals are going to be achieved.
- “Organising” – is concerned with putting plans into action and the division of work into sections or department.
- “Controlling” – is concerned with the measuring of actual results against set standards to ensure good performance.
- “Motivation” – refers to how managers influence their subordinates to do a piece of work successfully.
- “Basic Schools” – means the first nine years of schooling in Ghana for all children aged normally 6 to 15 years.

CHAPTER TWO

LITERATURE REVIEW

Introduction

It seems much concern has been expressed over the fallen standard of the public schools at the basic level, as compared to the averagely high standard in the preparatory/international schools, operated by educationists, and other stakeholders in Ghana and other countries, yet it is not easy to find any literature on this project.

The meaning of supervision

Eye, Netzer and Krey (1971) define supervision as 'that phase of school administration, which focuses primarily upon the achievement of the appropriate instructional expectation of educational system,' (pp.30-31). Again, Burton and Brueckner (1995), see supervision as an expert technical service primarily aim at studying and improving co-operatively all factors which affect child growth and development'

According to Rue and Byars (1990, p.6) supervision is to encourage members of the unit to give of their best in achieving the organizational goals and objectives. Neagley and Evans (1970) also have the view that 'supervision seems destined to play an essential role in deciding the nature and conduct of the

curriculum, in selecting the school organizational patterns and learning materials to facilitate teaching and learning and in evaluating the educational process.

History of supervision in Ghana

In Ghana, we can trace the history of supervision in the 1940's with the appointment of visiting teachers by the mission school authorities, to assist the large number of untrained teachers especially those in the rural areas.

With the launching of the Accelerated Development Plan Act of 1961, the number of schools increased in Ghana resulting in the employment of many untrained teachers. The government therefore appointed Visiting Officers called Assistant Education Officers (AEO). By 1963, the Principal teachers, selected were from the ranks of the senior teachers, to assist with the supervisory exercise in the schools. Presently, we can talk of the school boards, the District Education oversight Committees (DEOC) and the School Management Committees (SMC) responsible for supervision in the schools.

Supervision of instruction

Acquaye and Mensah (2002) give a distinction between "Clinical Supervision and Traditional Supervision". Clinical supervision is a five-step process that aims at helping the teacher identify and clarifies problems, receive data from the supervisor and develop solutions with the aid of the supervisor. The five-steps of clinical supervision are:

- Pre-observation conference

- Observation
- Analysis and strategy
- Supervisory or post-observation conference
- Post-conference analysis

Pre-observation conference: This is a meeting between a teacher and supervisor who intends to sit in a teacher's class and observe his teaching.

Analysis and strategy: With this, the supervisor first review his/her notes with respect to the targets agreed upon. Then, there is the need to look for specific incidents in the notes that relate to the target items. Depending on what took place during the observation, the supervisors' notes must be reviewed for significant teacher patterns and critical incidents. Teacher patterns refer to recurring teacher verbal and nonverbal behavior such as repeating a word, calling on the same pupil etc. Critical incidents are those teacher activities during the lesson that profoundly affect the lesson in either positive or negative direction.

Supervisory or Post-Observation Conference: The objectives of the post-observation conference are to:

- Review the contract items
- Make specific reference from notes
- Give chance to the teachers to comment on their own performance and what they think about the observations made
- Discuss monitoring instruments if any
- Plan cooperatively with teachers a lesson that incorporates with supervisor's suggestions if any

Traditional supervision: In this type of supervision, one of the duties of the supervisor is to observe classroom teaching and counsel teachers so that he/she can help them improve upon their teaching skills. Soon after observing classroom teaching, the supervisor meets the teacher and gives him/her suggestions for improving teaching.

In traditional supervision, the supervisor provides suggestions to the teacher which the latter often does not find helpful. The basic problem is that supervisors usually provide information and suggestions on problems they themselves are concerned with and not the problems experienced by teachers in their classrooms. Besides, the supervisory conference tends towards a pattern in which the supervisor talks while the teacher listens.

Types of supervision

Neagley and Evans (1970) grouped supervision into two main types. These include internal and external. To them, internal supervision involves supervision with the various institutions by individual heads while external deals with supervision from outside that is from the local, district or national of schools system. Elsbree et al (1967), were also of the view that internal supervision involves a system whereby internal measures in school objectives are achieved.

Neagley and Evans (1970) on internal supervision think that the Principal in present day public school is the chief school administrator, and has the duty to see to the day to day administration and supervision of the school.

Carey (1953) thinks that internal supervision deals with all the activities performed by teachers and principals in schools to enhance teaching and learning. Boardman et al (1961) commenting on personnel involved in supervision, think that extra-high school officers have responsibility of furnishing the Central Office with information on teacher's effectiveness in schools. They therefore complement the role and duties of the internal supervision.

In looking at the duties of the external supervisors, Brickel (1961) observes that the supervisors' role includes among others, making the work of teachers more effective through such things as improving working conditions, better materials for instruction, improve methods of teaching, preparation of courses of study and supervision of instructions through direct contact with the classroom teacher.

Burton and Brueckner (1958), address themselves specifically to the fact that the external supervision is expected to enrich the professional knowledge of teachers by giving them fresh ideas through in-service training courses.

Performance of pupils in Ghana

Drastic decline of educational standards and pupil's performance in Ghana's educational system was realized between 1982 and 1985. This set back was attributed to a negative attitude that people developed about schooling, the brain drain especially on the part of teachers and the woefully poor infrastructure in the educational institutions. (Abdallah, 1986)

These Problems were thoroughly investigated by the Ministry of Education and as a result some visions recommended to be achieved by the year 2020. This brought into existence 'The Vision 2020 Document', which identified poor quality in education, low literacy rate, unemployment and negative attitude towards productivity as very serious problems militating against the development of education in Ghana.

The Vision 2020 document reports that in 1999, for example, the literacy rate in Ghana was 42%. Besides, the Ghana Living Standard (GLS) survey in 1992 reveals that, only about ten percent (10%) of those who completed school achieved literacy skills; and 11% of children aged nine to fourteen years were able to write a letter. Again, 40% of pupils who complete schools sufficiently literate relaxed back to illiteracy. Illiteracy level was still 31.8%. Also, it was realized that school leavers or candidates lack fundamentals of the grammar of all languages (WAEC, Chief Examiner Report, 2000)

Measuring quality of students' performance in Ghana

In Ghana, the context of performance measurement is usually based on test conducted by the West African Examinations Council (WAEC) on behalf of the Ministry of Education (MOE). This includes the BECE through WASSCE, which is either Criterion Referenced Test or Norm Referenced Test. The Ministry of Education Report, 1992 reveals that even though the BECE shows that the passes in English and Mathematics have continuously seen an increase since 1990

the system used (Norm Reference) does not provide sufficient proof that standards have improved.

The Criterion Referenced Test (CRT) report from the Ministry of Education showed that a large number of pupils could neither read nor understand simple mathematical operation. For example, in Mathematics only 10% of pupils achieved 53% and above. Besides, in English only 2% achieved over 60% (WAEC Chief Examiners Reports, 1996-1999).

It is very important for one to ask as to whether there are other factors that affect the performance of pupils resulting in lowering standards in education. Certainly not, there are some factors that have contributed to the low performance in our educational sector especially at the basic level. These are increase in population, inadequate motivation for teachers, low teacher population, large number of pupils in the classrooms, low income resulting in poverty in the rural areas to mention just a few have affected the standard of education in Ghana.

Academic performance of pupils in the Birim South District

Commenting on the analysis of the Basic Education Certificate Examination (BECE) result for 2005, the Birim South District Director of Education mentioned that the district percentage had decreased from 55% in the previous year to 51.64% in the year under review; the number of aggregate six (06) achievers has increased tremendously. While the district had twelve aggregate six achievers in 2004 results, the year under review recorded a total of 43 (34 boys and 9 girls).

In 2006, the Birim South District Director of Education reported that the district percentage had improved from its low percentage of 51.64 in 2005 to 53.15 in the year under review (2006). The district had maintained the number of aggregate six (06) achievers of forty-three (43) it had in the previous years (33 boys and 10 girls). It had however, improved in the hundred percent school-by-school performances. While in 2005, fourteen schools could make hundred percent (100%), the year under review saw twenty two (22) schools attaining 100%.

Comparing academic performance of pupils in private schools and public schools

It is worth noting that a comparison of the academic performance of private preparatory schools in the district and that of public schools reveals that the academic performance of the private schools is higher as compared to the woefully poor performance of the public schools.

Table 1 shows that in 2005, majority of the pupils in private schools representing 87% had aggregate 6-24 in the BECE Examinations. But for pupils from the public schools only 20.6% of them obtained aggregate 6-24. Again, in the case of private schools while only 0.2% scored aggregate 30 and above, as many as 56.6% of pupils from public schools scored aggregate 30 and above. The impression created here is that the academic performance of private schools is higher as than to their counterparts in the public schools.

**Table 1: Basic Education Certificate Examination results analysis – 2005
(Birim South District)**

Type of Schools	Number of Schools	Number Registered	Aggregate Obtained					Total
			6	7-15	16-24	25-30	30+	
			%	%	%	%	%	
Private	15	454	8.8	33.3	44.9	12.8	0.2	100
Public	86	2480	0.1	3.7	16.8	23.1	56.9	100

Source: Birim South District Education Office

**Table2: Basic education certificate examination results analysis – 2005
(Birim South District)**

Type of Schools	Number of Schools.	Number Registered	Aggregate Obtained					Total
			6	7-15	16-24	25-30	30+	
			%	%	%	%	%	
Private	19	524	8.2	40.5	35.9	12.0	3.0	100
Public	87	2550	0	3.1	17.9	22.6	56.4	100

Source: Birim South District Education Office

From Table 2 we can see that the trend of the academic performance remains the same in the year 2006. This is because none of the pupils in the public schools obtained aggregate six; and while only 21% had aggregate 7-24, as many as 84.6% of pupils from the private schools scored aggregate 6-24, in the

BECE results. Besides, as many as 56.4% of pupils from public schools had aggregate 30 and above but 3.0% of pupils in the private schools had aggregate 30 and above. The implication of the above evidence indicates that the academic performance of pupils in private schools in the Birim South District is relatively higher than that of the public schools. This is an indication of a decline in the academic standard in the public schools.

Monitoring pupil performance

Acquaye and Mensah (2002: 47-62) comment on the following:

- Performance Monitoring System in the Basic Schools
- Performance Monitoring Test (PMT)
- The School Performance Appraisal Meeting (SPAM)

(a) Performance monitoring system in the basic schools: Since 1987, the Ministry of Education (MOE) has taken measures to address the identified constraints of quality basic education. The measures include the following:

- Construction of over 13,000 classrooms in educationally disadvantaged communities and provision of over 2,100 head teacher houses to attract teachers to head schools in remote areas.
- Supply of large quantities of textbooks and stationery to primary school under the USAID (United State Agency for International Development funded Primary Education Programme (PREP).
- Upgrading of initial teacher training colleges to post-secondary status and the introduction of teacher trainee allowance to attract more

qualified candidates into the teaching profession; running of in-service training programmes on continuing basis for all trained teachers to upgrade their skills in teaching methodology.

- Strengthening of management and supervision of schools through upgrading of the district education offices to directorate and the provision of means of transport to facilitate the supervision of schools.
- Running of the management training for heads of basic schools.
- Increase of daily instructional time from 4 hours to 5 hours.

Again, the report indicates that the above measures made little impact on learning outcomes. For instance, a study conducted on 3500 primary schools by the Ministry of Education in February 1993 showed that on the day of the visit, 14% of teachers were absent; 16% of the head teachers were absent; no teaching was taking place in 21% of the schools.

Moreover, the 1997 Criterion Referenced Test (CRT) conducted in Primary six (6) in 5% of primary schools showed that only 6% of the pupils attained mastery level in English. The situation was even worse in Mathematics in which only 2.7% of the pupils attained mastery level.

Besides, the Daily Graphic issue on Monday, November 23, 1998. No. 147461, captioned – “Sunyani District Poor in English and Mathematics” reports “a baseline survey to ascertain literacy and numeracy levels in primary school in the Sunyani District has revealed an abysmally low standard of pupils in English and Mathematics. The average score of the best circuit, Sunyani “B”, out of the

eight circuits in the district was 27 per cent in Mathematics, while the Atronic Circuit which placed last had only 8 per cent”.

In addition, Mr. S.C. Gyamfi, the then District Director of Education, said, “in English, Sunyani ‘A’ had 35 per cent followed by Sunyani ‘B’ with 33 per cent while Abesim had 28 per cent’ to place third”.

