UNIVERSITY OF CAPE COAST

THE PROVISION OF MANAGEMENT SUPPORT SERVICES TO BASIC SCHOOL TEACHERS IN THE SOUTH DAYI DISTRICT OF THE VOLTA REGION OF GHANA

NOEL KWAKU NKPEH

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BY

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Thesis Submitted to the Department of Basic Education of the Faculty of Education, University of Cape Coast, in Partial Fulfilment of the Requirements for the Award of Master of Philosophy Degree in Basic Education

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DECLARATION

Candidate's Declaration

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

Candidate's signature..... Date.....

Name: Noel Kwaku Nkpeh

Supervisors' Declaration

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

Principal supervisor's signature……. Date……

Name…….

Co-supervisor's signature…… Date……

Name……..

ABSTRACT

This study examined the current state of the provision of management support services to basic school teachers in the South Dayi District of the Volta Region of Ghana. It employed the cross-sectional descriptive survey design. Both purposive and random sampling techniques were used to draw a sample of 173 respondents for the study. Questionnaire and an interview guide were used as instruments for the collection of data for the study. In all, 140 out of the 173 respondents returned the questionnaires constituting 80.9 percent return rate.

The data from the questionnaire were analysed using the computer's Statistical Package for Service Solutions (SPSS) Programme, while the responses from the interview were transcribed and the main issues emerging were categorised within the context of the research questions. The study revealed that in-service training, induction, and appraisal were poorly provided to the teachers with motivation being the worst implemented.

The study recommends that the GES must put in more effort to endorse the support services. In addition, there should be public education to involve all stakeholders in the provision of management support services to teachers. The SMC and the PTA should be instituted and strengthened by stakeholders of education to perform their roles effectively.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Musaazi (1982) explains teacher management support services as the institution of procedures and the arrangement of conditions that make possible self direction by staff in the performance of their duties. It can be inferred from the above conception that management support services to teachers is the system that provides control and helps teachers out of difficult situations in order for them to become both effective and efficient in their teaching profession.

The Report of the President's Committee on the Review of Education Reforms in Ghana, September 2002, chaired by Prof. Jophus Anamuah-Mensah defined Basic Education as the minimum period of schooling needed to ensure that children acquire basic literacy, numeracy and problem solving skills as well as skills for creativity and healthy living. In Ghana, this level comprises the Kindergarten, Primary and Junior High School, and it is supposed to be free and compulsory.

Kindergarten education which begins at age four, aims at pre-disposing children to conditions of formal schooling, inculcating in them the desire for learning and providing opportunities for the overall development of the children. Primary education, which covers six years after kindergarten is to consolidate the knowledge and skills acquired at the kindergarten level, lay the foundation for

inquiry, creativity and innovation and inculcate good citizenship in children. While the Junior High School constitutes a three-year post primary education and provides opportunity for pupils to discover their interest, abilities, aptitudes and other potentials.

To achieve these educational objectives, it is important to attract teachers into the educational system. Daft (1997) observed that effective human resource management (HRM) contributes to attracting, motivating as well as retaining the right kinds of people needed to ensure organisational success. Activities of HRM have major impact on individuals and organizational performance. When employees in an organization are considered as investment rather than purchased services, they can, if well managed, yield better results for the organization. It is believed that the most vital single resource that any organization can rely on to realize its stated objectives are people. The ability of an organization to manage this resource towards advancing the organization's goals of increased productivity is therefore very crucial.

Harbison (1983) stated that, among all other forms of resources, such as income, capital and material, it is only human resource that ultimately forms the basis for the creation of a nation's wealth. He explained the constituent of human resource to include the energies, skills, knowledge and talents of people which are or which potentially can or should be applied to the production of goods and services or the provision of useful services.

The importance of the teacher in the effective implementation of any successful educational reform has been realized since time immemorial by scholars such as Mc William and Kwamina-Poh (1975). These and other scholars

believed that adequate supply of trained teachers is a recipe for good educational policies, which goes a long way to improve the lot of a nation. This notion led the Basel Missionaries to undertake the establishment of Teacher Training Colleges such as the training college at Akropong Akwapim, as far back as 1848, to train catechists and teachers for the Ghanaian Educational system.

For example, a former president of Ghana, Mr. J. A. Kuffour, when launching the Education Reform Programme 2007 on the 11th of April, 2007, acknowledged this fact and admitted that teacher quality is crucial to the implementation of the reform programme. Again, during the twelfth congregation of University of Education, Winneba, held on the 8th September, 2007 the then president Mr. Kuffour stated that, "Unless teachers at every stage of the education system embrace the reform, no amount of money spent on facilities would make a difference in achieving the nation's goals" (Education Agenda, March, 2008, 5th Edition).

Basically, the school set up is a service providing organization. The teachers' role is very vital to the teaching and learning process. It must be noted that without the services of the teacher, the school will be non-functional. This is because it is the classroom teacher who facilitates learning. Without him/her, the primary aim of the school would not be achieved.

Even though, the teacher plays an important role in the educational enterprise, his or her presence in the school (classroom) alone cannot be said to be enough. The teacher needs to be effective. By teacher effectiveness, the teacher is expected to work well and produce the results that are intended for his or her employment. The employer on the other hand needs to assist the teacher to be

effective by directing his or her activities. The proper guidance and assistance to the teachers' activities will result in the attainment of the expected goals and objectives intended for their employment. These plans will go a long way to release the energies of the teachers and stimulate them to perform.

Statement of the Problem

Problems of recruitment and attrition of those in the teaching profession results to persistent teacher shortage in Ghana. The consequences of this perennial shortfall in teacher supply to meet demand in terms of the impact on school going children, the quality of their learning and the ultimate impact on the nation's economic development are difficult to imagine. The teacher is the cornerstone of educational development and the crucial role he or she plays in determining quality, effectiveness and relevance of education has been recognised as a pre-requisite to achieving poverty eradication, sustainable human development and equity. However, these will remain a dream if the issues pertaining to teacher support services are down played.

Over the years, newly trained teachers and teachers who are transferred to other districts have to wait for, in most cases a year before they draw their first salary. What is painful is that these teachers are in the first place given meagre salaries. To hold their peanuts for months is an injustice. What is nauseating about this systemic malfunctioning regarding the non payment of the salaries of teachers on time is that, the accumulated salaries are eventually paid. By which time the harm (the production of ill-trained pupils) has already been caused. This is

because most of these teachers stay home as a result of lack of funds. Those who teach in rural areas try to make ends meet by farming.

As a result of all these, the various teacher unions have been calling for strikes and labour unrests. A case in point is the General Secretary of Ghana National Association of Teachers' (GNAT) calling on teachers to embark on an industrial action, on the 14th December, 2009. The secretary of the GNAT raised six issues to support her claim. Among them was an upward review of allowance for teachers in deprived or difficult areas. (The Ghanaian Times, Dec. 11, 2009).

Another reference could be made to the call for an industrial action by the graduate teachers in the country under the umbrella of the National Association of Graduate Teachers (NAGRAT). On the 25th November, 2009, the teachers were up in arms ready to lay down their tools from Monday November 30th 2009. The NAGRAT members claimed their conditions of service are not met. (Daily Graphic, November 25, 2009).

This study therefore sought to explore the kinds of management support systems that had been put in place for teachers of the South Dayi District and the extent to which these were assisting teachers to be effective in the performance of their duties.

Purpose of the Study

The purpose of this study was to examine the current state of management support services in basic schools in the South Dayi District of the Volta Region of Ghana. Specifically, the study sought to:

1. Examine the management support services that were provided to the public school teachers within the South Dayi District.

2. Determine the roles played by the various stakeholders in the provision of teacher management support services in the South Dayi District.
3. Assess the views of teachers and head teachers in terms of the provision of induction, in-service training, incentives and performance appraisal of teachers in the South Dayi District; and identify the support service challenges that faced teachers in the South Dayi District.

Research Questions

Considering the problem that the study investigated as well as the objectives of the study, the following research questions guided the study.

1. What support services are provided for the teachers in the public schools within the South Dayi District?
2. What role do the various stakeholders of basic education play in providing teacher management support services to teachers in the South Dayi District?
3. What are the views of teachers and head teachers concerning the provision of teacher management support services such as in-service training, incentives, induction and performance appraisal for teachers in the South Dayi District?
4. What management support service challenges do teachers in the South Dayi District face?
5. How could such support service challenges be resolved?

Significance of the Study

The study was a first time empirical, descriptive, exploratory and analytical investigation into the management support services provided to teachers at the basic school level in the South Dayi District. It was empirical because it relied mainly on the use of questionnaires and structured interviews to

generate data for analysis. It was also descriptive as it explored and described, the current state of affairs of teacher management support services in the South Dayi District. Thus, it was believed, will enable the authorities concerned to adjust, renew or reinforce the provision of teacher support services in the basic schools in the South Dayi District.

The findings of the study are expected to create awareness among the Ministry of Education, Science and Sports (MOESS), Ghana Education Service (GES), Non-governmental organisations and other stakeholders in education concerning the challenges facing teachers in the basic school in the area under study and how support services could be used to eradicate these challenges. The findings of the study are likely to add to the rich stock of knowledge and issues pertaining to teacher management support services in the basic schools. It will further provide empirical background information for those who will be interested in researching in this in future of basic schools in Ghana. Finally, it is hoped that, the results of the study will serve as a source of reference for enhancing future and further research in the area of study.

Delimitation

With reference to the stated problems, the study was restricted to the provision of management support services to basic school teachers in the South Dayi District of the Volta Region. The study therefore was conducted in the South Dayi District. It was a thorough investigation into the issues of concern in the problem area.

The study was confined to only fifteen basic schools in the South Dayi District that had both primary and junior high schools on the same compound.

The implication for the entire study is that, the results and conclusions of the study would be applicable only to teachers in the South Dayi District of the Volta Region. The generalisation of the result therefore may not be accurate and meaningful in the national context, even though similar conclusions may be arrived at from further studies.

However, it is believed that teachers in the South Dayi District have similar characteristics as teachers in other parts of the country. For example, those in the public sector schools have similar conditions of service like their counterparts in other parts of the country. Educational administrators in other parts of the country whose teachers have similar characteristics as those in the study area can therefore make use of the results of the study.

Limitation

The researcher adopted the questionnaire to generate data for the study. This might have the limitation of not reflecting the views of the targeted respondents, since the questionnaires might have been given to friends and subordinates to be filled. Not only this, the questionnaire as a tool for gathering data does not create room for further probing and clarification of questions. Where there are many open-ended items, its analysis becomes difficult. Finally the ability to prevent partial responses is quite impossible. To make up for these limitations that the use of the questionnaire might have on the results of the study, the interview was also used to compliment the questionnaire data. The interview is a form of questioning characterized by the fact that it employs verbal questioning as its principal technique to collect data (Sarantakos, 1998). The interview has some draw backs that might also affect the results of the study.

Some of these are that, it could be inconvenient when sensitive issues are discussed, also, it is more expensive and time consuming.

It must be noted that both the questionnaire and the interview guide as an instrument of generating data has merits as well, these are that, the questionnaire has the strength of producing quick results, also, it offers less opportunity for biases or errors by the presence of the researcher. Not only these, the questionnaire as a tool for gathering data for studies, is a stable, consistent and a uniform measure of information without variation.

Finally, it ensures wider coverage. On the other hand, the interview has some strengths such as, having the capacity of correcting misunderstanding of correspondence, it also makes the soliciting of information even from illiterates, further more it is adjustable to meet all situations. Again, the interview guide grants the researcher the chance of observing non-verbal behaviour and grants more complex questions to be used since the interviewer can assist in explaining questions.

Operational Definition of Terms

For the purpose of the study, the following concepts and words require operational definitions.

Teacher Management Support Service: The system that provides control and helps teachers out in difficult situation to enable them become both effective and efficient in their teaching profession.

Stakeholders: People who have an interest in the success of an organisation. They may include customers, employees, managers, shareholders, taxpayers or anyone else affected by the organisation's work.

School Management Committee (SMC): Community based management organisation with the following membership:

1. The District Director of Education or his/her representative as ex-officio member.
2. The head teacher of the school (or representative of head teachers of schools)
3. One member appointed by the District Assembly
4. One member appointed by the PTA
5. One member appointed by the Town/Village Development Committee/ Unit Committee.
6. The chief of the town/village or his representative.
7. One member appointed by the Education Unit, if it is a unit school with a religious affiliation (or representative of unit schools).
8. Two members appointed by the teaching staff: One from the Primary, one from the Junior High School.
9. One representative of Old Pupils' Association.
10. If it is a cluster of schools or a non-unit school, then members representing all the religious organizations should be appointed from among themselves.

Parent/Teacher Association (PTA): This is a voluntary association of parents whose wards/children are in a school and teachers of the school. It aims at establishing good relationships between parents and teachers, to ensure a collaborative effort between home and the school to provide quality education for the pupils.

Circuit Supervisor (CS): Is the officer in the Ghana Education Service in charge of the circuit. He/she is expected to supervise 20 schools in the urban centres, 15

in semi urban centres and 10 in rural areas CS are appointed from professional teachers, not below the rank of Principal Superintendent by a panel set by the Regional Education Directorate.

District Directorate of Education: A District Director of Education heads this sector. Prospective candidates are specifically interviewed from the assistant directorship grade.

Education Unit: Schools founded by religious bodies and other institutions such as security services. They form part of the governance structure of the Ghana Education Service.

Ghana Education Service (GES): This is the main agency responsible for implementing approved pre-tertiary education policies and programmes under the Ghana Education Service Council in accordance with the Ghana Education Service Act 1995 (Act 506)

Ghana Education Service Council: This is the governing body of the Ghana Education Service. It consists of a chairman and fourteen other members representing various stakeholders in education appointed by the President in consultation with the Council of State.

Non-government Organizations (NGOS): These are institutions that provide assistance for the development of certain organisations. There are several NGOs in Ghana providing support for education, especially at the basic school level, such as Action Aid, Care International, Catholic Relief Services, Muslim Relief Association of Ghana and Integrated Social Development Centre (ISODEC).

Head Teacher: He or She is positioned than all people in the school to supervise activities carried out in the school on daily basis. He or She is therefore the first level supervisor in the school.

Motivation: Refers to the forces that maintain and alter the direction, quality and intensity of behaviour. It is that which creates energy, drives, stimulates excitement, arousal and the activation that pushes people in to achieve their desired objectives.

Appraisal: This is a process by which an individual teacher and a school collaborates in assessing the teacher's work as a professional person. This touches on all aspects of the teacher's work including class organisation and management, use of materials, attitudes towards pupils, fellow teachers, the head, parents and the community. It must not be a fault finding mechanism. But a means of assisting the teacher to improve upon his/her professional image.

Induction/orientation: This is a process by which newly appointed workers are assisted to adjust to their job and its environment. This activity every new comer to the school needs. It may take the form of a tour, a lecture or both.

In-service training: This is taken to include all those activities and courses in which a serving teacher may participate for the purpose of extending his professional knowledge interest or skill.

Organisation of the Study

The study is organized into five (5) chapters. The first chapter constitutes the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitation and operational definition of terms.

The second chapter reviews related and relevant literature. The third chapter explained the methods adopted in the research process and the various methods and techniques used for the collection and analysis of the data. Specifically, it entailed an introduction, research design, sample and sampling procedure, data gathering instruments, data collection procedure, validity, pre-testing of research instruments, data analysis.

Chapter four presents the results and discussion of the findings while the final and fifth chapter caters for the summary of the findings, conclusions and recommendations.

The next chapter reviews relevant and related literature on the topic under investigation. Issues such as the history of teacher management support services in Ghana; the concept and types of teacher management support services in Ghana; the role of the school head in ensuring effective teaching and learning and other related subjects have been discussed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The teacher is considered the most crucial of all human resources in educational management. This is so because it is the teacher that translates the educational goals into reality. In view of this, issues regarding teacher management support services are of great concern in educational management and delivery worldwide. This chapter attempts a review of some of the literary works to provide the right perspective for the study. Review of the related literature was carried out under headings such as:

1. The history of teacher management support services in Ghana
2. The concept and types of teacher management support services
3. The role of the head teacher and teacher in ensuring effective teaching and learning
4. The role of stakeholders in the provision of teacher management support services
5. Induction of teachers
6. In-service training needs of the teacher
7. Performance appraisal of teachers
8. Teachers' motivation (incentives).

The History of Teacher Management Support Services in Ghana

The word "education" is used in many parts of Africa to refer to formal instruction in European–type schools. Those Africans who have been to school are said to be "educated" while all others, whether they have learnt some form of trade or not are regarded as uneducated. Graham (1971) opines that this is clearly a restricted use of the word education. In the wider sense, the term education includes the way of life of the people. However, over the years traditional education though effective, has been pushed to the background the western type of formal education gained grounds in the Gold Coast (Ghana).

Forster (1965) holds the view that, although Portuguese influence on the Gold Coast is seldom remembered in contemporary times, Portugal was one of the first European countries to make an impact on the economic and educational life of the country. The author believes that the Portuguese were probably the first to open a school at Elmina, primarily to convert the people to the Catholic faith. It is believed that King John III had given instructions to the Governor-at Elmina in 1529 "to provide reading, writing and religions teaching to African children" Forster, 1965. The medium of instruction was to be Portuguese; the teacher was to be paid 240 grains of gold a year for every pupil he or she teaches up to a maximum of fifteen pupils. If the enrolment increases above that number, he or she was to receive no higher remuneration, but if a pupil died or cut short his schooling, the teacher was to receive a corresponding reduction in salary.

The Dutch seized the Elmina Castle later in 1637; and restarted the school in the castle Graham, 1971. Their aims were similar to those of the Portuguese, as they wanted to help the children who were "qualified" to learn to advance in the

Christian faith. It was not clear what was meant by "qualified". It may refer to either children who had some sort of religious background or to children of mixed parentage (Mulatto children). The urgent need for literate interpreters induced the Royal African Company of British descent to set up a school at Cape Coast Castle in 1694, and John Chiltman was appointed as its first teacher (Graham, 1971). This school was however short-lived. Education in the Gold Coast at this time was mainly a subsidiary function of the Merchant Companies who operated in the country in the eighteenth century.

Funds which helped to run the schools were irregular. For example, in 1794 a Committee in London contributed £60 toward the running of the schools. The following year the contribution fell to £37. The Royal African Company also supplied text-books to the school, and this practice was carried on well into the nineteenth century Okechuku and Brookman – Amissah (1992). On appointment of Charles Williams to the headship of the Cape Coast Castle School in 1815, the Secretary to the African Committee instructed him to take delivery of some items for the school including 100 copies of books, national society school books, Sermon on the Mount, and church catechism. Other items that were supplied included 10 psalters, 20 slates, 20 copper plate copies, 20 arithmetic for madras schools and boards. A further supply was to be sent as the Governor deemed it fit (Graham (1971). At Cape Coast, a fund known as the Mulatto Fund was instituted, and all resident Europeans were expected to make monthly contributions in proportion to their salary, into this fund (Awoonor, 1975). This was used to finance the castle school. Also, the schools were financed from fines which were imposed on officers and servants of the Merchant Government in

Cape Coast Castle, who without permission failed to attend church service on Sundays.

