

UNIVERSITY OF CAPE COAST

TEACHER MANAGEMENT AND SUPPORT SERVICES IN WESLEY  
GRAMMAR SCHOOL

BY

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## DECLARATION

### Candidate's Declaration

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

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

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### Supervisor's Declaration

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

Supervisor's signature: ..... Date: .....

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## **ABSTRACT**

Teachers have great responsibilities in the development of an educational system, sharing in curriculum development, producing materials for teaching and learning and participating in the design and administration of new forms of educational assessment. Efforts to manage and support teachers are therefore critical in improving the quality of teaching and learning. The study aimed at examining the roles teachers play in achieving school goals, teacher management and support services available in Wes-G, and adequacy of teaching materials, supervision and incentive support for teachers to remain committed in the service.

A descriptive research design was adopted for the study. Both simple random sampling and purposive sampling methods were used to obtain a total of 57 respondents (50 teachers and seven teacher managers) to respond to issues. Both questionnaire and interview guide were used to gather data.

The study found that teachers combined both their teaching and assigned duties to ensure the achievement of school goals. Some of the challenges teachers encounter in administering their duties included low knowledge in ICT, inadequate TLMs and poor remuneration. Management and support services available for teachers at the Wesley Grammar school included infirmary, subsidised accommodation, supervision, welfare fund and term bonuses. A majority of the sampled teachers were not satisfied with the incentive packages received from the school. It is therefore recommended that teachers should be trained on ICT, adequate instructional materials should be made available to teachers, and more accommodation facilities should be provided for teachers.

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## **DEDICATION**

To my family.

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## **LIST OF ACRONYMS**

CSE	Commonwealth Secretariat of Education
GES	Ghana Education Service
I.E.P.A.	Institute of Educational Planning and Administration
ILO/UNESCO	International Labour Organisation/United Nations Educational, Scientific and Cultural Organisation
INEE	Inter-agency Network for Education in Emergencies
MOE	Ministry of Education
MOESW	Ministry of Employment and Social Welfare
SPSS	Statistical Product for Service Solutions
TLMs	Teaching and Learning Materials
TMSS	Teacher Management and Support Services
UCC	University of Cape Coast
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VSO	Voluntary Services Organisation
Wes-G	Wesley Grammar

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Education is the field of study that mainly deals with methods of teaching and learning in schools. In other words, it is the total process of human learning whereby faculties are trained and skills are developed. Merriam-Webster (2004) defined education as the knowledge and development resulting from an educational process. Formal education takes place in specifically-built institutions such as schools, polytechnics and universities. What is taught and learnt is structured by means of syllabus and time-table.

Teaching therefore is done by specially selected and trained teachers, and as such supervised by educational officers. The school is an integral part of our social development and furthermore a service provider in which the teacher is the focal point delivering the teaching services. One cannot work as a teacher without good education. In this vein, the teacher's academic qualification is a diploma, the first degree or its equivalent or the Higher National Diploma in a relevant subject area. The trained teacher qualifies as a professional with the certificate, diploma or a degree in education.

Although teachers are but one element in quality education, they are nevertheless a very crucial one. Teachers have the greater responsibilities in the development of the national educational system, sharing in curriculum

development, producing materials for teaching and learning and participating in the design and administration of new forms of educational assessment.

Formal education has brought some societal changes for the people of Ghana. The modern world of work requires good education and training. It was introduced when European traders and missionaries who arrived and settled on the coast of West Africa in the fourteenth and fifteenth centuries, built forts and castles for use as trading centres (Graham, 1971). Schools were established for the European children to attend. When the British took control of the administration of Ghana in the nineteenth century, a period of educational expansion began as a result of governmental and missionary activities.

The first Basel Society missionaries arrived at Christiansburg in 1828 and left Accra to settle at Akropong and established a school for training catechists in 1848 which later became the first Teacher Training College in the country (Graham, 1971). The Wesleyan Methodist society arrived in Cape Coast in 1835 with the arrival of the Reverend Joseph Rhodes Dunwell in January 1835. Reverend Thomas Birch Freeman who arrived at the Gold Coast in 1838, was a great pioneer of Missionary expansion. Between 1838 and 1857 he carried Methodism from the Coastal areas to Kumasi in the Asante hinterland of the Gold Coast. Through the pioneering work of Reverend Joseph Rhodes Dunwell and Reverend Thomas Birch Freeman, about twenty schools were opened by the end of 1900.

The work of the Roman Catholic Mission dates back to 1881 when the Portuguese settled at Elmina. The first white fathers arrived and opened schools in 1882 and later built schools at Agona, Komenda, Shama and Cape Coast. The Ahmadiya Mission also arrived in 1921 and established its first

school at Saltpond in 1923. The missionary influence still permeates the present school system.

In this view, Ghana's educational structure can be traced through the inception of the castle schools by colonial masters and mission schools by the missionaries. Today, Ghanaian schools are mostly public. That is, government assisted or private. There are also a few mission schools administered by the Presbyterians, Anglicans, Zion and others. Ghana's education has yielded good results in the past and has produced lots of great men in the world.

Education in Ghana which was once described as vibrant and effective degenerated during the economic crisis in the 1970s. This was as a result of the exodus of qualified and trained teachers to neighbouring countries. Untrained teachers had to hold the fort. Arko-Boham and Oduro (2000) reported that due to massive quantitative expansion of the education system, teaching staff was in short supply, and this shortage affected the quality of instruction. It often led to the recruitment of boys and girls, mostly rejects from secondary school system, to join the teaching force (e.g., Modular courses in Ghana, Pupil Teacher Training Centres). It ends up diluting the existing pool.

The 1970s witnessed a steady deterioration in the economy of the country. However, successive governments took up the challenge to revamp the education sector. Edzii (2000) reported that the Deputy Secretary of Education in Ghana expectedly described the educational sector of Ghana to be experiencing increases in her literacy rate. Ghana's literacy rate increased from 46% in 1981 to 65% in 1987 and dropped slightly to 64% in 1995. Between 2000 and 2010, the Deputy Minister of Education, Mahama Ayariga, reported that Ghana's literacy rate shot up from 54% to over 70% (Ghana Broadcasting

Corporation, 2010). However, 40% of school age are in school, maintenance has been neglected, libraries have decayed, students share laboratory equipment and extra-curricular activities have all but stopped even in the best schools.

Opare (1999) explained that parents, management and other educational beneficiaries blame poor student learning outcome on teachers. On the other hand, teachers blame management and parents for lack of the necessary support systems to facilitate student learning and boost the morale of teachers. During the rapid national development in the country, the schools and teachers were not left out in the programmes. Structures were put in place to cater for guidance in the performance of teachers' duties, academic skills, monitoring and supervision of his output, promoting good relationship between him and the community and not the least, helping him conquer life's challenges.

Arko-Boham and Oduro (2000) observed that communities contributed towards the provision of education through various means. In rural areas, communities often contributed directly through (a) the provision of land for the construction of school buildings and teachers' bungalows and (b) communal labour. Governments in their bid to save the situation for this development engaged in educational reforms to sustain the sector.

There was the general perception that, the various educational reforms reviews, many a time, have failed to meet expectations in terms of coverage, quality, equity and economic utility. There has also been the issue of politicisation of educational reforms to lower standard of education in the country. Organising such an expanded educational programme as proposed by the educational reform programmes of Ghana, requires both the support of the

society and the inputs required. The 2007 Educational Reform which is currently in operation countrywide seeks to address some of the deficiencies. The outcome of the reform programmes would depend to a large extent on the adequacy of teachers and support services to enhance work output.

During the launching of the New Educational Reform in 2007, ex-president J. A. Kuffour remarked that teacher quality is critical to the implementation of the reform programme at all levels, hence the government was committed to improving the conditions of service of teachers to motivate them to give off their best. The reform was designed to prepare the appropriate human resource and a disciplined work force with the right ethics to service the growing economy. History has it that, there is a strong link between education and national development. To uplift the image of education, effective and efficient structures must be put in place to guide and help the teacher who is the central point in delivering the teaching services without whom the school would be non-available.

According to the Ministry of Education [MOE] (1994), strategies available to support the work of teachers in the school system include personnel development, in-service training, supply of teaching materials, supervision, financial and health support services and incentive packages. A major task of Teacher Management and Support Services (TMSS) is the provision of opportunity for teachers to develop their professional and academic capabilities. In contemporary times, the Ghana government through MOE and donor agencies like Japan International Co-operation Agency and Canadian International Development Agency help provide assistance to teachers and teacher managers to achieve educational goals.



In any educational system, particularly in Ghana, the teacher plays a critical role. The right kind of qualified teachers in their right numbers help to make the educational system successful. Teachers help students to manage career development and create satisfying lives for themselves in a wide variety of different contexts. They also feel invigorated, challenged, professionally engaged and empowered by their positive role to achieve quality learning (Anamoah-Mensah & Asabere-Ameyaw, 2007).

McWilliam and Kwamena (1975) writing on the development of education in Ghana, talked about Philip Quarquo, the castle school master, who had his salary in arrears at the time of his death. Newly posted teachers still face salary in arrears. It is significant to note that teachers' remuneration motivate or provoke them. They explain rewards and incentives go a long way to boost the morale of the service providers (teachers).

According to the MOE (1994), in-service training of teachers is one of the ways in improving quality education. It is any plan on the job activity carried out to promote the growth of teachers to make them more efficient. The Ghana Education Service (GES) runs in-service courses for teachers to update their skills and knowledge of teaching specific subjects or new concepts. The teacher uses the knowledge and experience gained through in-service courses to teach effectively. An in-service course is an opportunity to discuss new methodologies to enhance learning and upgrade teacher's knowledge about changes in education. For example, Information and Communication Technology is being initiated in schools for students and teacher managers.

There is also the opportunity for head teachers to sharpen their professional skills in school management with emphasis on teacher and staff

management to enhance school effectiveness. A typical example is the Master of Education programme in Educational Administration started at the University of Cape Coast (UCC) for educational administrators.

According to MOE (1995), the circuit supervisor, for instance, is to support the teacher and head teacher through the provision of professional guidance and advice to improve school management and classroom instruction. He evaluates the head teacher's management skills and teacher's professional competency and provides the needed support. Furthermore, he undertakes school inspection to see how they are performing as against how they should perform. In this case, an educational officer should be knowledgeable in educational matters, objective, very conversant with current educational policies, have in-depth knowledge of curriculum objectives and also be committed to supporting quality teaching and learning in schools.