Also, Mr. S.W.K. Tsaidile, the president of the Ghana Association of Teachers of English (GATE) has observed that public schools have fared well in respect of English Language. This he said had created a big gap between the English Language Competence of private preparatory school kids and children of public school (Public Agenda, 1995)

Again, in editorial comment in the Daily Graphic No. 147432, issue on Tuesday, October 20, 1998, page 7, the then Vice Chancellor of the University of Ghana, Professor Ivan Addae-Mensah was reported to have said that, “despite the incredibly good results at the Basic Education Certificate Examinations, (BECE) from some schools, our children have generally been less capable in reading comprehensively in any of the languages in use in the schools, whilst those who complete junior secondary schools do not exhibit any technical skills in the subjects offered’

The School Performance Appraisal Meeting (SPAM)

Page 53 of the “Circuit Supervisors’ Handbook (2002) reports that when the report of the performance monitoring tests has been published and circulated, the District Education Office sets in motion a participatory process for identifying

and analyzing the problems affecting the performance of schools and this is done through the School Performance Appraisal Meeting (SPAM). It is a meeting of school teachers and the entire community, convened by the District Education Office to discuss the performance of their schools in a district-wide performance monitoring test organized by the District Education Office and also, design strategies to improve school performance in subsequent years.

Supervision and performance

In a study carried out by Bank and Finlayson (1973) in Britain, the researchers arrived at the conclusion that supervision in schools does not have influence on student's performance directly. Among other results, they concluded that the child's own aspiration was a deciding factor in his/her performance.

Besides, Ann Abel (1962), writing on "Part Time Students in Educational Research" Vol. 4 , tried to ascertain the attitude of these students in two colleges in Britain for courses in General Certificate of Education (GCE). The research sought information on the background of students, the attitude of the teaching staff and the student's own attitudes. Among other things, the outcome of the research was that the best way to arouse a student's interest in a subject for a better academic performance was to teach well and explain clearly.

Another work reviewed for the present project is "The White Paper Report on Education Reform Review (October, 2004). The 51-page Report was published by the Ministry of Education, Youth and Sports in reaction to the report presented by the Committee on Review of Education Reforms in Ghana,

inaugurated on 17th January 2002. The 29-member committee comprised knowledgeable Ghanaians drawn from a cross-section of stakeholders in the education sector; Professor, Jophus Anamuah Mensah, the Vice-Chancellor of the University of Education; Winneba (UEW) was the chairman of the committee.

The committee was tasked to review the entire educational system in the country with the view to making it more responsive to current challenges. Specifically, the committee was required to examine the structure of education and to discuss issues affecting the development and delivery of education, the constrained access to different levels of the educational ladder, Information and Communication Technology (ICT) and distance education, professional development and the management and financing of education, in addition to other cross-cutting issues concerning the sector.

Page 34 of the White Paper Report on Education Reform Review (October 2004) deals with "Management and Administration of Pre-Tertiary Education". Under this, the government affirms the position of the committee that, good management and administration are critical for effective delivery of teaching and learning. Government accepts that persons appointed should be academically and professionally qualified and should receive training in management and administration. Government therefore, accepts the recommendation that heads of schools should exercise authority commensurate with their level of responsibility, especially on matters of discipline.

Inspections and supervision

Page 35, paragraph 19.0 of the “White Paper Report on Education Reform Review” (October 2004) states the government accepts the recommendation that external inspection of schools should be taken out of the Ghana Education Service (GES) and transferred to the Ministry of Education, Youth and Sports. The New inspectorate of Education will be staffed at very senior levels and will undertake in accordance with its own time table summative evaluation on a periodic basis of all first and second cycle institutions in Ghana. It will report to the Ministry of Education, Youth and Sports to ensure that its recommendations are enforced.

Again, under this new arrangement supervisors would be empowered to set and enforce standards to be observed at the various levels in both public and private educational institutions. However, the routine, internal inspection of schools by directors and supervisors within the Regional and District Directorates of Education should continue so that standards of performance in teaching and learning are constantly maintained.

Besides, the Report reveals that government is wholeheartedly aware of its responsibility to provide increased access to quality education for all children. Government will commit as much resources as it can mobilize in order to achieve that objective.

Moreover, government will be guided in its actions by the conviction that formal education must contribute in a systematic way to the realization of the national vision for new and better Ghana by helping to remove the obstacles that

stand in its way, on the positive side supplying some of the sinews that are required for success especially knowledge, and educated disciplined manpower.

The "Free Compulsory and Universal Basic Education (FCUBE) Mid-Term Stocktaking Report" Vol. 2 (October 2002) is another material consulted for the present research. This report principally deals with the summary of findings on enhanced quality of teaching and learning, under the Free Compulsory and Universal Basic Education (FCUBE) programme launched in 1996.

Pages four and five of the Report state that during the survey the Ghana Education Service (GES) tried to investigate progress made in the field of quality education delivery as far as areas listed below are concerned. The findings are as follows:

Evaluation of pupil performance

Continuous Assessment – Major problems militating against the effective administration of the continuous assessment were identified as follows:

- 86.4% of the 110 Districts indicated that "manufacturing of scores by some teachers" is the most serious problem
- 80.0% of the 110 Districts found the continuous assessment "cumbersome and time consuming"
- 60.0% of the 110 Districts indicated that "inadequate training for the administration of test was a major handicap"
- 59.1% of the 110 District raised the problem of "ineffective monitoring of the test" as another problem whilst

- 35.5% of the 110 Districts cited the problem of “subjectivity”

The Performance Monitoring Test (PMT) and the School Performance Appraisal Meeting (SPAM)

Page 5 of the “FCUBE Mid-Term Stocktaking Report 1996-2000, (October 2002) deals with innovations like the Performance Monitoring Test (PMT) and the School Performance Appraisal Meeting (SPAM) introduced in 1998 which have proved to be effective tools for the monitoring of teaching outcomes in Basic School.

Again, the Report affirms that the analysis of the data collected indicates that between 1998 and 2000 there were substantial improvements in achievement levels of pupils in Mathematics while the improvement in English was moderate. For example, the mean score in English for Primary 3 increased from 28.04% in 1998 to 34.90% in the 200 whilst, that of Mathematics for the same class increased from 23.43% in 1998 to 49.03% in 2000.

Also, the results of the survey indicate that as a strategy for strengthening downward accountability in education delivery, the School Performance Appraisal Meeting (SPAM) is perceived by the District Education Offices as having had considerable impact on the adult stakeholders in education at the community level.

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The Criterion Referenced Test (CRT)

The "FCUBE Mid-Term Stocktaking Report 1996-2000, October 2002 indicates that with regard to the Criterion Referenced Test (CRT), it noted that performance of pupils in English and Mathematics has been rising steadily from the base year of 1992. This steady rise was maintained during 1996 to 1999. However, the situation remained virtually the same up to the year 2000. Although there is an upward trend in performance, the rate of improvement is rather low.

Besides, with regard to gender performance, the general conclusion over the years is that boys and girls perform at the same level in English. However, boys have an edge over girls in Mathematics. For example, the average score in English for boys during the period under review is 35.2% while that of girls is 35.1%. In Mathematics, the average score for boys is 31.5% while that of girls is 29.9%.

Moreover, the Criterion Referenced Test has been used by the Ministry of Education since 1992 to monitor pupil achievement at the primary level with regard to the school syllabus. A sample size of 5% of Primary 6 enrolment is used for the Test. The Report provides relevant details on the performance of candidates in the Criterion Referenced Test (CRT) from the reports for 1996 to 2000, published by the Ministry of Education in October 2002.

Percentage of public school pupils reaching mastery levels:

Mastery levels in English and Mathematics have been set at 60% and 55% respectively. Table 3 shows the percentage of public schools pupils reaching mastery levels in the two subjects from 1996-2000.

The Impact of the School Performance Appraisal Meeting (SPAM)

Page 10, of the 'FCUBE Mid-Term Stocktaking Report 1996-2000 (October 2002), asserts that the results of the survey indicate that as a strategy for strengthening downward accountability in education delivery, the School Performance Appraisal Meeting (SPAM) is perceived by the District Education Offices as having considerable impact on the adult stakeholders in education at the community level.

Moreover, of the 107 Districts which reported on the impact of "SPAM" on teachers' attitudes to work, 51.40% rated the impact as "high", while 48.60% rated the impact as "moderate". Of the 107 Districts which indicated the impact of SPAM on pupils' performance, 16.82% rated the impact as "high", 74.4% as "moderate" while the remaining 3.74% described the impact as "low".

Also, of the 107 Districts which stated the impact of SPAM on parents support for their children, 32.71% rated the impact as "high", 60.75% as "moderate" while 6.54% rated the impact as "low". In addition, of the 107 Districts which indicated the impact of SPAM on community support, 33.64% rated the impact as "high". 59.81% as "moderate" while 6.54% rated the impact as "low".

The results further show that the impact was highest in Greater Accra Region where 80% of the districts recorded high impact compared to Upper East where the impact was lowest with only 20.0% of the districts reporting high impact on teachers' attitude to work.

Besides, the report cites few more examples of the impact of the School Performance Appraisal Meeting such as: - (a) Expulsion of Drunken Teachers and (b) Improvement in Learning Achievements.

Expulsion of drunken teachers

Page 10, of the FCUBE Mid-Term Stocktaking Report 1996-2000 (October 2002) indicates that in compliance with demands of communities during School Performance Appraisal Meeting (SPAM) in the under listed school, five (5) drunken teachers in the Amansie West District in the Ashanti Region were released from the district:

- Adumunama L/A Primary School
- Bonjeniasse L/A Junior Secondary School
- Abore L/A Junior Secondary School

Again, concerning "Improvement in Learning Achievements, several communities have reported of dramatic improvements in pupil performance since the "SPAM" concept was launched in 1997 for example:-

(A) Kushea Junior Secondary School in Assin District Central Region:

- Pre-SPAM Performance: Results of 1997 Basic Education Certificate Examination (BECE) 0% of candidates qualified to enter senior secondary school.
- Post-SPAM Performance: Results of school in 1998 "BECE" 92% candidates qualified to enter senior secondary school.

(B) Swedru L/A Junior Secondary School in the Kwabre District of Ashanti Region

- Pre-SPAM Performance: 0% of candidates qualified for entry to senior secondary school in 1998.
- Post-SPAM Performance: Results of the school in the 1999 "BECE" was that 70% of the candidates qualified for entry to senior secondary school.

The Basic Education Certificate Examination (BECE) performance of candidates from 1996 – 2000

Page 19 of the FCUBE Mid-Term Stocktaking Report 1996-2000 (October 2002) reveals that the total number of candidates rose from 209,983 in 1996 to 233,741 in 2000 representing an increase of 37.4%. It is noted that the percentage of female candidates increased from 42.7% in 1996 to 45.4% in 2000.

Besides, with the cut off point at 30, the percentage of candidates who passed increased from 59.8% in 1998 to 62.2% in 2000. The percentage of candidates who passed increased for boys and girls separately over the period.

Summary of literature

The related literature summarized above has attempted to describe what supervision entails, the history, supervision of instruction, types of supervision used in our basic schools. A critical aspect observed in this literature review is the contribution of supervision on performance.

In conclusion, this literature review, which gives insight into the work of scholars in this area, would guide the writer in his research. The study would find out if some of the issues discussed above exist in the public and private schools at the basic level. Thus findings from the study would confirm or contradict views of the experts in the field.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter is concerned with an attempt by to describe the study area, the population and sample as well as the methods that are used in collecting data. It also described the research instruments and the scoring technique. Finally, some of the limitations and or problems in connection with the methodology are also discussed.

The study area

Geographical location and description of Birim South District

The Birim South District, which is in the Eastern Region, is one of the country's 138 districts carved out of the former Birim District Council in 1987 as part of the government's decentralization programme. The District is bounded on the north by Birim North thus Kwaebibirem; on the west by Adansi, East and Assin, on the south by Asikuma Odoben Brakwa and Agona District while West Akyem District bounds it to the east. Akyem Oda, the district capital is located 142 kilometres from Accra, 64 kilometres from Agona Swedru and 200 kilometres from Kumasi.

The land area of the district covers an estimated area of about 1,090 square kilometres. This figure constitutes about 6.0 percent of the total land area of Eastern Region. Approximately 150 settlements can be found in the district, but these are mostly hamlets, which are not fully serviced by basic amenities.

Population and socio-economic situation of Birim South District:

The Birim South District has a population of about 187,722. This is made up of 90,857 that is 48.4 percent male and 96,865 that is 51.6 percent female with a growth rate of 2.4 percent. Available statistics shows that Birim South is rural dominated with the rural-urban split of 58.1 percent and 41.9 percent respectively. Akim Oda is the district capital and it is the third largest town in the Eastern Region in terms of population. It has a population of 38,741 as shown by the 2000 census. The district has other urban towns such as Akim Achiase, Akim Akroso, Akim Swedru, Asene, Manso and Aperede with a population between 6,332 and 14,236.

Birim South District consists of three traditional areas namely: Akim Kotoku Traditional, Akim Bosome Traditional Area and Akim Abuakwa Traditional Area with the Kotoku Traditional Area constituting about 60 percent of the total land surface followed by Akim Bosome and Akim Abuakwa Traditional Areas sharing the remaining 40 percent. The district is heterogeneous as far as dialect is concerned, but it is dominated by Twi, taking about 80 percent with the remaining dialects like Fanti, Ewe, Krobo and the northern dialects spoken by the zongo communities.