Formal education begun in 1752, when one of the early missionaries of the Society for the Propagation of the Gospel (SPG.), Rev. Thomas Thompson came to Cape Coast. He made suggestions to the Committee of the SPG, for some young Africans at Cape Coast to be sent to London to be educated. The boys who were sent abroad to be educated on this recommendation were Philip Quaque, Thomas Caboro and William Cudjo. These boys were educated at the expense of the S.P.G. at a school at Islington. Quaque, for instance, then a lad of fourteen, trained for ten years; obtained the degree of Master of Arts at Oxford (Graham, 1971). Among these three boys, Quaque was the only survivor who came back in 1766 to continue the educational process which Thompson had diligently pioneered.

Fullan and Hargreaves (1996) believed that the establishment of formal education in Ghana saw a corresponding introduction of diverse forms of teacher management support services. For example, the Castle School which was established during the time of the European Merchants was managed and supported by the missionaries and also catered for by the various missions. The missions saw to a variety of administrative duties, among these were training and recruiting teachers, and providing support for teachers.

The formalisation of community participation of teacher welfare was promulgated alongside the Accelerated Development Plan of 1951 and the immediate follow up of the Education Act of 1961. For instance, the Mills-Odoi Commission stressed the vital role management of educational services would

play, if the commitment was financed by the state. He suggested that funds must be drawn out of the State's Consolidated Fund.

The management support services for teachers are now greatly resting on the shoulders of the Ghana Education Service (GES). This task is administered through the Regional and District Education Directorates in the respective Regions and District Educational Units. The communities too play vital roles in this dimension. Sekyere (2008), states that non-governmental organisations (NGO's), district assemblies and donor organisations are presently not left out in the provision of teacher management support services. Some of the legally instituted teacher management support services by the GES are as follows.

1. Workshops to upgrade the knowledge of teachers about relevant issues that pertain to education
2. Continuous and regular motivation of serving teachers in schools.
3. In- service training to update teachers' knowledge on new ideas in education for example the resent introduction of Information and Communication Technology (ICT) into the basic schools system (Education Agenda, March, 2008).

The Concept and Types of Teacher Management Support Services

At whatever level one wants to look critically at education, the teacher stands tall. The teacher assumes a vital influence in the teaching and learning process. There is the need therefore to institute a teacher management support service to help and direct teachers in their professional duties and also to urge them on to perform their duties to their maximum best. Sekyere (2008), explains management support services to teachers as activities such as forecasting and

planning, organising, controlling, directing and leading teachers in their day to day instructional duties. According to the author, certain provisions need to be provided in this direction. Prominent among these structural provisions are that.

1. School heads should regularly check the performance of their teachers in order to find out their progress or deterioration (appraisal system)
2. Allow teachers to participate in decisions that affect the school.
3. Provision must be made for teachers to develop both their academic and professional status.
4. Programmes must be instituted in order to orientate or induct newly recruited teachers into the school and its environment.
5. There should be a healthy relationship in the school set up. That is, the school administration should ensure the establishment and development of positive teacher to teacher relationship, as well as teacher to head teacher relationship, staff and community relationship.
6. Provision should be made for teachers to enjoy certain benefits such as free or subsidized accommodation, responsibility allowances, salary advance, study leave with pay, vehicle maintenance allowance where one is due (Scheme and Condition of Service for Teachers, 2000). Thus, the teacher support services put in place by the GES to assist teachers to perform their functions effectively include appraisal of teachers' performance professional and academic development, orientation programmes, various forms of inducement and participation in school management.

This seems to be in line with what Fiddler and Copper (1992) proposed to constitute Teacher Management support services. Fiddler and Copper (1992),

believe that teacher management support services entail a variety of activities such as induction, motivation, selection, direction, coaching, appraisal, controlling, rewarding and managing grievances. The authors explain the various activities as follows:

1. Selection which involves the choosing of able and suitable staff for particular posts and appointing new staff.
2. Induction involves ensuring that new staff are introduced to, and prepared for the new job in a systematic way.
3. Motivation is the provision of staff with situations and things that will enthuse and raise teachers' determination to work and attain good and expected results.
4. Control and direction see to it that staff know what they should be doing at all given times.
5. Monitoring process and delegation are to see to it that staff are furnished with adequate amount of fresher and stronger duties for which they are responsible.
6. Appraisal entails the catering for past events and getting ready for those events that are yet to be encountered.
7. Training and development cater for the methods of recognising and strategies to attain adequate preparation of job activities by learning skills.
8. Coaching is working with and strongly advising staff to gain the exact and new skills.
9. Counselling describes how staff are assisted to handle job related draw backs in a fixed and organised manner.

10. Rewarding sees to it that staff are given their due adequately in line with their inputs.
11. Discipline and grievance are the efforts to handle employees that are not putting in their utmost and taking care of any unsatisfactory situations
12. Debriefing is the attempt to seek information about employees concerning why they are vacating their posts and obtaining details on their former work schedule (Fiddler & Copper, 1992: 84)

Darling-Hammond (1984), notices that the major contributing factor that determines teachers' commitment to the teaching profession is the pleasant feelings of their job descriptions. This pertains to the satisfaction that teachers really derive from their work places, the author stressed that it is therefore vital that teachers are managed and supported to stay on the job and perform their professional duties both effectively and efficiently. Avalos (1991) contends that a set of factors which affect the supply, retention and performance of teachers are those that are related to status and conditions of service including salaries, housing, pupil to teacher ratio and the working environment. The author stresses that low salaries and few opportunities that exist for the professional advancement of the teacher affect the morale and status of the teacher amongst other professionals as well as their teaching performance.

The Association for the Development of Education in Africa's Working Group on the Teaching Profession launched a programme on Teacher Management and Support (TMS) in 1993. This initiative was a culmination of a careful negotiation, consultations and consensus building among Donors, Ministries of Education and Teachers' Organisations. The group identified the

key Teacher Management Services (TMS) issues affecting teachers' performance to include: Salaries and methods of payment; conditions of service (procedures and practice of appointments, deployment, appraisal, promotion and discipline) and benefits (salary scales, pension schemes, health insurance). Others include labour relations (code of conduct, collective bargaining negotiations, conflict resolution, appeal procedures, labour/ human rights); management infrastructure (management procedures, facilities, records and information systems, management style); human resource development policy and practice; career paths; teacher professionalism; recognition mechanisms; teacher behaviour (attendance, professionalism, relations with students) as well as the role and functions of inspectors and advisors; teacher resource centres; school heads classroom resources (materials, equipment, aid, community support).

All these are structures and forms of teacher management support services

The Role of the Head teacher and Teacher in Ensuring Effective Teaching and Learning

Aristotle, the great Greek philosopher held the view that, "those who educate children well are more to be honoured than parents, for parents only gave life, but those who educate the children inculcate in them the art of living well" (Education Agenda 2008:1). The vital role that the teacher plays in the educational set up cannot be overemphasised. Any attempt to increase the school's capacity without a corresponding and adequate supply of satisfied teachers, will lead to a failure.

As noted by Awudetsey (1971), teachers constitute one of the most powerful influences in the translation of educational projection into reality. To this end, Awudetsey (1971), believes that the one and only place to start the educational reviews from is in the classroom. The teacher therefore is expected to play a major role in the educational process. The author believes that without the teacher, the attainment of the educational objectives, goals and aims might be in danger. Sekyere (2008), collaborates Awudetsey (1971) view by stating that it is the responsibility of the teacher to prepare well to teach and enforce pupils' discipline through leadership by example.

Verspoor (1989) is of the view that the teacher is central to the change process especially when one considers the fact that the teacher natures through instructing the affective, psychomotor and the cognitive development of the individual learner. On pupils' out comes, one infers from the information gathered that teachers are influenced by psychological states of which appraisal is one; teachers' expectation or performances influence pupils' learning outcomes.

However, teachers who systematically pursue academic objectives elicit higher learning outcomes from their pupils than those who do not or are unable to do so for lack of effective classroom management skills. Sekyere (2008) is of the view that effective teaching and learning depends on the amount of preparation a teacher makes. Basically, a teacher has to do the following for his teaching.

i. Preparing termly scheme of work based on the class syllabus

ii. Writing of lesson or teaching notes (expanded scheme) based on the scheme of work (weekly forecast) using reference books.

iii. Submitting the lesson notes to the head teacher for vetting.

iv. Ensuring that pupils' textbooks and exercise books are available.

v. Preparing teaching and learning materials (teaching aids) based on what is to be taught.

vi. Going to the class to teach using the lesson notes and the teaching aids.

vii. Setting class exercise and marking to assess pupils' understanding (recapitulation)

viii. Entering marks on to the continuous assessment form (Sekyere, 2008: 68).

The author states that generally, the head teacher of a basic school (Primary and Junior High School) is responsible for the day-to-day running of the school. He ensures discipline among pupils and the teaching staff. He ensures effective teaching and learning by creating a good tone in the school. Sekyere (2008) identifies some of the specific duties that the head teacher performs to ensure that the basic aim of effective teaching and learning is achieved.

These include; admission of children or pupils. Headteachers make admission and make sure that particulars of pupils are duly entered in the Admission Register; he also receives teachers posted to the school and enters their particulars in the Teachers' Record Book. The headteachers also has a duty of assigning teachers to classes. In the case of the Junior High School, he/she allocates subjects and teaching periods to teachers based on the teachers' training and competencies; assigns schedules (co-curricular activities) to teachers; and distributes teaching and learning materials such as syllabuses, scheme of work sheets, teaching note books, reference books, stationery, continuous assessment records, books cumulative records, pupils' textbooks and exercise books to teachers. He/She allocates rooms to classes; vets teachers' lesson notes and

scheme of work; inspects pupil's class exercise books to ensure that teachers set adequate and good quality class work; and inspects class continuous assessment records to ensure that teachers make correct entries. The head teacher also supervises and conducts demonstration lessons for teachers form time to time; organises in-service training for teachers; ensures punctuality and regular attendance of school among pupils and teachers by using Class Registers and Staff Attendance Books, or Time Books. He/She keeps important school records such as the Log Book, Visitors Book, Financial Records and Stock-Inventory Books, and Files. He/She ensures clean environment that promotes good health among pupils and the teaching staff by providing toilets and urinals, refuse disposal areas on the school compound. He/She handles the school's official correspondence; assists newly posted teachers to secure accommodation; organises and chairs staff meetings, plans with support of his staff the School Performance Improvement Programmes (SPIP), he/she is a signatory to capitation grant (Special Account), and sets goals for the school.

Fullan and Hargreaves (1996), stated that the total development of many young children falls within the powerful influences that the teacher exerts both in and outside the classroom. The destiny of every generation, he stresses, is effectively shaped and directed by the teacher, in as much as recent decline of the effect of the church falls out of tradition, commitment and downtrend of contacts that most children have with their respective parents, who cannot be fallen on "be there" for their children always. The moral demands of pupils/students therefore rest more on the modern teacher. The present day teacher is therefore expected to

display effective leadership qualities. This point has been buttressed by the Vice President of Ghana Mr. John Dramani Mahama in a speech read on his behalf at the 70th Anniversary Celebration of Keta Business Senior High School (Ketabusco) at Keta on the 30th of November 2009. The Vice President urged parents to invest quality time and resources in their children to complement the efforts of teachers. This, he said, would ensure the total development of their children. He stressed that parents need to complement the efforts of teachers to instil in their children values which are essential ingredients for the total development of educands in the pursuance of quality education (Daily Graphic, Dec. 2, 2009: 14).

The Role of Stakeholders in the Provision of Teacher Management Support Services

Action Aid Ghana (AAG, 2009) considers education as a fundamental human right, a core element of development and a right that enables people to access and enjoy other rights. It works with selected groups and stakeholders in education to challenge the commoditisation to education. Action Aid Ghana seeks to democratise the learning process so that all children will have free access to quality education within an equitable system and ensures that the Government and the GES fully assume their obligations, to provide quality basic education to all, (Available on www.actionaighana.org 02/06/09).

The Muslim Relief Association of Ghana has the structural project named as Educational Development for the Ghanaian Muslim (EDPGMC). This was formed due to the importance the Muslim Relief Association of Ghana places on

the education of the youth. The four core pillars around which the EDPGMC's work in education evolves around are supply of text books, workshops for Managers of Islamic Education Unit (IEU); the Role Model Motivation and Travel and Transport (T&T); and Quiz competitions.

The EDPGMC believes that textbooks and other educational materials such as stationery, maps, pens, pencils, science kits, mathematical tools, posters and pictures are always a sin quanon to the attainment of educational progress and ultimately excellence. There is therefore the need to provide such books and educational materials to enable the teacher and the school function effectively. EDPGMC's response to this has therefore been the purchase of English textbooks for primary four, five, six and cardboards, pens, pencils, erasers, rulers, wall charts, exercise books and mathematical sets which have since been distributed to the schools. In addition, the Association organises workshops for Regional Managers and their General Managers to accelerate growth in education and to enable the Managers discuss issues pertaining to the welfare of Islamic Schools and to device strategies to enhance the development of the schools.

Besides the supply of text books and organisation of workshops, the EDPGMC also uses the role model approach as a way of assisting teachers and their heads to function effectively. Some individuals are appointed as role models who act as liaison officers between the schools and the communities, with the aim of gaining the communities' support for the schools (Available on www.muragghana.com, 02/06/09).

The Catholic Relief Services (CRS) and its partners have also been active in promoting and supporting access to quality basic education for all. The agency

stands in the solidarity with the most marginalised population and works to effect individual, structural and systematic changes. In so doing, the CRS contributes to building peaceful and just societies. The Catholic Relief Services implements or supports educational activities in crisis areas. That is areas that are in transition from crises to stability and relatively stable areas.

In crises areas, the CRS often provides support directly to schools, whereas in poor but relatively stable areas, CRS supports local grassroots' organizations with local schools. CRS's education programming is based on continuous dialogue and reflection for improved performance. Teachers and school administrators are beneficiaries of the comprehensive support that the CRS gives to primary education which include strengthening Parent Teacher Associations to increase community involvement in education; improving teachers' skills and Directors of school management techniques (Available on www.muragghana.com, 02/06/09).

In an attempt by the Ghana National Education Campaign Coalition (GNEC) to support schools and teachers, several strategies such as Global Work of Action (Monday April 21st 2005); Service to commemorate the week throughout the regions of Ghana (Friday 22nd April and Sunday 24th April, 2005); and Send my Friend to School (Thursday, 23rd June, 2005) were devised and implemented.

For example, during the politicians go back to school exercise, a number of parliamentarians, District Chief Executives, Chiefs, Assembly men and women and ministers visited their basic schools to ascertain for themselves the state of the schools and made commitments to improve them. This activity brought the old

boys and girls face to face with the dilapidated school buildings, broken down infrastructure and facilities, the frustrated head teachers and the ever dwindling number of children in the schools. The politicians were moved to make commitments to institute scholarship schemes to ensure that more children were kept in school, build libraries and classrooms to enhance and ensure good and enjoyable basic education for children in their communities. It was also decided that the Ghana Government should ensure the availability of qualified, well resourced and motivated teachers to improve the quality of teaching and learning. (www. Isodec. Org. gh, Available at 02/06/09).

Another important key player in the provision of teacher management support services in the Ghanaian basic schools is the, Parent-Teacher Associations (PTA) are formed with the understanding that both the home and school (Parents and Teachers) are directly responsible for the total development of the child. Parent-Teacher Associations (PTA) are Non-Governmental Organizations which are not part of the schools' administration but are essentially in an advisory position in the school set up. The associations do make contributions to supplement the government's efforts in education development. Some of their notable contributions to educational development include provision of infrastructure such as classroom, libraries, tables and chairs, power generating plants and portable water supply; rehabilitation of buildings, provision of equipment as well as donation of reading and instructional materials to school libraries. The PTAs also provide means of transportation for the school, and welfare services such as staff accommodation; financial assistance to needy pupils and sponsoring prize-giving and speech days. In addition, the PTA's support the

school authorities in maintaining discipline and creating congenial atmosphere for teaching and learning and also grant short-term interest free loans to their schools when Capitation Grants are delayed thereby assisting in enrolment drive in the rural areas (Sekyere, 2008).

The Old Students Association is another important stakeholder group. Membership is restricted to past pupils of the school in question as the name implies. They perform similar roles as that of the PTA's (Sekyere, 2008). The School Management Committee (SMC) is also a school based management organization which performs similar functions just like the PTA's (Sekyere, 2008).

According to the Daily Graphic (November 23, 2009), Action Aid Ghana, (AAG) a non-governmental organisation (NGO) has supported 15 schools in four districts in the Upper East Region to grow trees for protection against windstorms, as part of its school disaster risk reduction project. The source stated that the AAG has also made 12 school blocks and seven schools safer and more user-friendly by reconstructing their windows, supported nine schools with boreholes and provided two four-seater KVIPs with dressing rooms for girls in Bulpelsi the Garu-Tempane District. The source further stated that Action Aid had supported NADMO to run sensitisation programmes for communities affected by the 2007 flood disaster and engaged the Ghana Education Service (GES) to integrate Disaster Risk Reduction in School Curricula.

Induction of Teachers

Musaazi (1982) sees orientation, socialization and induction as synonymous. He believes that, these are terms used in the school context to mean the process

whereby newly appointed teachers are helped in meeting their needs for security, belongingness, status, information and direction in both the job and the school community. Musaazi (1982), asserts that induction means more than just making the new teachers feel at home in a strange or unfamiliar environment. The author opines that induction programmes must be designed in such a manner that it will enable the teacher to achieve job satisfaction and also to make use of his abilities to achieve the goals of the school. Thus, on arrival at school, the newly posted teacher should be provided with information which can be broken down into

i. Information about the community in which the school is situated (for example, Moslem, Christian etc)
ii. The terms and conditions of employment.
iii. Information about his fellow teachers such as their professional interests, clubs to which they belong, their social and recreational activities and their social responsibilities.
iv. Information about the school he/she has come to serve (for example, information about library, playground, sport equipment etc.)
v. Induction to students/pupils and non-teaching staff such as the kitchen staff and the watchmen to mention but a few.

Reboree (2001) also agrees that induction is the process designed to acquaint newly employed individuals with the schools system and the relationship they must develop to be successful in the employment. There are two major categories of information needs of the newly employed during induction exercises. The first is the information needs which constitute the provision of fundamental information sufficient enough to equip the newly employed to easily

identify major personnel and other vital aspects of the school system he/she serves. The other need that has been identified by Reboree (2001) is the adjustment need. The newly recruited teacher needs to personally adjust to the new environment.

According to Sekyere (2008), to achieve this, there should be a properly structured programme of induction. This, if done, will lead to professional development and enable teachers to discharge their duties efficiently. A newly posted teacher need to be introduced formally to the traditions and practices, the vision and mission of the school and how the school operates to enable him/her to contribute effectively towards achieving the set goals, vision and mission of the school.

Adentwi (2002) describes induction as a process by which newly appointed workers are assisted to adjust to their job and its environment. Orientation is one of the personnel duties of the school administrator that is often neglected or loosely organised in the education system either because of ignorance of its usefulness on the part of the school heads or because its neglect fits their whims and caprices. Harry and Wong (1998) describe induction as a series of exercises that make new teachers fit properly in the profession and at their places of work. Induction contains a lot of factors that go a long way to guarantee the achievement of the new teacher's attainment of his/her objectives.