The school as an institution for teaching of children needs to be well equipped for the teacher's smooth delivery of lessons. The reduction in the level of financing of the educational sector by successive governments caused starvation of necessary inputs such as sufficient textbooks, stationery items, and equipment, furniture and school buildings. The educational sector needs to be improved upon in terms of its quality and expansion.

In recent years, considerable attention has been drawn to the need for effective management and support services for teachers in the country. The growing interest has engaged the minds of educationists in MOE and in the country at large because of the seemingly poor teacher performance and consequently poor quality learning outcomes. The lack of good and adequate support system for teachers may make it difficult to achieve the desired

objective of improving quality education in Ghana, unless the status and prestige of the profession are materially improved and support services are put in place so as to boost teacher morale and consequently quality education.

The story of the Wesley Grammar (Wes-G) is not different from that of other schools in Ghana. The teachers became demoralised when Teaching and Learning Materials (TLMs) were not readily available or when there was grossly inadequate printed materials and equipment such as books, audio-visual aids, computers, pens and blackboard to be used to enhance teaching and learning.

The focus of this work was to seek the need to give support services to teachers in Wes-G School throughout their career and recognising it in a way to maintain an efficient and effective teaching profession. It was also to assess teacher management in Wes-G School. TMSS constitute making available opportunities for teachers to develop their capabilities, monitoring and supervising teacher output in schools and assisting the teacher in the performance of his or her roles to be able to give off his best. Whether these developments have grossly met the needs of secondary school teachers, especially Wes-G School is yet to be investigated.

### **Statement of the Problem**

The Ministry of Education is a government sector which formulates national educational policies and programmes for GES to implement. In an attempt to enhance the teaching and learning process, GES has put structures in place at various levels of education for TMSS (MOE, 1994). There are also provisions for the management of the role teachers play, supervision, teacher

development, incentives and the supply of TLMs. All these put together assist the teacher to be effective and efficient for the achievement of educational goals.

In Wes-G School, teachers face problems such as supervision, motivation and teaching and learning materials. GES also faces similar problems in their effort to provide TMSS to its teachers. These have negatively affected teacher's morale and consequently the quality of education in the school. Management and parents in the school blame teachers for poor learning outcomes, while teachers blame management for lack of the necessary management and support system. The study examined the extent of support that the management of Wes-G School gives to teachers to adequately enable them for quality education delivery.

### **Purpose of Study**

The purpose of the study was to inquire into the operation of TMSS in Wes-G School and to ascertain whether they are adequate to have the desired impact on teacher morale and quality education. The goal was to improve the already existing teaching management and support services in Wes-G School.

### **Research Questions**

The study was guided by the following research questions:

1. What roles do teachers in Wes-G School play in achieving school goals?
2. What teacher management and support services are available in Wes-G School?

3. How adequate are teaching materials, supervision and incentive support for teachers to remain committed in the service?

### **Significance of the Study**

The research would be significant for a number of reasons. It would bring to light the functioning of TMSS in the Wes-G School and their impact on teacher morale and quality education delivery. It would promote and sustain the interest of stakeholders and beneficiaries such as Parent and Teachers' Association to know the effectiveness of their contributions in terms of TMSS and what needs to be done to improve on the existing condition in the school.

### **Delimitation of the Study**

The study was restricted to the Wesley Grammar School in the Accra Metropolis. It covered teacher managers and teachers who are directly connected to TMSS. The study was also delimited to factors like in-service training for teachers and teacher supervision and motivation.

### **Limitations of the Study**

Even though the study was successful, it faced some challenges. The data collection method, questionnaire, used did not allow face-to-face meeting with respondents to explain issues within the questionnaire. This posed problems with understanding and interpretation of questions and answers on the part of the respondents and researcher, respectively. This is likely to affect the validity of the study.

I also experienced incidences where some respondents were not able to present the questionnaire within the stipulated two weeks following their busy schedules, whilst others misplaced theirs. Extra copies of the questionnaire had to be printed to replace the misplaced ones and several visits had to be made to the school in order to retrieve the questionnaires. Thus, my inability to have a 100% return rate of questionnaires sent out to teacher respondents.

The interview technique also posed a problem as appointment times indicated by the Head and Assistant Heads were eventually not free times. I had to wait on them to be free before being able to carry out the interviews.

### **Definition of Terms**

Teacher management: This is the entire process of teacher's career goals and self-development. It concerns how the teacher performs his duties in conformity with GES rules and regulations.

Teacher support services: The assistance or structures put in place to enable the teacher to be effective to give off his best in teaching.

Teacher morale: An attitude of satisfaction or dissatisfaction of a teacher with conditions prevailing in a school or the Ghana Education Service.

### **Organisation of the Rest of the Study**

This study is organised into five chapters. Chapter One covers the introduction, which encompasses the background to the study, statement of the problem, purpose of the study and the research questions. It also covers the significance of the study, delimitation and limitations of the study. Chapter Two is devoted to review of related literature. It covers the role of the teacher

in changing times, teacher management and support services, teacher supervision, teacher motivation and teaching and learning materials.

The third chapter describes the method and techniques that were adopted for the study. It covers the research design, study population, sample and sampling procedure, research instrument, pre-test, data collection procedures, ethics and data analysis. Chapter Four discusses data analysis and discussion of the results. The final chapter, Chapter Five, is devoted to the summary of the main findings, relevant conclusions drawn from the study and recommendations made.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

Educational planners and administrators are responsible for a school. The school head manages and supports teachers to improve on quality education. Sekyere (2008) observed that the head teacher is responsible for the day-to-day running of the school and ensuring effective teaching and learning by creating a good tone. The review of literature included the role of the teacher in changing times, teacher management and support services, teacher supervision, teacher motivation and teaching and learning materials.

#### **The Role of the Teacher in Changing Times**

In the report from International Labour Organisation/United Nations Educational, Scientific and Cultural Organisation [ILO/UNESCO] (2007), it was indicated that teachers have a key position in all kinds of education and need support services to ensure that they deliver quality education. No measures are possible to improve education if the teachers are not thought of. Most reforms and improvement strategies have to deal with what is going on in the classroom, which means the everyday work of the teacher. Advance in education depends largely on the qualifications and ability of the teaching profession generally and on the human, pedagogic and technical qualities of the individual teacher.



Murphy (1991) indicated that the teacher's role is re-conceptualised as a guide, mentor, advisor and facilitator, rather than a disseminator of information. William (1979) also reported that the role of the teacher is to assist students to evolve in a creative way from that of authoritative instruction to one of facilitation and guidance of learning process. Murphy (2002) believed that teachers counsel students as they grow and mature. The teacher's job is to help students to integrate their social, emotional and intellectual growth – the union of these sometimes separate dimensions yields the ability to seek, understand and use knowledge to make better decisions in their personal lives and to value contributing to society.

Aside from rethinking their primary responsibility as directors of student learning, teachers also take on other roles in schools and in their profession. They work with colleagues, family members, politicians, academic, community members, employers and others to set clear and obtainable standards for the knowledge, skills and values we expect children to acquire. They participate in day-to-day decision making in schools, work side by side to set priorities, and deal with organisation problems that affect student learning.

In Farrant's (1988) view, teachers are given greater responsibility such as:

1. being involved in the evolution of their national systems of education.
2. sharing in curriculum development.
3. participating in the design and administration of new forms of educational assessment.
4. producing materials for learning and teaching.

5. organising children's learning so that more people in the community share in teaching.

Writing on the role of teachers in quality improvement of education, Chapman and Carrier (1990) emphasised the importance of the teacher in the provision of quality education. Teachers manage classrooms and interact with students on a day-to-day basis. Chapman and Carrier argue that regardless of the specific focus of an educational intervention, teachers are a factor in its success. This observation is very realistic to the situation in Ghana. In the 1987 educational reforms, the school system developed into new areas, creating room for the teacher to be able, in the classroom, to train a child to become employable just on leaving school. The teacher, in this dispensation, has the added responsibility of being a guidance counsellor, mentor and even a spiritual and moral support to the student.

Teaching has always been a complex role, and it has become more so as schools have taken on increased social responsibility. The standards used by society and academicians to judge teachers also contributed to the changing roles. Elbow (1979) viewed teachers as moral educators who are concerned with the development of the whole child using strategies that place the student at the centre of the teaching agenda. Arends (1999, p. 23) noted that teachers are judged in the 20<sup>th</sup> Century by such global criteria as “knows subject matter”, “acts in a professional manner”, “has good rapport” and “dresses appropriately”. The teacher's dressing is even a yardstick by which he or she is judged and interestingly, these are currently looked at during promotion in GES.

Murphy (2002) viewed teaching as a multifaceted profession. The role of teachers in a child's education has fundamentally changed. One of the most powerful forces changing teachers' and students' roles in education is new technology. Today's world is awash in information from a multitude of print and electronic sources. The fundamental job of teaching is no longer to distribute facts, but to help children learn, by developing their abilities to think critically, solve problems, make informed judgments and create knowledge that benefits both the students and society.

The distinguished professor of education, Lanier (1997), indicated that teaching is becoming a more and more complex task. Teachers meet children from different backgrounds. Teachers must also develop a professional learning framework to meet the current standard of the teaching and learning process. Leu (2005) emphasised that even though the media, communities and families play part in the determination of educational performance, the role that teachers play is a central one for which no substitute exist as cited by Ofori (2005). TMSS therefore becomes essential for teachers in the delivery of quality education to children.

The ideas of the above authors are that teachers play a vital role in the achievement of quality education and therefore must receive adequate and appropriate management and support services.

### **Teacher Management and Support Services**

Management is generally understood as comprising different aspects of planning, organising, resourcing, leading, co-ordinating, directing and controlling an organisation or an area with the objective of accomplishing a

goal. The management of education happens at various levels from system-wide policy-making and national decision-making through to local education management, inspection and supervision, and then very importantly to what headteachers and others with management responsibilities within schools undertake on a daily basis to ensure their schools function effectively (Bennell & Akyeampong, 2007).