A large number of the district's population engages in agriculture, however, there is low levels of technologies, inaccessibility of modern farming equipments and inadequacy of capital compel most farmers to produce on a subsistence scale. Land holding is mostly between 0 and 3 hectares with a small percentage of farmers holding 3 and 6 hectares. The greater number of farmers holding land above 3 hectares engages in cash crop production such as cocoa, citrus and oil palm. The few farmers who produce food crops on a large scale target markets outside the district like, Accra, Winneba, Agona Swedru, and Mankessim. The rest of the food crop producers are for home consumption and they are crops like cassava, maize, plantain, and cocoyam

In addition, poultry farming over the years has been a very lucrative business. The patronage level is very high. A lot of the youth are engaging in this farming. Also, citrus farming is on a large-scale in the district. About 2,000 acres of land is cultivated, however, large quantities of the produce go bad during peak seasons due to unfavorable markets.

Besides, there are large and medium scale processing industries for palm oil, palm kernel and the local gin and soap due to the vast oil plantations for individuals and group in the district. An oil palm plantation covers about 6,000 hectares of land in the district.

The district can also boast of about ten sawmills both on a medium and large scale. This is due to the over 199.84 square kilometers of land set aside as forest reserve and being managed by the forestry commission which are given out to registered saw millers on concessions. As a result of sawmills factories, cost of

wood and wood products from the district is cheaper and a lot of the youth are also employed in sawmills.

Finally, the district can boast of the biggest tree in West Africa which is located within one of the nine forest reserves precisely in the Esan Epam Forest Reserve which attracts a large number of tourist both Ghanaians and foreigners from all walks of life. The tree measures about 12 metres in circumference and 66.5 metres tall. It is about 20 kilometres from the Oda to Accra trunk road.

Research design

The research design adopted for the study was the descriptive survey which is appropriate for determining the nature of a group or a situation as it exists at the time of the study. Best and Khan (1993) observe that descriptive statistical analysis limits generalization to the particular group of individuals observed and that no conclusions are extend beyond the group.

Study population

The target population for the purpose of this research consists of teachers and pupils in the public and private primary and junior secondary schools in the Birim South District and parents whose children attend either public or private primary and junior secondary schools. According to the 2005 Enrolment and Staffing Statistics released by the District Education Office; the total number of public primary schools is 145 with a total pupil's enrolment of 24,866. In addition, private primary schools are 33 with a total pupil's enrolment of 8,827.

There are 103 public junior secondary schools with a total enrolment of 9,512 pupils; while the number of private junior secondary schools is 19 with total enrolment of 802. With staffing in the Birim South District, the total number of teachers in the public primary schools is 717 and in the private primary schools there are 459 teachers. In the junior secondary schools there are 487 teachers in the public schools while 124 teachers are engaged in the private junior secondary schools.

In summary, there are 248 public primary and junior secondary schools with a total enrolment of 34,378 pupils and 1,204 teachers. There are 74 private primary and junior secondary schools with a total enrolment of 9,629 pupils managed by 583 teachers.

Table 3: Enrolments in the Birim South District (Ghana Education Service – 2005)

Category of school	No. of schools	Enrolment of pupils		
		Male	Female	Total
Public Primary	145	12,943	11,933	24,866
Private Primary	55	4,294	4,533	8,827
Public J.S.S.	103	5,129	4,383	9,512
Private J.S.S.	19	403	399	802

Source: Birim South District Education Office

Table 4: Staffing in the Birim South District (Ghana Education Service – 2005)

School	Staffing								
	Trained			Untrained			Grand Total		
	M	F	T	M	F	T	M	F	T
Public									
Primary	315	261	578	116	25	141	431	286	717
Private									
Prim	30	20	50	110	299	402	140	309	459
public									
J.S.S.	316	91	407	70	10	80	386	101	487
Private									
J.S.S.	5	-	5	60	59	119	65	59	124

Source: Birim South District Education Office

Note: M= Male F= Female T= Total

Sample and sampling techniques

Owing to time and financial constraint, the researcher realized that it was practically impossible to use all the elements in the total population for the study hence, six junior secondary schools made up of three from the public schools and three from the private preparatory/international schools were sampled for the research.

A simple random sampling technique was used to select the schools. Thus the names of all the public junior secondary schools and that of the private schools

in the district were written on pieces of paper and each folded in very small sizes. The pieces of paper containing the folded names of the public and private schools were put into two separate boxes. From each box three schools were randomly picked and targeted for the purpose of this research.

The objective for adopting this method of sample was that all the schools had congenial atmosphere to promote teaching and learning. For example, school infrastructure and other learning and teaching materials were readily available for effective teaching, learning and supervision.

In all the schools selected, the JSS 2 and 3 pupils were conveniently sampled as respondents to answer the special questionnaire designed for them. The researcher decided to use this category of students because they have spent about eight or nine years in the various schools and are expected to be equipped with adequate information concerning pupil's performance in relation to supervision in the schools.

The teachers who were present in the selected schools on the day of the visit by the researcher were asked to respond to the statements in the questionnaires designed purposely for teachers. Permission was first sought from the headmasters by handing over an introductory letter obtained by the researcher from the Deputy Senior Register, Center for Development Studies, University of Cape Coast to the head teachers before distributing the questionnaires to the teachers.

This technique was adopted by the researcher to select the teachers in order to provide opportunity for all the teachers available to express their opinions

irrespective of gender, qualification, and experience because all the teachers in the selected schools are aware of the problem of fallen standard of education in the Birim South District.

To obtain the potential target number of parents to express their views, the researcher adopted a simple convenient accidental sampling technique. Thus, the researcher visited various organizations such as the police stations, banks, insurance companies, the district assembly, Ghana Postal Company and Ghana Telecom established in the catchments area personally. The workers in these organizations who were present at work on the days of the visits and who were willing to contribute were selected to respond to the questionnaire designed for parents.

The main purpose for adopting this technique is that the researcher strongly believes that most of these workers have one or two of their children in the schools established in the district and as stakeholders in these schools, they are equally concerned with the standard of education in the district hence, they have something to say about the research topic.

To contact these parents in their various work places, copies of the same introductory letter used to seek permission from the headmasters as mentioned above, was used as an instrument to obtain permission from the heads of the organizations visited before the questionnaires were given to the parents to answer.

Table 5: Sample size

Respondents	Sex		Total	Age group
	Male	Female		
Pupils	125	123	248	10 –18
Teachers	64	34	98	20 –29
Parents	27	29	56	20-69

Source: Field Study, 2005

Table 5 shows that the total number of pupils sampled were 248 with their ages ranging from 10 to 18 years. The number of teachers sampled were 98 consisting of 64 males and 34 females from both public and private schools with their ages ranging from 20 to 59 years. Finally the total number of parent obtained from the sample was 56 made up of 27 males and 29 females with their ages ranging from 20 to 69 years.

Data collection methods

Data collection methods used include questionnaires personally administered and face-to-face interviews. The views of the circuit supervisors head teachers; teachers' pupils and parents were sought by asking them to respond to statements outlined in special designed questionnaires for each group.

Questionnaire

Separate questionnaires were designed for pupils in public and private schools, teachers, and parents. In all cases the first part gathered some

background information of the respondents whilst the second part elicited responses in the following areas:

- General academic standard of pupils at the basic level.
- Causes of relative high academic performance in the private preparatory schools.
- Relationship between supervision and academic performance in both public and private schools at the basic level.
- Supervision strategies adopted in the private and public schools at the basic level.
- Recommendations for improving academic performance in public schools.

The introductory part of the questionnaire briefly stated the purpose of the study and the anonymity and confidentiality that would be accorded the respondents.

In part II of the questionnaire the pupils, teachers and parents were to select responses such as: STRONGLY AGREE (SA), AGREE (A), UNCERTAIN (U), DISAGREE (D), and STRONGLY DISAGREE (SD), in reacting to the statement. This is to enable the respondents to indicate the degree of agreement or disagreement with each of the statement and the questionnaires were personally administered to all the groups. This helped to offset problems like low return and late return of completed questionnaires.

The level of language in the questionnaire especially in the case of the pupils was low so as to make it possible for the sampled respondents to respond

comprehensibly. The questionnaire, which demanded no names of respondent, took the researcher a period of three weeks to collect.

Interview

Before contacting the headmasters and head teachers of the selected public and private basic schools and the Birim South District Education Director, permission was sought by showing them copies of the introductory letter obtained from the Center of Development Studies, University of Cape Coast. Prepared questions were as asked to seek the views of the heads of these schools about the relationship between supervision and performance of pupils in public and private basic schools and other related problems. The interview guide for the heads were mostly open ended in design.

Information gathered from the heads was used to verify the authenticity of the pupils and teachers responses.

Data processing and methods

To make things simpler for the average reader and for this project the Statistical Programme for Social Sciences (SPSS) data analysis was used to process the raw data.

Limitations

Irrespective of the seemingly smooth conduct of the data gathering exercise there were some problems that are worth mentioning. It was realized that

some of the pupils especially those in the lower classes had difficulty in comprehending some statements in the questionnaire, despite the fact that they were simply constructed, some of the statements has to be read and explained before responses could be made.

Finally, there was a somewhat lukewarm attitude by some heads and teachers, which in some cases caused delays in the collection of the data. They claimed among other things, that they had not received any feedback from previous studies conducted in their schools.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

In this segment, the data collected from the respondents were presented and analysed. The main findings were then discussed. For the purpose of this study, three categories of respondents were focused on. These were teachers, pupils in the basic level and parents. In the analysis of the data, the responses of each category were examined separately and the total number of responses in each category was converted into percentages. Below is the analysis and discussion of the data collected.

Background information of respondents

A concise study of the background information of the three categories of the respondents reveals the following general information, sex, type of school (public/private), age, highest academic qualification of teachers, and parents; professional rank of teachers and highest academic qualification for parents. It must be noted that the biographical data of the respondents were mentioned and presented in the form pie charts.

Table 6: Biographical data of teachers as respondents

Sex	Frequency	Percentage
Male	64	65.3
Female	34	34.7
Total	98	100.0

Source: Field Stud, 2005

Table 6 shows that a large number of the respondents of teachers representing 65.3% were male while 34.7% were female in both private and public schools.

Table 7: Type of school

Type of school	Frequency	Percentage
Private	57	58.2
Public	33	33.7
No response	8	8.1
Total	98	100.0

Source: Field Study, 2005

From Table 7, we see that a large number of the respondents representing 58.2% were teachers from the private schools and 34.0% from the public schools. However 8.1% of the respondents failed to indicate the type of school.

Table 8: Age of respondents

Age of respondents (years)	Frequency	Percentage
20 – 29	49	50
30 – 39	26	26.5
40 – 49	8	8.2
50 – 59	15	15.3
Total	98	100

Source: Field Study, 2005

A look at table 8, indicates that 76.5% of the respondents were teachers of ages between 20-39 years and those whose age is between 40-49 years constitute the least of 8.2%, whilst respondents whose age ranges between 50-59 years is 15.3%.

Table 9: Professional rank of respondents

Rank	Frequency	Percentage
Asst. Superintendent	5	5.1
Superintendent	2	2.0
Senior Superintendent	9	9.2
Principal Superintendent	16	16.3
Asst. Director	9	9.2
No response	57	58.2
Total	98	100.0

Source: Field Study, 2005

An observation of table 9, shows that 58.2%, which constitute the highest percentage of teachers, had no professional rank, they are the pupil teachers who are engaged to teach in the private and public schools. Again, 16.3% of the teachers were Principal Superintendents, 2.0% were Superintendents, while 9.2% were Senior Superintendents. Besides an equal percentage of 9.2% of the respondents were teachers with Principal Superintendent Rank and finally 5.1% were teachers with Assistant Superintendent Rank.

Table 10: Highest education level of teachers

Level	Frequency	Percentage
SSS/ GCE	48	49.0
3 Year Post Sec.	23	23.5
Diploma	4	4.1
First degree	20	20.4
No response	3	3.1
Total	98	100.0

Source: Field Study, 2005

As indicated in Table 10, the highest percentage of teachers – 49.0% possess SSSCE/GCE; (Senior Secondary School Certificate Examination/General Certificate of Education); 23.5% had 3-Year Post Secondary Certificate and 20.4% possess the first degree. In addition, 4.1% of teachers, which constitute the least percentage, represent teachers with the Diploma Certificate. Three teachers representing 3.1% failed to indicate their educational level.

Biographical data of pupils

Table 11: Sex of pupils

Gender	Frequency	Percentage
Male	125	50.4
Female	123	49.6
Total	248	100.0

Source: Field Study, 2005

Table 11, shows that pupils representing 50.5% were boys while 49.6% of them were girls. The difference of 0.8% between the percentage of boys and girls suggest that almost equal number of boys and girls were used as respondents in both public and private schools at the basic level.

Table 12: Type of school pupils attend

Sex	Frequency	Percentage
Private	103	41.5
Public	137	55.2
No response	834	3.2
Total	248	100.0

Source: Field Study, 2005

From Table 12, it can be observed that 41.5% of the pupils contacted attended private school, and 55.2% were in the public schools. It must be noted that 3.2% of the pupils did not indicate their school hence they may either be in the public or private schools.