Agyenim-Boateng and et al (2009) believed that, induction is a necessity for any new comer to the school. The authors agreed with Musaazi (1982) that, a good staff handbook with clearly documented services of work and statement about the various systems, for doing things should be prepared, coupled with this,

a series of informal meetings should be held with the head or senior members of staff to brief the new teacher about how things are done in the new school, and what is expected of the teacher. Some of the views expressed by (Sekyere 2008: 15 - 16) consider induction as an administrative function that may take the form of the following exercises,

1. An overview of the school administration, the code of ethics and school rules by the head of the school.
2. Academic life by the assistant head, subject or class teacher as may suit the situation.
3. Spiritual and moral training by the chaplain, if any.
4. Guidance and counselling by the Counselling Officer, assisted by the School Chaplin.
5. Games, sports, clubs and societies by the Physical Education teacher.
6. Financial Administration Secretary of the school's financial statements.

Induction may also take the form of visits to some vital places or installations on the school compound such as, the classroom, laboratories, workshops, library, the school farm, the school field. During the induction, provision should be made for the interaction with the stake holders such as the PTA, SMC, Old Pupils' Executives and the prefectoral body (Sekyere, 2008). This is similar to what Reboree (2001) proposes. He sees induction programmes as affecting everyone in the world as in order to make the employee feel welcome and secure, become a member of a team, help the employee adjust to the work environment, provide information about the community, school system, school building, faculty and students, acquaint the individual with other employees with

whom he/she will be associate with, and facilitate the opening of the school each year.

In- service Training Needs of the Teacher

Morrant (1981) opines that in-service training is taken to include all those activities and courses in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. This includes preparation for a degree, diploma or other qualification subsequent to initial training. Morant (1981) states that there is little doubt that there is a distinction between education and training, though the difference is not important. Training is concerned with the acquisition of skills and techniques using standardised procedures and sequences. On the contrary, in-service education is bound up with the notion of bringing about teacher's professional, academic and personal development through the provision of series of study experiences and activities of which training is related to as an aspect. Morant (1981) further stressed that it is probably safer to employ the phrase in-service education which by implication is inclusive of its training. On the contrary, most people use the term in-service training and in-service education interchangeably.

Farrant (1982) defines in-service education and training as a life long process in which the teacher is constantly learning and adapting to new challenges of his or her job. Much of this training is self directed and carried out by reading books and articles on education by discussing with colleagues and supervisors, matters concerning teaching and by attending courses and conferences on education. UNESCO (1981) states that in-service training is the training designed

for teachers who are already in the professional practice and this is provided in context and for varying length of time when their normal duties are suspended.

In-service education is a constant and indispensable part of the national system of continuous education in Ghana. It facilitates the enhancement, development and updating of knowledge and professional skills of teachers. It also offers the possibility of obtaining new skills and qualifications, specialisation or professions through degree programmes, professional training or vocational experience acquired earlier as well as giving an ample opportunity for individual self-study irrespective of one's age (www. education. gov.va, available on 20-01-10).

In-service education can offer the teacher with an opportunity in the understanding of subject matter (Reboree 1982). The knowledge explosion has created the need to reinterpret and restructure former knowledge. A teacher can no longer assume, on the basis of past learning, that he or she understands all the nuances of a subject area. In-service education in the view of Reboree (1982), provides the following to the teacher:

1. Keeps the teacher abreast with societal demands. The society is continually changing and this presents the teacher with the need to understand and interpret the new demands on society placing emphases on all its institutions and on the school in particular.
2. The teacher becomes acquainted with research in the instructional process and on new methods of teaching. Like other professionals, teachers generally have good intentions of keeping up with the advances that are being made in the

field. A shortage of available time often prevents them from carrying out this intention and staff development programmes can meet this need.

3. The teacher becomes acquainted with the advances in instructional materials and equipment. Computer assisted instructions are only a few of many innovations that have potential for improving the quality of classroom instruction.

The Ghana Education Service (2002) defines in-service training (INSET) as any planned on-the job activity carried out to promote growth of teachers and make them more efficient. It explains that the purpose of in-service education is to provide teachers with experience which will enable them to work together and grow professionally in areas of common concern.

Two types of in-service training are identified. These are school-based INSET and the cluster-based INSET. The school based INSET is normally organised for teachers of one school while the cluster-based INSET is organised for a cluster of schools that are close to one another.

Musaazi (1982) opines that, some of the devices that must be used to encourage growth among teachers may take the form of workshops, seminars, refresher courses, exchange teaching, professional writings, visit to the schools to observe teaching in those schools, staff meeting, course of study at colleges of education, post graduate work at the University and participation in the education of the school programme. He states that for INSET to be effective, teachers must participate in the planning process.

Stuart, Kunje and Lefoka (2000) carried out a case study on career and perspective of tutors in Teacher Training Colleges in Malawi and Lesotho. The

study found that staff development policies were lacking and there were no clear cut career structures. Most of the teachers who would like to upgrade their academic qualifications did not have the opportunity of doing that. The study also found out that the respondents needed refresher courses in both professional and subject spheres. Some tutors had also expressed misgivings about the work of overseas training. They were of the view that, although overseas courses serve as an "eye-opener", they were not tailored to suit local situations. Even though knowledge and skills acquired from other countries had been found to be extremely useful, the tutors again agreed that, in-service training was useful, if the lessons learnt could be applied in one's own classroom. The study concluded that the institutions studied did not seem to offer much support for implementing new ideas and skills gained through overseas training. This seems to support Stuart et al (2002) suggestion that career tracks on which the personnel would be effectively directed, should be spelt out in no ambiguous terms. To assist teachers to implement ideas gained through the INSET to seek promotion and further development. This would bring both cash rewards and basic satisfaction to the teacher. Thus, returns to the individuals and returns to the educational system must be balanced in any decision of continuing professional development.

Castetter (1981) believes that no teacher once trained can be taken to be absolutely able to carry out his profession to the level that is acceptable throughout his teaching career without taking refresher courses from time to time. Since teaching is a dynamic profession, efforts must be made by the stakeholders to improve the teaching methods at the classroom. This has the potential of improving the performance of teachers from the beginning of employment to the

period of retirement. A well organised in-service training programme therefore is an important means of development for teachers.

Performance Appraisal of Teacher

According to Musaazi (1982), a general look at the evaluation of the teacher's performance is indispensable to the planning and operation of a good school. Teachers are evaluated for many reasons, the most vital of which is to improve their effectiveness in promoting learning. Musaazi (1982) opines that evaluation, like learning should be a continuous process which should lead to further learning and better teaching. He suggested that the school head should visit all teachers to assess their teaching techniques and hold meetings with teachers to discuss ways of improving performance to ensure that every individual teacher is clearly aware of what his or her duties are. To this end, performance appraisal can be used to build into the job some of the factors which contribute to high performance, while at the same time making the individual's job more satisfying and rewarding.

Agyenim-Boateng (2006) conceptualised appraisal as a process in which an individual teacher and a school collaborate in assessing the teacher's work as a professional person. Appraisal touches on all aspects of the teacher's work including class organisation and management, use of materials, attitudes towards pupils, fellow teachers, the head, parents and the community. Appraisal is not a fault finding mechanism but a means of assisting the teacher to improve upon his or her professional image and motivation. For an appraisal system to be effective, it must meet the following conditions

1. The competence of the appraiser should not be in doubt.

2. Existence of an atmosphere of trust between the appraiser and the appraisee.
3. The appraisee should be made to understand the comments made during discussion. The discussion should be treated as confidential and comments and criticisms should be constructive.
4. The teacher being appraised should be treated as a stakeholder and as someone who has needs and interests (Agyenim-Boateng et al, 2009)

Torrington and Hall (1991) describe appraisal as an organisational process of rating the worth of something, it influences the degree to which it displays various qualities. The purpose of appraisal includes improving current performance; provides feedback, increasing motivation, identifying employees potentials, and organisational training needs, focusing career development, awarding salary increase and solving job related problems (Agyenim-Boateng, 2009; 2006).

Reboree (2001) opines that the need for appraisal stems from the fact that there is an integral relationship between all employees, and when performance is not properly assessed, the performance of an employee can affect the other employees' performance either negatively or positively. The responsibility for undertaking appraisal follows a top down hierarchical structure in which a superior officer appraises the work of those responsible to him. It is important to develop constant bench marks in establishing appraisal process which include the use of job description as a necessary pre-requisite for establishing effective appraisal process in education.

Agyenim-Boateng (2006) opines that appraisal can be of dual purpose. This he enumerates as to appraise performance and to review staff development, put differently performance appraisal and staff development review. According

to Dunham (1995) performance appraisal deals with giving feedback to staff on their performance. He is of the opinion that this helps staff to see clearly the needs of employees and encourages their work performance so that the objectives of the organisation could be attained. Staff development review on the contrary refers to the realisation of teacher's professional development needs and the training opportunities to satisfy these needs, so that employees can improve their performance in the present and future work roles. To Dunham (1995) accountability, judgemental reactions and critical feedbacks rather than enhancing teachers feeling of self esteem and motivation is critical.

Ali et al (2002) described appraisal of staff as a prime determinant of a successful learning process. To the authors, regular feedback can effectively develop staff and help them to achieve their objectives. Bollington, Hopkins and West (1991) on their part describe staff appraisal as an exercise that is provided regularly and a well planned process directed towards the assistance of individual teachers, in line with their professional development and career planning. Ali et al. (2002) believe that educational authorities can use effective appraisal system to reward achievement and encourage continuous improvement by planning and using the appraisal exercise hence, that will satisfy both the needs of the teachers and the school, rather than focusing on pay review alone. Ali et al (2002) believe that, many appraisees feel nervous and apprehensive at the start of the appraisal exercise hence, there is therefore the need to assist such employees to overcome their anxieties, by creating a welcoming and encouraging atmosphere that will build trust in them. The appraisal exercise must therefore start with motivational statements that convey faith in the employees.

Teachers are expected to be appraised on lesson planning, knowledge of subject matter and assessment of pupil's ability, lesson presentation (Sekyere, 2008). Other features of the teacher's appraisal include attendance and punctuality, communication skill and personality traits, co-curricular activities, the organisation and participation in practical teaching among others. To ensure efficiency and effectiveness, the points should be discussed with the teacher. The teacher should be allowed to express opinions about the supervisors appraisal report before appending his signature to the report (Agyenim-Boateng, 2006).

Reboree (2001) stated that appraisal should not be viewed as a mechanism for fault finding and criticisms but as a means of building the staff's positive self image and motivation to be a good member of staff as much as possible. The objective of appraisal may thus be categorised under three main groups namely, developmental, evaluation and individual goals. The author stated that appraisal serves as a feedback to staff on how far they are performing in general in the organisation. This allows staff to know whether they are progressing in their performance or not. Also, when appraisal is carried out in a spirit of willingness and co-operation with positive attitudes on both sides, it helps in strengthening the relationships between supervisors and subordinates (Agyenim-Boateng, 2008).

Appraisal is also used to collect valid data for management decisions such as promotions or salary increment. For instance, when a vacancy is created as a result of retirement or death of a serving staff and the position has to be filled from within the establishment, the data which contain the performance of the various staff will have to be contacted to access which of the members of staff is capable of assuming that higher responsibility (Agyenim-Boateng, 2008).

Teachers' Motivation (Incentives)

According to Agyenim-Boateng, Atta and Baafi-Frimpong (2009), the word motivation was derived from the latin word "Movere" which means "to move". However in contemporary usage, a definition which simply means to move would be considered too narrow or inadequate. Motivation therefore has to do with the forces that maintain and alter the direction and quality of behaviour. It is that which creates energy, drives; stimulate excitement, arousal and activation that push people in to achieving desired objectives (Agyenim-Boateng, et al, 2009).

The motivation literature identifies two types of motivation namely, intrinsic motivation and extrinsic motivation (Agyenim-Boateng et al, 2009; Hanson, 1996, Daft, 1997). Intrinsic motivation which is also referred to as internal motivation consists of those needs, desires, and wants which exist within the individual that drives him or her to look for a solution to an identified problem. It is self-drive and has the advantage of fostering greater independence and initiative in actions. The worker who is intrinsically motivated will work on his/her own, with little or no supervision. Extrinsic motivation also called external motivation is that which stems from outside stimulation. A worker who is extrinsically motivated will work as a means to obtain reward or avoid punishment.

As observed by Hanson (1996), motivation techniques must respond to the organisational needs namely;

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

3. People must be spurred on to engage in creative and innovative work related to actions that resolve problems in increasingly effective and efficient ways.

Dunham (1995), on his part notes that managers have two main reasons of motivating staff. These are to ensure that staff will work effectively and to create and sustain in staff the will to work. Musaazi (1982) believes that most teachers are motivated extrinsically. He observes that promotion acts as an incentive to teachers to work more diligently. To him, promotion helps to boost the morale of teachers and motivates them to work harder in their job. Hence the absence of promotion is a recipe for low morale among teachers which may lead to frustration and low teacher input at work.

Sekyere (2008) has noted that the key to management is the ability to positively influence the productive capacity of people. The head of the school therefore has a responsibility of ensuring that his staff experience job satisfaction, which will lead to good results. The head teacher should be guided by the principles of participation, recognition, communication, and delegation in his dealings with his/her staff.

Daft (1997) suggested that, most individuals get up and go to work and behave in ways that are best to their knowledge, ways of their own. Individuals respond to their environment and people in it with little thought as to why they work hard, enjoy certain class, or find some recreational activities so much fun. Such activities are drawn from something called motivation. Motivation therefore is the force either within or external to a person, that arouses enthusiasm and persistence to pursue certain causes of action.

Hanson (1996) observed that a worker's decision to maintain his/her job is largely influenced by rewards and incentive packages. Thus, when incentive packages are effectively and efficiently made available to the employees, job commitment and morale would be held to the highest esteem. This further reduces the instances of complaints, absenteeism, frequent informal contacts.

McShane and Von Glinow (2000), on their part believe that the prominent factor in employee's performance and productivity is motivation. Hence all employees including those with generally high sense of mission and clear objectives, supportive work environment and the right skills should be motivated enough and effectively, to ensure the achievement of institutional objectives. Reward and corporate goals go hand in hand, and it is only when employees believe that, they are being fairly compensated, that they put in the maximum time and effort for the expected results to be achieved.

Stembridge (1983) observed that what serves as a motivation may vary from teacher to teacher. While some teachers may be efficiently motivated extrinsically by rewards such as promotion or salary increment, free meals, subsidized accommodation and free transportation, others may be intrinsically motivated by feedback which acknowledges their improved or superior performance. To this end, school administrators have the role of promoting extrinsic motivation factors, create a situation in which the teacher's intrinsic values may be released and then guide and sustain that motivation. Similarly Pasiarels (2002), suggested the existence of various reward systems that help promote the achievement of institutional objectives and classified these into two main categories. Intrinsic and extrinsic rewards. As Pasiariels (2002) agrees with

authors such as Agyenim-Boateng et al. (2009) and Stembridge (1983) that intrinsic reward is the feeling of job satisfaction which is achieved through a variety of activities in the work place. In other words it is the feeling of having done the job well, and this type of reward should be the greatest motivating factor for the modern teacher as it allows him/her to say bravo to him/herself. Pasiarels (2002), believes that in contemporary times, extrinsic reward seem to be of more value to many workers, as many workers are faced with a number of economic challenges including bills and educating their children. Extrinsic and other tangible rewards help the worker to meet these commitments.

Maslow (cited in Mullins, 1996), in his famous needs theory observed that, people's wants are graduated and until a lower need is satisfied, a higher need does not become a motivator. The hierarchy he suggested is within the limits of physiological needs through safety needs, love needs and esteem to the ultimate of self- actualisation needs.

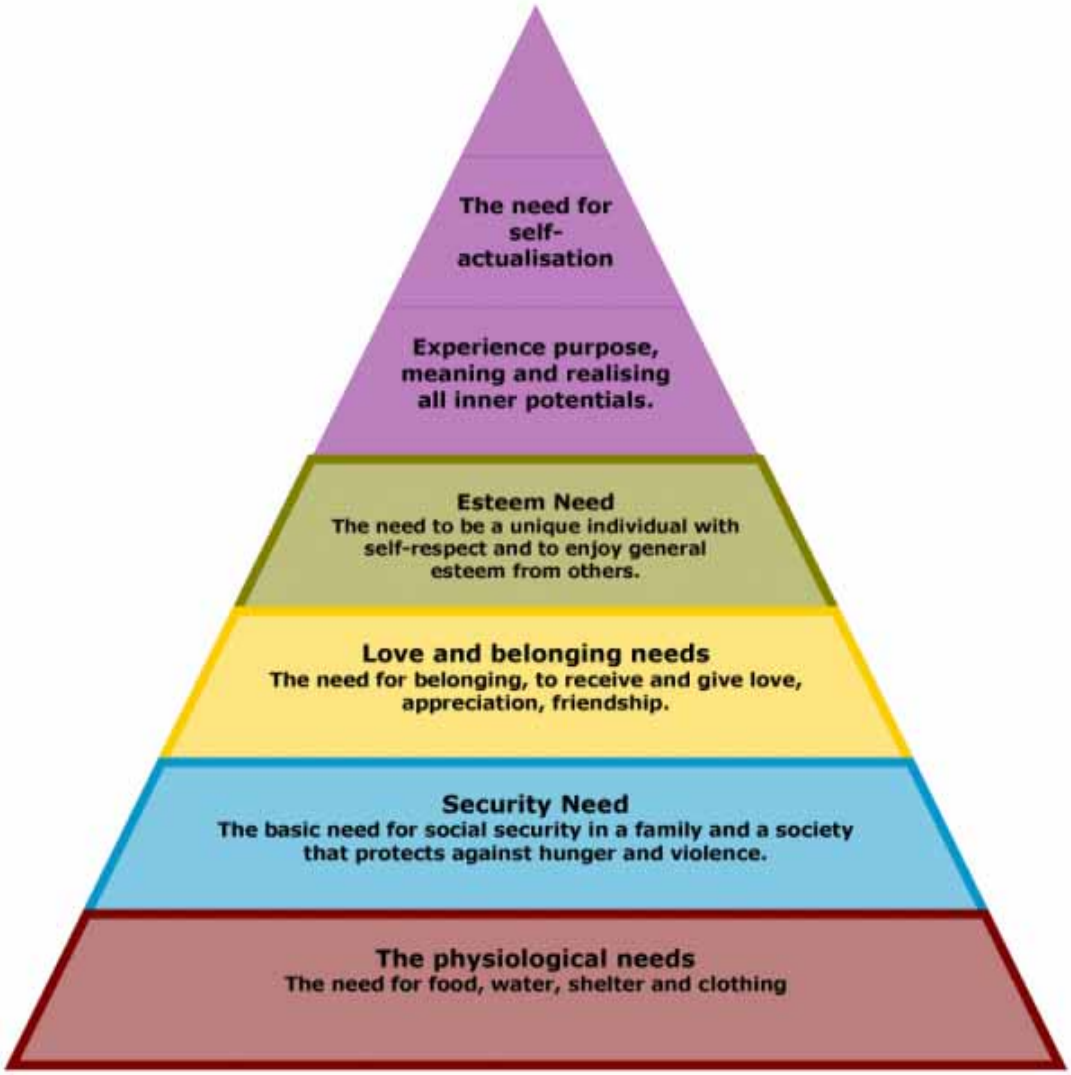

Figure 1: **Maslow's Hierarchy of Needs**

Source: Mullins (1996)

Maslow (1954) as cited in Mullins (1996), looked at needs in order to understand human motivation. He observed that the level of a person's motivation is related to the level at which his/her needs are met. Some needs of the employees are more basic than others. He placed needs in five main categories in an order of lowest to highest need of employees. According to Maslow (1954),

self actualisation is the highest need for personal growth, it is an inborn need for each person however, only few people ever achieve it. Conversely, the lowest need of growth as postulated by Maslow (1954) as cited in Mullins (1996), is the physiological need, which includes the satisfaction of hunger and thirst, sleep and sensory pleasure. According to Maslow's as cited in Mullins (1996), theory the lowest level of unmet need is what motivates behaviour of employees. As it commands a person's attention and effort until it is fulfilled. Once a lower need has been satisfied, it no longer acts as a strong motivation. But rather the next higher level in the hierarchy, then demands satisfaction and becomes the motivating influence.