Teachers are required to participate in a number of support programmes or services in order to deliver quality education and achieve the goals of the school. Effective teachers are key to delivering the education, but good teaching is only able to thrive within a favourable environment. Whilst there is evidence of increased education financing in terms of both aid and national spending on education (UNESCO, 2007), these increases have not been accompanied by improvements in education management systems. Bennell and Akyeampong (2007) have indicated that teacher management at school level is crucial for teacher motivation and morale. Management of the whole education system affects teacher morale in that most decisions that affect teachers are made outside the school with minimal involvement of direct teacher managers.

The need for training grows more essential as teachers undertake increasingly complex roles and find that natural gifts are insufficient to cope with all the tasks expected of them. Farrant (1988) believed that today's teachers are given greater responsibilities, and a teacher with a minimal general education cannot shoulder such responsibilities. Consequently, new patterns of pre-service and in-service training are emerging to enable teachers to have lifelong access to training at all levels and at times appropriate to their needs.

The Ghana Education Service (GES) organises workshops, seminars and training sessions for teachers. The purpose of in-service training in education is to provide teachers with experiences which would enable them to work together and to grow professionally in areas of common interest. According to the MOE (2002), in-service training for teachers is organised for a number of reasons:

1. To improve the professional status of teachers and enhance their self-confidence to give off their best.
2. To enable teaching personnel to acquire basic skills in teaching administration and record keeping.
3. To introduce new ideas, policies and new curriculum content to teachers.
4. To assist teachers to be abreast with new development and trends in the way children learn and other related issues concerning education.
5. To assist teachers to change their attitudes towards work so that there could be effective teaching and learning in the schools.
6. To orientate teachers into new positions of responsibility.

MOE also states that the objectives for in-service training should be seen as a forum to:

1. update the professional competencies of teachers to improve teaching and learning outcomes especially in the three areas of literacy, numeracy and problem solving.
2. address common as well as peculiar issues emanating from school based in-service training sessions.

3. enable the District Director of Education and the District Teacher Support Team to identify the teachers training needs and find solution to their problems.
4. enable teachers provide professional support to colleagues in curriculum areas of literacy, numeracy and problem solving.
5. enable the District Director of Education and the District Teacher Support Team to train teachers in new skills and knowledge in a cost-effective manner.

MOE (1994) specified that manpower and human resources provide training for teachers to improve their professional performance. The best way of helping teachers learn is while they are on the job through the process of in-service training. This is to introduce syllabus changes, overcome specific problems or weaknesses, equip new teachers with knowledge and skills, improve teaching and learning methods, explain new teaching assignments, explain administrative changes and their effects, train staff on record keeping procedures and share ideas from other courses.

Antwi (1992) believed that the solution to the problem of quality in secondary education lies in education and re-training qualified dedicated teachers. According to Chapman and Carrier (1990), the provision of career opportunities within the educational sector reinforces the instructional support system and provides a stimulus for continued teacher involvement. Anamoah-Mensah and Asabere-Ameyaw (2007) explained that all teachers must be retrained and prepared well for the new age that we have entered into. Collaboration among teachers is therefore central to current conceptions of

teacher growth and staff development (Guskey, 1986) as well as in establishing new positive, normative environments that are crucial for improving education through sustained change.

According to Obeng, Opare, Ampiah and Dzinyela (2008), in-service training is important in various respects. Teachers are introduced to new concepts and practices. That is, teachers are exposed to new and modern methods, strategies and techniques of teaching. In effect, in-service training is a way of remedying any defects in existing educational practices. Teachers are helped to meet specific challenges or demands brought about by curriculum change and innovations resulting from changed situations through in-service training. It brings about better understanding of one-self and the learners.

Educators are kept in touch with research findings, thus updating their knowledge and skills to synchronise with changing times. Educators are inducted into new obligations and responsibilities as a result of postings, appointments and promotions. Teachers tend to have sound knowledge of educational technology, new products coming into the system and how to use them in effective teaching, for example, the use of the slide or overhead projector and computer in teaching.

Rebore (2007) opined that staff development is not only desirable, but it is also an activity to which each school system must commit human and fiscal resources if it is to maintain a viable and knowledgeable staff. The purpose of staff development is to increase the knowledge and skills of employees and increase the potential of the school district to attain its goals or objectives. According to MOE (1995), the reform of 1987 has staff development for all categories of teachers and supervisors. It is one of the duties of the school head

to provide training for teachers to enable them to improve their professional performance (MOE, 1994). Jones, Gorge and Hill (2000) stated that staff or personnel development programme provides for teachers to experience continuing education as part of a team of professionals.

Ozigi (1978) advised school administrators that it is important from both an important educational and an administrative point of view that they should show some concern for an in-service programme, make it part of their administrative policy and try to implement the programme as far as their financial resources permit. The findings by the Management and Organisation of Secondary Schools (MOSS) researchers, according to Ofori (2005), indicate that both teachers and their managers have problems of inadequacy that need management and support. These problems, to a large extent, can be addressed by in-service training courses. Secondary school heads in Ghana now have opportunity to do courses in school management. It is therefore important for the effective school head to make provision for in-service training.

Obeng et al. (2008) observed that there are many problems plagued with the organisation of in-service training in Ghana. They argue that many in-service courses are not properly coordinated. Teachers do complain of the frequent changing of methods or formats because they get confused as to which one they should adopt. There are no frequent follow-up visits or monitoring by authorities to ascertain whether knowledge, skills and attitudes acquired are put into practice. Timing is also another problem in the organisation of in-service training. Most often participants are not tested immediately after the workshop to find out the competency level gained at the workshop. Inadequate financing of the programme is one of the major problems. Because of inadequate



funding, in-service training programmes are irregular and therefore do not contribute much to the professional and academic development of serving teachers.

Obeng et al. (2008) further reported that in-service training can be organised in classes or institutes, workshops, professional readings, professional writings, subject association conferences, exchange programmes, on-the-job training, field days or tours and demonstration lessons. Wagner and Hollenbeck (1995) explained that programme administrators may also be responsible for designing, planning and providing professional development that meets teacher's needs. It might take the form of peer observation or mentoring, curriculum and materials development, special projects, workshops, study circles or online learning.

Talking about relevance of course content to the needs of participants, Obeng et al. (2008) explained that efforts should be made to identify the learning needs of teachers. This can be done by observation, brainstorming and management request. The needs can also be identified through questionnaire or community interviews. It is also believed that students' performances or achievements can also give a hint on the training needs of teachers. Participants should be assessed immediately after the courses before leaving the course centres. The Government or MOE should make adequate funds available for sustainability of in-service training courses, especially when foreign funds dry up. Better conditions of service and other incentive packages like earning promotions and higher certificates can also motivate teachers to pay more attention to in-service training courses.

It is therefore not enough just to organise the in-service training sessions. The things which are taught and learnt at these sessions must be put into practice to help teachers to improve upon their performance.

### **Teacher Supervision**

Murdoch (1996) developed a list of ten features that are characteristic of effective and collaborative supervision. These include observing and collecting data on a specific component of lessons, that the teachers has identified for feedback, encouraging the teacher to explore areas of his or her practice, using the lessons as the basis for a conversation with the teacher about the classroom practices and co-operatively setting a post-conference observation and agenda to meet the teacher's needs.

The Commonwealth Secretariat of Education [CSE] (1973) indicated that the school head needs to supervise to oversee the work of others in the school. Supervision can help prevent school problems and would be setting a good example of self-discipline to others. CSE (1973) further indicated that staff supervision and discipline are very effective tools in building better schools. School heads should show work practices that would be shining examples for their staff to emulate, visits to the teachers where they are and watching them do their jobs as prescribed. These visits would encourage the teachers to work with dedication. The head teacher has a duty of seeing to the efficient management of the school. He or she also tries to visit each classroom at the start of the day to greet teachers and pupils. Supervision as described by CSE (1973) is therefore not a fault-finding venture, but a support service to help the staff perform to expectation and do even more.

Asiedu-Akrofi (1978) sees the supervisor as a colleague whose aim is to stimulate teachers' and children's enthusiasms for the development of their work. He further stated that it is the supervisor's role to provide leadership among teachers, that is, the supervisor's skills and experience should readily be placed at the service of teachers. According to him, the supervisor's authority comes from his knowledge and understanding of his job.

According to Acheson and Gall (1997), supervision has its goal as the professional development of teachers with an emphasis on improving teacher's classroom performance. Atakpa and Ankomah (1998) also laid emphasis on quality education by professional supervision. In effectively managed schools, supervision and monitoring of teaching and learning activities is effective, but ineffective in schools where management is poor. Glickman, Gordon and Ross-Gordon (1998) opined that supervision is not an act of instructing students, but rather the actions that enables teachers to improve instruction for student. Bame (1991) noted that teachers have mixed feelings about supervision, though they know its usefulness in helping them improve their teaching.

Traditional modules of supervision often place supervisors in the position of judging and evaluating teacher performance by observing a lesson, noting deficiencies and prescribing corrective actions to improve the teacher's performance (Leu, 2005). The teacher is seen as having a problem that must be fixed, and the programmes administrator's role as teacher supervisor is that of an instructional expert with situation to fix the problem. Murphy (2002) emphasises that effective supervision and support for teachers are essential to the success of any programme. Without adequate supervision and support, teachers may not be able to access the professional development that they need

to deliver effective instruction. Supervision therefore should be a provision of support for teachers so that they can become the best they can be.

In the light of the foregone discussions, supervision should be a welcome activity as it is to help management to better assist their staff in their development. In doing their supervisory work, management would be seen as using supervision as a tool in helping the teacher to become more effective and efficient.

### **Teacher Motivation**

Bennell (2004) mentioned work motivation refers to the psychological process that influences individual behaviour with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is complex because psychological processes are not direct by observation and there are numerous organisational and environmental obstacles that can affect goal attainment.

Research has pointed out the importance of the motivation of teachers towards their jobs (Carron & Chau, 1996). In a research report on teachers in developing countries, undertaken by Voluntary Services Organisation [VSO] (2002), one of the main findings was that teacher's motivation was fragile and declining. The report noted that there is a strong link between teachers' motivation and performance and education quality, but improving teacher's motivation was not uniformly prioritised as a main concern to national and international policy makers. Of great importance to motivation is the ability to influence working conditions. The study reported that teachers' performance in contributing to learning is strongly influenced by teacher motivation. This

supports the establishment of democratic working structure that will enable teachers and their organisations to have real influence on working conditions and educational policies at both central and local level.