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Table 13: Age of pupils

Age (years)	Frequency	Percentage
10 – 12	4	1.6
13 – 15	152	61.3
16 – 19	91	36.7
No response	1	0.4
Total	248	100

Source: Field Study, 2005

An observation of table13 indicates that majority of pupils representing 61.3% were 13 – 15 years old; 36.7% were 16 – 18 years of age, and a small number representing 1.6% was 10 – 12 years old.

Biographical data of parents

Table 14: Sex of respondents' parents

Sex	Frequency	Percentage
Male	27	48.2
Female	29	51.8
Total	56	100.0

Source: Field Study, 2005

Table 14, shows that 48.8% of the parents contacted were male and 51.8% of there were female.

Table 15: Age of Respondents (Parents)

Age of respondents (years)	Frequency	Percentage
20 – 29	13	23.2
30 – 39	17	30.4
40 – 49	11	19.6
50 – 59	13	23.2
60 – 69	2	3.6
Total	56	100.0

Source: Field Study, 2005

Table 15, indicates that 23.2% of the parents contacted were between the ages ranging from 20 – 29 years; majority of them representing 30.4% were those with ages ranging from 30 – 39 years; 19.6% were parents whose age ranges from 40 – 49 years, while 23.2% represents parents with ages ranging from 50 – 59 years. Respondents representing 3.6% were those whose age ranges from 60 – 69 years.

Table 16: Highest Educational Level of Parents

Level	Frequency	Percentage
SSS/ GCE	10	17.9
3 Year Post Sec.	5	8.9
Diploma	18	32.1
First degree	23	41.1
Total	56	100.0

Source: Field Study, 2005

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A close look at Table 20 reveals that 17.9% of the parents contacted had SSSCE/GCE certificate; 8.9% had Teachers' Certificate 'A' 3-Year Post Secondary; 32.1% had diploma and 41.1% had first degree. From the table, it could be inferred that almost all the parents contacted were literates who were very much concerned about the subject matter in the study.

Views of teachers on the general academic performance of pupils in private schools as compared to their counterparts in the public schools

Teachers in both private and public schools were asked to express their views on the general academic performance of pupils in the private preparatory/international schools as compared to their counterparts in the public schools. To solicit the views of the teachers in this segment, four statements were presented to the teachers to react by indicating their responses to each statement as to whether they strongly agree, agree, uncertain, disagree or strongly disagree.

Statement 6: Generally the academic performance of pupils in private preparatory/international schools is better than their counterparts in the public schools.

Statement 7: Examination results (BECE) of private preparatory schools are better than that of the public schools.

Statement 8: Most parents send their children to private preparatory/international schools because they are certain of better academic performance.

Statement 9: Academic performance of pupils in the public schools has fallen.

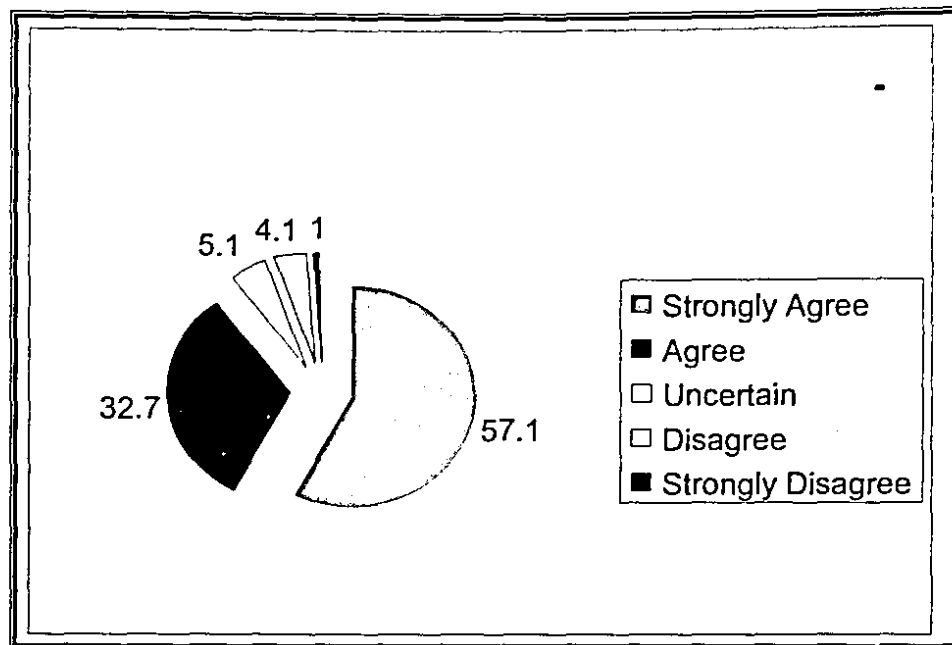


Figure 1: Responses of teachers on performance of private schools

Source: Field Study, 2005

When teachers were asked to express their views on the statement that the general academic performance of private schools is better than public schools, majority of them as observed from figure 1; 89.8% of the teachers responded either Strongly Agree or Agree to the statement that generally the academic performance of pupils in the private preparatory/international schools is better than their counterparts in the public schools. 5.1% however indicated that they were not certain, whilst 4.1% disagreed to the statement and only 1.0% ticked strongly disagrees. The impression created was that about 90% of the teachers in both private and public schools either strongly agree or agree to the view that the general academic performance of pupils in private schools is better than what pertains in the public schools. The views of the teachers expressed in figure 1 are substantiated in the released of the Analysis of the Basic Education Certificate

Examination result for 2006 by the Birim South District Education Office. This report shows that 19 out of the total of 22 schools that scored attained 100% pass are private schools. On the other hand, a total of twelve (12) schools being public schools, scored 0% in 2006.

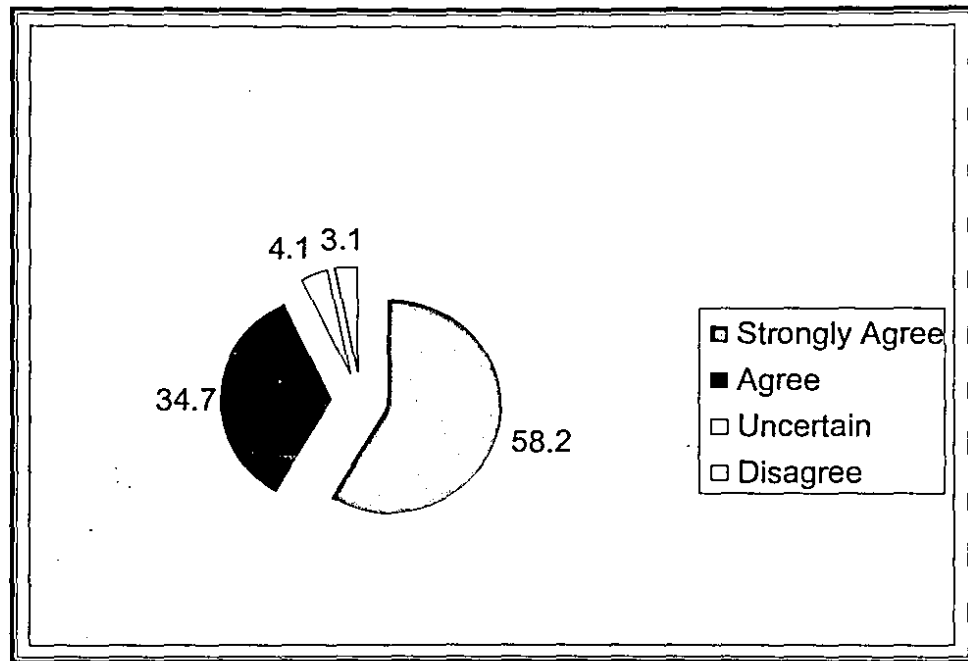


Figure 2: Responses of teachers on BECE results

Source: Field Study, 2005

As an emphasis to the views expressed in figure 2, it could be deduced that 92.9% of the teachers were of the views that the examination results (BECE) of private schools in the Birim South District were better than that of the public schools. Teachers representing 4.1% were not certain however a small number of teachers representing 3.1% disagree to the view. The teacher's responses were obviously in consonance with the pupils in private preparatory schools. The BECE result released by the District Director of Education in the Birim South District for

the year 2005 as well as that of 2006 underscores the views expressed by the teachers. For instance in 2005 the total number of 43 aggregate 6 (six) achievers were from private schools and in 2006 the trend did not change because the district had maintained the number of aggregate 6 (six) achievers of forty-three (43) and again, the pupils were from private school. (Appendix E and F)

Again, in the year 2005, apart from one private school in the Birim south District that scored 90% pass, the first 15 schools in the order of merit are private schools which obtained 100% pass. On the other hand, a total of seven (7) public schools scored 0% in 2005 and unfortunately, the number increased to twelve (12) schools in 2006.

The convictions of the Headmasters of the selected junior secondary schools as well as the circuit supervisors were not different from the views expressed by the teachers. This was evident in the interviews granted to the Heads and the Circuit Supervisors.

The objective of statement 8 and 9 were to reinforce the perception that most parents send their children to private schools, in spite of the relatively low fees charged in public schools, because these parents are sure of better academic performance in the private schools; and also to confirm the assertion that the academic performance of pupils in the public schools has actually fallen.

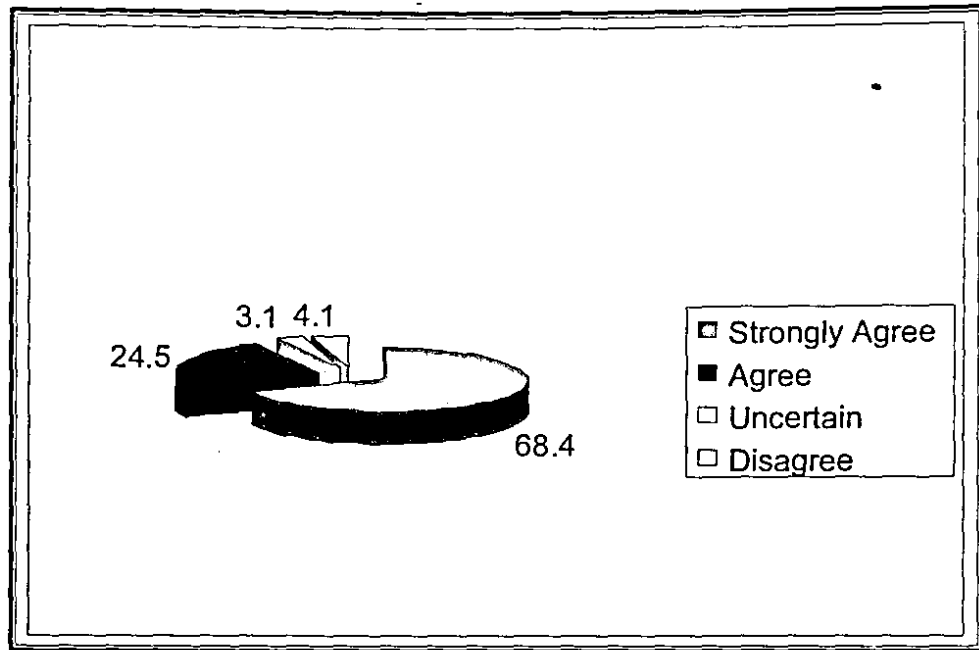


Figure 3: Views of parents about reasons for selecting private schools for their wards

Source: Field Study, 2005

From figure 3, it was observed that 92.9% teachers indicated either Strongly Agree or Agree to the fact that most parents send their children to private preparatory/international schools because they are certain of better academic performance. Besides, 84.7% of the teachers either strongly agree or agree to the statement that the academic performance of pupils in the public schools has fallen, while 15.3% either disagree or strongly disagree to the statement.

Commenting on the general academic standard of pupils, one headmaster in a public junior secondary school said, “The intelligent pupils in the public schools were normally withdrawn and sent to the preparatory schools”

It could therefore be inferred from the views of the selected teachers that the academic standard of pupils in the private preparatory/international schools is better than their counterparts in the public schools.

Views of teachers on the relationship between supervision and performance in public and private schools at the basic level

In this segment, teachers were asked to respond to the view that supervision in both private and public schools has influenced the academic performance of the pupils in the respective schools.

Here the teachers were expected to react on three statements, which are as follows:

- Statement 10: Effective supervision in private schools is a major reason for their good performance.
- Statement 11: Poor academic performance in public schools is the results of poor supervision.
- Statement 12: Supervision in private preparatory/international schools is more effective than what pertains in public schools.

The Charts below show the summary of the responses.