Aldelfer (Cited in Mullins, 1996) classified human needs in to three categories and called them existence needs, relatedness needs and growth needs. He believes that existence needs pertains to the provision of conditions that allow humans to exist and keep alive. The relatedness needs on the other hand, is the way in which people are connected to the social or natural word. It covers love or belonging, affiliation and meaningful interpersonal relationships. According to Aldelfer, growth needs are related to the positive improvement of one's achieving spirit. This covers self-esteem in Maslow's theory. Though Aldelfer collaborates in many ways in his theory with that of Maslow theory, he disagrees with Maslow that the satisfaction of human needs ranges from lowest to the highest. Aldedfer held the view that the satisfaction of needs is on a continuum than hierarchical. He stressed that, there is a frustration regression process, for instance, when one persistently fails to achieve a higher level of need, the lower level need becomes his focus. Aldelfer opined that more than one need may be of target to an

individual at a time. Aldelfer's proposition has been studied in organisations and had produced a mixed up results. Two main facts stood out clear from this level of study, these are, Lower level needs are not necessarily to be satisfied before a higher level need stands out as a motivating factor and lower level needs subside in importance as they are satisfied.

Herzerberg (cited in Mullins, 1996) suggested that humans have dual ways of relating to their work environment. These are the hygiene theory factors and the motivators. Herzerbeg's two factors theory also called hygiene theory of motivation shows that, more than two or three determinants lead constantly to employee satisfaction or dissatisfaction. Those variables that lead to employee satisfaction are called motivators, while those that cause dissatisfaction are termed hygiene factors. Herzerberg is of the view that, variables such as, recognition, the work itself, achievement, responsibility, advancement, and growth constitute the satisfying factors, while hygiene factors are the job, salary, co-worker relation, company policies and the operandi in supervision. Herzerberg explained that, the withdrawal of the cause of satisfaction would not mean that employees would be dissatisfied. That is, the opposite of dissatisfaction is not satisfaction but, simply no satisfaction.

To make employee to be enthusiastic about work or determined to perform as expected of them, managers must take into consideration the motivation or growth factors, as hygiene factors are vital to eliminate hostilities and to foster unity at the work place. Motivation can be improved and raised to higher standards via basic changes in the nature of an employee's job enrichment. Jobs

should therefore be designed to allow for increased challenges and responsibilities, opportunities for advancement, personal growth and recognition,

According to McClelland (Cited in Mullins, 1996) there are four main arousal-based and developed motives for humans. These are the achievement motive, the power motive, the affiliative motive and the avoidance motive. McClelland opines that the effect or strength to the achievement motive has a slight difference with respect to individuals. Those employees that fall in the achievement motive turn to select desirably moderate tasks. This is because achieving their goals gives them much satisfaction. When their defined duties are too difficult or too risky, it renders them as a non motivator. Too easy a task also renders them a non motivator. For the administrator to motivate the achievement motive employee, he must be provided with moderate and desirable tasks.

Those in the power motive domain subscribes to personal responsibility for performance. They take delight in attaining success through their own abilities and efforts rather than leaving the success to chance or performing the duty with colleagues. McClelland observes that, those in the power motive domain, prefer the success to be ascribed to their single handed efforts. In order for the administrator to effectively motivate such people, they must first be identified and be involved in decision making policies.

Employees who happen to fall in the category of the affiliation motive take delight in the need for clear and unambiguous feedbacks on their performance. They rely to a great extent on feedbacks to determine accomplishment or otherwise. These set of employees turn to love working in

groups (teamwork), as a result, they must be strategically given such teamwork duties by administrators, in order to effectively motivate them.

Employees who happen to fall in the avoidance motive according to McClelland's research, almost always belong to the domain of workers who prefer moderately challenging duties. They are more innovative, they avoid routine duties as much as possible and turn to travel more. For the administrator to effectively motivate them they must be identified and assigned the tasks that are appropriate to their characteristics.

In a nutshell, McClelland had four suggestions in the attempt by administrators to develop achievement drive. These are;

1. Strive to attain feedback on performance, reinforcement success serves to strengthen the desire to attain higher performance
2. Developing models of achievement by seeking to emulate people who have performed well.
3. Attempt to modify employee's self image and see them as needing.
4. Control day- dreaming and thinking about themselves in more positive terms.

Summary

The place of the teacher in education cannot be taken for granted. Planners of education would derive high performance from teachers if they enforce teacher management support services in basic schools. Hence, managing and supporting teachers is an activity that should be continuously enforced (Musaazi, 1982).

This chapter looked at available literature relating to teacher management support services. From the literature reviewed, management support services have

been identified as systems and structures put in place and provided for teachers to help them in their work. The literature has revealed the history of teacher management support services in Ghana, the concept and types of teacher management support services in Ghana, the role of the head teacher and teacher in ensuring effective teaching and learning, the role of stakeholders in teacher management support services, induction of teachers, in-service training needs of the teacher performance appraisal of teachers and teachers motivation (incentives)

The literature looked at the word "education" as used in many parts of Africa to refer to formal instructions in European-type schools. It is observed that those Africans who have been to school are said to be educated, while all others, whether they have learnt some form of trade or not are regarded as uneducated (Graham 1971).

The literature further revealed that the medium of instruction in the earliest schools in Ghana was Portuguese; while the teacher was to receive 240 grains of gold a year for every pupil he or she teaches up to a maximum of 15 pupils. However if the enrolment increased above 15 pupils he or she received no remuneration, but then if a pupil died or cut short his schooling, the teacher received corresponding reduction in salary.

The literature has also revealed that funds used to finance the earliest schools were derived from fines imposed on officers and servants of the merchants governments in the castle who failed to attend church services on Sundays without permission.

The literature has suggested that since the teacher is one of the important factors in maintaining and improving the education systems, he or she must be

managed and provided with services to make him or her comfortable and willing to stay in the education service, reduce the rate of absenteeism and attrition amongst teachers and attract more qualified people in to the teaching profession. It adds that it is very vital to give much attention to such support service such as induction to teachers.

Induction has been identified as one of the important management support services that every new teacher needs to make him or her psychologically and emotionally ready to begin his or her profession. Induction involves ensuring that new teachers are introduced and prepared for their new job in a systematic way. The literature suggested that induction should be carefully and systematically designed for new teachers who enter the schools. Also effective induction programmes for new teachers could help in maintaining qualified teachers.

In-service programmes were also identified as important in promoting quality and teacher efficiency. The programmes may come in the form of workshops, refresher courses, seminars, conferences and post-graduate education that are organised by employing authorities, teachers' subject associations, tertiary institutions and other individual groups. If teachers are provided with adequate in-service training programmes, their pupils could have better chances of learning more and performing more efficiently.

Performance appraisal of teachers was also seen as a way of enhancing the teacher's professional development. From the literature review, performance appraisal has a number of purposes. It has as its focus, the teacher's professional development where staff training needs and interventions are identified to enhance performance. When carried out effectively, performance appraisal helps

teachers to realise what is expected of teachers, fosters self development of each employee, and helps to identify a variety of tasks that an employee is capable of performing. In addition, it helps to identify development needs, improve performance and also to determine placement, transfer or promotion of the employee. The responsibility for undertaking appraisal can follows a top down hierarchical structure in which a superior officer appraises the work of those responsible to him. Provision of feedback to teachers is crucial as far as appraisal is concerned and this forms the basis for any corrective action on professional development and growth of the individual. The feedback that the teachers receive as a result of the appraisal process substantially affects their perception of the effectiveness of the process. Teachers should therefore be given feedback about how their work is evaluated and should be able to discuss their strengths and weaknesses as objectively and constructively, making them feel valued by receiving recognition for efforts as well as achievements. This is likely to lead to staff satisfaction, trust and readiness to work (Pasiardis, 2002).

On teacher incentives, the literature suggests that if teachers perceive that their effort is seen as superior performance and rewarded in some way, either by some tangible means or by positive feedback from their superiors, they are likely to be motivated to continue to perform as expected of them or work to improve poor or inadequate performance. Conversely, where efforts or superior performance are perceived to be a fluke and are not rewarded in terms of tangible rewards, such as opportunities for promotion, salary increments, positions of responsibilities or positive feedback or recognition from superiors, they are likely to be negatively motivated. In effect it should be noted that naturally the more

motivated a teacher is, the more such a teacher will be successful as he accepts his responsibility.

All other things being equal, if the management support services are provided for teachers as discussed, it will help them to develop and perform better to promote effective teaching and learning in the Basic Schools in Ghana generally and specifically in the South Dayi District. The teachers in the South Dayi District though one not properly managed and supported as expected, they still put in their best to merit their employment.

Obviously, there is nothing wrong with the Ghana Education Service. The only remedy is to enforce the support services that are enshrined in the teachers conditions of service.

CHAPTER THREE

METHODOLOGY

This section discusses the methods used in the study. Issues discussed in this chapter include research design, population, sample, sampling procedure, data gathering instruments, data collection procedure, validity, pre-testing of research instruments data analysis.

Research Design

This study adopted the descriptive survey design to solicit information on the current state of the provision of management support services to basic school teachers in the South Dayi District. Amedahe (2002) sees descriptive survey as one which is concerned with the conditions or relationships that exist such as practices and attitudes, opinions that are held, processes that are going on or trends that are developed. Best (1970) observes that descriptive research is concerned with conditions or relationships that exist, practices that prevail, beliefs, points of views or attitudes that exist, practices that are going on and effects that are developing. The author stressed that descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected present condition. Best (1970) opines that researches of this sort focus on individuals, groups, institution, methods and materials, in order

to describe, compare, contrast, classify, analyze and interpret the state of having existence and occurrence.

In this light, the design dealt mainly with the examination of the current state of the provision of management support services to teachers of the basic schools in the South Dayi District. The survey design allowed the description of issues as they were and to be able to generalize from a sample to a larger population. In other words, generalization on the phenomenon could be derived from a study from a sample to a population so that inferences could be drawn about some characteristic, attributes or behaviours of a population (Alvy, Jacobs & Razavieh: 1993).

Population

The population for the study consisted of the District Directors of Education within the South Dayi District, Circuit Supervisors, all teachers and Headteachers of the South Dayi District. Also included in the population for the study were the PTA and SMC chairpersons and members of all schools within the South Dayi District.

Sample and Sampling Procedure

The sample of the study consisted of 173 respondents. They were as follows:

1. The District Director of Education and two of her Assistants. These were the Assistant Directors responsible for Finance and Administration as well as Human Resource Management and Development.

2. All the five circuit supervisors within the South Dayi District.
3. Three teachers from each level (Primary and JHS) were selected for the study. This gave a total of six teachers from each school and 90 teachers from all the 15 schools.
4. Fifteen headteachers were also selected from the fifteen sampled schools.
5. Thirty PTA and SMC members each from the sampled schools. These were made up of the chairpersons and any other member of the Association Committees who were present (see Table 1).

The major sampling techniques used in the selection of respondents and sites for the study were the purposive, the quota and random sampling techniques. The purposive sampling technique was chosen because it allowed the researcher to purposively choose subjects who demonstrated characteristics relevant to the research topic. For example, thirty schools as shown in Table 1 were purposively selected since they have both the Primary and the JHS on the same compound. This allowed the researcher to compare responses of teachers from each level of the school and that of the headteachers. A minimum of three schools were randomly selected from each of the five circuits. This gave a total fifteen (15) schools sampled for the public schools.

Names of all teachers in each school were written on pieces of paper. All the pieces of paper were folded and mixed together. The papers were then picked one after the other without the selector seeing the pool. This process continued until the needed number of teachers was obtained for all the fifteen (15) schools.

This was to ensure that each teacher had an equal chance of being selected for the study.

The SMC and PTA chairpersons and the assistant in each case of the sampled schools were also purposively selected for the study.

Table 1

Schools from which the sample was drawn and their respective circuits

Circuits	Schools
Kpeve	Kpeve Deich Complex, Kpeve E. P., Tsatee Presby, Peki Adzokoe E. P., Kpeyiborme E. P., Wegbe Kpalime E. P.
Peki – North	Peki Blengo E. P "A", Peki Agbate L/A, Peki Wudome L/A, Peki Dzogbati E. P, Peki Avetile L/A, Peki Wudome L/A.
Peki – South	Peki Dzake E. P. "A", Peki Avetile Salvation Army, Peki Govco Demonstration, Sanga Methodist, Ando Tsiyinu L. A. Peki Tsame, E. P.
Toh – Kpalime	Kaira L/A, Toh – Kpalime British Complex, Toh-Kpalime L/A, New Kaira L/A, Tongor Ahor E. P, Kpalime Duga Presby.
Tongor – Tsanakpe	Dzemeni Thalas Academy, Dzemeni E. P. "A", Tongor – Tsanakpe L/A, Agordeke L/A, Adzabui L/A, Tongor Abui L/A.

Source: South Dayi District (Education) Office 01:09:08

Data Gathering Instruments

The study employed two types of instruments to source for information. These were the questionnaire and an interview schedule. Questionnaire administration and interviews make up the survey method, which is one of the most popular techniques in social research (Sarantakos, 1998). According to Nsowah-Nuamah (2005: 198), the questionnaire data gathering instrument, "is a tool used in the communication method of collecting data". The study used the questionnaire as an instrument because of its strengths such as the production of quick result, the less opportunity that it offers for biases or errors by the presence of the interviewer, the stable, consistent and uniform measure of information without variation that it ensures, and the wider coverage that it promises. However, there are some drawbacks that are associated with the questionnaires as a tool for gathering data. That is, it does not create room for further probing and clarification of question, where there are many open-ended items its analysis becomes difficult, and finally the ability to prevent partial responses is quite impossible. The questionnaire elicited information such as: the bio-data of the respondents, support services provided, the role of stakeholders in the provision of management support services to teachers, the availability and provision of management support services such as in-service training to teachers, motivation to teachers, the appraisal to teachers and the induction of teachers.

The questionnaire further elicited teachers' view on the challenges that they faced in the provision of support services, finally it required the respondents to suggest ways of resolving the challenges mentioned.

To make up for the limitations of the questionnaire as a data collection instrument, the interview was also used to compliment the questionnaire data. The interview is a form of questioning characterized by the fact that it employs verbal questioning as its principal technique to collecting data (Sarantakos, 1998). The semi-structured interview was used due to its strengths as having the capacity of correcting misunderstanding of correspondence, easing the soliciting of information even from illiterates, being adjustable to meet all situations, granting the researcher the chance of observing non-verbal behaviour and the granting of more complex questions to be used since the presence of the interviewer can assist in explaining questions. However, the interview has some drawbacks in the sense that, it can be more inconvenient than other methods when sensitive issues are discussed. Finally, it is more expensive and time consuming than other methods. Despite all these, the researcher complimented the interview with the questionnaire.

Also, the interview guide was adopted due to the fact that it clarifies the meanings interviewees attribute to a given situation and assists the researchers see situation in the eyes of the participant (Sarantakos, 1998). In addition, the interviews were conducted to avoid a situation where the directors will give the questionnaires to their subordinates to handle and also as a way of reaching the illiterate P.T.A. and SMC members.

(See Appendix A and C). In structuring the semi - structured interview guide, the researcher was guided by Drevers and Munn's (1990) guidelines for using semi-structured interviews to draw out an appropriate guide. The interview elicited information such as; bio-data of the respondents, support services

provided to the headteachers and teachers, the role of the stakeholders in the provision of management support services of teachers, support service challenges that teachers faced and how these challenges could be resolved.

The instruments were presented in five sections. The first section dealt with demographic characteristics of the respondents such as position/rank, number of years served on the said position/rank, whether a teacher or a headteacher and the category of school (that is, whether both primary and the JHS are on the same compounds). Section two concentrated on the support services that were provided at the schools within the South Dayi District. Here the respondents were asked of their understanding of the concept of teacher management support service . The role of the stakeholders of the various basic schools in the South Dayi District in providing teacher management support services is sought in section three. Section four considers the views of teachers and head teachers concerning the provision of teacher management support services, here issues such as the provision of in-service training, incentives, induction and performance appraisal of teachers have been critically examined. Finally, section five sought the management support service challenges teachers faced in the district under study and how these challenges could be resolved.

Validity

To enhance the research instruments' validity, the questionnaires and the interview guide were made available to the researcher's supervisors to review and comment on, with the view of establishing face validity. The supervisors

scrutinized unclear, biased and deficient items and evaluated whether the items were fitted in well in the subsets they were assigned. Items that were found to be inaccurate or which seemed to infringe on the confidentiality of the respondents were deleted for ethical reasons.

Pilot Testing

Two pilot tests were conducted involving two sets of schools within the Cape Coast Metropolis. Two schools were randomly selected for each set of pilot schools. After the first study, it was realised that some of the items in the questionnaire were not reliable because the Cronbach's Alpha results from the two schools read below 0.5. It therefore became necessary to make changes in the instruments and retest them. All ambiguous and inconsistent items were noted. The ambiguous items were reframed and inconsistent ones corrected. After the corrections had been effected, the researcher undertook another pilot study. To avoid the possibility of the influence of previous knowledge on the part of respondents' responses, a second set of schools were used for the second pilot study. The second pilot proved successful since it had a Cronbach's alpha co-efficient of 0.79. The revised instruments (see Appendix A, B and C) were therefore used for the study.

Data Collection Procedure

The researcher personally administered the questionnaires and conducted the interview in the South Dayi District of the Volta Region of Ghana. Preceding the administration of the instrument, all respondents were assured of the confidentiality in the treatment of their responses. The interview was held at the office of each of the three Directors while the Circuit Supervisors were

interviewed in schools in their various circuits. Some of the SMC and the P.T.A. members were interviewed in the schools they represent, while majority of them were interviewed in the comfort of their homes.

Data Analysis

According to Sarantakos (1998), the analysis of data allows the researcher to manipulate information collected during the study in order to assess and evaluate the findings and arrive at some valid, meaningful and relevant conclusions. The data was processed and analysed according to the format required by the Statistical Package for Social Science (SPSS) for Microsoft Windows 10.0. The copies of the questionnaire were numbered serially according to the sequence in which they were received. The responses were quantified and coded on broad data summary sheet to facilitate easy loading into the computer. Descriptive statistics were used to analyse the data. Percentages and frequencies were calculated, and tables were constructed to illustrate the figures. The responses under the scales strongly agree, 'agree', 'strongly disagree' and 'disagree' were also coded and this applied to the participants views on: in-service training programme benefits to teachers and appraisal benefits to teachers.