The Inter-agency Network for Education in Emergencies (INEE) (2003) indicated that teachers are motivated by other factors, including:

1. Dedication to the profession and teaching children.
2. Success in the classroom – professional rewards of seeing children achieve.
3. Status in the communities from exercising a respected profession.
4. Training and mentoring particularly recognised and certified in-service training.
5. Appropriate working conditions, including issues such as the number of hours taught a week, number of students in the classroom, support of the head teacher, availability of TLMs, parental involvement and support, clear school policies and guidelines and the physical condition of the learning space classroom.
6. Research in Organisation for Economic Co-operation and Development (OECD) countries has consistently found that working with children is the main determinant of teacher job satisfaction.

It is the rewarding nature of the job rather than pecuniary gain that is the primary motivation for becoming a teacher. The Ministry of Employment and Social Welfare [MOESW] (1991) believes that the teacher is at the centre of education in Ghana for which reason for moves by the government to motivate teachers are welcomed. GES provides conditions of service for

teaching personnel. These conditions of service include salary increment at the beginning of each academic year, upon successful service and other fringe benefits such as leave to join other organisation on secondment.

Edzil (2000) cites that teachers are not different from other workers in other occupations where money is effectively used as an incentive. These other professionals who have the same qualifications but work in other organisations tend to have better working conditions and as such, are motivated to remain where they are and also put in their maximum. The secondary school teacher in Ghana is so dejected that he feels his welfare is not as important as his employer. This affects the quality of education given to children.

It is therefore crucial to determine what increases teacher motivation towards the delivery of quality education. Many factors have been examined in an attempt to find which ones promote teacher motivation. Pay incentives have been found to be unsuccessful in increasing motivation. In their study of 167 teachers, Sylvia and Hutchinson (1985) concluded that teacher motivation is based on freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements. Based on these findings, schemes such as merit pay were predicted to be counterproductive. The received wisdom among occupational psychologists is that pay on its own does not increase motivation.

Ofori (2005) stated seven purposes and intention for personnel who are teachers. The first was the purpose of Council (GES Council) and the association (GNAT) in entering into agreement is to set forth their agreement on salaries, wages, hours of work and other conditions and rules of employment TMSS.

Educational authorities and governments must ensure that teachers have the right to form and control their own representative organisations, have the right through their organisations to undertake comprehensive, collective bargaining and where necessary industrial action and have the right to be consulted and to participate in the process of formulating educational policies. The obvious relationship between motivation and good working conditions is a strong argument for improving the status of teachers. In order to improve the status of all teachers' worldwide, education authorities, government and inter-governmental organisations must ensure that teachers receive the morale and material recognition appropriate to their level of qualifications and responsibilities. VSO (2002) noted in three case studies that poor absolute value of the teachers' salaries was a significant factor influencing their motivation.

Edzil (2000) entreated teacher managers to know that to be successful in working with people; managers should have a thorough understanding of both the motivation process and the steps that can be taken to motivate organisation members. The teacher therefore needs motivation to boost their morale in the achievement of school goals. Motivation influences teachers' commitment to teaching.

### **Teaching and Learning Materials**

MOE (1994) indicates that it is the duty of the school head to make sure that the necessary learning resources are available so that teaching and learning can go on smoothly. Resources that facilitate teaching and learning in schools include classrooms, workshops, offices, stores, library, toilets and urinals and

other buildings. Other learning resource includes furniture, equipment and tools. It also outlined other teaching and learning resources such as labelled textbooks, supplementary books, pencils, rulers, chalks, pens, exercise books, erasers, cardboards and ink. If there are books that GES is not able to supply, the school head is advised to look for those books on the open market and appeal to parents who can afford it to buy these and other stationery for their children.

Allright (1990) argues that materials should teach students to learn, that there should be resource books for ideas and activities for instruction or learning and that they should give teachers rationale for what they do. Textbooks are too inflexible to be used directly as instructional material. O'Neil (1990) in contrast, argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons, that textbooks are efficient in terms of time and money, and that they should allow for adaptation and improvisation. Allright (1990) emphasised that materials control learning and teaching. O'Neil (1990) also stressed that they help learning and teaching.

It is true that in many cases teachers and students rely heavily on textbooks and textbooks determine the components and methods of learning. That is, they control the content, methods and procedures of learning. Students learn what is presented in the textbooks and the way it presents materials is the way students learn it. The educational philosophy of the textbook influences the class and the learning process. Therefore, in many cases materials are the centre of instruction and one of the most important influences on what goes on in the classroom.



Many teachers do not have enough time to make supplementary materials, so they just follow the textbooks. Textbooks therefore take on a very important role in lessons in the classroom. It is, thus, important to select a good textbook. Littlejohn and Windeatt (1989) argued that materials have hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student value and attitudes related to gender, society.

Materials are underling instructional philosophy, approach, method and content. According to Allwright (1990), textbooks should have support for learning. This can take the form of vocabulary lists, exercises which cover or expand on the content, visual aids and others. However, with the development of technology, photos, visual and audio materials have become very important components of TLMs and easier to obtain. Teachers need to learn how to find them, and how to best exploit these characteristics. Materials are getting more complicated and instructional philosophy, approach, methods and techniques are getting more important. Teachers need to be able to evaluate materials involving photos, video and computers now.

Littlejohn and Windeatt (1989) further stated that information from computer mailing list and web pages on the Internet, television and radio are good sources. The information is current, but the content has to be chosen carefully. Materials often control instruction, since teachers and learners tend to rely heavily on them. Materials which are appropriate for a particular class need to have an underlying instructional philosophy, approach, method and technique which suit the students and other needs. Teachers need to look for good materials, both commercial and non-commercial at all times.

O'Neil (1990) also added his voice on this issue of the role of materials in relation to other elements. Technology such as OHP, slides, video and audio tape records, video cameras and computers support instruction or learning. In many cases teachers and students rely on materials and the materials become the centre of instruction, since many teachers are busy and do not have the time or inclination to prepare extra materials, textbooks and other commercially-produced materials which are very important in instruction. Therefore it is important for teachers to know how to choose the best material for instruction, how to make supplementary materials for the class and how to adopt materials.

According to Chapman and Carrier (1990), there is a widespread agreement about the urgent need to improve the quality of education and about the fastest way to bring about this improvement, recruit and train more teachers. They further stated that instruction without appropriate textbooks, equipment and facilities cannot be effective or efficient even in the hands of highly trained teachers. Edzii (2000) noted that textbooks, particularly in developing countries where other reading materials are scarce, have been shown not only to affect teacher performance, but to have a separate and independent effect on student learning. Chapman and Carrier (1990) also identified the following as educational materials to be considered for teaching and learning: models and maps, library books, pieces of chalks, footballs, materials for art work, etc. They advised that such materials should be procured and maintained.

In the view of Chapman (2009), teachers respond more positively when adequate supplies of instructional resources are available. Such supplies both facilitate their work and reduce the distractions they would otherwise have in

figuring out how to work round the system to get the supplies they need, find substitutes or do things in a different way. Education Act was enacted for free education for all. The education system has suffered inadequacies in resources. Government footing the cost of education has however become increasingly difficult. The report of MOE (1994) indicated that the supply of stationery to schools had not been very adequate due to financial constraints. Parents also provide needs of wards to support education. Teachers need to be equipped with the necessary teaching and resources to boost their performance.

### **Summary**

Managing and supporting teachers is a practice that should be a matter of policy for everyday use. Teachers' managers would have to plan out and set school goals and targets together with teachers. The role of the teacher in education cannot be ignored. Several authors note that no matter what is done in assigning policy priorities, mobilising resources or streamlining administrative structures, it will be the individual teachers who are left to face the enormous tasks of achieving quality education for all.

The teacher has a role in preparing his students to have value in the economy, that is, the skills the student requires in school should make him fit into the national economy. To this end, the teacher needs guidance in order to be better able to play the roles expected of him in the changing society. Some students with the advent of information technology have taken to learning from the Internet. These students constitute a great challenge to the teacher. Apart from the Internet, the teacher faces competition as a result of distance education programmes. The teacher therefore is expected to be in shape to

better explain the things the students have heard elsewhere. These call for Teacher Management and Support Service in the field of equipping and developing the teacher.

Teacher managers should make provision for teachers to receive professional development to share ideas or knowledge they have acquired on the job and also to be abreast with the times. This perception of professional development emphasised the changing nature of development needs at different stages of career and suggests that development activities should be given a meaningful context in terms of actual teacher performance. It is important for an effective school head as he observes his school, to make provision for the training of staff otherwise will be rendered less productive as a result of change in technology, staleness and even new demands on their jobs, so as to make them develop.

Without professional supervision, teachers may not provide the desired quality of teaching and learning (Murphy, 2002). Supervision should be a welcome activity so as to help the management to better assist the staff in their development. In doing the supervisory work, management would be seen as using supervision as a tool in helping the teacher to become more effective and efficient leading to self-confidence and independence. The basic question motivation seeks to answer is why people behave in the way they do. It is the responsibility of the head to ensure that his staff experience job satisfaction and that a teacher with high moral produces good results. Incentives such as recognition, advancement and interpersonal relationship on the job have contributed to effectiveness.

It is every government's desire to increase supply of materials and equipment for teaching and learning to take place, but financial resources have reduced due to other pressing economic issues. Fixed resources therefore are being stretched over rapidly rising numbers of students.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the methods used to obtain the relevant data. This deals with a description of the research design, study population, sample and sampling procedure, research instrument, pre-test, data collection procedures, ethics and data analysis.

#### **Research Design**

The study employed the descriptive research design. According to Sarantakos (2005), a descriptive research design describes what conditions exist. The design enabled the researcher to describe issues related to teacher management and support services (TMSS). It was chosen because it has the advantage of collecting data from any kind of population, whether big or small.

#### **Population**

The target population for the study was teachers at Wesley Grammar School and all people who are to provide or in charge of TMSS. TMSS is distributive and as such covers all the teachers in the school. The head, the assistant heads and heads of department are all teacher managers as they serve as officers in charge of service providers (teachers). The accessible population, however, is all such officers and teachers in WES-G.