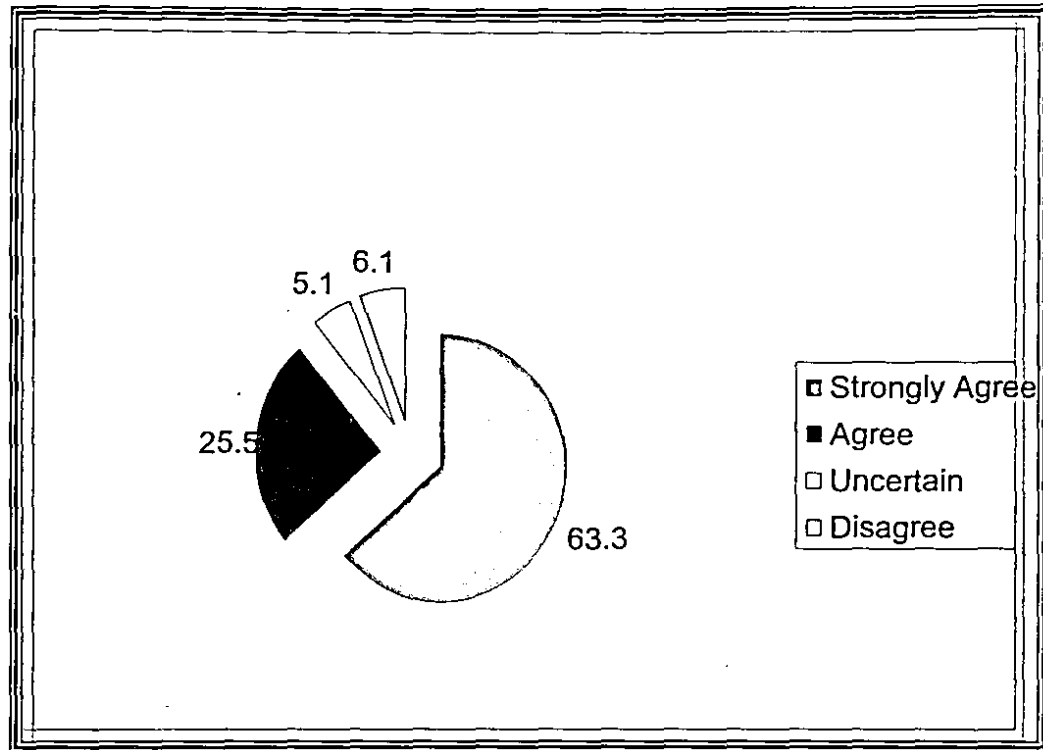


Figure 4: Responses of teachers on supervision in private schools

Source: Field Study, 2005

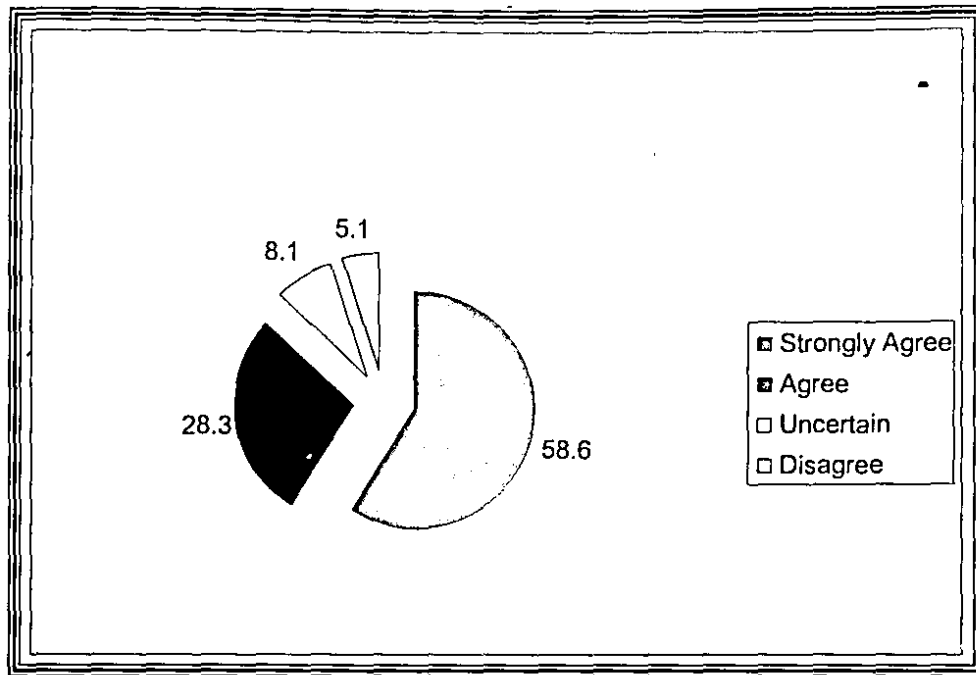


Figure 5: Views of teachers about supervision in private and public schools

Source: Field Study, 2005

Figure 4, indicates that 88.8% respondents were of the view that effective supervision in private preparatory schools is the major contributory factor to their good academic performance, while 6.1% of them did not agree, 5.1% were uncertain of the statement.

Similarly, in figure 5, 58.6% of the teachers in both private and public schools contacted were of the view that poor academic performance in public schools is the results of poor supervision. While 5.1% were not certain, 8.1% of them did not attribute the poor academic performance in public schools to poor supervision and for that matter disagree with the view.

Besides, it could be inferred from figure 5, that 86.9% of the respondents either have the strong opinion or agreed to the view that supervision in private preparatory/international schools is more effective than what pertains in public

schools, however, 8.1% of them disagreed with the assertion while 5.1% were uncertain..

The implication of above views expressed by the teachers is that majority of them have always attributed the poor performance in the public schools to poor or ineffective supervision. It may also mean that pupils in the private school perform better academically owing to effective supervision.

Most of the headmasters and circuit supervisors contacted during interview consented that the lesson notes of teachers in public schools are prepared and inspected weekly. Enough assignments/homework are given to pupils and marked and continuous assessment records are kept up to date. This however, seems to be mere paper work. The headmasters and circuit supervisors reported that the problem on the ground is that most of the teachers do not attend school regularly and the female counterparts are mostly interested in trading to obtain extra income.

Nevertheless, in the private schools, the proprietors are in real business hence, they ensure that the teachers actually 'work'. In most of the private preparatory schools there is what is popularly known as "lesson to lesson intense supervision". This direct lesson-to-lesson supervision is where the proprietor himself goes to the classroom or stands somewhere unannounced and watches what is happening in the classroom. With the indirect lesson-to-lesson supervision every class captain is given an exercise book in which the teacher is expected to append his/her signature as having executed his/her duty. This book is handed over to the proprietor for inspection and the class captains have been warned not to compromise with defaulting teachers.

Explaining the situation in public schools during an interview with one headmaster who has taught for 28 years said “in the public schools, the headmaster are also classroom teachers hence, they do not get enough time to supervise their teachers very well”.

Views of pupils on the academic performance of pupils in public schools compared to those in the private schools

In an attempt to find out how the pupils feel regarding the academic performance of pupils in the public schools as compared to their counterparts in the private preparatory/international schools three statements were presented to them which are as follows:

- Pupils in private preparatory schools perform better academically than those in public schools.
- Most pupils in public schools would be very happy if they are sent to private schools.
- Pupils in private preparatory schools score better grades in the final examination that is (BECE) than their counterparts in public schools

Their responses have been summarized in the Tables 17 - 19

Table 17: Views of pupils about academic performance of public schools

Responses	Number	Percentage
Strongly agree	153	61.7
Agree	68	27.4
Disagree	16	6.5
Strongly disagree	11	4.4
Total	248	100.0

Source: Field Study, 2005

From Table 17, it was observed that majority of the pupils representing a total of 89.1% either strongly agree or agree to the statement that pupils in private preparatory/international schools perform better academically than their counterparts in public schools. About 10.9% of the respondents however, were of different view for they either disagree or strongly disagree to the statement. Some of the factors that have accounted for this are that in the private schools, the parents seems to be more committed and very much concerned about the education of their wards. For instance, parents readily provide all the textbooks and stationery needed by the pupils. The parents are prepared to afford payment of extra money meant for extra classes to increase the contact hours that the teachers have with the pupils. Again, this extra class money goes a long way to motivate the teachers to teach even during holidays. This does not happen in the public schools especially those in the rural areas because most of the parents want their children to help them in the farms during holidays. Some parents also can not afford extra fees because of poverty. Not only that but also, the proprietors in private schools are in real

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business hence, they ensure that the needed infrastructures is provided and the libraries are also fully equipped. Besides, some of the private schools in the Birim south District have employed many of the graduate teachers who are chief examiners, assistant examiners and team leaders in the marking of the BECE to teach on part-time bases in the schools. For example a school like Oda AEA Memorial Junior Secondary School, which came first in the year 2005 and 2006 In the BECE in the Birim South District has employed the graduate teachers from Oda Secondary School and Akim Swedru Secondary Schools to handle all the JSS classes.

Table 18: Views of pupils about reasons for choosing private schools

Responses	Number	Percentage
Strongly agree	133	53.6
Agree	85	34.3
Uncertain	8	3.2
Disagree	22	8.9
Total	248	100.0

Source: Field Study, 2005

Similarly from Table 18, 87.9% expressed their views that pupils in public schools wished to be withdrawn and sent to private school, while 8.9% wanted to remain the public schools, 3.2% were uncertain. It is a social prestige for both parents and pupils to attend private preparatory schools in the Birim South district. Most of the parents are regarded to be in the high class for the fact that their

children attend schools like AEA Memorial, Oda Juduro International, and Asene Siaw Children Academy to mention just a few. The first reason is that they are sure of better results because these schools mentioned above scored 100% for the 2005 and 2006 BECE with half of the pupils registered scoring aggregate 6 and the rest scoring aggregate 7-15. None of the pupils in these schools scored aggregate 16-24. (BECE Result 2005 and 2006, Birim South District)

Besides, the type of school uniforms worn by pupils attending private schools seems to be attractive. The pupils in public schools are usually referred to as "Sieto" a name which most of these pupils from the public schools detest. For these reasons every child wish to be sent to private schools.

Table 19: Views of pupils about BECE results of public schools

Responses	Number	Percentage
Strongly agree	147	59.3
Agree	65	26.2
Uncertain	3	1.2
Disagree	33	13.3
Total	248	100.0

Source: Field Study, 2005

From Table 19, we see that when the pupils were asked to expressed their views on the fact that pupils in the private preparatory schools score, better grades in the final Basic Education Certificate Examination (BECE), as many as 85.5%

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either strongly agree or agree to the statement. However, 13.3% disagree while, a small number representing 1.2% of them were uncertain.

This is confirmed by the statistics released by the Birim South District Education Office from the analysis of the BECE results for 2006 because it shows that all the 43 pupils scored aggregate 6 were from the private schools; and 15 private schools out of a total of 19 private schools scored 100% pass, with 82.56% being the lowest percentage obtained by one private school.

On the other hand, 12 public schools scored 0% in the year 2006 a relatively poor performance as compared to the higher performance in the private schools.

This revelation also, collaborated with a Criterion Test in English Language and Mathematics conducted by the Ghana Education Service (GES) for the public and private schools in 1998. The results indicated that the pupils from the private schools performed far better than their counterparts in the public schools. The Daily Graphic, Friday, August 14 1998; No. 147376; reported that “ the inconsistencies here are that the public schools, which have more qualified personnel and expected to produce basic school leavers with high academic standard. seems to have failed”. This observation showed that it is imperative for the heads and teachers of the public schools to buck up and bridge the gap.

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Relationship between supervision and performance in public and private schools at the basic level

There was an attempt to find out from the pupils whether they see an impact of supervision on their performance. For this reason, three statements were presented to them to indicate their responses. The statements were as follows:

- Statement 4: Effective supervision of teachers work in private preparatory schools enables pupils to perform better academically.
- Statement 5: Academic performance of pupils in public schools has fallen because the teachers are not supervised.
- Statement 6: Supervision in private schools is better and more effective than that of public schools.

The responses are summarized in Tables 20 to 22.

Table 20: Views of pupils about supervision in private schools

Responses	Number	Percentage
Strongly agree	129	52.0
Agree	65	26.2
Uncertain	7	2.8
Disagree	47	19.0
Total	248	100.0

Source: Field Study, 2005

From Table 20, it was deduced that the majority 78.2% of the pupils either strongly agreed or agreed to the view that effective supervision of the teachers work

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in private schools enables the pupils to perform better academically; while 14.9% were not certain, a small number representing 6.9% disagreed to the view.

It is unlikely that supervision alone can be the major factor accounting for the better academic performance in private schools. Some other factors could be mentioned here. For instance, in the public schools, it seems that generally, there is lack of interest in further education as a result of poverty and broken home resulting in some of the pupils getting pregnant. Owing to the fact that most of the parents in the district are peasant farmers they have low income hence, the children are encouraged to assist their parents either in the farm or in the market; while some of them are compelled to work and get some money to supplement the family income at the expense of education in the schools.

The situation seems different for pupils in the private schools because most of the parents whose children attend private schools are of the elite group and occupy high positions in the formal and non formal sectors of the economy. As a result these parents are able to provide the needs of the children. Again, because they are literate, they personally assist the children to do their "home work". The home work refers to class assignments given to the pupils to be completed in the home. These have positive influence in the academic performance of the pupils in the private schools.

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Table 21: Responses of teachers on relationship between supervision and performance in public and private schools

Responses	Number	Percentage
Strongly agree	70	28.2
Agree	61	24.6
Uncertain	13	5.2
Disagree	104	41.9
Total	248	100.0

Source: Field Study, 2005

In Table 21, an attempt was made to attribute the poor academic performance of pupils in the public schools to lack of effective supervision and 52.8% of the pupils supported the statement that lack of effective supervision in public schools results in their poor academic performance; but while 41.9% of them rejected this statement, 5.2% of them however, were not certain. The high percentage of acceptance by the pupils might be due to the fact that external supervision is not carried out effectively in the public basic schools in the Birim South District. It must be emphasized that external supervision is very important in our basic schools in the district especially those far away from the district capital to enable the teachers have access to guidance services and in service training programmes.