Responses under 'fully paid and regularly', 'not paid in full', 'sparingly paid' and 'never paid' were also coded to elicit the rate at which fringe benefits were paid to respondents. The data collected with the interview guide were organised into appropriate groups for tabulation. For instance, those with the same views were grouped together. The comments were used to support the findings from the analysis.

CHAPTER FOUR

RESULT AND DISCUSSION

In this chapter, data collected from the field were presented and analysed. The findings were then discussed. Six main categories of respondents were focused on in the study. These were District Directors of education, Circuit Supervisors, P.T.A. and S.M.C chairpersons and members were interviewed and their findings were used to support the responses from the teachers and headteachers. The headteachers and teachers responded to the questionnaires.

Personal Characteristics of Respondents

This section presents the basic personal characteristics of the respondents. In all, 140 respondents constituting 81 percent return rate responded to the questionnaire. This was made up of three (3) Directors of Education, that is, the District Director, the Assistant Directors responsible for Finance and Administration as well as Human Resource Management and Development, 61 teachers, 11 head teachers, five (5) Circuit Supervisors, 30 P.T.A members and 30 SMC members (see Table 2).

Table 2

Position of the respondents

Positions	N	%
District Director of Education	1	0.7
Assistant Directors of Education	2	1.3
Circuit Supervisors	5	4.0
Head Teachers	11	8.0
Teachers	61	44.0
SMC Chairperson	15	10.5
SMC Members	15	10.5
PTA Chairpersons	15	10.5
PTA Members	15	10.5
Total	140	100

Source: Field Data, 2009

As illustrated in Table 2, majority of the respondents 61 (43.5%) were teachers, while 11 (7.8%) were Headteachers. Other members of the sample included the PTA and SMC members. The interview also revealed that there was one District Director of Education (0.7%) and two Assistant Directors of Education (1.3%). The Assistant Directors were for Finance and Administration and Human Resource Management and Development. Five circuit supervisors (4.0%) were also represented in the sample.

Table 3

Length of time respondents had served in their present positions.

No. of years served	N	%
1 – 3	7	10.3
4 – 6	51	75.0
7 – 10	10	14.7
Total	68	100.0

Source: Field data, 2009

As shown in Table 3, majority of the respondents 51 (75%) had served at their present positions for between 4 and 6 years. When a comparison was done between those who had served between 1 and 3 years and 7 and 10 years as against those who had served between 4 and 6 years, it was revealed that those who had served between 4 and 6 years were 51 (75%) while those who had served between 1 and 3 years and 7 and 10 years were 7 (10.3%) and 10 (14.7%) respectively. The interview also revealed that the Directors had served in their present positions from four to seven years. This shows that most of the respondents had served long enough in their present positions as to equip them with the requisite knowledge that would improve their quality of handling issues and be effective in the performance of their duties. Table 4 show the responses of the SMC and PTA members of the sampled schools.

Table 4

SMC and PTA Chairpersons and Members

Response	N	%
P.T.A Chairpersons	15	25
PTA Members	15	25
SMC Chairpersons	15	25
SMC Members	15	25
Total	60	100

Source: Field data, 2009

As shown in Table 4, the respondents who answered the question were 60 out of the 140 respondents. The question was directed to only the 30 SMC and 30 PTA members of the respondents. Table 5 exhibits the status of the respondents in the school.

Table 5

Status of Respondents in the School

Status	N	%
Teacher	61	84.7
Headteacher	11	15.3
Total	72	100

Source: Field data (2009).

The study sought to know the composition and status of the teaching staff. In other words, to differentiate the teachers from the headteachers.

Support Services Provided at the Public Schools in the South Dayi District

As outlined in Chapter One, five research questions were formulated to guide the study. These sought to explore the understanding of management support services to basic schools teachers and the support services provided at the public schools; the role of stakeholders in the provision of management support services to teachers; the views of the teachers and Headteachers about the provision of in-service training, induction, incentives/motivation and appraisals to basic school teachers, and challenges associated with the provision of management support services to teachers as well as ways of resolving these challenges. The main data analyzed in this chapter are those that emerged from the questionnaire. Issues that emerged from the interview are used to support the discussion of the questionnaire data. Findings to each research question are thus presented below.

The provision of support services to teachers at the South Dayi District for the public schools was explored through Research Question one. The respondents were first asked to explain their understanding of the provision of support services. The respondents' responses concerning their understanding of support services to teachers are captured in Table 6.

Table 6

Teachers' and Head teachers' understanding of management support services

Perception/Understanding	Head teachers		Teachers	
	N.	%	N.	%
How teachers are controlled and supported	6	54.5	10	16.4
No idea	0	0	20	32.8
To motivate teachers	2	18.2	26	42.6
Support teachers apart from their salaries	2	18.2	0	0
Courses given to teachers	0	0	5	8.2
Support given to teachers by governments	1	9.1	0	0
Total	11	100	61	100

Source: Field data (2009).

The data in Table 6 demonstrate that both the Headteachers and the teachers had some understanding of the provision of support services to teachers with the Headteachers demonstrating greater understanding. The data indicate that while as many as 20 (32.8%) of the teachers said they had no idea of the meaning of the concept, all the Headteachers had some idea concerning the concept. The Headteachers 6 (54.5%) understood support services to teachers as how teachers were controlled and supported. While the teachers 26 (42%)

regarded teacher support services as activities or services done to the teacher with the aim of motivating them to put up their best. It could be deduced from the responses of the two categories of the respondents that the concept of support services to teachers was given personal conceptualization. While the Headteachers believed it was a process of controlling teachers, the teachers believed that it referred to how teachers could be motivated. Both the teachers and the Headteachers also understood the concept as support given to teachers apart from their salaries as well as support given to teachers by the government to ensure their effectiveness. The responses of the respondents agreed with Musaazi (1982), that teacher management support services as the institution of procedures and the arrangement of conditions that make possible self direction by staff in the performance of their duties.

Research Question 1 further explored the support services provided at the public schools within the South Dayi District. The responses to this question have been captured in Table 7.

Table 7
Support services provided in the Public Schools

Support Services	Headteachers		Teachers	
	N	%	N	%
Orientation/Induction				
Yes	6	54.5	36	59.1
No	5	45.5	25	40.9
In-service Training				
Yes	8	72.7	33	54.1
No	3	27.3	28	45.9
Appraisal				
Yes	7	63.6	40	65.6
No	4	36.4	21	34.4
Motivation				
Yes	6	45.5	17	27.9

No	5	54.5	44	72.1

Source: Field Data (2009)

Table 7 shows the extent to which the management support services were provided to teachers in the South Dayi District. The Ghana Education Service (GES), the main agency for implementing approved pre-tertiary education policies and programmes under the Ghana Education Service Council, in accordance with the Ghana Education Service Act 1995 (Act 506) has put some structures in place to support teachers. Prominent among these included induction of newly posted teachers to their respective stations, the provision of in-service training to teachers from time to time, appraisal and assessment of teachers' work and the provision of motivation/incentives to teachers. The data in Table 7 show that 6(54.5%) and 36(59.1%) of the headteachers and teachers respectively said induction was provided when they first joined the district while 5(45.5%) and 25(40.9%) of teachers and headteachers respectively said they were not inducted. It could be seen that the high percentage of respondents affirming the provision of Appraisal in the district, goes a long way to project Torrington and Hall (1991) that, appraisal process improves current performance; provides feedback, increases motivation, identifies employ potentials and organisational training needs, the author further stated that, appraisal focuses on career development awards salary increases and solves job related problems.

The appraisal of teachers' work also falls in line with that of the provision of in-service training. The responses indicated that 8 (7273%) and 33 (54.1%) of the Headteachers and the teachers respectively affirmed that there was the provision of staff in-service training for the teachers in the public schools.

Regarding the provision of motivation to teachers, the data showed that even though both the headteachers and teachers were motivated to give off their best, there was still room for improvements. For example, only 45.5(19%) and 17 (27.9%) of the headteachers and the teachers respectively affirmed the provision of motivation to teachers within the public school of South Dayi District.

The SMC and the PTA members were handicapped when it came to supporting the teachers in line with administrative duties such as induction, in-service training and appraisal of teachers. However, they were very active with regard to the issue of motivating teachers. The stakeholders stated that they occasionally offered teachers with subsidized accommodation, gave them motivational talk, offered them pieces of land to cultivate crops and also organized best teacher awards in their small ways for the teachers.

This was confirmed by the results of the interview with the Directors and the Circuits Supervisors. The interviews revealed that the PTAs and the SMCs provided management support services to teachers within the district without any discrimination. The PTAs and SMCs provided these support services to both the headteachers and teachers.

The role played by the various stakeholders of basic education in providing teacher management support services in the South Dayi District

Another important question (Research Question Two) that the study sought to answer was the role played by the various stakeholders in supporting the basic school teachers. Table 8 shows the composition of the stakeholders that supported teachers in the South Dayi District.

Table 8

The composition of stakeholders that supported teacher in South Dayi District

Stakeholder	N	%
PTAs	44	61.1
SMCs	18	25.0
NGOs	10	13.9
Total	72	100

Source: Field Data (2009).

Eleven Headteachers and 61 teachers were asked which stakeholder groups assisted them in their professional duties. The responses as captured in Table 8 indicate that the stakeholders in the provision of TSS in the South Dayi District included the government agencies, PTAs, SMCs and NGOs. For example, fourty-four (61.1%) of the respondents (both teachers and Headteachers) indicated that the P.T.As were the stakeholders that assisted them in their professional duties. Eighteen (25%) of the respondents stated that the SMCs were involved in the provision of teacher support services that aided them in their professional duties, while 10 (13.9%) said NGO's also provided them with some management services.

The study further sought to find out the role played by the various stakeholders the provision of management support services to teachers. Table 9 shows the responses of the respondents.

Table 9

Stakeholders' role in the provision of management support services to teachers.

Support Services	Yes		No		Total
	N	%	N	%	
Orientation	16	22.2	56	77.8	72 (100)
In-Service Training	14	19.4	58	80.6	72 (100)
Cash incentives	16	22.2	56	77.8	72 (100)
Provision of Teaching/ Learning Materials	36	50.0	36	50.0	72 (100)
Free/subsidized Accommodation	28	38.9	44	61.1	72 (100)
Dissemination of Information Regarding educational issues	17	23.6	55	74.4	72 (100)

Source: Field data 2009

The results as indicated in Table 9 show that while the stakeholders (PTAs, SMCs and NGOs) stated that they did not provide the purely administrative services, such as orientation and in-service training to teachers, the teachers and head teachers believed that the PTAs, SMCs and the NGOs provided

some administrative support to the teachers in that study area. For example, 16 (22.2%) and 14 (19.4%) of the Headteachers and teachers altogether stated that stakeholders like the PTAs, SMCs and NGOs were involved in the provision of in-service training to the teachers. The rationale for the differences in opinion between the Headteachers and the teachers on one hand and those of the PTAs, SMCs, and NGOs on the other, could mean that the PTAs, SMCs and the NGOs were not physically involved in the provision of the in-service training but provided some resources for other purposes which the Headteachers used for the provision of in-service training for teachers.

In Table 9, it could be seen that regarding the question, which of the following management support services were provided by the named stake holders, the response to the provision of teaching and learning materials was a split decision. While 36 (50%) of the respondents responded that the stakeholders provided them with teaching and learning materials, the other 36 (50%) said they were not provided with it. Though the respondents were not asked to list the types of teaching and learning materials (TLMs) that were provided by the stakeholders, they listed materials such as books, stationery, maps, pens, pencils, science kits, mathematical tools, posters and pictures as some of the TLMs that were important for enriching their lessons. The respondents could be seen to be collaborating with the Muslim Relief Association of Ghana's structural education project named Education Development for Ghanaian Muslim (EDPGMC). Under this structural project, the EDPGMC has been providing the Muslim schools with English textbooks for primary four, five, six and cardboards, pens, pencils, erasers, rulers, wall charts, exercise books and mathematical sets.

Regarding the dissemination of information about educational issues, the provision of cash incentives, orientation of new teachers posted to the district and in-service trainings (workshops and seminars), the data in Table 9 indicate that 50% of the respondents believed that the PTAs, SMCs, and NGOs, provided them as a support for the teachers in the district. It could be concluded that when it comes to the role played by stakeholders such as the PTAs, SMCs and NGOs in supporting teachers in the South Dayi District, much was yet to be desired. This conclusion is supported by the interview data which revealed that the Directors together with the five circuit supervisors provided all the management support services as indicated to the teachers. This included the provision of TLMS, subsidised accommodation, provision of motivation and the like. Other stakeholders such as the PTA and the SMC together with the NGOs stated that, they also provided TLMs, cash incentives, free/subsidized accommodation and at times provide food stuffs to the teachers.

The directors and the other stakeholders were also asked as to whether they thought their support to the teachers was sufficient enough. To this, all respondents responded in the negative. In order to improve the situation, the directors and the circuit supervisors suggested teacher support services should be school based and funds for it should be generated internally. In addition, NGO's other stakeholders such as the PTAs should be robbed in the provision of funds to support the programmes. It was also suggested that the Ministry of Education should as a matter of urgency, make budgetary provision for the effective implementation of management support services to teachers in the district and the country as a whole.

In another development, the PTAs, SMCs and the NGOs stated that even though they were assisting in the provision of teacher support services in the District, their performance in the provision of the support services was below average. They therefore suggested that the central Government should increase the capitation grant to cater for the support of teachers and ensure that teachers were rewarded at the school level while the PTAs, SMCs and the NGOs should generate enough income in order to build teachers' residents among other things. During the politicians go back to school exercise, District Chief Executives, Chiefs, Assembly men and Women and Ministers who visited their basic schools to ascertain for themselves the state of the schools and to make commitments to improve them. The politicians were moved to make commitments to institute scholarship schemes to ensure more children were kept in school, classrooms and libraries were built to enhance education in their communities. They also decided that the Ghana Government should ensure the availability of qualified, well resourced and motivated teachers to improve the quality of teaching and learning.

Views of teachers and headteachers concerning the provision of teacher management support services such in the South Dayi District

The views of teachers and head teachers on the provision of management support services such as in-service training, incentives, induction and performance appraisal to teachers in the South Dayi District were sought through Research Question Three. The teachers and head teachers were asked the number of times they had attended in-service training in an academic year. The results indicated that majority of the teachers and the headteachers had attended in-

service training once per academic. For example, 6 (54.5%) and 40 (65.6%) of head teachers and teachers respectively stated that they attended in-service training once in an academic year. This consistency holds through all the options of once, twice and more than three times attendance. (See Table 10).

Table 10

Number of times teachers and head teachers attend in-service training

Number of times	Head teachers		Teachers	
	N	%	N	%
Once	6	54.5	40	65.6
Twice	3	27.3	15	24.6
More than three times	2	18.2	6	9.8
Total	11	100	61	100

Source: field data 2009.

The data in Table 10 point out that despite the agreement in the literature (Mussazi 1984; Castetter 1981; Stuart et al, 2000) that the provision of well-organised in-service training programmes to teachers facilitates their efficiency, not much in-service training programmes were organised for teachers in the District. It is noted that at least an in-service training a term, in an academic year totalling three in a year could be ideal (Mussazi, (1982). The analysis of the data revealed that few in-service training programmes were well-organised through seminars, exchange teachings, workshops, professional writings, visits to other schools to observe teaching methods in the schools, refresher courses and staff meetings.

It is argued that teachers are employed to teach and that, if they should spend all their time attending in-service trainings, their work rate could be reduced. However, this should not lead to a situation where the vital role in-service training plays in the teaching profession would be lost through the lack of attending any training. The teaching profession is dynamic and teachers should be continuously updated to enable them cope with the changes in their job. The views of the head teachers and teachers were sought through the subsequent question on the degree to which in their view in-service training programmes helped to up-date teachers' knowledge in their subject areas. The responses of the respondents are captured in Table 11.

Table 11

In-service training programmes assist teachers to up-date their knowledge in their subject areas

Views of teachers and Head teachers	Head teachers		Teachers	
	N	%	N	%
Strongly agree	1	9.1	20	32.8
Agree	7	63.6	30	49.2
Not sure	0	0	5	8.2
Disagree	3	27.3	0	0
Strongly disagree	0	0	6	9.0
Total	11	100	61	100

Source: field data 2009.

Table 11 indicates that while majority of the head teachers 7 (63.6%) agreed to the assertion that in-service training updated teachers' knowledge, less

than 50% of the teachers agreed to the statement. Also while none of the head teachers strongly disagreed with the assertion, (9.0%) teachers strongly disagreed with the assertion. In addition, none of the teachers disagreed with the assertion while 3 (27.3%) of the headteachers disagreed with the assertion. Again while none of the headteachers were not sure whether to affirm the assertion or not, five (8.2%) of the teachers said they were not sure as to whether to affirm the assertion or not. These variations in the responses of the teachers and the head teachers might be as a result of the nature of their duties. While the teachers were mainly teaching with little administrative duties as the situation might demand, the head teachers were performing mostly administrative duties with or without little teaching. In a nutshell, both categories of the respondents had positive attitude towards the assertion that in-service training improved teachers' effectiveness.

In a follow up question, the teachers and the head teachers were requested to express their views on whether or not in-service training programmes helped to improve teachers' skills in teaching. Table 12 explains the responses obtained.

Table 12

Views of teachers and head teachers on the assertion that in-service helps improve teachers teaching skills

Views of teachers and Head teachers	Head teachers		Teachers	
	N	%	N	%
Strongly agree	4	36.4	25	41.0
Agree	4	36.4	26	42.6
Not sure	1	9.1	3	4.9
Disagree	2	18.1	5	8.2

Strongly disagree	0	0	2	3.3
Total	11	100	61	100

Source: field data 2009.

From Table 12, it is evident that majority of the respondents affirmed that in-service training programmes helped to improve teachers' teaching skills. Only 1 (9.1%) of the head teachers and 3 (4.9%) of the teachers were not sure whether or not in-service programmes improved teachers' teaching skills. The data also show that 8 (72.8%) of the head teachers either agreed or strongly agreed to the assertion while 2 (18.1%) of them disagreed to the assertion. Fifty one teachers (83.6%) either agreed or strongly agreed on the assertion and only 7 (11.5%) of them either disagreed or strongly disagreed that in-service training programmes assisted teachers to improve their teaching skills.

The affirmation of the assertion that in-service programmes improved teachers' teaching skills by both categories of the respondents collaborates the explanation and value Farrant (1982) places on in-service training as a process in which the teacher is constantly learning and adapting to new challenges of his or her professional duties.

In another development, the teachers and headteachers were asked to express their opinions on whether or not in-service training programmes helped to keep teachers abreast with new development programmes in the Ghana Education Service. The results are as indicated in Table 13.