### **Sample and Sampling Procedure**

The study adopted the simple random sampling and purposive sampling techniques. The simple random technique was used to give each member of the population an equal and independent chance of being selected. According to Frankel and Wallen (2000), purposive sampling is non-probability and it is used because those to be selected have the requisite information. The simple random sampling was used to select teachers, whilst purposive sampling was used to select the headmaster and the two assistant heads because it is known that they are capable of providing the data required for this study. Out of 76 teachers, 50 teachers were selected, and seven heads of department were also selected using the simple random technique of the probability sampling.

The names of all the teachers and heads of department were written on pieces of papers and put in separate containers. The names in each container were thoroughly mixed to ensure that they were not in any pre-determined order. The first draw for both categories was made without replacement and the names of the teacher and the head of department were recorded. Subsequent draws were made till the sample sizes were obtained.

### **Research Instrument**

The instruments used to collect data were self-designed questionnaire and interview guide. The instruments contained both open-ended and close-ended questions. The open-ended questions provided the respondents the opportunity to express their opinions. With regard to the closed-ended questions, options were given for the respondents to choose from. The questionnaire was used to collect data from teachers. According to Sarantakos

(2005), the use of the questionnaire is convenient and can reach respondents who are normally difficult to contact and are literate.

The questionnaire had seven sections (A – G). Section A dealt with the personal data of respondents. It included the age, gender and academic qualification of respondent as well as teacher profession grade and the number of years spent in the service. Section B – F covered the role of the teacher in the changing times, supervision, in-service training, motivation and the supply of teaching materials, respectively. The final section looked at how to improve teacher management and support services.

The interview guide was designed to collect data from teacher managers. Bluman (1998) indicates that interview surveys are advantageous in obtaining in-depth responses to questions and ensuring high response rate. The interview was found appropriate for participants to present their experiences. There was a pleasant aspect of mutualism in having direct contact with my respondents as we had the opportunity to talk about things that were important to us and came to a more meaningful understanding of the complex environment in which we worked.

The interview guide gathered data from educational administrators (the Head, Assistant heads and Heads of department) who are teacher managers in Wes-G. This was to elicit their views on the type of support services they provided for the teachers, how adequate they were and the extent to which the services impacted on the teacher's morale in order to boost quality education.

The interview guide was in five parts (I – V). It questioned teacher management roles, supervision, incentives, in-service training and the supply of teaching and learning materials, respectively.



### **Pre-testing**

A pre-test exercise was carried out at the Saint Margaret Mary School of the South Ablekuma Sub-metropolitan area in Accra. The school has the same characteristics as Wes-G, since they lie in the same geographical area and share almost the same school environs. This helped to assess the clarity of questions, likely responses and challenges likely to be faced during the actual data collection exercise. It also tested the face and content validity of the instruments. A reliability test was carried out and a cronbach alpha value of 0.81 implied that the instruments explain 81% of the issues of the study. After the questions were reviewed, the actual data collection was followed.

### **Data Collection Procedure**

Permission was sought from the headmaster of the Wesley Grammar School and a copy of the introductory letter taken from the Director of Institute of Educational Planning and Administration (I.E.P.A.) was shown to him before the questionnaires were distributed to the teachers. The questionnaires were collected within one week to avoid misplacement of the instrument. The data collection for this survey was collected from Wes-G when school was in full session. The beginning of the term (May, 2010) was chosen for the data collection. This was when teachers had just returned from long holidays after the population and housing census exercise. As a colleague needing information from them, teachers were convinced to give sincere and correct, reliable information and to treat it with all urgency as much as possible.

I also fixed dates with the Head and Heads of Department for the interview to be conducted. Teachers were asked the interview guide questions

and audio tape was used to record the interview responses. Each respondent had stories to tell about their experiences with TMSS. These interpretations of events and reactions to circumstances offered a unique perspective from which to view TMSS. The views that they expressed are important to gaining insights into practice as well as providing a rich source of information.

### **Ethical Issues**

Some ethical issues were considered in the data collection. I briefed the head, assistant heads and teachers of the school on the purpose of the study and how the study stands to benefit them before giving out the questionnaires and interviewing the Headmaster and Heads of Department. Respondents were assured of their anonymity and promised that their responses would be used for the purpose for which it was solicited and treated with confidentiality. The sampled teachers were given two weeks to complete the questionnaires in order to allow ample time to fill the questionnaires and not avoid interrupting their teaching.

### **Data Analysis**

As the research was a descriptive survey, the researcher used descriptive statistics in analysing the data. The collected data were edited for consistency and accuracy. The responses were organised and analysed in line with the research questions on which the questionnaire and interview guide were based. The open-ended questions were grouped together which were of much help in explaining the responses given by the teachers and their managers. The closed-ended responses were pre-coded.

Frequencies and percentages were used to show responses of the distribution and consequently, were analysed using the Statistical Product for Service Solutions (SPSS) programme. SPSS was used to produce frequencies, percentages from the information gathered under the teacher's role, supervision, motivation, teaching and learning materials and in-service training.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter presents the results and discussion of the field data. The chapter has been organised under background of the respondents, roles teachers play in achieving school goals, teacher management and support services available in Wes-G, and adequacy of teaching materials, supervision and incentive support for teachers to remain committed in the service.

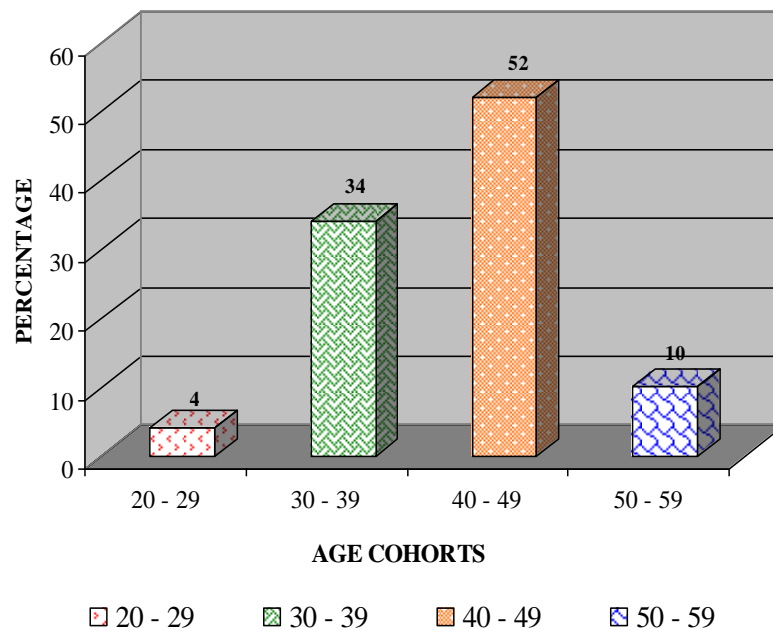
#### **Background of Respondents**

This section presents the background characteristics of respondents. According to Korare (2002), differences in the background characteristics of people may explain differences in their perceptions and attitudes towards a particular issue. Some of the issues considered under this section were gender, age, professional rank and academic qualification.

This section examines the gender composition of the respondents. Korare (2002) emphasised that gender composition of a group of people is critical in analysing their roles since some roles are culturally defined. From the study, majority (62%) of the respondents were males, while 38% were females.

The study further examined the age composition of the respondents. This was essential in assessing the teachers' role in achieving school goals as well as the support services they are exposed to. The results are presented in

Figure 1. From the Figure, four per cent were aged between 20 and 29 years, 34% were aged between 30 and 39 years, majority (52%) were aged between 40 and 49 years, whereas 10% were aged between 50 and 59 years. The implication is that majority of the respondents were within the middle adult age category (35 – 45) as described by O’Neil (1990). According to O’Neil (1990), people in the middle adult age bracket must come to grips with being young verses being old. As a result, teacher managers need to know the turbulence of most teachers at this time and offer needed support to meet their emotional needs. The mean age of the respondents was 41.3 years with a standard deviation of 9.2.



**Figure 1.** Age of respondents

Source: Field Survey, 2012

Further, the study examined the professional rank of teachers in the school. This was important for assessing support services available for teachers

from different professional ranks as well as their levels of experience in the teaching profession. The options run from Principal to Director. The results are shown in Table 1. The Table shows that majority (52%) of the sampled teachers from Wes-G were at the Principal Superintendent professional rank, 40% were Assistant Directors, while two per cent each were Deputy Directors and Directors. This implies that majority of the respondents were at the lower ranks of teachers professional ranks. This may further imply that such teachers require more support services to be motivated and build more experiences in the teaching profession. With the respondents' professional ranks ranging between Principal Superintendent and Assistant Director also imply that all the respondents qualified both professionally and academically to handle students

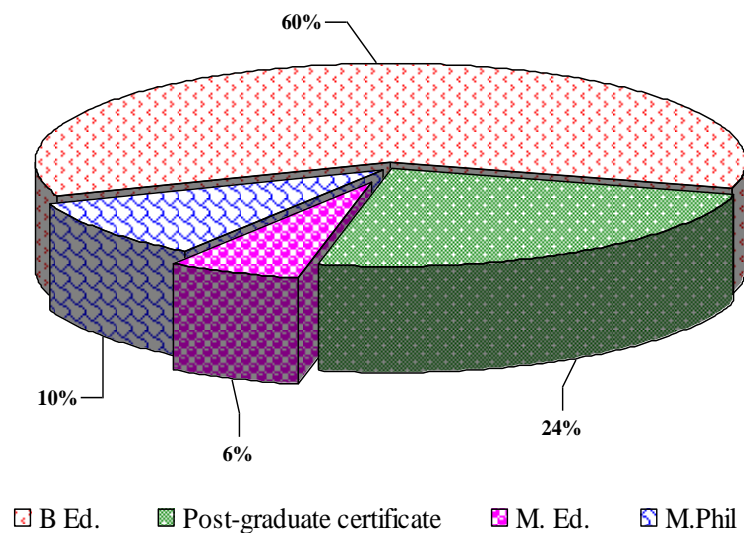
**Table 1: Professional Rank of Teachers**

Rank	Frequency	Percentage
Principal Superintendent	26	52.0
Assistant Director	20	40.0
Deputy Director	2	4.0
Director	2	4.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Source: Field Survey, 2012

The academic qualifications of the respondents were also examined. This was because the academic qualification of teachers plays a role in the support services available to them. The results are presented in Figure 2. From

Figure 2, majority (60%) of the respondents had Bachelor of Education degrees as their highest academic qualification, 24% have had Post-graduate certificate academic qualification, whereas six per cent and 10% have had Master of Education and Master of Philosophy academic qualifications, respectively. This agrees with the view that teachers of Wesley Grammar School were adequately trained. Edzii (2000, p. 53) said, “The Educational Reform required that Senior Secondary School teachers must be professionally qualified with a minimum qualification of bachelor degree with appropriate qualifications in education”.