Some of the pupils who responded to the questionnaire accused the teachers especially those in the public schools of absenteeism, drunkenness and petty trading.

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Table 22: Views of pupils about supervision in public schools

Responses	Number	Percentage
Strongly agree	125	50.4
Agree	68	27.4
Uncertain	12	4.8
Disagree	42	17.3
Total	248	100.0

Source: Field Study, 2005

In Table 22, it was observed that while majority 77.8% of the pupils were of the view that supervision in private schools is better and more effective than that of public schools, a minority of 17.3% rejected that view; while 4.8% were uncertain. The impression gathered from the data showed that perhaps adequate external supervision was not being done in the public schools especially those in the rural areas because most of the roads leading to these places are not easily accessible couple with the fact that the supervisors were not given adequate logistics and encouragements to carry out their duties. Secondly, it may also mean that most teachers in the public schools in the district did not see much of the work of external supervisors because these circuit supervisors have been accused of victimizing and intimidating some teachers in the course of their supervisory duties. The implication here is that teachers take supervisors as people who come to the schools only to hunt for mistakes and errors committed by the teachers hence the inspectors are feared and that most teachers in the public basic schools do not feel comfortable in class whenever supervisors come to their schools.

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Parents' views on the academic performance of pupils in public schools as compared to those in private schools at the basic level

In an attempt to find out parents views on the academic performance of pupils in public schools visa vise those in the private schools, fifty-six parents were contacted and the following statements were presented to them for their responses:

- Statement 1: Academic performance of pupils in public schools has fallen as compared to those in private preparatory schools
- Statement 2: Most parents talk with some pride and satisfaction of their children attending private preparatory/international schools
- Statement 3: Examination results (BECE) private preparatory schools are better than the public schools

The tables 23 – 25 illustrate the summary of the responses of the parents.

Table 23: Views of Parents about Academic Performance of Public and Private Schools

Responses	Number	Percentage
Strongly agree	39	69.6
Agree	14	25.0
Disagree	2	3.6
Strongly disagree	1	1.8
Total	56	100.0

Source: Field Study, 2005

It must be noted that the high degree of acceptance to this statement might be due to the fact that parents whose children attend private schools have confidence that their wards are likely to attain good grades to enable them continue their educational pursuit in the popular senior secondary schools. Secondly, there is a general perception that parents who are unable to send their children to private schools have failed in life hence, in order to be regarded in the society as being among the high class one must send his/her child to a private preparatory school.

Table 25: Responses of parents on examination (BECE) result of public schools

Responses	Number	Percentage
Strongly agree	37	66.1
Agree	17	30.4
Disagree	1	1.8
Strongly disagree	1	1.8
Total	56	100.0

Source: Field Study, 2005

Table 25 indicates that the same large number, 54 of the parents representing 98.2% respondents either strongly agreed or agreed to the fact that the examination results (BECE) result of private schools are better than that of the public schools.

The impression gathered here was that parents in the Birim south District are of great concern about the poor academic standard of education in the public schools.

Parents view on relationship between supervision and performance in public and private schools at the basic level

The objective here was to find out the views of parents on the impact of supervision on performance in both private and public schools. To achieved this, three statements were presented to them to enable them indicate their responses. The statements are as follows:

Statement 1: Effective supervision of the teachers work in private preparatory/international schools is the major reason for their good academic performance.

Statement 2: Academic performance of pupils in public schools has fallen as a result of poor supervision of the teachers work.

Statement 3: Supervision in private preparatory schools is more effective as compared to what pertains in public schools.

Table 26, indicates that 91.1% of the respondents accepted the fact that effective supervision of the teachers work in private schools is the major contributory factor for their good academic performance. Though 3.8% of the respondents were uncertain, 5.4% of them were of different view, and did not accept the fact. It could be inferred from the general consensus of the parents from the table that the school-based supervision adopted in the private schools seems to be more useful than the external supervision in the public schools.

Table 26: Views of parents about supervision in private schools

Responses	Number	Percentage
Strongly agree	41	73.2
Agree	10	17.8
Uncertain	2	3.6
Disagree	3	5.4
Total	56	100.0

Source: Field Study, 2005

Some of the reasons for the success of the school-based supervision in the private preparatory schools are that:

- The school-based supervision is able to “accommodate” teachers problems.
- The school-based supervision is regular, intensive and much informal in the private schools.
- The school-based supervision who are the proprietors and directors are more friendly and approachable as compared to the external circuit supervisors in public basic school who are still feared by most of the teacher.

Table 27: Responses of parents on relationship between supervision and performance in public schools

Responses	Number	Percentage
Strongly agree	35	62.5%
Agree	15	26.8%
Uncertain	1	1.8%
Disagree	5	8.0%
Total	56	100%

Source: Field Study, 2005

From Table 27, it was observed that most of the parents contacted representing 89.3% of the respondents either strongly agreed or agreed to the view that poor supervision leads to fallen standards in public schools, while 1.8% of the respondents were uncertain, 8.0% of them disagreed to the fact.

The impression gathered here was that the fallen standard of performance in the public schools is the result of poor supervision. This is in collaboration with the view held by Bame (1991). He noted that a majority of both teachers and head teachers acknowledged the usefulness of some aspects of the supervision carried out by the officials, in that, it helped to improve their teaching. But at the same time they indicated that in the course of supervision, the officials always tried to find fault with, and more often than not, give unfair criticisms of teachers work and often failed to offer teachers ideas and practical demonstrations which would help them in their teaching ("Teacher Motivation and Retention in Ghana", Ghana University Press, Accra.)

Table 28: Views of parents about supervision in private and public schools

Responses	Number	Percentage
Strongly agree	36	64.3%
Agree	17	30.4%
Disagree	1	1.8%
Strongly disagree	2	3.6%
Total	56	100%

Source: Field Study, 2005

From Table 28, it was inferred however, that majority of the respondents representing 94.7% of the parents were of the view that supervision in private schools is more effective as compared to what pertains in public schools, but 5.4% of the parents did not support this fact.

It is imperative to state that the three categories of respondents generally did not attribute the poor performance in public schools to ineffective supervision alone. They mentioned other factors such as:

- Inadequate physical facilities (Infrastructure)
- Lack of Job satisfaction and Motivation

The concern raised by the respondents about the problem of physical facilities in most of the public schools is in line with the concern raised at the 3rd Triennial National Delegates conference of Ghana National Association of Teachers (GNAT), which emphasized that:

- Enough classrooms and other infrastructure facilities should be provided in order to give full meaning to the issue of access to education.
- Teaching/learning materials should be available in the schools and made affordable for parents to purchase them for their wards from the open market. (“The Teacher” Vol. 1, 1998.)

The impression created here is that there is a direct collaboration between physical facilities that is infrastructure and pupils achievement. Besides, one of the main causes of frustration among teachers in schools is the lack of motivation and job satisfaction, which were attributed as among the factors contributing to poor academic standard in the public schools at the basic level.

This concern raised by most of the teachers and parents is in collaboration with the views expressed by Crossman and Harris (2006) in an article captioned “job satisfaction of secondary schools teachers” They affirmed, “low job satisfaction has been cited as a possible cause of the current teaching crisis in the United Kingdom. This article reports on a study that examined job satisfaction among secondary school teachers in different types of schools. The results indicate a significant difference in the overall job satisfaction scores of teachers by type of schools. Teachers in independent and privately-managed schools exhibited the highest satisfaction levels while those in foundation schools exhibited the lowest” Crossman and Harris (2006) “Educational Management Administration Leadership, (pages 34, 29 – 46”)

On the basis of the data presented, analysed and discussed, the following observations were made:

- Teachers, parents and pupils are of the strong opinion that the general academic performance of pupils in the private preparatory schools is better than their counterparts in the public schools.
- Teachers, parents and pupils agree that the examination results, Basic Education certificate Examination (BECE) of private schools are better than that of the public schools.
- All the respondents agree to the fact that the academic performance of pupils in the public schools has fallen.
- There was consensus among teachers, parents and pupils that effective supervision in private preparatory schools is the major reason for their good performance.
- It was inferred that most parents talk with some pride and satisfaction of their children attending private preparatory schools because they are certain of better results irrespective of the fact that they charge relatively higher schools fees.
- Teachers and parents in the district were of the opinion that apart from effective supervision in the private schools other factors such as availability of teaching learning materials, books, computers, stationery and physical infrastructure have resulted in improving teachers' satisfaction with their job in the private schools while lack of

and or inadequate supply of these facilities in the public schools causes
the main frustration among teachers in the public schools.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

Introduction

The assertion that the Western type of education provided during the colonial and postcolonial era proved dysfunctional necessitated various efforts aimed at shaping education in Ghana to meet the needs and aspirations of an average Ghanaian.

Among the various efforts to enhance educational standard was the emergence of private preparatory schools at the basic level and the introduction of the New Educational Reforms in 1987, which brought among other things, the introduction of the basic schools made up of six-year primary and three-year junior secondary schools.

The present study attempted to investigate the poor academic standard of the public schools as compared with the relatively high academic standard of the private/preparatory schools at the basic level in selected schools in the Birim South District in the Eastern Region.

The aim of the research was to establish the relationship between supervision and performance in public basic level in the Birim South district. This is owing to the fact that effectiveness of supervision and its impact on pupil's

academic performance has been a serious concern for educationist, parents and educational policy makers and planners in Ghana.

The design used in collecting the data was the random sampling and the sample for the study was made up of 248 pupils, 98 teachers selected from public and private schools at the basic level as well as 56 parents all in the Birim South District. The instrument used in gathering the information was questionnaire and the information collected in the study were analysed with the computer using the Statistical Product for Services Solution (SPSS) in the form of pie charts representation. Frequencies and percentages were used to analyse the responses.

Summary of findings

The key findings that emanated from the study are summarized as follows:

- It was observed that the pupils in the private preparatory schools performed better academically than their counterparts in the public schools.
- From the viewpoints of teachers, parents and pupils it was established that supervision in the public schools was inadequate and ineffective.
- There was consensus among teachers, parents and pupils that the Basic Education Certificate Examination (BECE) results of private/preparatory schools were better than that of the public schools.
- Some of the impediments on the way of pupils in the public schools towards higher and improved academic standard as perceived by teachers, parents and pupils are as follows:

Problem of physical infrastructure, which has resulted in:

- Inadequate classroom and accommodation
- Lack of adequate furniture many schools
- Inadequate teaching and learning materials as well as office equipment.

Weak academic standard emanating from:

- Weak foundation of English Language from primary school
- The use of the local language as a medium of expression teaching in the classroom by most teachers and pupils
- Too many subjects studied at the basic schools.
- The policy of wholesale promotion
- Over-population in the schools
- Poor incentive and working conditions for teachers, which can be attributed to:
 - Lack of accommodation for teachers at the basic level
 - Frequent agitation for higher remuneration for teachers at the basic level
 - Teacher's refusal to accept postings to rural areas owing to lack of social amenities

Conclusions

In the light of the findings of the study the following conclusions could be drawn. It was observed, that the findings of the study confirmed the general

perception of Ghanaians and newspaper reports that the poor performance of public schools at the basic level was mostly due to lack of effective supervision of teaching and learning. Teachers and parents as well as the pupils agreed that academic performance in the private preparatory schools is higher as compared to those in public schools.

It has been confirmed from the study that effective supervision in the private schools at the basic level was one of the major reasons for their higher academic performance as compared to what pertains in the public schools. The research also revealed that apart from ineffective and inadequate supervision in the public schools, lack of job satisfaction and motivation coupled with inadequate physical infrastructure have also accounted for the poor performance in the public schools at the basic level.

Recommendations

The researcher therefore suggests that the barriers to high academic performance in the public schools at the basic level should be removed in the following ways: The fact that the general academic standard have fallen in the basic schools more especially the public schools in the rural areas, calls for re-appraisal of the supervisory strategies used in the public schools. For this reason, the head teachers and headmasters must be detached to enable them have more time to supervise the work of the teachers and more especially to ensure effective instructional supervision.

The visiting circuit supervisors should aim at assisting the teachers to overcome their problems in the teaching learning process; and should avoid victimization, dictatorship and nepotism in their dealings with the teachers.

The problem of school failures in the Basic Education Certificate Examination (BECE) may be solved by teachers recommending pupils to attend special remedial or extra classes in specific subjects the pupils are weak at (for example, English and Mathematics). Agreement may be reached with the parents of these pupils for a token fee for the organizers, as is happening in the private preparatory schools.

The Ministry of Education, through the Ghana Education Service, with the help of the District Assemblies and the School Management Committees must inspect basic schools unannounced from time to time to ask for periodic reports, to assess the physical facilities, recreational and other amenities so as to provide them. Fund raising activities like acting drama by the pupils may be initiated to accumulate funds to install or acquire needed infrastructure when necessary.