Table 13

In-service training helps to keep teachers abreast of new development programmes in the GES

Views of teachers and Head teachers	Head teachers		Teachers	
	N	%	N	%
Strongly agree	4	36.4	18	29.5
Agree	5	45.4	30	50.8
Not sure	0	0	0	0
Disagree	1	9.1	10	14.8
Strongly disagree	1	9.1	3	4.9
Total	11	100	61	100

Source: field data 2009.

Table 13 indicates that both categories of respondents agreed to the assertion. For example, nine (81.8%) head teachers either agreed or strongly agreed to the assertion, while 48 teachers (80.3%) also either agreed or strongly agreed to the assertion. Two (18.2%) headteachers either disagreed or strongly disagreed while the 13 (19.7%) teachers either disagreed or strongly disagreed that in-service training kept teachers abreast with new development in GES.

The teachers' and headteachers' assertion that in-service training helped teachers to keep abreast with new developments in the Ghana Education Service collaborates the central governments' dissemination of new policies in the Basic Schools of Ghana. A recent case is point of Government new policy is the "One goal project". This project was launched at a colourful ceremony at the Accra Sports Stadium by the Global Campaign for Education in partnership with Df1D and the Government of Ghana.

The project aimed at using the 2010 World Cup in South Africa to project educational development issues in the developing world and lobby world leaders to commit more resources into financing basic education. The project aimed at engaging football stars worldwide to make statements on Education for All

(Education Agenda, 18th Edition Nov., 2009). It must be noted that this and many more new developments in educational issues are better disseminated to teachers at in-service training programmes.

The teachers and head teachers were asked the extent to which they agreed or otherwise with the assertion that in-serve training helped to expose teachers to new methods in teaching. Table 14 depicts the responses of the respondents.

Table 14

In-service training sessions exposes teachers to new methods of teaching.

Views of teachers and Head teachers	Head teachers		Teachers	
	N	%	N	%
Strongly agree	5	45.4	15	24.6
Agree	4	36.4	10	16.4
Not sure	0	0	5	8.2
Disagree	2	28.2	18	29.5
Strongly disagree	0	0	13	21.3
Total	11	100	61	100

Source: field data 2009.

According to Sekyere (2008), the Ghana Education Service runs in-service courses for teachers to up-date their knowledge and skills in teaching specific subjects or new concepts. The head teachers of the South Dayi District agreed with the Ghana Education Service on the assertion that in-service training programmes exposed teachers to new methods of teaching while the teachers did not wholly accept the assertion. Nine (81.8%) of the headteachers either agreed or

strongly agreed to the assertion while 25 (41.0%) of the teachers either agreed or strongly agreed to the assertion. None of the head teachers either did not strongly disagreed or was not sure of the assertion. This collaborates Reboree (1982) that the teacher becomes acquainted with research in instructional process and on new methods of teaching, like other professionals, teachers will have good intentions of keeping up with the advances that are being made in the field. A shortage of the provision of in-service programmes often prevents them from carrying out this intention and staff development programmes can meet this need.

The study sought to further find out the views of teachers and head teachers on the assertion that in-service programmes enabled teachers to evaluate their pupils' performance effectively (see Table 15).

Table 15

In-service programmes enable teachers to evaluate their pupils' performance

Views of teachers and Head teachers	Head teachers		Teachers	
	N	%	N	%
Strongly agreed	1	9.1	3	4.9
Agreed	4	36.4	26	42.6
Not sure	0	0	5	8.2
Disagreed	4	36.4	2	3.3
Strongly disagreed	2	19.1	25	41.0
Total	11	100	61	100

Source: field data 2009.

According to Table 15, almost all the head teachers affirmed that in-service training programmes enabled teachers to evaluate their pupils'

performance. In the case of the teachers, only 5 (8.2%) stated that they were not sure. Regarding the response of the head teachers, 5 (45.5%) either strongly agreed or simply agreed with the assertion while 6 (55.5%) either strongly disagreed or just disagreed. Twenty nine (47.5%) teachers, either agreed or strongly agreed to the assertion while, 27 (44.4%) either disagreed or strongly disagreed to the assertion that in-service training programmes enable teachers to evaluate effectively their pupils' performance.

Both the teachers and head teachers had a different/varied views on the assertion. This is evident in the fact that while half of the respondents thought that the assessment courses they had taken at their Colleges of Education were enough to equip them with skills that would enable them to evaluate their pupils' performance, the other half thought that they still needed some sort of assessment courses/training to be effective in evaluating the performance of their pupils. This response collaborates the assertion of Castetter (1981) that no teacher once trained could be taken to be absolutely able to carry out his profession to the level that is acceptable throughout his teaching career without taking refresher courses from time to time.

The teachers and headteachers were asked whether or not in-service training programmes acquainted teachers with the needed skill in the use of new instructional materials and equipment. Table 16 depicts the responses of the respondents.

Table 16

In-service training programmes acquaint teachers with the use of new instructional materials and equipment

Views of teachers and Head teachers	Head teachers		Teachers	
	N	%	N	%
Strongly agreed	6	54.5	36	59.0
Agreed	5	45.5	17	27.9
Not sure	0	0	0	0
Disagreed	0	0	3	4.9
Strongly disagreed	0	0	5	8.2
Total	11	100	61	100

Source: field data 2009.

The Ghana National Association of Teachers (GNAT) has stated in the Conditions and Scheme of Service and the Code of Professional Conduct for Teachers in the November 2000 edition that, the Ghana Education Service shall organise systematic in-service programmes as a means of improving the efficiency and effectiveness of employees. The results of the current study confirm the usefulness of GNAT's (2000) position. The results indicate that all the 11 headteachers (100%) agreed that in-service training equipped teachers with

skills that enabled them to use equipment and other instructional materials effectively. Fify-three (86.9%) of the teachers agreed that training equipped teachers with new skills for the manipulation of instructional materials and equipment. Thus, the responses of both categories of respondents had really fallen in line with the Ghana Education Service's aim of instituting in-service training programmes.

As stated by McShane and Von Glinow (2000), the prominent factor for employee's performance and productivity is motivation. All employees, both those with general high sense of mission and clear objectives, supportive work environments and the right skills should be motivated enough and effectively to ensure the achievement of institutional objectives. With this in mind, the study sought to find out whether the headteachers and teachers were motivated often to perform their expected functions in the schools within the South Dayi District (see Table 17).

Table 17

Whether Respondents Receive Incentives

Response	Head Teachers		Teachers	
	N	%	N	%
Yes	11	100	58	95.1
No	0	0	3	4.9
Total	11	100	61	100.0

Source: Field data (2009).

The data in Table 16 indicate that both headteachers and the teachers were motivated to perform their duties. For example, all the headteachers (100%) and majority of the teachers 95.1% affirmed that they were provided with incentives that motivated them to perform their functions. Only three teachers (4.9%) stated

that they were not motivated to perform their responsibilities as expected. It could therefore be concluded that the headteachers and the teachers in the South Dayi District were highly motivated to perform their functions effectively.

One of the monetary motivational strategies that the GES uses to motivate teachers is the payment of maintenance and mileage allowance to teachers who own and use means of transport in the performance of their duties (Conditions and Scheme of Service and the Code of Professional Conduct for Teachers, November, 2000). To determine the extent to which teachers in the South Dayi District enjoyed that facility, the study sought out whether headteachers and teachers in the South Dayi District were paid this allowance (see Table 18).

Table 18

Regularity in Payment of Vehicle Maintenance Allowance

Response	Head teachers		Teachers	
	N	%	N	%
Fully paid and regularly	2	18.2	1	1.6
Sparingly paid	0	0	2	3.3
Never paid	9	81.8	58	95.1
Not paid in full	0	0	0	0
Total	11	100	61	100.0

Source: Field data 2009.

The data in Table 18, show that most of the respondents were not enjoying the payment of vehicle maintenance allowance. For example, 9 (81.8%) head teachers and 58 (95.1%) teachers had never been paid any vehicle maintenance

allowance even though they owed and used their vehicles for the performance of their duties.

According to the Conditions and Scheme of Service and the Code of Professional Conduct for Teachers, (November 2000: 17), the Ghana Education Service shall be responsible for the medical and dental care of employees, their spouses and not more than four (4) children under the age of 18. The study sought to find out to what extent this was honoured by the educational administrators. Table 19 explained the results of the responses.

Table 19

Regularity in Refund of Medical Bills

Response	Headteachers		Teachers	
	N	%	N	%
Fully paid and regularly	0	0	0	0
Sparingly paid	3	27.3	3	4.9
Never paid	8	72.7	56	91.8
Not paid in full	0	0	2	3.3
Total	11	100	61	100

Source: Field data 2009.

The data on Table 19 pointed out that the teachers and the head teachers in the South Dayi District were given a raw deal on issues regarding medical bill refund. For example, none of the headteachers received full and regular refund of their medical bills. Majority of the headteachers (72.7%) had never been paid any medical bill refund. Those who had ever received refund (27.3%), received them irregularly. Similarly, 56 (91.8%) of the teachers were never paid their medical

bills while 5 (8.2%) had received their medical bill refund. It could therefore be said that the NHS had come to save most of the headteachers and teachers in the South Dayi District. They should therefore be encouraged to register with the Scheme so that it could take care of their health needs.

Teachers and headteachers who spend some nights outside their stations in line of their official responsibilities were expected to be paid out of station allowance (Scheme and Conditions of Service and Code of Professional Conduct, November, 2000). The study therefore sought to find out how many teachers had ever enjoyed this facility. Table 20 explained the responses of the respondents, to the degree which this was paid to the teachers.

Table 20

Regularity in Payment of Night Allowance

Response	Headteachers		Teachers	
	N	%	N	%
Fully paid and regularly	0	0	0	0
Sparingly paid	4	36.4	3	4.9
Never paid	6	54.5	58	95.1
Not paid in full	1	9.1	0	0
Total	11	100	61	100

Source: Field data 2009.

The data in Table 20 indicate that even though all the headteachers and some teachers had ever spent some nights outside their stations in line of their official responsibilities, not many had ever been paid his/her full night allowance on regular basis. Thirty-six percent (36.0%) of the head teachers and 4.9% of the teachers had been paid their night allowance, even though they were not paid on

regular basis. It is interesting to note that even though the headteachers who went out on official duties or sent teachers out on official duties were expected to pay or authorize the payment of the night allowance, 6 (54.5%) of them stated that they had never been paid their night allowances even though they had ever spent some nights outside their stations in line of their duties. The reason for the none payment of night allowance to teachers and headteachers in the South Dayi District could be due to lack of funds at the school level. The school management should therefore be encouraged to involve the schools in activities that could lead to increase in internally generated funds. When this is successful, some funds could be set aside for the payment of teachers' and headteachers' night allowances.

According to the Teachers Scheme and Conditions of Service, Section 4, Article 3, I, an appropriate monthly allowance shall be paid to teachers posted to areas designated as difficult by the Ghana Education Service. Table 21 shows the responses of the respondents, as to the degree of payment of the said allowance to teachers in difficult areas of the South Dayi District.

Table 21

Allowance for Teaches in Difficult areas

Response	Headteachers		Teachers	
	N	%	N	%
Fully paid and regularly	0	0	0	0
Sparingly paid	2	18.2	6	9.8
Never paid	9	81.8	55	90.2

Not paid in full	0	0	0	0
Total	11	100	61	100

Source: Field data 2009.

From the data in Table 21, it could be seen that none of the respondents from both categories opted for full and regular payment and not paid in full. Regarding the responses of the headteachers, nine (81.8%) said they had never been paid any allowances for working in difficult areas, while 2 (18%) said they were sparingly paid. Six (9.8) of the teachers said they were sparingly paid, while the majority 55 (90.2%) said they had never been paid allowances for accepting posting to difficult areas. It could be argued that the Ghana Education Service does not see the district under study to be a difficult area.

This finding supports the reasons given by the General Secretary of Ghana National Association of Teachers' (GNAT) for calling on teachers to embark on an industrial action, on the 14th Dec. 2009. She raised six issues to support her claim among them was an upward review of allowance for teachers in deprived or difficult area (The Ghanaian Times, Dec. 11, 2009). Thus, even though the GNAT was concerned about the low level of allowances, not much was being done to pay teachers and headteachers in the South Dayi District about the existing low allowances. This has the tendency of encouraging teachers to refuse postings to the South Dayi District.

Teachers in Ghana are expected to be paid acting allowance if they are made to perform duties of higher employees after three months (Conditions of Service and Code of Professional Conduct, November, 2009). The study therefore

sought to find out from teachers who had acted in that position whether they were paid such allowances (see Table 22).

Table 22

Payment of Acting Allowance

Response	Headteachers		Teachers	
	N	%	N	%
Fully paid and regularly	0	0	0	0
Sparingly paid	3	27.3	12	19.7
Never paid	8	72.7	49	80.3
Not paid in full	0	0	0	0
Total	11	100	61	100

Source: Field data 2009.

The data in Table 22 show that most headteachers and teachers in the South Dayi District had not benefited from these motivational allowances. Eight (72.7%) of the headteachers stated that they were never paid such an allowance even though they ever acted for some senior personnel. Similarly, fourty-nine (80.3%) of the teachers stated that they had never been paid such allowance even though they had ever acted as heads of department and subject heads.

Table 23 shows the involvement of teachers and headteachers in the supervision and invigilation of examinations conducted by external body on behalf of the GES and the extent to which they have been paid the allowances due them.

Table 23

Payment of Supervision Allowance

Response	Headteachers		Teachers	
	N	%	N	%
Fully paid and regularly	0	0	0	0
Sparingly paid	4	36.4	5	8.2
Never paid	7	63.6	56	91.8
Not paid in full	0	0	2	0
Total	11	100	61	100

Source: Field data 2009.

The results show that even all the teachers and their heads had been involved in supervision and invigilation of examinations conducted by bodies such as West African Examinations Council (W A E C) on behalf of GES, none of them had been paid full and regular allowance for such a responsibility. Only 36.4% of the headteachers and 8.2% of the teachers had been sparingly paid such an allowance.

The majority of the respondents 7 (63.6%) and 56 (91.8%) of head teachers and teachers respectively responded that they had never been paid any supervision allowance. This could be a serious de-motivational factor and responsible for some teachers' involvement in examination malpractices. The GES should put pressure on the WAEC to make budgetary provision for the payment of supervision and invigilation allowances to teachers immediately after the examinations as it is done to the examiners and assistant examiners of the WAEC.

The Ghana National Association of Teachers (GNAT), in its November 2000, publication of Conditions and Scheme of Service and the Code of Professional Conduct for Teachers stated that a transfer grant of one month gross

salary should be paid to each member on approved transfer. The teachers and head teachers were asked as to whether they were paid transfer grants or not.

Table 24

Payment of Transfer Grant of one Month Gross Salary

Response	Headteachers		Teachers	
	N	%	N	%
Fully paid and regularly	2	18.2	0	0
Sparingly paid	1	9.1	1	1.7
Never paid	8	72.7	60	98.3
Not paid in full	0	0	0	0
Total	11	100	61	100

Source: Field data 2009.

As shown in Table 24, 8 (72.7%) and 60 (98.3%) of the headteachers and teachers respectively, said they had never been paid the instituted transfer grant of one month gross salary. Only 2 (18.2%) of the headteachers said they were paid transfer grant of one month gross salary, whereas none of the teachers identified with full and regular payment. One (9.1%) and 1 (1.7%) of both the headteachers and teachers said they were sparingly paid transfer grant of one month gross salary.

The none payment of transfer grant to teachers and headteachers of the South Dayi District is contrary to motivational points developed by Hansaon (1996) as motivation techniques must respond to organizational needs. The author believes that to attract and retain teachers, the school must induce teacher effectively to enable them perform their tasks. Teachers must be spurred on to engage in creative and innovative teachings. Table 25 depicts the advance given to teachers to purchase a means of transport.

Table 25

Advance to purchase a means of transport

Response	Headteachers		Teachers	
	N	%	N	%
Fully paid and regularly	0	0	0	0
Sparingly paid	0	0	0	0
Never paid	11	100	61	100
Not paid in full	0	0	0	0
Total	11	100	61	100

Source: Field data 2009.

It is shown in Table 25 that for all the four options given, the teachers and head teachers, as to whether advances were given them to purchase a means of transport, none of the categories of respondents responded that they were paid advances to purchase a means of transport. The phenomenon of the none payment of advance to teachers in the South Dayi District to purchase a means of transport goes contrary to the observation of Agyenin-Boateng et al (2009). The authors stated that motivation has to do with the forces that maintain and alter the

direction, quality and intensity of behaviour. The non payment of advances such as a means to purchase a means of transport in the South Dayi District will not assist in maintaining and altering the direction, quality and intensity of the behaviour of teachers as teachers in the district would be demotivated.

Teachers are by law entitled to one month gross leave salary as enshrined in the bye-laws that governed their code of ethics. Table 26 explained the degree to which one month gross salary was paid to teachers in the South Dayi District for being on leave.

Table 26

Payment of One Month Gross Leave Salary

Response	Headteachers		Teachers	
	N	%	N	%
Fully paid and regularly	0	0	0	0
Sparingly paid	4	36.4	6	9.8
Never paid	7	63.6	53	86.9
Not paid in full	0	0	2	3.3
Total	11	100	61	100

Source: Field data 2009.

According to Table 26, none of the teachers and their headteachers asserted that they were fully paid one month gross leave salary. Regarding the assertion that teachers and headteachers were not paid in full, none of the headteachers identified with it, however, two (3.3%) teachers said, they were paid but not in full. Seven (63.6%) and 53 (86.9%) of the headteachers and teachers respectively said they were never paid one month gross leave salary in full or

regularly. Meanwhile 4 (36.4%) and 6 (9.8%) of the headteachers and teachers respectively identified with the assertion that they were sparingly paid one month gross leave salary. Sekyere (2008) have it that the key to management is the ability to positively influence the productive capacity of people. He further stressed that it is the responsibility of educational administrators to ensure that teachers and headteachers experience job satisfaction, and that a well motivated staff produces good results. It could therefore be said that, this management function of motivating teachers with the payment of one month gross leave salary is lacking in the South Dayi District.

Table 27

Induction of Teachers and Head teachers

Response	Head teachers		Teachers	
	N	%	N	%
Yes	9	81.8	30	49.2
No	2	18.2	31	50.8
Total	11	100	61	100

Source: Field data 2009.

The importance of induction for teachers had been highlighted in the literature (Reboree, 2001, Harry, Wong 2003; Sekyere, 2008). For example Reboree (2001), has stated that the importance of a proper induction of new appointees cannot be overestimated. He maintained that too many potentially capable teachers including many who devoted years of preparing their careers, resign their positions and give up teaching because of an unnecessarily, unpleasant and frustrating initial experience in a school that lacks an effective and

comprehensive orientation programme. The results of the study seem to support Reboree (2001) position. The results indicate teachers in the South Dayi District were not properly orientated to their schools and the school's environment. For example, 9 (81.8%) of the headteachers stated that they were inducted when they first joined the District, while 2 (18.3%) said they were not inducted. Regarding the responses of the teachers, 30 (49.2%) identified with the statement that they were inducted when they first joined the South Dayi District, whereas, 31 (50.8%) said they were not inducted at the inception of duty at the South Dayi District.

The findings seems to suggest that while the educational managers (District Directors and Circuit Supervisors) had succeeded in orientating the headteachers, the headteachers who were responsible for running orientation programmes for the teachers, had failed in their responsibilities.