**Figure 2.** Academic qualification of teachers

Source: Field Survey, 2012

### **Role of Teachers in Achieving School Goals**

This section examines the role teachers play in achieving school goals. The section was aimed at assessing the importance of teachers’ contributions towards the achievement of school goals. It included both the teaching role and

additional responsibilities assigned to teachers such as form master or mistress, house master or mistress and heads of departments. This was to examine the contribution teachers from the different positions to the attainment of school goals.

Table 2 presents the role of respondents in Wesley Grammar School. The Table shows that half (50%) of the respondents contributed to the achievement of school goals by teaching in the classroom, 15 (30%) respondents contributed by being form masters and mistresses, six per cent played the role as Senior House Masters and Mistresses, while 14% were contributing to the achievement of the school goals by becoming Heads of Department. The implication is that every respondent plays a role in the achievement of school goals at the Wesley Grammar School. The results further show that teachers combine both their teaching and assigned duties to ensure the achievement of school goals.

**Table 2: Role of Respondents in Wesley Grammar School**

Role	Frequency	Percentage
Classroom teaching	25	50.0
Form master/mistress	15	30.0
Senior house master/mistress	3	6.0
Head of department	7	14.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

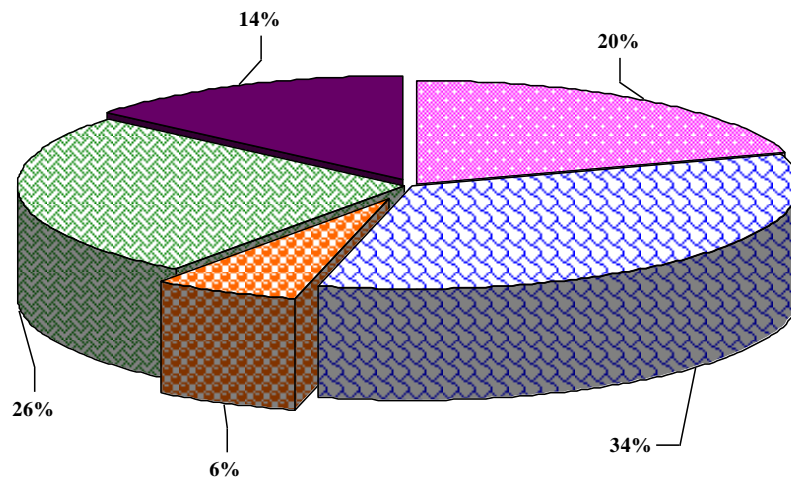
Source: Field Survey, 2012



From the interviewing with the management of the school, some of the school goals were achieving good academic grades, creating conducive atmosphere for teaching and learning, maintaining discipline in students, and promoting good morals among students. The implication is that the activities or roles of each of the respondents are aimed at achieving some of these goals. This corroborates with the assertion of Murphy (1991) that teaching is a multifaceted profession which guides, mentors, advises and facilitates academic, moral and cultural learning. Murphy concluded that regardless of specific focus of an educational intervention, teachers are a factor in its success.

The study further examined the satisfaction of teachers on the role they play to help achieve school goals. Obeng et al. (2008) emphasised that the satisfaction of people in their duties is essential in ensuring successful performance of their duties. Obeng et al. continued that people who feel satisfied with their duties are more motivated to step up their effort. It was against this background that the study examined the satisfaction of the respondents on their roles in the school. The results are presented in Figure 3.

Figure 3 shows that 20% of the respondents were very satisfied with the role they play to achieve school goals, 34% were satisfied, six per cent were indifferent, whereas 26% and 14% were less satisfied and least satisfied, respectively. This implies that majority (54%) of the respondents were satisfied with their roles. This further implies that majority of the respondents were likely to be motivated to play their roles effectively to enhance the achievement of school goals as described by Obeng et al. (2008).



■ Very satisfied 
 ■ Satisfied 
 ■ Indifferent 
 ■ Less satisfied 
 ■ Least satisfied

**Figure 3.** Satisfaction of respondents on their roles

Source: Field Survey, 2012

Some of the reasons given to support the satisfaction with the role of respondents towards the achievement of school goals were contributing to national development, building the future of people, incentives attached to the assigned duties and responsibilities, recognition given by both students and teachers, building Curriculum Vitae and gaining experience. On the other hand, reasons why some of the respondents were not satisfied with the role they played included less motivated, low remuneration, tedious, large number of students to address their concerns, recalcitrance of students, inadequate teaching and learning materials and increased workload.

Rewarding teachers for their roles in ensuring the achievement of school goals is an important factor for motivating them to enhance their performance. The study assessed the reward systems in place for teachers for

their roles in the development of the school. The results are presented in Table 3. From the Table, 14% of the respondents indicated that they had not received anything for their roles, half (50 %) of the respondents admitted to receiving cash, four per cent received surprise present, while 32% received praise. Edzii (2000) indicated that incentives that go to most teachers tend to motivate them more than to those that go to only a few individuals. This implies that the cash reward system is likely to motivate respondents more to play their roles effectively.

**Table 3: Reward Systems in place for Teachers for their Roles**

Reward	Frequency	Percentage
Nothing	7	14.0
Cash	25	50.0
Surprise present	2	4.0
Praise	16	32.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Source: Field Survey, 2012

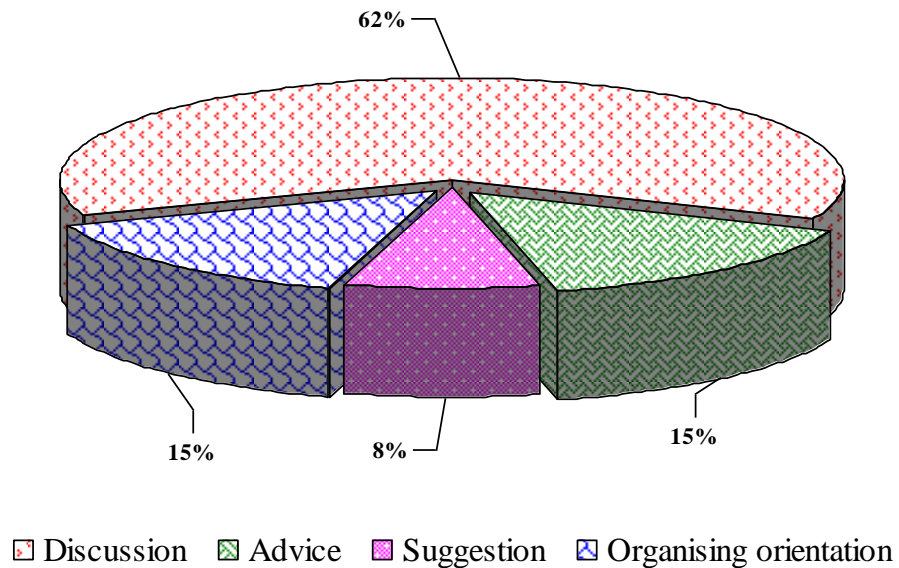
The interview with the managers of the school revealed that due to lack of finances, 46% of teacher managers use verbal words of praise to show appreciation to teachers as a form of motivation. The Head Mistress admitted that such reward package is not the best. This agrees with the finding of VSO (2000) on teachers in developing countries that teachers' motivation is fragile and declining.

The study further examined challenges teachers encounter in executing their duties. This was essential to identify some of the setbacks to the effective functioning of teachers in the school. From the study, 26% of the respondents admitted to facing challenge with frequent changes in responsibilities, 30% identify low knowledge in information and communication technology as a challenge affecting the effective performance of their duties, 16% reported inadequate TLMs as a challenge they encounter in teaching, whereas 28% cited poor remuneration as their challenge. The implication is that the above challenges are likely to reduce the commitment of teachers in the performance of their duties which could eventually affect the achievement of school goals.

The study therefore assessed how these challenges influenced teachers in their duties. Some of the effects recorded were frustration, making teaching and learning less effective, reducing teacher morale and concentration on teaching, and making teaching more difficult. However, 16% of the teachers indicated no noticeable effect of their challenges on their work. The respondents were further asked to suggest ways to improve teachers' commitment. From the study, 24% of the respondents suggested clear school goals, 40% recommended more orientation for teachers, 16% proposed effective communication between teachers and school management, while 10% suggested more incentives to motivate teachers. The implication is that teachers are likely to be more effective in the performance of their duties when these issues are addressed.

The study sought for how problems faced by teachers are tackled in the course of their duties by their managers. In Figure 4, 62% of the teacher managers used discussion to solve challenges faced by teachers in the course of

duties. The Assistant Headmistress when interviewed emphasised that organisation of orientation constitute 15%. Therefore, there is the need for teacher managers to discuss, advise and suggest best solutions.



**Figure 4.** Ways teacher managers help teachers when facing challenges

Source: Field Survey, 2012

### **Teacher Management and Support Services Available in Wes-G**

This section examines teacher management and support services available at Wesley Grammar School. The section was aimed at assessing programmes and support services available to encourage teachers to function effectively. It includes supervision, motivation and training services available to teachers.

Table 4 presents the management and support services available to teachers in Wesley Grammar School. From the Table, six per cent of the respondents admitted to enjoying school clinic system as a support service in

the school, 12% indicated staff accommodation as a support service provided by the school, majority (52%) indicated supervision as management service to teachers, whilst six per cent and 14% reported supply of teaching materials as management services provided by the school, and welfare fund, respectively. The welfare fund was accessed during bereavement, marriage, delivery and any other important occasions. This was used to cushion teachers in times of difficulties.