The conditions of service for the teachers must be enhanced in order to boost the morale of the teachers and to motivate them to give up their best and to avoid the persistent agitation for salary increase and strike actions. It is also pertinent to mention that while some districts are better endowed to provide all their needs, others are poor to the extent that they cannot stand on their own. It is recommended that the Ministry of Local Government, Rural Development and Environment should put all the districts assemblies on continuum of development of the basic schools, which requires different levels of financial, infrastructure and

manpower assistance. For example special provision can be made from the “Millennium Challenge Account” to assist the less endowed districts such as the Birim South District, which lags behind others in terms of facilities.

Suggestion for further research

Adequate and effective supervision are important tools for improving on academic performances of pupils. Alterations in the techniques of supervision are vital so that they can cope with the problems in the public schools. This research therefore targeted the immediate stakeholders such as the teachers, pupils and parents. In the light of this it will be expedient to:

- Research into the perception of major stakeholders such as Education Policy Makers, Members of Parliament, and Ghana Education Service Council on the effectiveness of supervision on pupils’ performance in the basic schools and the second cycle schools.
- Research into the impact of other factors such as, lack of trained teachers, the rights of children, the abolishing of corporal punishment and the introduction of information and communication technology on the performance of pupils at the basic level.

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- 3) DIPLOMA []
- 4) FIRST DEGREE []

5. Professional Bank:

- 1) Assistant Superintendent []
- 2) Superintendent []
- 3) Senior Superintendent []
- 4) Principal Superintendent []
- 5) Assistant Director []

SECTION B: ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC SCHOOLS
AS COMPARED TO THOSE IN PRIVATE SCHOOLS

Statement	Responses				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
6. Generally the academic performance of pupils in the private preparatory international schools is better than their counterparts in the public schools.					

7. Examination result (BECE) of private preparatory international schools is better than that of the public schools					
8. Most parents send their children to private preparatory international schools because they are certain of better academic performance.					
9. Academic performance of pupils in public schools has fallen.					

Please tick [✓] the appropriate response in the table below:

SECTION C: RELATIONSHIP BETWEEN SUPERVISION AND PERFORMANCE IN PUBLIC AND PRIVATE SCHOOLS AT THE BASIC LEVEL

Please tick [√] the appropriate response in the table below:

Statement	Responses				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
10. Effective supervision in private preparatory schools is the major reason for their good performance					
11. Poor academic performance in public schools is the results of poor supervision.					
12. Supervision in private preparatory international schools is more effective than what pertains in public schools					

(13) State four major contributory factory of the poor academic performance in the public schools.

1.
2.
3.
4.

(14) Suggest four ways to improve the academic performance in public schools.

1.
2.
3.
4.

APPENDIX B: QUESTIONNAIRE TO PUPILS

This questionnaire is aimed at eliciting information to establish the relationship between supervision and performance in public and private schools at the basic level in the Birim South District. Your co-operation and objective responses will greatly contribute to provide basis for ascertaining the causes of the seemingly low academic performance in public schools as compared to the of private schools and strategies to strengthen supervision to improve the standard of performance in the public schools.

You are assured of confidentiality of all information that will be provided.

Please indicate by ticking [] the appropriate response.

SECTION A: BACKGROUND INFORMATION

(a) Sex: Boy [] Girl []

(b) School: Private [] Public []

© Age as at last birthday

1. 10 - 12 years []

2. 13 - 15 years []

3. 16 - 18 years []

SECTION B: ACADEMIC PERFORMACE OF PUPILS IN PUBLIC SCHOOLS
AS COMPARED TO THOSE IN PRIVATE SCHOOLS

Please tick [] the appropriate response in the table below:

Statement	Responses				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Pupils in private preparatory international schools perform better academically than those in public schools.					
2. Most pupils in public schools would be vary happy if they are sent to private preparatory or international schools.					
3. Pupils In private preparatory/international schools score better grades in the final examination (BECE) than those in public schools.					

SECTION C: RELATIONSHIP BETWEEN SUPERVISION AND PERFORMANCE IN PUBLIC AND PRIVATE SCHOOLS AT THE BASIC LEVEL

Please tick [✓] the appropriate response in the table below:

Statement	Responses				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
4. Effective supervision of the teachers work in private preparatory schools enables the pupils to perform better academically.					
5. Academic performance of pupils in public schools has fallen because the teachers are not well supervised.					

6. Supervision in private preparatory schools is better and more effective than that of public schools.					
---	--	--	--	--	--

7. Give four reasons that have contributed to the poor academic performance in public schools.

1.
2.
3.
4.

APPENDIX C

QUESTIONNAIRE TO PARENTS

This questionnaire is aimed at eliciting information to establish the relationship between supervision and performance in public and private schools at the basic level in the Birim South District. Your co-operation and objective responses will greatly contribute to provide basis for ascertaining the causes of the seemingly low academic performance in public schools as compared to the of private schools and strategies to strengthen supervision to improve the standard of performance in the public schools.

You are assured of confidentiality of all information that will be provided.

Please indicate by ticking [✓] the appropriate response.

SECTION A: BACKGROUND INFORMATION

(a) Sex (1) Male [] (2) Female []

(b) Age (as at the last birthday)

1. 20 - 29 years []

2. 30 - 39 years []

3. 40 - 49 years []

4. 50 - 59 years []

5. 60 - 69 years []

© Highest Academic Qualification

- 1. MSLC/GCE O'LEVEL []
- 2. GCE 'A' LEVEL []
- 3. DIPLOMA []
- 4. FIRST DEGREE []

SECTION B: ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC SCHOOLS
AS COMPARED TO THOSE IN PRIVATE SCHOOLS

Please tick [✓] the appropriate response in the table below:

Statement	Responses				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Academic performance of pupils in public schools has fallen as compared to those in private preparatory schools.					
2. Most parents talk with some					

<p>pride and satisfaction of their children attending private preparatory international schools.</p>					
<p>3. Examination result of private preparatory schools is better than that of public schools.</p>					
<p>4. Academic performance of pupils in public schools at the basic level has fallen.</p>					

SECTION C: RELATIONSHIP BETWEEN SUPERVISION AND PERFORMANCE IN PUBLIC AND PRIVATE SCHOOLS AT THE BASIC LEVEL

Please tick [✓] the appropriate response in the table below:

Statement	Responses				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5. Effective supervision of the teachers work in private preparatory/international schools is the major reason for their good academic performance.					
6. Academic performance of pupils in public schools has fallen as a result of poor supervision of the teachers work.					
7. Supervision in private preparatory schools is more effective as					

SECTION C: RELATIONSHIP BETWEEN SUPERVISION AND PERFORMANCE IN PUBLIC AND PRIVATE SCHOOLS AT THE BASIC LEVEL

Please tick [√] the appropriate response in the table below:

Statement	Responses				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5. Effective supervision of the teachers work in private preparatory/international schools is the major reason for their good academic performance.					
6. Academic performance of pupils in public schools has fallen as a result of poor supervision of the teachers work.					
7. Supervision in private preparatory schools is more effective as					

compared to what pertains in public schools.					
--	--	--	--	--	--

8. State four major contributory factors of the poor academic performance in the public schools at the basic level.

1.
2.
3.
4.

9. Suggest four strategies to improve the academic performance in public schools at the basic level.

1.
2.
3.
4.

GHANA EDUCATION SERVICE

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REPUBLIC OF GHANA

DISTRICT EDUCATION OFFICE

P. O. BOX 302

AKIM ODA

28th October, 2005.

ANALYSIS OF BASIC EDUCATION CERTIFICATE EXAMINATION RESULT - 2005 - BIRIM SOUTH DISTRICT - AKIM ODA

I submit herewith the analysis of results of the above mentioned examination.

Though, the district percentage had decreased from 55% in the previous year to 51.64% in the year under review, the number of aggregate six (06) achievers had increased tremendously. While the district had twelve aggregate six achievers in 2004 results, the year under review recorded a total of 43 (34 boys and 9 girls).

May I, take this opportunity to express my appreciation to schools, members of staff and candidates who worked tirelessly to achieve 100% passes. They should not rest on their oars to maintain the standard and even to improve upon it to get more candidates achieving 06.

To schools which attained Zero percent, I strongly urge both teachers and students to sit-up for a better result in future.

Once again, congratulations to those who have improved upon their previous performance.

STELLA K. NANOR (MRS.)
DISTRICT DIRECTOR OF EDUCATION
BIRIM SOUTH, - ODA

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Regional Managers of Education - Units
The District Educ. Oversight C'ttee - Oda
All Circuit Supervisors GES - Oda
All Sector Head - GES - Oda
The District Chief Executive BSDA - Oda
All Directors of Educ. (E)
The Chairman - SMC, Birim South
Departments BNI - Oda.

7. LANGUAGES

SUBJECT	NO. OF CANDIDATES PRESENTED		TOTAL
	BOYS	GIRLS	
GH. LANGUAGE	1667	1303	2970

8. NO. OF CANDIDATES OBTAINING AGGREGATES AS INDICATED

	6	7 - 15	16 - 24	25 - 30	TOTAL	PERCENTAGE	51.64 %
BOYS	34	148	361	366	909	55.02	
GIRLS	9	79	259	265	612	47.33	

9. No. of schools in which all candidates presented obtained aggregate 31 and above = 7.

1. Nyankomase L. A.
2. Asuboa L.A
3. Bieni R.C.
4. Badukrom L. A.
5. Atuntumirem L. A.
6. Achias Islamic
7. Anyinam Kotoku L.A.

No. of schools offering French = 25.

10. Did all candidates obtain Grade 9 for all subjects? (Yes/No.)

11. Number absent during exams = 15 Boys, 10 Girls. Total = 25.

12. Reason for absenteeism :

- i. Pregnancy : = 6
- ii. Transfer : = 0
- iii. Traveled outside the country: = 1
- iv. Sickness: = 7
- v. Lack of interest in further education : = 8
- vi. Death: = 3
- vii. Reason unknown to be stated :

BASIC EDUCATION CERTIFICATE EXAMINATION RESULT ANALYSIS - 2005
BIRIM SOUTH DISTRICT

S/R	SCH. NO.	NAME OF SCHOOL	NO. REGD.		NO. ABSENT		6		7-15		16-24		25-30		31+		% PASS		TOTAL
			B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	%
33	206157	Achiase Achimulus	10	14	0	0	0	0	0	0	7	2	3	6	0	6	100	57	75
34	206157	Akroso O. Life	7	9	0	0	0	0	0	0	2	1	4	5	1	3	85.7	66.7	75
35	206133	Asene Arthur	21	16	0	0	0	0	0	0	5	4	9	8	6	4	71.4	75	72.97
36	206065	Asene Presby	27	24	0	1	0	0	4	1	7	6	10	7	6	9	77.8	60.9	70
37	206146	Achiase Akyinkwa	8	8	0	0	0	0	0	0	4	1	1	5	3	2	62.5	75	68.75
38	206008	Oda Wesley Methodist	26	23	2	0	0	0	2	0	9	4	8	9	5	10	79.2	56.5	68.06
39	206121	Oda Old Road Exp.	42	38	1	0	0	0	2	0	11	11	21	7	8	20	82.9	47.4	65.82
40	206027	Aduasa L.A.	22	16	0	0	0	0	0	0	7	2	9	6	6	8	72.7	50	63.15
41	206070	Essam L.A.	16	13	0	0	0	0	2	3	3	4	4	2	7	4	56.2	69.2	62.06
42	206013	Aboabo L.A.	12	8	0	0	0	0	2	0	3	1	3	2	4	5	66.7	37.5	55
43	206148	Akroso Community	8	12	0	0	0	0	0	0	0	1	6	4	2	7	75	41.7	55
44	206005	Oda Freeman Methodist	23	22	0	0	0	0	1	0	7	2	7	7	8	13	65	40.9	53.33
45	206130	Oda St. Andrews	8	7	0	0	0	0	1	0	2	1	3	1	2	5	75	28.6	53.33
46	206053	Achiase Juclion	9	6	0	0	0	0	0	0	3	0	4	1	2	5	87.5	16.7	53.33
47	206017	Achiase L.A.	15	6	0	0	0	0	1	1	3	0	4	1	7	4	53.3	33.3	47.61
48	206057	Manso Zion	35	48	0	1	0	0	1	0	9	1	11	14	14	32	60	31.9	43.9
49	206067	Asene R.C.	12	16	0	0	0	0	0	0	2	3	3	4	7	9	41.7	43.8	42.85
50	206120	Achiase R.C.	22	16	0	0	0	0	0	0	4	1	6	5	12	10	45.5	37.5	42.1
51	206021	Akim Swedru Presby	15	16	0	0	0	0	0	0	1	1	8	4	6	12	60	25	41.93
52	206062	Kokobeng L.A.	12	5	0	0	0	0	0	0	1	0	5	1	6	4	50	20	41.17
53	206151	Oda Frempong Manso 'B'	13	14	0	0	0	0	0	0	0	1	6	4	8	8	42.9	38.5	40.74
54	206016	Achiase Presby	20	13	0	0	0	0	1	0	5	1	3	3	11	9	45	30.8	39.39
55	206015	Achiase Salvation	24	15	0	0	0	0	0	0	5	1	4	5	15	9	37.5	40	38.46
56	206008	Oda St. Anthony	30	37	0	0	0	0	1	0	7	6	4	6	18	25	40	32.4	35.82
57	206141	Apoli-Ningo L.A.	14	4	0	1	0	0	0	0	0	0	6	0	8	3	42.9	0	35.29
58	206126	Oda Anglican 'B'	5	12	0	0	0	0	0	0	1	2	2	1	2	9	60	25	35.29
59	206044	Akroso Presby	11	9	0	0	0	0	1	0	1	2	1	2	8	5	27.3	44.4	35
60	206055	Akenkauso L.A.	16	7	0	0	0	0	0	0	0	0	6	1	10	6	37.5	14.1	30.43
61	206002	Oda Anglican 'A'	12	8	0	0	0	0	0	0	3	0	3	0	6	8	50	0	30
62	206122	Oda Islamic	19	9	1	0	0	0	1	0	1	0	5	1	11	8	38.9	11.1	29.62
63	206041	Akroso R.C.	12	9	0	0	0	0	0	0	0	0	4	2	8	7	33.3	22.2	28.57
64	206047	Eshiem L.A.	27	9	0	0	0	0	0	0	1	0	9	0	17	9	37	0	27.77

BIRIM SOUTH DISTRICT
BASIC EDUCATION CERTIFICATE EXAMINATION RESULT ANALYSIS - 2005

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Your Ref. No.