The respondents who stated that they had received orientation were asked about the mode of delivery during the orientation. Table 28 depicted the answers given to this question by both categories of respondents. For the mode in which orientation is delivered to teachers see Table 28.

Table 28
Mode of Orientation delivery

Mode	Headteachers		Teachers	
	N	%	N	%
A lecture	4	36.3	32	52.5
A tour/visit	2	18.2	6	9.8
Both tour and lecture	3	27.3	18	29.5
Total	9	81.8	56	91.8
Missing number	2	18.2	5	8.2
Total	11	100	61	100

Source: Field data 2009.

Table 28 depicted the response of the respondents as to the mode of delivery of induction to them. It could be seen that majority of the respondents were inducted through the lecture method. Four (36.3%) and 32 (52.5%) of the headteachers and teachers respectively said the facilitators used the lecture method while 2 (18.2%) and 6 (9.8%) of the headteachers and teachers respectively said their induction was in a form of a tour or visit to important places. Three (27.3%) of the head teachers said their induction was in the form of both a tour and a lecture.

The findings confirms Sekeyre (2008) assertion that induction may take the form of visits to some vital places or installations on the school compound for instance, the classroom, laboratories, wor shops, library, the school farm if any, the school field to mention but a few.

The teachers and head teachers were further asked to state their views on how induction programmes received assisted teachers in the discharge of their duties. Table 29 depicts the responses of the teachers and head teachers.

Table 29

Views of Teachers and Head teachers on the importance of induction exercise

Views	Head Teachers		Teachers	
	N	%	N	%
It makes them feel welcomed and at home	2	18.2	5	8.2
It makes them adjust to the work environment	4	36.3	16	26.2
It makes the teachers become a member of the team	1	9.1	0	0

It provides teachers with information On school policies and procedures	2	18.2	25	41.0
It provides the teacher with information on the social, cultural, economic, ethnic and religious make up of the community	2	18.2	15	24.6
Total	11	100	61	100

Source: Field data 2009.

According to Table 29, the respondents gave varied views as to how teachers benefited from induction training programmes. For example, four (36.3%) of the headteachers and 16 (26.2%) of the teachers stated that the induction programmes enabled teachers to adjust to the work environment, 2 (18.2%) of the headteachers were of the view that induction provided teachers with information on school policies and procedures, twenty five (41.0%) teachers collaborated the views of the headteachers that induction programmes enabled teachers to adjust to the school environment.

The results of the study confirm Musaazi's (1982), assertion that induction means more than just making the new teacher feel at home in a strange or unfamiliar environment. The induction programmes in addition provides the new teacher with information about the community in which the school is situated. For example, whether a Christian or Muslim Community; it provides the teacher with the terms and conditions of employment and information about his/her fellow teachers such as their professional interests, clubs to which they belong, their social and recreational activities and their social responsibilities. Musaazi (1982) continues that induction and training also provides the new teacher with information about the school he/she has come to serve, information about library,

playground as well as sport equipment. Furthermore induction programmes enable the teacher to be introduced to students/pupils and non-teaching staffs such as the kitchen staff and the watchmen.

The teachers and headteachers of the south Dayi District were therefore asked as to state the number of times they were appraised in an academic year. Table 30 shows their responses to this question.

Table 30

Number of times teachers were appraised in an academic year

Number of times appraised	Headteachers		Teachers	
	N	%	N	%
Once	6	54.5	15	24.6
Twice	0	0	0	0
More than twice	0	0	0	0
None at all	5	45.5	46	75.4
Total	11	100	61	100

Source: Field data 2009.

As part of its attempt to motivate teachers to perform their functions effectively, the GES has instituted an annual appraisal for all serving teachers. In addition, the headteachers and the circuit supervisors are expected to periodically assess the performance of teachers in order to ensure improved productivity. The study therefore attempted to find out to what extent teachers in the South Dayi District's performances were assessed (see Table 30). The results indicated that the performance of the respondents was assessed once a year in line with GES'

policy. Even though the performance of the headteachers was assessed more than that of the teachers. For example, six (54.5%) of the head teachers and 15 (24.6%) of the teachers stated that they were appraised once a year in line with GES' policy in assessment of teachers. However, five (45.5%) head teachers and 46 (75.4%) of teachers were of the view that their performances were not assessed. By policy, the performance of a subordinate should be assessed by a superior officer. In the school situation, the District Director is expected to appraise the performance of the headteachers and the circuit supervisors while the circuit supervisors and the headteachers are to appraise the performances of the teachers. The results of the study show that the circuit supervisors and the headteachers were not performing their responsibilities satisfactorily as far as assessment of teachers were concerned. Measures should therefore be put in place to ensure that they perform their duties as expected.

This is because the assessment of staff performance is very critical in improving individual and organizational performance and its usefulness to the school (Belington et. al. 1991; Cooper, 1992; Rebore, 2001; Torrington and Hall 1991). For example, Torrington and Hall (1991) outlined the usefulness of appraisal to include improving current performance, providing feed back, increasing motivation, identifying training needs of employees, identifying potentials, and letting individuals know what is expected of them. Staff appraisal also focuses on career development, award of salary increase and solves job problems. It is interesting to note that the results of the current study agreed with

authors such as Belington et. al., (1991) and Torrington and Hall (1991) on the benefits of staff appraisal to the schools and the teachers (see Table 31).

Table 31

Appraisal helps to update teachers' knowledge in lesson planning

Views	Headteachers		Teachers	
	N	%	N	%
Strongly Agreed	2	18.2	12	19.7
Agreed	5	45.5	17	27.8
Not sure	1	9.1	0	0
Disagreed	3	27.2	30	49.2
Strongly Disagreed	0	0	2	3.3
Total	11	100	61	100

Source: field data 2009.

On the effects of staff appraisal on the teachers' ability to plan their lessons, the data in Table 31 clearly show that 11 head teachers and 61 teachers were of the view that appraising teachers performance helped to improve their

knowledge in their lesson planning. For example, twenty-nine 29 (47.5%) teachers and seven (63.7%) of the headteachers either agreed or strongly agreed that appraisal system helped to update teachers' knowledge of lesson planning.

The respondents were further asked whether or not they strongly agree, agree, not sure, disagree or strongly disagree to the assertion that, appraisal system helped staff to improve their knowledge of subject matter. Table 32 outlines the views of the respondents

Table 32

Appraisal system helps staff to improve their knowledge of subject matter

Views	Head teachers		Teachers	
	N	%	N	%
Strongly agree	6	54.5	13	21.3
Agree	5	45.5	42	68.9
Not sure	0	0	1	1.6
Disagree	0	0	3	4.9
Strongly disagree	0	0	2	3.3
Total	11	100	61	100

Source: field data 2009.

Table 32 indicates that all the headteachers either agreed or strongly agreed that that appraisal system aided teachers to improve their knowledge of subject matter. Fifty-five (90.2%) teachers either agreed or strongly agreed to the assertion that their knowledge in the subject matter could be improved if their performances were appraised. According to Agyenim-Boateng (2008), the

evaluation of the teachers' performance is indispensable to the planning and operation of a good lesson as well as a school. He stressed that, teachers are appraised for many reasons, the most vital of which is to improve their effectiveness in promoting learning. It could be realized that the teachers and headteachers of the South Dayi District had similar views with Agyenim-Boateng (2008).

The study sought to further find out the views of the teachers and head teachers on the assertion that, appraisal system assisted teachers to evaluate their learners' ability. Table 33 shows the reactions of the respondents to this question.

Table 33

Appraisal helps teachers to evaluate their learners' ability

Views	Head teachers		Teachers	
	N	%	N	%
Strongly agree	2	18.2	17	27.9
Agree	6	54.5	41	67.2
Not sure	0	0	0	0
Disagree	2	18.2	1	1.6
Strongly disagree	1	9.1	2	3.3
Total	11	100	61	100

Source: field data 2009.

The data in Table 33 indicate that eight (72.7%) head teachers and 58 (95.1%) teachers either agreed or strongly agreed that appraisal programmes

assisted teachers to evaluate their pupils' learning ability while 3 (27.3%) headteachers and three (4.9%) teachers either disagreed or strongly disagreed to the assertion that appraisal programmes assist teachers in the evaluation of their leaner's ability.

Thus, the teachers and head teachers of the South Dayi District held a very positive view on the vital role that; appraisal plays in the effectiveness of the classroom teacher thereby confirming the views of Agyenim-Boateng (2008), Musaazi (1982) and GES (2000).

A further question was posed to the respondents to determine their views on the assertion that appraisal programmes helped in the improvement of lesson presentation. Table 34 shows the results of the responses given.

Table 34

Appraisal programmes help teachers in their lesson presentation

Views	Head teachers		Teachers	
	N	%	N	%
Strongly agree	1	9.1	15	24.6
Agree	7	63.6	32	52.5
Not sure	0	0	3	4.9
Disagree	2	18.2	11	18.0
Strongly disagree	1	9.1	0	0

Total	11	100	11	100

Source: field data 2009.

Table 34, shows that all the head teachers said they believed that appraisal aided teachers in their lesson presentation. For example, eight (72.7%) of the head teachers either agreed strongly agreed that appraising the performance of teachers will increase their skills in lesson presentation with only 3 (27.3%) headteachers either disagreed or strongly disagreeing with the statement. Regarding the responses of the teachers, forty-seven (77.1%) stated that they either agreed or strongly agreed with the assertion while 11 (18.0%) disagreeing with the statement that appraisal aided the teacher in his/her lesson presentation.

Thus, majority of the respondents from both categories affirmed the statement. This could be reconciled with the usefulness of appraisal systems put forward by authors such as Musaazi (1982), Agyenim-Boateng (2006) and Reboree (2001).

Dunham (1995) stated that performance appraisal of teachers helps teachers and the school to see clearly the needs of employee and encourages their work performance so that the objectives of the school could be attained. The author further stressed that appraisal deals with the realization of teacher's professional development needs and the training opportunities to satisfy these needs so that the teacher can improve upon his/her performance in both the present and future work schedules.

The study also sought to determine whether or not appraisal programmes aided teachers to relate well with their colleagues and participated in co-curricular activities. Table 35 shows the results of the responses.

Table 35

Appraisal helps teachers to relate with their colleagues and participate in co-curricular activities

Views	Headteachers		Teachers	
	N	**%**	**N**	**%**
Strongly agree	4	36.4	30	49.2
Agree	4	36.4	20	32.8
Not sure	1	9.1	0	0
Disagree	2	18.1	6	9.8
Strongly disagree	0	0	5	8.2
Total	11	100	61	100

Source: field data 2009.

According to the data in Table 35 only one (9.1%) head teacher stated that he was not sure whether to affirm that appraisal aided teachers to relate well with their colleagues and participate in co-curricular activities or not. Eight (72.8%)

headteachers and 50 (82%) teachers either agreed or strongly agreed that appraising the performance of teachers could help teachers to related well with their colleagues and participate well in co-curricular activities. However, two (18.1%) headteachers as well as eleven (18.0%) teachers either disagreed or strongly disagreed with the statement.

Thus, majority of the respondents held the view that appraisal programmes aided teachers to relate well with their colleagues and participated in co-curricular activities. This is one of the aims of the Ghana Education Service with regard to instituting the appraisal programme in schools (Teachers' Guide in 2008).

The views of teachers and headteachers on the statement that appraisal system helps to improve teacher's communicative skills were also sought by the study (see Table 36).

Table 36

Appraisal programmes help to improve teachers' communicative skills

Views	Headteachers		Teachers	
	N	%	N	%
Strongly agree	5	45.4	14	22.9
Agree	3	27.3	25	40.9
Not sure	0	0	13	21.4
Disagree	1	9.1	7	11.5

Strongly disagree	2	18.2	2	3.3
Total	11	100	61	100

Source: field data 2009.

The responses as presented in Table 36 indicate that while none of the head teachers said they were not sure whether or not to affirm the statement, thirteen (21.4%) teachers were undecided on the issue. Eight (72.7%) head teachers and 39 (63.8%) teachers either agreed or strongly agreed to the statement, while 3 (27.3%) of the headteachers either disagreed or strongly disagreed with the statement that appraisal programmes helped to improve teachers communicative skills.

It must be noted that one of the aims for which the Ghana Education Service instituted appraisal programmes in to the school system was to help improve teachers' communicative skills. The results of the study indicate that the GES, to a very large extent, has achieved one of the objectives of the appraisal system in so far as teachers in South Dayi District were concerned.

Finally, on the views of teachers and head teachers about appraisal in the basic schools, teachers and head teachers of the south Dayi District were posed the question, whether appraisal of teachers assisted in checking their personality traits. Table 36 shows the results of the responses.

Table 37

Appraisal helps teachers to check their personality traits

Views	Headteachers	Teachers

	N	%	N	%
Strongly agree	4	36.4	36	59.0
Agree	5	45.4	17	27.9
Not sure	1	9.1	0	0
Disagree	1	9.1	5	8.2
Strongly disagree	0	0	3	4.9
Total	11	100	61	100

Source: field data 2009.

The study sought to find out the views of teachers and head teachers on the statement that appraisal aided teachers to check their personality traits. Nine (81.8%) head teachers and 53 (86.9%) teachers either agreed or strongly agreed to this statement, while 1(9.1%) headteachers and eight (13.1%) teachers disagreed. Here again the high percentage of respondents who affirmed the statement could be said to be an indication that the objectives for which GES instituted the performance appraisal for teachers were being achieved in the South Dayi District.

Agyenim-Boateng (2006) conceptualized appraisal as a process in which an individual teacher and a school collaborates in assessing the teachers' work as a professional person. The thoughts of the teachers in the South Dayi District further supports Agyenim-Boateng's (2006) views.

Management support service challenges faced by teachers face in the South Dayi District

The study has as one of its goals to identify the challenges that teachers faced in the South Dayi District, in relation to the provision of management support services. This, therefore, was the focus of the fourth research question. The responses to the question aimed at soliciting the challenges faced by teachers in this direction are captured in Tables 38 and 39.

Table 38

Support challenges Teachers faced. Responses of head teachers

Challenges	Yes		No		Total	
	N	%	N	%	N	%
Orientation	8	72.7	3	27.3	11	100
In-service training	7	63.6	4	36.4	11	100
Appraisal programmes	6	54.5	5	45.5	11	100
Motivation	11	100	0	0	11	100

Source: Field data 2009.

Among other things, the headteachers stated that the teachers faced challenges in the provision of induction training, in-service training, appraisal and motivation to give off their best (see Table 38).

For example, the head teachers believed that orientation to newly posted teachers to the district and the provision of motivation to teachers were the most

serious acute challenges that teachers in the South Dayi District faced. Eight (72.7%) headteachers stated that the provision of orientation to the teachers was a major problem while all the head teachers agreed that the provision of motivation was equally a major problem to the teachers in the district.

Table 39

Support challenges teachers faced: Responses of teacher

Challenges	Yes		No		Total	
	N	%	N	%	N	%
Orientation	46	75.4	15	24.6	61	100
In-service training	40	66.0	21	34.0	61	100
Appraisal programmes	47	77.0	14	23.0	61	100
Motivation	55	90.0	6	10.0	61	100

Source: Field data 2009

An attempt to reconcile this with the response of the teachers from Table 39 show that the provision of appraisal to teachers within the South Dayi District was an acute problem. For example, forty-seven (77.0%) teachers said assessment

of teachers' performance was a major problem that militated against their improved performance. The teachers also indicated in Table 38 B that motivational benefits were serious challenges.

Musaazi (1982) explained teacher management support services as the institution of procedures and the arrangement of conditions that make possible self direction by staff in the performance of their duties. The Ghana Education Service Council through the Ghana National Association of Teachers (GNAT) had instituted these four main support services for teachers, namely orientation/induction of newly posted teachers to the district, the provision of a systematic in-service training programmes to the teachers as the need may arise, the appraisal of the teachers' performance and the provision of motivational benefits such as allowances, medical care, advances and grants (The Conditions and Scheme of Service and Code of Professional Conducts for teachers, November, 2000).

The results from both the questionnaire and the interviews revealed that the implementation of all the four main management support services in the South Dayi District were facing challenges. For example, the interviews with the Directors stressed on the provision of in-service training programmes and motivational benefits to the teachers as being acute challenges.

The respondents explained that these two services could be provided effectively only when enough funds were provided as management of the schools were often faced with shortage of fund to perform these functions, and therefore performed these functions sparingly or at times not at all. The respondents further

stressed that the appraisal of teachers' work was better performed and did not suffer any challenge since they saw to it that the head teachers appraised their teachers, while the circuit supervisors in turn appraised the head teachers. The respondents at the District Directorate of Education insisted that reports at the district office showed that teachers were appraised annually and effectively

It is observed that this is at variance with the responses of the teachers. Also, the Directors stated that the district organized induction training for all teachers who were posted to the district in every September and expected the headteachers to organize some at the school levels to ensure that teachers got settled and performed their duties as expected.

The other stakeholders (SMCs and PTAs) were of the view that some of the challenges that teachers in the South Dayi District faced with respect to the provision of management support services include induction of newly posted teachers to the district, appraisal of teachers' performance and provision of in-service training. They were of the view that since these were purely administrative duties, they scarcely got involved even though some of them were occasionally invited to the orientation programmes to give some motivational speeches.

The circuit supervisors on their part believed that besides some motivational benefits, teachers in the South Dayi District faced challenges in the provision of other support services which included the payment of allowances, medical bills and grants to teachers. This buttresses the dissaffection that most teachers face which often culminate in frequent industrial actions. A case in point

is the call for an industrial action by the graduate teachers in the country, under the umbrella of the National Association of Graduate Teachers (NAGRAT). On the 25th November, 2009, the teachers were up in arms ready to lay down their tools from Monday November 30th, 2009. As a result of what they claimed was a lowering of their conditions of service. The Association stated that it had given notice of the intended strike action to the Ministry of Education and the Ghana Education Service (GES) after several unsuccessful efforts to get issues related to Teachers' Conditions of Service resolved. The Association observed that the core of its grievances was the reduction in the responsibility and car maintenance allowance paid to its members from GH¢1.00 and GH¢40.00, respectively, to 30Gp and GH¢ 7 respectively. (Daily Graphic, November 25, 2009 :1).

According to the Ghanaian Times, Monday, October, 1, 2001. Issue, the Ghana National Association of Teachers (GNAT) called off its intended strike action scheduled to start on the 1st day of October 2001. This followed an agreement reached between the Government and the executive of GNAT to make the payment of supervision allowance effective from May, 1st. The General Secretary of GNAT stated that the Ministry of Education and Finance, the Ghana Education Service and GNAT had a meeting to resolve the issue. He then advice the government not to wait for teachers to take action before responding to their grievances.

Finally, the study sought the views of the respondents on how they thought the management support service challenges teachers in the South Dayi District faced could be resolved. Table 40 captures the results of the responses.

Table 40

Resolving support service challenges

Solution	Head teachers		Teachers	
	N	%	N	%
Part of the capitation grant should be used in motivating teachers	0	0	13	21.3
There should be internally generated funds for motivational activities	1	9.1	5	8.2
The capitation grant should be increased	6	54.5	0	0
Government should enforce supportive measures in the schools	2	18.5	4	6.6
Government should pay the fees of teachers on distance learning	2	18.2	39	63.9

Total	11	100	61	100

Source: Field data 2009.