**Table 4: Management and Support Services Available in Wesley Grammar School**

Services	Frequency	Percentage
School clinic	3	6.0
Accommodation	6	12.0
Supervision	26	52.0
Teaching materials	3	6.0
Welfare fund	7	14.0
Term bonuses	5	10.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Source: Field Survey, 2012

From the interviewing, the Assistant Headmistress of the school indicated that term bonuses were used to keep teachers busy to finish marking and recording reports on time. The head as a teacher manager found it

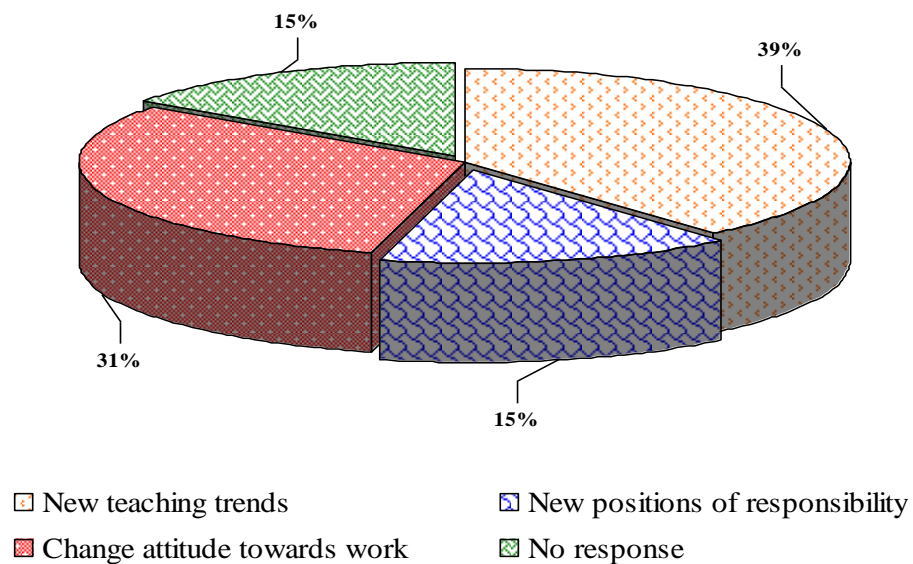
necessary to bait teachers to work hard to enjoy the bonus. A percentage of the term bonus is also paid into the teachers' welfare fund for teachers to access.

Similarly, interviewing the management of the school revealed that supervision as a management support service has helped to improve the quality of teaching and learning in the school. This is supported by the finding of Acheson and Gall (1997) that supervision enables teachers to become the best they can be. It again agrees with the assertion by Arends (1999) that without instructional support and professional supervision teachers cannot provide the desired quality teaching and learning.

Additionally, the interview with the managers of the school indicated that when teachers live on the school compound, punctuality to class and regularity to school, which are hall marks that promote teaching and learning are enhanced. Precious productive hours are not wasted in queues looking for transport to school. Energy and time are reserved for work. Contact hours with students are fully utilised. The management of the school further revealed that most teachers do not patronise the healthcare services provided by the school due to its poor quality. The management partly attributed the improved quality of teaching and learning in the school to supervision and guidelines provided by the school. This confirms the assertion of Glickman et al. (1998) that when teachers are provided with guidelines for organising students and presenting lessons, they are much more likely to acquire sense of competence than if the reverse is the case.

The study assessed reasons for organising in-service training for teachers. According to Rebore (2007), in-service training is a way of staff

development. In-service training links teachers to modern ways of teaching and it helps teachers to appreciate changes in curricula activities. The results are presented in Figure 5. From the Figure, 31% of the respondents indicated that in-service training was organised to assist teachers to change their attitude towards work, 15% admitted that in-service training was organised to orient teachers into new positions of responsibilities, whereas 39% reported that in-service training was organised to make teachers aware of new trends in teaching. The implication is that in-service training was organised to upgrade the skills and competence of teachers to enhance teaching and learning. This is in line with Ozigi's (1978) recommendation that staff should be given the opportunity to attend relevant and useful courses which would update their knowledge of their subject.

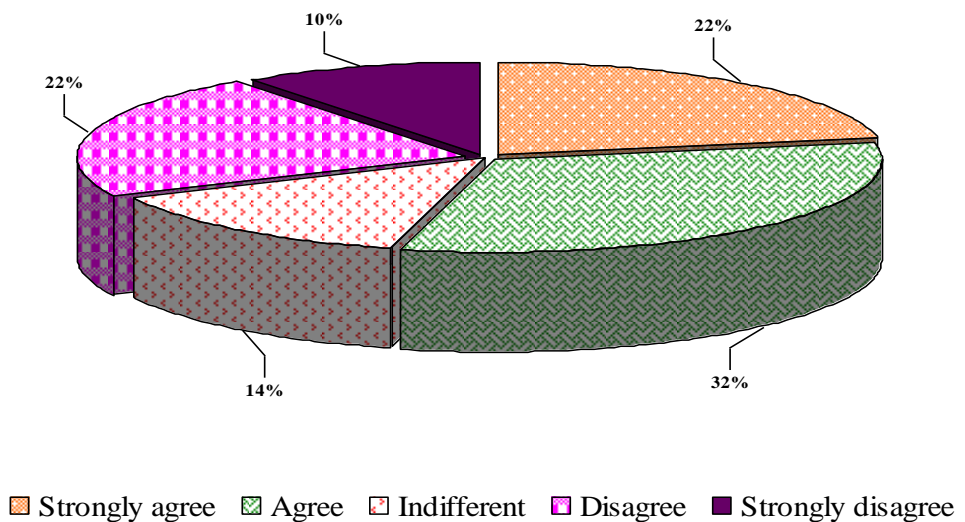


**Figure 5.** Reasons for organising in-service training to teachers

Source: Field Survey, 2012



The study further assessed the enhancement of in-service training on teachers. Antwi (1992) indicated that the solution to the problem of quality in secondary education lies in educating and re-training qualified dedicated teachers. The results are presented in Figure 5. From Figure 6, 22% strongly agreed that in-service training has enhanced their work, 32% agreed, 14% were indifferent, whereas 22% and 10% disagreed and strongly disagreed, respectively. This shows that in-service training has had positive impact on the majority of the respondents. Report from the eighth sessions of ILO/UNESCO (2007) emphasises that professional development of teachers is a key guarantee of quality education. As a result, it is not enough organising in-service but the thing taught and learnt must be put into practice to improve teaching performance.



**Figure 6.** In-service training has enhanced respondents work

Source: Field Survey, 2012

## **Adequacy of Teaching Materials, Supervision and Incentive Support for Teachers to Remain Committed in the Service**

This section examines the adequacy of teaching materials, supervision, and incentive support for teachers to remain committed to their duties. This was essential because committed teachers are more likely to step up their effort to enhance the achievement of school goals and objectives.

### Teaching and Learning Materials

The provision of teaching and learning materials is an important support service for teachers. The survey sought to find out about the adequacy of teaching and learning material in Wesley Grammar School. Chapman and Carrier (1994) indicated that adequate provision of teaching and learning materials can influence teacher performance by defining the domain of instruction through good sequence and pace instruction which leads to high level of students' achievement. Table 5 describes the adequacy of teaching and learning materials at the Wesley Grammar School.

From the Table, majority (60%) of the sampled teachers described the supply of teaching and learning materials as sufficient. This is likely to enhance teaching and learning in the school as explained by Edzii (2000) that teachers respond more positively when adequate supplies of instructional resources are available. Some teacher managers interviewed revealed that some TLMs are not easily available. This explains why some departments enjoyed adequate TLMs, whilst others suffered inadequacies.

**Table 5: Adequacy of Teaching and Learning Materials**

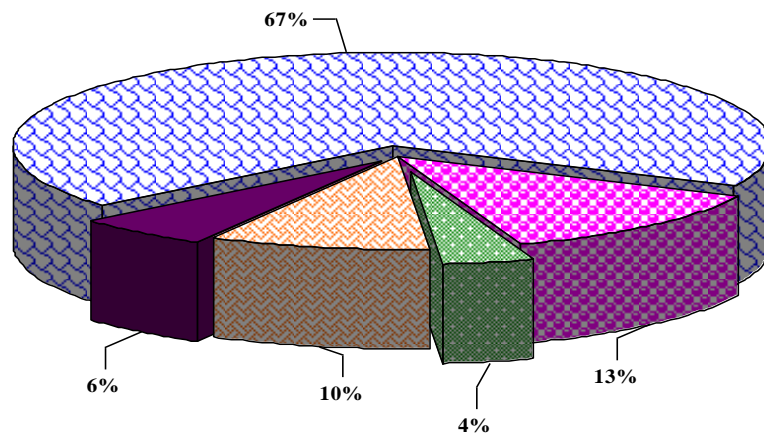
Adequacy	Frequency	Percentage
Very adequate	7	14.0
Adequate	23	46.0
Inadequate	14	28.0
Very inadequate	6	12.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Source: Field Survey, 2012

Similarly, the study examined the sources of TLMs to the Wesley Grammar School. This was critical because in many cases, teachers and students rely on teaching and learning materials. It is therefore important for teacher managers to choose the best material for instructions. The management of the school revealed that some of the TLMs are supplied by the Ghana Education Service, greatest portion is supplied by the PTA, whereas teacher improvisation enables the school get some for teaching and learning.

#### Teacher Supervision

The study sought to examine how often teacher managers visited teachers in the classroom in the course of teaching. This was necessary to assess the effectiveness of supervision in the school. CSE (1993) indicated that staff supervision and discipline are very effective tools in building better schools. Figure 7 shows that 71% indicated once in a term. The results indicate that monitoring of teachers work in the classroom is not regular and systematic.



■ Once a term 
 ■ Once a month 
 ■ No response 
 ■ Once a year 
 ■ Once a week

**Figure 7.** Frequency of supervising the work of teachers in the classroom

Source: Field Survey, 2012

On the other hand, the headmaster indicated that he conducted supervision as often as possible. Atakpa and Ankomah (1999) laid emphasis on quality education by professional supervision. This shows that it is important to ensure adequate supervision of teachers, if schools' objectives are to be achieved.