REPUBLIC OF GHANA

DISTRICT EDUCATION OFFICE

P. O. BOX 302

AKIM ODA

16 OCTOBER, 2006.

ANALYSIS OF BASIC EDUCATION CERTIFICATE EXAMINATION RESULT - 2006. BIRIM SOUTH DISTRICT - AKIM ODA

I submit herewith the analysis of result of the above mentioned examination.

The district percentage had improved from its low percentage of 51.64 in 2005 to 53.15 in the year under review (2006). The district had maintained the number of aggregate six (06) achievers of forty-three (43) it had in the previous year (33 boys and 10 girls). It had however improved in the hundred percent school by school performances. While in 2005 fourteen schools could make hundred percent (100%), the year under review saw twenty-two (22) schools attaining 100%.

I wish to express my appreciation and profound gratitude to schools, members of staff and candidates alike who worked tirelessly to achieve 100% passes. They should not rest on their oars to maintain the standard and even to improve upon it to get more candidates achieving aggregates six (06).

To schools which attained Zero percent, I strongly urge both teachers and students to sit-up for a better result in the forthcoming examination and the subsequent ones.

Congratulations to those who improved upon their previous performances.

.....
STELLA K. NANOR (MRS)
DISTRICT DIRECTOR OF EDUCATION
BIRIM SOUTH-AKIM ODA

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The Regional Director (E) - Koforidua.
Regional Managers of Education - Units.
All District Directors of Education - E/R
All Circuit Supervisors GES - Oda
All Sector Heads. GES - Oda
The District Chief Executive B.S.D.A - Oda
District Education Oversight Committee-Oda
The Chairman SMC - Birim South
Departments. BNI - Oda

7. LANGUAGES

SUBJECT	NO. OF CANDIDATES PRESENTED		
	BOYS	GIRLS	TOTAL
GH. LANGUAGE	1651	1423	3074
FRENCH	341	385	726

8. NO. OF CANDIDATES OBTAINING AGGREGATES AS INDICATED:

GRADES	6	7 - 15	16 - 24	25 - 30	TOTAL	PERCENTAGE	OVERALL (%)
BOYS	33	137	372	346	888	54.45	53.15
GIRLS	10	154	274	293	731	51.66	

9. No of schools offering French = 25

10. No of schools in which all candidates obtained aggregate 31 and above = 12

1. Akenkausu L/A
2. Moffram L/A
3. Osorase L/A
4. Asuboa R/C
5. Oda Frempong Manso 'B'
6. Oda Birim L/A
7. Badukrom L/A
8. Asene Islamic
9. Nyankomase L/A
10. Oda Islamic
11. Anyinam Kotoku L/A
12. Gyadam L/A

11. No of schools in which all candidates obtained Grade 9 for all subjects = Nil

12. Number absent during exams = 29

13. Reason for absenteeism:

- I. Pregnancy = 5
- II. Transfer = 3
- III. Travelled outside the country = 7
- IV. Death = 1
- V. Sickness = 4
- VI. Lack of interest in further education = 2
- VII. Reason unknown = 7

GHANA EDUCATION SERVICE
BIRIM SOUTH DISTRICT

BASIC CERTIFICATE EXAMINATION RESULT ANALYSIS - 2006

ORDER OF MERIT	SCHOOL NUMBER	NAME OF SCHOOL	NO. REGD.		NO. ABST.		06		07 - 15		16 - 24		25 - 30		31 +		% PASS		TOTAL %
			B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
1	206154	Oda A.E.A. Memorial JSS	22	12	*	*	12	2	10	10	*	*	*	*	*	*	100	100	100
2	206144	Oda Juduro Int. JSS	19	31	*	1	9	6	10	23	*	1	*	*	*	*	100	100	100
3	206160	Asene Siaw Children Academy	4	4	*	*	4	*	*	4	*	*	*	*	*	*	100	100	100
4	206159	Oda Child Evangelism JSS	9	11	*	*	3	*	6	9	*	2	*	*	*	*	100	100	100
5	206155	Manso St. Nicholas JSS	10	9	1	*	1	1	8	8	*	*	*	*	*	*	100	100	100
6	206149	Oda Victory JSS 'B'	11	13	*	*	1	1	10	12	*	*	*	*	*	*	100	100	100
7	206156	Manso Child Evangelism JSS	5	9	*	*	1	*	4	6	*	2	*	1	*	*	100	100	100
8	206142	Hecla Int. JSS 'B'	23	17	*	*	2	*	16	13	5	4	*	*	*	*	100	100	100
9	206025	Akim Swedru St. Agatha	*	64	*	*	*	*	*	37	*	27	*	*	*	*	100	100	100
10	206161	Oda Placid JSS	6	8	*	*	*	*	4	2	2	6	*	*	*	*	100	100	100
11	206004	Oda Presby Boys JSS	26	15	*	*	*	*	8	4	13	8	5	3	*	*	100	100	100
12	206158	Oda El-Shaddai JSS	10	12	*	1	*	*	2	3	7	8	1	*	*	*	100	100	100
13	206129	Aperade Advent JSS	12	9	*	*	*	*	3	1	9	8	*	*	*	*	100	100	100
14	206126	Oda Anglican JSS 'B'	6	1	*	*	*	*	1	*	3	1	2	*	*	*	100	100	100
15	206148	Akroso Community JSS	11	11	*	*	*	*	2	1	6	8	3	2	*	*	100	100	100
16	206125	Oda Ridge JSS 'B'	18	20	1	*	*	*	2	3	11	14	4	3	*	*	100	100	100
17	206150	Amantem Nkwanta Shallon	7	3	*	*	*	*	*	1	4	1	3	1	*	*	100	100	100
18	206013	Awisa Methodist JSS	8	13	*	*	*	*	2	*	6	10	*	3	*	*	100	100	100
19	206162	Essam Golden Sunbeam JSS	5	7	*	*	*	*	*	1	5	3	*	3	*	*	100	100	100
20	206139	Achiase Sacred Heart JSS	10	19	*	*	*	*	2	*	6	13	2	6	*	*	100	100	100
21	206132	Oda Victory JSS 'A'	8	15	*	*	*	*	*	1	6	12	2	2	*	*	100	100	100
22	206009	Oda Presby Mixed JSS 'A'	21	16	*	*	*	*	1	*	14	8	6	8	*	*	100	100	100
23	206023	Akim Swedru Methodist JSS	18	10	*	*	*	*	*	*	14	8	4	2	*	*	100	100	100
24	206065	Asene Presby JSS	26	16	*	*	*	*	3	1	16	8	6	7	*	2	95.2	93.7	95.23
25	206007	Oda St. Anthony JSS	15	17	*	*	*	*	4	2	7	8	4	6	*	1	100	94	94.12
26	206010	Oda Ridge JSS 'A'	14	19	*	*	*	*	5	2	9	3	*	2	*	2	100	89.5	93.94
27	206133	Asene Arthur JSS	20	18	1	1	*	*	*	*	10	8	3	6	1	2	94.7	88.2	91.66
28	206143	Hecla Int. JSS 'C'	21	23	3	2	*	*	2	1	9	12	5	6	2	2	76.1	82.6	89.74
29	206140	Oda SDA JSS	16	20	*	*	*	*	2	3	7	5	7	7	*	4	100	80	89.89

GHANA EDUCATION SERVICE
BIRIM SOUTH DISTRICT

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BASIC CERTIFICATE EXAMINATION RESULT ANALYSIS - 2006

ORDER OF MERIT	SCHOOL NUMBER	NAME OF SCHOOL	NO. REGD.		NO. ABST.		06		07 - 15		16 - 24		25 - 30		31 +		% PASS		TOTAL %
			B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
59	206039	Akroso L/A JSS	19	28	*	*	*	*	*	*	1	3	8	4	10	21	47.3	25	34.04
60	206064	Aseno Methodist JSS	11	19	*	*	*	*	1	*	1	2	3	2	7	15	45.6	21.1	30.0
61	206021	Bieni R/C JSS	7	4	1	*	*	*	*	*	1	*	1	1	4	3	33.3	25	30.0
62	206050	Aperado Presby JSS	13	16	1	1	*	*	*	*	1	*	*	*	11	15	8.3	0	29.62
63	206040	Akroso Salvation JSS	22	27	*	*	*	*	*	*	*	3	4	7	18	17	18.1	37.0	28.57
64	206063	Aboabo L/A JSS	16	9	*	*	*	*	*	*	2	*	3	2	11	7	31.3	22.2	28.0
65	206029	Kokroso L/A JSS	10	5	*	*	*	*	*	*	*	*	1	3	9	2	10	60	26.66
66	206062	Kokobeng L/A JSS	27	7	*	*	*	*	*	*	2	*	6	1	19	6	29.6	14.2	26.47
67	206042	Akroso AME Zion JSS 'A'	14	5	*	*	*	*	*	*	1	*	4	*	8	6	35.7	0	26.31
68	206056	Manso Presby JSS	16	19	*	*	*	*	*	*	*	1	6	2	9	17	37.5	15.7	25.71
69	206146	Achiaso Akyemkwaa JSS	13	12	*	*	*	*	*	*	*	*	4	2	9	10	30.7	16.6	24.0
70	206060	Asantemang L/A JSS	11	15	*	*	*	*	*	*	1	*	4	1	6	14	45.4	6.7	23.07
71	206131	Eshiem Islamic JSS	22	10	*	*	*	*	*	*	2	*	5	*	15	10	31.8	0	21.87
72	206016	Achiaso Presby JSS	13	20	*	*	*	*	*	*	3	1	*	3	10	16	23	20	21.21
73	206061	Anamase L/A JSS	13	16	*	*	*	*	*	*	*	1	4	1	9	14	30.7	12.5	20.68
74	206068	Oda Nkwanta Methodist JSS	12	4	*	*	*	*	*	*	1	*	1	1	10	3	16.6	25	18.75
75	206017	Achiaso L/A JSS	33	34	*	1	*	*	1	*	*	2	4	5	28	21	15.1	21.2	18.18
76	206047	Eshiem L/A JSS	23	6	*	*	*	*	*	*	2	*	3	*	16	8	23.8	0	17.24
77	206043	Asuoso L/A JSS	15	15	*	*	*	*	*	*	*	*	5	*	10	15	33.3	0	16.67
78	206051	Aperado L/A JSS	56	29	1	*	*	*	*	*	3	*	7	3	45	25	18.5	10.3	15.66
79	206028	Apoli L/A JSS	15	11	*	*	*	*	*	*	1	*	*	3	14	8	6.7	27.3	15.38
80	206030	Adiembra R/C JSS	4	10	*	1	*	*	*	*	*	*	*	2	4	7	0	22.2	15.38
81	206066	Amantem Nkwanta R/C JSS	24	19	*	*	*	*	*	*	1	*	4	1	18	19	20.8	5.2	13.95
82	206067	Asene R/C JSS	13	23	*	*	*	*	*	*	*	*	3	2	10	21	23	8.6	13.88
83	206054	Duakon L/A JSS	17	6	*	*	*	*	*	*	1	*	2	*	14	6	17.6	0	13.04
84	206128	Akenkuso Islamic JSS	18	8	*	*	*	*	*	*	*	*	2	1	16	7	11.1	12.5	11.53
85	206136	Akroso AME Zion JSS 'B'	24	11	*	*	*	*	*	*	2	*	1	1	21	10	12.5	9.1	11.42
86	206123	Achiaso Islamic JSS	4	5	*	*	*	*	*	*	1	*	*	*	3	5	25	0	11.11
87	206049	Osenho L/A JSS	12	8	*	*	*	*	*	*	*	*	*	2	12	6	0	25	10.0