The teachers and head teachers gave diverse view on how support services challenge to teachers could be resolved (see Table 40). None of the head teachers said part of the capitation grant should be used in motivating teachers. This might be due to the fact that the head teachers and the Assistant Directors were the sole signatories to the Capitation Grant. This grant had been outlined as per its disbursement by the central government. Hence, the head teachers might have refused to say that part of the grant should be used in motivating teachers, it may be also that, the head teachers wanted to keep the cards relating to the disbursement of the funds close to their chests.

Conversely, none of the teachers said the Capitation Grant should be increased, while majority of the head teachers 6 (54.5%) said the grant should be increased. One reason which could be deduced from this response is that the teachers might feel they were not signatories to the fund, hence cared very little about its increment, while the vice versa could go for the head teachers.

Majority of teachers were of the view that the challenges facing the management support service could be resolved if, the central government pays the fees of teachers on distance learning.

According to Table 39, the respondents believed that the challenges could be resolved for teachers to be effective in the provision of their services if the central government increased the Capitation Grant to include support for teachers. In addition, it was suggested that the District Assembly and the NGOs operating

in the District must source funds to put up residential facilities for the teachers in the District, especially those in the difficult areas.

The interviews also revealed that the situation could be improved if the motivational benefits enshrined in the conditions of service for teachers were rigidly enforced. It was further stressed that the best teacher award scheme needed to be reappraised. For example, it was suggested that:

1. The criteria for selecting the winners should be made known to all teachers
2. All who helped in the success story of the winners should be rewarded too
3. The range of value of prizes also needs to be increased.

The next chapter discusses the summary of main findings, conclusion and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of the findings, conclusions that emerged from the study and recommendations for enhancing the provision of management support services to teachers in the South Dayi District in particular, and by extension to teachers within the Volta Region as a whole.

Summary of Main Findings

This study became necessary because in recent times there has been a popular uprising among the teacher unions in Ghana. Reference can be made to the Ghanaian Times, Monday, October 1, 2001 on one hand when the Ghana National Association of Teachers (GNAT) declared a strike action. On the other hand the National Association of Graduate Teachers (NAGRAT) also called for

an industrial action on the 25th day as November, 2009 on separate issues affecting their conditions of service and other related issues. Recruitment and attrition of those in the teaching service profession is high, resulting in perennial shortfall of teacher supply. This will impact negatively on the quality of teaching and learning.

Consequently upon these disturbing situations, the study was designed therefore to explore the kinds of management support systems that had been put in place for teachers of the South Dayi District and the extent to which these were assisting teachers to be effective in the performance of their duties. In carrying out this objective, a searchlight is thrown on variables to teachers in the study area, the appraisal of the teachers work annually as prescribed by the Ghana Education Service, the provision of in-service trainings to the teachers as the situation may demand and the induction of teachers that are newly posted to the study area.

The study employed the cross-sectional descriptive survey design. Both purposive and random sampling techniques were used to draw a sample of 173 respondents. Questionnaire and an interview guide were used as instruments for collection of data for the study. In all 140 (out of the 173) copies of the questionnaires were returned, constituting 80%. The respondents were the District Director of Education, her two Assistants that is the Assistant Director responsible for finance and administration, and the Assistant Director responsible for Human Resource Management and development. Five circuit supervisors, eleven headteachers and 61 teachers, 15 SMC chairpersons and any other member totalling 30 and 15 chairpersons of the P.T.A's and any other member also totalling 30.

The data from the questionnaire were analysed using the Computer's Statistical Package Service Solution (SPSS) programme, while the responses from the interviews were transcribed and the main issues emerging were categorised within the context of the research questions.

The study revealed that all the four main support services were poorly provided to the teachers with motivation being the worst of all. The study recommends that the GES must put in more effort to endorse the support service; in addition, there should be public education to involve all stakeholders in the provision of management support services to teachers. The SMC and the PTA should be strengthened to perform their roles effectively.

Conclusions

The main conclusion that emerged from the study was that the Government of Ghana through the Ministry of Education and Ghana Education Service has not been able to provide enough funds for the management support service for teachers.

The implication for this situation may be the high attrition rate amongst those in the teaching profession and the low appreciation of the young and qualified persons to enter the colleges of education. This surely would result in perennial shortages of teachers within the district under study specifically and the nation Ghana as a whole.

The aim of the Ghana Education Service having other stakeholders such as the School Management Committee and Parent Teacher Associations, besides the government, to contribute to the management and supporting teachers have not been fully realised in the study area. The inference that could be drawn here is

that, the provision of management support services to teachers within the South Dayi District was the sole duty of the central government. This would not augur well for the achievement of educational goals. It is worth noting that, in spite of all these challenges that the regular teacher faces, and against other odds, they do the best they could to discharge their duties under the circumstances.

Concerning motivation, it can be concluded that it is the poorest provided support service to the teachers in the South Dayi District. Headteachers and teachers lack job incentives which might negatively affect commitment to work. The implication for this could be the problem of teacher shortage. This could not be confined to the concern for numbers alone but also the concern for quality as well. While the education system of any country must ensure that enough teachers enrol for the teaching profession, it must also strive to entice the most capable and appropriate people into the occupation. Efforts must also be made by the educational administrators to ensure that the teachers stay in the profession. Most of the teachers in Ghana serve in difficult areas, where many public servants would normally refuse to accept posting to. Such teachers apart from sacrificing their professional and career development also suffer deprivation on several fronts.

They have no access to potable drinking water, no electricity, no health facility, attacks from the community members and lack of accommodation. Hence, the support services enshrined in their code of ethics and conditions of service for teachers needs to be rigidly enforced.

Recommendations

From the results to the research questions and the findings discussed with their related conclusions in the previous sections, the following recommendations are being made:

1. The GES should put in more efforts to ensure that the instituted management support services enshrined in the conditions and schemes of service for teachers are rigidly enforced.
2. It is also recommended that public education on the need for all and sundry to get involved in teacher management support service provisions be augmented.
3. The SMCs and the PTAs should be sensitised by the school authorities to actively get involved in the provision of management support services to teachers.
4. Regular incentive package should be given to teachers and headteachers alike by stakeholders of education
5. All support systems should be goal-oriented, combining school needs with the personal growth needs of those who work within the school.
6. Headteachers and circuit supervisors should be taken through proper management training by the Ghana Education Service before taking office and regular in-service trainings on assumption of duty.
7. The results of the study will serve as a source of reference for enhancing future and further research in the area of study.

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APPENDIX A

INTERVIEW SCHEDULE FOR THE DISTRICT DIRECTOR, ASSISTANT DIRECTOR (ADMINISTRATION AND FINANCE) AND THE ASSISTANT DIRECTOR (HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT). ON THE AVAILABILITY AND PROVISION OF MANAGEMENT SUPPORT SERVICES TO TEACHERS OF THE GES IN THE SOUTH DAYI DISTRICT OF THE VOLTA REGION OF GHANA.

This interview is aimed at eliciting information on the state of management support services and the extent to which these services are being provided to teachers within the South Dayi District of the Volta Region of Ghana, that is, to basic school teachers. Your cooperation and objective responses will greatly contribute to provide an empirical basis for either raising or maintaining the provision of these management support services in our basic schools. You are assured of confidentiality of all the information that will be provided by you.

SECTION A: BIO – DATA

1. Please what is your position?

……..……..

2. How many years have you been on the said position in question 1?

…….

SECTION B: SUPPORT SERVICES PROVIDED

3. Which of the following support services are provided by you to your teachers?

(i) Induction/orientation of new teachers [ ]

(ii) In-service training [ ]

(iii)Incentives/motivations [ ]

(iv)Appraisal/assessment of teachers' work [ ]

Others, please specify…….

…….

4. If you provide any sort of incentives/motivations to your teachers, which of the following do you provide?

(i) Vehicle maintenance allowance [ ]

(ii) Medical refund [ ]

(iii)Allowance for teachers in difficult areas [ ]

(iv)Acting allowance [ ]

(v) Transfer grant of one month gross salary [ ]

(vi)Advance to purchase means of transport [ ]

Others, please specify……

……..

5. How differently do you provide these services in the private and public schools?

…….

SECTION C: ROLE OF STAKEHOLDERS

6. As a stakeholder of this school, how do you support your teachers?

(i) Provision of teaching-learning materials [ ]

(ii) Cash incentives [ ]

(iii) Free/subsidised accommodation [ ]

(iv) Provision of food stuffs [ ]

Others, please specify……

……..

7. In your view, are the support services provided by you sufficient?

   Yes [ ]

   No [ ]

8. If your answer to question 7 is No, how do you think the support services provided by you could be improved?

   …….

   ……..

9. If your answer to question 7 is Yes, how do you do this?

   ……..

10. Do you support teachers on in-service trainings?

    Yes [ ]

    No [ ]

11. If yes in question 10, how do you do this?

    ……

    ……

12. Do you assist new teachers posted to the district in their orientation programmes?

    Yes [ ]

    No [ ]

13. If yes in question 12, what role do you play?

    ……

……

14. Do you motivate teachers to put up their utmost performance?

Yes [ ]

No [ ]

15. If yes in question 14, how do you do this?

……...

……..

16. Do you often help in the appraising of teachers' work?

Yes [ ]

No [ ]

17. If yes in question 16, how do you do this/what role do you play?

…….

……..

SECTION D: SUPPORT SERVICE CHALLENGES

18. In your view what support service challenges do teachers face in the South Dayi District?

(i) In-service training [ ]

(ii) Induction [ ]

(iii) Appraisal [ ]

(iv) Motivation [ ]

19. How do you think, the management support service challenges teachers face within the South Dayi District, could be resolved?

……..……

……

APPENDIX B

QUESTIONNAIRE FOR TEACHERS AND HEADTEACHERS ON THE AVAILABILITY AND THE PROVISION OF SUPPORT SERVICES TO BASIC SCHOOL TEACHERS OF THE GES IN THE SOUTH DAYI DISTRICT IN THE VOLTA REGION OF GHANA.

This questionnaire aims at soliciting the views of head teachers and teachers in the South Dayi District concerning the provision of management support services to teachers in the District, to enhance teaching and learning in the District. This questionnaire also seeks to gather data on some of the challenges faced by teachers and Educational Managers concerning the administration of the management support services in the District. I am happy to inform you that you have been selected to participate in the study by completing this questionnaire. It is my hope that your cooperation and objective responses will greatly enrich the data to be collected. You are assured that every information provided will be treated as confidential as possible, to this end, you are kindly requested not to write your name on this questionnaire.

Noel Kwaku Nkpeh

…….

Please tick [√] the option you consider suitable for each option or write short answers where needed.

SECTION A: BIO – DATA

1. What is your status in the school?

   Teacher [ ]

   Head teacher [ ]

2. What is the category of this school?

   Primary separate from JHS [ ]

   Both JHS and Primary on the same compound [ ]

SECTION B: SUPPORT SERVICES PROVIDED

3. What is your understanding of management support services to teachers?

   ……

   ……..

4. Which of the following management support services are provided in your school?

   (i) Induction/orientation of new teachers [ ]

   (ii) In-service trainings [ ]

   (iii) Incentives/motivation [ ]

   (iv) Appraisal/assessment of teachers' work [ ]

   Others, please specify…….

……

SECTION C: ROLE OF STAKEHOLDERS

5. Apart from the GES, which other organisation(s) provide some or all of the support services you indicated in Question 4 to you as a teacher/head teacher?

(i) PTA [ ]

(ii) SMC [ ]

(iii) NGO's [ ]

(iv) Others, please specify

…….....

6. Which of the following management support services has been provided by the named stakeholder(s) in Question 5?

(i) In-service training (workshops, seminars etc) [ ]

(ii) Orientation/induction of new teachers [ ]

(iii) Cash incentives [ ]

(iv) Provision of teaching and learning materials [ ]

(v) Free/subsidized accommodation [ ]

(vi) Disseminating information regarding educational issues [ ]

(vii) Others, please specify …….....

……

……..

SECTION D: AVAILABILITY AND PROVISION OF MANAGEMENT SUPPORT SERVICES

(a) In-service Training

7. How often do you attend in-service training programme(s) in an academic year?

(i) Once [ ]

(ii) Twice [ ]

(iii) Three times [ ]

(iv) More than three times [ ]

(v) None at all [ ]

Benefits of in-service training	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
i) The training programmes(s) helps to update teachers' knowledge in their subject areas.					
ii) It helps to improve teachers' skills in teaching.					
iii) It helps teachers keep abreast with new developments and programmes(s) in the GES.					
iv) It helps to expose teachers to new methods of teaching.					
v) The programmes(s) enable teachers to evaluate their pupils' performance effectively.					
vi) The training programmes(s) acquaints					

teachers with the use of new instructional materials and equipment.					

8. The following are benefits that in-service training provides to teachers. Please state the extent to which you agree or otherwise with each of the following statements in the continuum of strongly agree to strongly disagree. Where strongly agree is the highest and strongly disagree is the lowest

Others please specify

……

……

(b) Incentives/Motivation

9. Do you sometimes receive any form of incentive(s) in relation to your duties?

   Yes [ ]

   No [ ]

10. The following are motivational benefits provided in the conditions and scheme of service for teachers to enhance performance. Kindly indicate the extent to which these benefits are provided to motivate teachers by ticking [√] the appropriate option.

Fringe Benefits	Fully paid and regularly	Not paid in full	Sparingly paid	Never paid
i) Vehicle maintenance allowance				
ii) Medical refund				

iii) Night allowance				
iv) Allowance for teachers in difficult areas				
v) Acting allowance				
vi) Supervision allowance				
vii) Transfer grant of one month gross salary				
viii) Advance to purchase means of transport				
xi) One month gross leave salary				

Others, please specify

…….....

……

C. ORIENTATION/INDUCTION

11. Were you given an induction when you first joined the District?

    Yes [ ]

    No [ ]

12. What was the mode of delivery during the orientation?

    A lecture [ ]

    A tour/visit [ ]

Both lecture and tour [ ]

How did the induction assit teachers in the discharge of their duties?

(i) It makes them to feel welcomed and feel at home [ ]

(ii) It makes them to adjust to the work environment [ ]

(iii) It makes them to become a member of the team [ ]

(iv) It provides them with information on school policies and procedure[ ]

(v) It provides them with information on the social, cultural, economic, ethnic and religious make-up of the community [ ]

The following are the structured appraisal format for basic school teachers in the GES. Kindly indicate the extent to which the appraisal system has enhanced the performance of your duties by ticking [ ] the appropriate option.

Help appraisal has offered	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
i) The appraisal system helps teachers to up date their knowledge in lesson planning.					
ii) Appraisal of staff helps teachers to improve upon					

their knowledge of subject matter.					
iii) The appraisal system helps teachers to evaluate their learners' ability.					
iv) Teachers' lesson presentation is improved through appraisal systems.					
v) Teachers' relationship with colleagues hence participation in co-curricular activities are improved through appraisal systems.					
vi) It helps to improve teachers communication skills.					
vii) It helps teachers to checks their personality traits.					

D) APPRAISAL/ASSESSMENT OF TEACHERS' WORK

13. How often are you appraised in an academic year?

Once [ ]

Twice [ ]

More than twice [ ]

None at all [ ]

SECTION E: SUPPORT SERVICES CHALLENGES

14. Which management support service challenges do you face in your profession within the district?

    (i) In-service training [ ]

    (ii) Orientation/induction of new teachers [ ]

    (iii) Incentives/motivation [ ]

    (iv) Appraisal/assessment of teachers' work [ ]

    (v) Others, please specify

15. Please give some suggestions for improving support services for teachers in the South Dayi District …….

APPENDIX C

AN INTERVIEW FOR CIRCUIT SUPERVISORS, SMC AND PTA MEMBERS ON THE AVAILABILITY AND PROVISION OF MANAGEMENT SUPPORT SERVICES TO TEACHERS OF THE GES IN THE SOUTH DAYI DISTRICT OF THE VOLTA REGION OF GHANA.

This questionnaire aims at soliciting the views of circuit supervisors, SMC and the PTA chairpersons and any other member, of the sampled schools, on the provision of management support services to basic school teachers, in the South Dayi District, to enhance teaching and learning. This questionnaire also seeks to gather data on some of the challenges faced by teachers and Educational Administrators, Concerning the administration of management support services in the District. I am happy to inform you that, you have been selected to participate in the study by completing this questionnaire. It is my hope that, your cooperation and objective response will greatly enrich the data to be collected. You are assured that every information provided will be treated as confidential as possible. To this end, you are kindly requested not to write your name on this questionnaire.

SECTION A: BIO – DATA

1. Please what is your position?

   ……

2. How many years have you been on the said position in Question 1?

   ……

3. Are you an SMC or PTA member for a private school?

   Yes [ ]

   No [ ]

SECTION B: SUPPORT SERVICES PROVIDED

4. Which of the following support services are provided to your teachers?

   (i) Induction/orientation of new teachers [ ]

   (ii) In-service training programmes [ ]

   (iii) Incentives/motivations [ ]

   (iv) Appraisal of teachers' work [ ]

(v) Others, please specify …….....

5. If you provide any sort of incentive/motivations to your teachers, which of the following do you provide?

   (i) Vehicle maintenance allowance [ ]

   (ii) Medical refund [ ]

   (iii) Allowance for teachers in difficult areas [ ]

   (iv) Acting allowance [ ]

   (v) Transfer grant of one month gross salary [ ]

(vi) Advance to purchase means of transport [ ]

Others, please specify

…….

……

……

SECTION C: ROLE OF STAKEHOLDERS

6. As a stakeholder of this school, how do you support your teachers?

   (i) Provision of teaching-learning materials [ ]

   (ii) Cash incentives [ ]

   (iii) Free/subsidized accommodation [ ]

   (iv) Provision of food stuff [ ]

   (v) Others, please specify

   ……

   ……

7. In your view, are the support services provided by you sufficient?

   Yes [ ]

   No [ ]

8. If your answer to Question 7 is No, how do you think the support services provided by you could be improved upon?

   ……

   ……

9. If yes in Question 7, how do you do this?

……

……

10. Do you support teachers on in-service training programmes?

Yes [ ]

No [ ]

11. If yes in Question 10, how do you do this?

……

……

12. Do you assist new teachers posted to the district in their orientation services?

Yes [ ]

No [ ]

13. If yes in Question 12, what role do you play?

……

……

14. Do you motivate teachers to put up their utmost performance.

Yes [ ]

No [ ]

15. If yes, in Question 14, how do you do this?

……

……..

16. Do you often help in the appraising of teachers?

Yes [ ]

No [ ]

17. If yes in Question 16, how do you do this/what roles do you play?

…….

……

SECTION D: SUPPORT SERVICE CHALLENGES

18. In your view what support service challenges do teachers face in the South Dayi District?

    (i) In-service training programmes [ ]

    (ii) Induction/orientation of newly posted teachers to the district [ ]

    (iii) appraisal/assessment of teachers' work [ ]

    (iv) Incentives/motivation of teachers [ ]

    (v) Others, please specify

    …….....

    ……

19. How do you think, the management support service challenges teachers face within the South Dayi District, could be resolved.

    ……

    ……

    ……