Teacher managers are expected to put adequate support services in place to motivate teachers, such as teacher awards during speech day, subsidised accommodation, end of term PTA teacher motivation and other fringe benefits. Wes-G School provides infirmary, subsidised accommodation, supervision, supply of teaching and learning materials, welfare fund and term bonuses as part of efforts to motivate their teachers.

In modern times, the supervisor plans with the supervisee to achieve educational goals. Murdoch (1996) stated that one of the ten features that are

characteristics of effective and collaborative supervision is co-operatively setting agenda to meet the teacher's needs. The study therefore examined whether teachers are giving prior notice assessment or not. From the study, 32% of the teachers admitted that their supervisors give them prior notice before assessing them in the classroom, whilst 68% denied. The implication is that majority of the teachers are not involved in the supervision planning process. This is likely to affect the validity of supervision outcomes. Respondents who admitted having prior notice to supervision added that pre-supervisor teacher conference help them to establish rapport with managers which enables them to know what is expected of them.

However, 42.9% of the teacher managers admitted to organising pre-supervisor teacher conference to teacher assessment, 42.9% attested to the negative, while 14.2% did not respond. Reasons why teacher managers were not organising pre-supervisor teacher conference were avoidance of pretence and easing of tension among teachers. This form of supervision where supervisors do not organise pre-supervisor teacher conference to assessment is described by Ofori (2005) as traditional. The basic problem with this kind of supervision is that supervisors usually provide information and suggestions on problems they themselves are concerned with but not on the problems experienced by teachers in their classrooms.

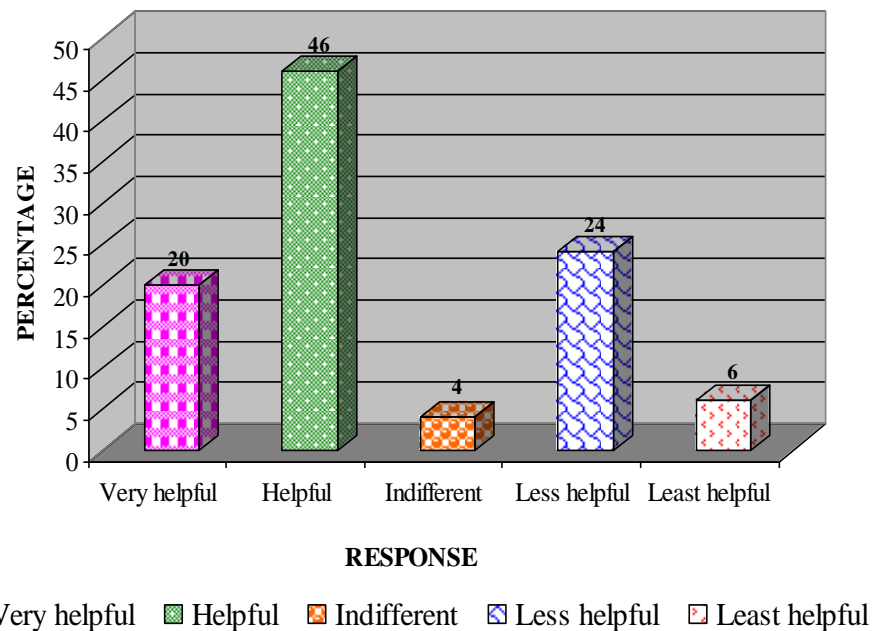
Traditional supervision all too often casts the supervisor in the role of a supervisor, telling the teacher what needs to be changed and how to change it. This sometimes makes the outcome of traditional supervision less reflective to the needs in the classroom. On the other hand, reasons why some of the

supervisors conduct pre teacher-supervisor conference were ensuring that teachers prepare adequately, and improving work delivery.

The researcher sought to investigate whether teacher managers had discussions with teachers after supervision. Post-Observation Conference is the only conference held under tradition supervision. The objectives were to give chance to the teachers to comment on their own performance and plan co-operatively. This is also observed under clinical supervision. The study found that 36% as against 64% of the respondents meet their managers to discuss their performance. According to Ofori (2005), two of the objectives of the post observation conference is to give chance to the teachers to comment on their own performance and plan co-operatively with them a lesson that incorporates suggestions. This helps teachers to learn from their mistakes. This therefore implies that the denial of the majority of the respondents in post-observation conference may culminate into recurrence of mistakes.

The perception of teachers on supervision is critical in the entire teacher management process. Ofori (2005) emphasised that monitoring is the action that enables teachers to improve instructions for students. Positive perception on supervision increases teachers' confidence and commitment to the supervision process (Atakpa & Ankomah, 1998). The study therefore assessed the perception of the respondents on supervision in the teaching process. The results are presented in Figure 8. From the Figure, 20% described teacher supervision as very helpful, 46% described it as helpful, four per cent were indifferent, whereas 24% and six per cent described it as less helpful and least helpful, respectively. The implication is that majority of the respondents view

supervision as important to their work. This is likely to boost their commitment to the supervision process.



**Figure 8.** Perception on supervision

Source: Field Survey, 2012

#### Incentives Support for Teachers

This section analyses the adequacy of incentives received by the teachers in their duties. The results are presented in Table 6. From the Table, 18% described the incentive package at the Wes-G School as adequate, 54% described it as inadequate, while 28% described it as very inadequate. This shows that majority of the respondents were not satisfied with the incentive packages received from the school. This is likely to affect the motivational levels of teachers in the school.

**Table 6: Adequacy of Incentives Received by Teachers**

Adequacy	Frequency	Percentage
Adequate	9	18.0
Inadequate	27	54.0
Very inadequate	14	28.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Source: Field Survey, 2012



## **CHAPTER FIVE**

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

This chapter presents summary of the major findings and the overall conclusions for the study. The chapter again recommends ways to improve teacher management and support services in Wes-G School.

#### **Summary**

The study sought to examine the extent of support that the management of Wes-G School gives to teachers to ensure quality teaching. The section is categorised under roles teachers play in achieving school goals, teacher management and support services available in Wes-G, and adequacy of teaching materials, supervision and incentive support for teachers to remain committed in the service. The study adopted the descriptive study design and used both questionnaire and interview schedule for the data collection. It also used the purposive sampling technique to select the headmaster and the two assistant heads, while the simple random sampling technique was used to sample 7 heads of department and 50 teachers. The summary of key findings of the study included the following:

#### Major Findings

Roles teachers play in achieving school goals

1. The study found that teachers effectively combined both their teaching and assigned duties to ensure the achievement of school goals.
2. The majority (54%) of the respondents were satisfied with their roles, which is likely to motivate majority of the teachers to play their role effectively.
3. Challenges teachers encounter in administering their duties included frequent changes in responsibilities, low knowledge in ICT, inadequate TLMs and poor remuneration.

Teacher management and support services available in Wes-G

4. Teacher managers of the school indicated that the management and support services like infirmary, subsidised accommodation, supervision, supply of teaching and learning materials, welfare fund and term bonuses have helped to improve the quality of teaching and learning.
5. In-service training was organised for teachers to change their attitude towards work, orient teachers into new positions of responsibilities, make teachers aware of new trends in teaching. Thus, in-service training is organised to upgrade the skills and competence of teachers to enhance teaching and learning.

On adequacy of teaching materials, supervision and incentive support for teachers to remain committed in the service,

6. A majority (60%) of the sampled teachers described the supply of teaching and learning materials as sufficient. This is likely to enhance teaching and

learning in the school. However, some of the teacher managers revealed that some TLMs are not easily available.

7. Monitoring of teachers work in the classroom was not regular and systematic.
8. Majority of the respondents were not satisfied with the incentive packages received from the school.

### **Conclusions**

Teacher management and support services are essential elements in the education system. Strong and effective support services motivate teachers to be committed to the administration of their roles. This in turn, helps to achieve school goals such as improved grades, improved teaching and learning system, maintaining discipline among students and ensuring good cultural and moral values of students.

From the study, teachers combined both their teaching roles and assigned duties to ensure the achievement of school goals.

There were many teacher management and support services at the Wesley Grammar School, including infirmary, subsidised accommodation, supervision, welfare fund and term bonuses.

The study concluded that the supply of TLMs at Wes-G was adequate to enhance teaching and learning in the school as well as teacher commitment in teaching.

## **Recommendations**

1. School management should source for funding to increase the incentive packages of teachers. Motivation packages could be sourced from the PTA and past students association to boost the morale of teachers in performing the duties.
2. Adequate instructional materials should be made available to teachers to enhance teaching and learning. This can be done by considering other sources of supply for teaching and learning materials such as past students association, book trust and other bookshops. This will help to improve teaching and learning.
3. More accommodation facilities should be provided by PTA for teachers to enhance punctuality and regularity to class to ensure the effective performance of their duties. Accommodation facilities for teachers will also motivate them and also increase their commitment towards the attainment of school objectives.
4. The management of the school should continue to organise in-service training for the teachers. This will help to introduce teachers to new trends in teaching, and further upgrade the skills and competencies of teachers to deliver their roles effectively.

### **Area for Further Research**

Research should be carried out to explore the relationship between teacher support services and motivation of teacher in other schools. This will help to examine the effectiveness of teacher support services.

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5. Subject Area: General Arts  General Science  Business  Visual Arts

6. How long have you worked as a teacher in GES? .....

7. How long have you worked as a teacher in this school? .....

8. What role(s) do you play as a teacher in Wesley Grammar?

Classroom teacher

Senior housemaster / mistress

Form master/mistress

Head of Department

Any other please specify.....

**Section B: The role of the teacher**

Please tick inside the box (Tick as appropriate)

9. What materials are available to support you in performing your role(s)?

Syllabus

Personal office

Textbooks

Board markers

Any other, please specify .....

10. By what means were you assigned to your roles?

Job description

Verbal

Training

Appointment letter

Any other, please specify .....

11. What challenges do you face in the course of performing your role(s)?

Inadequate materials

Lack of communication

Inadequate funds

Overload of work

Any other, please specify .....

### Section C

12. How often does management assess your work?

Once a year

Once a term

Once a week

Once a month

Any other, please specify .....

13. Does the headmaster give you prior notice before assessment?

Yes  No

14. Do you meet your headmaster to discuss your performance?

Yes  No

15. If yes, how has the discussion enhanced your work?

.....

16. What is your view about supervision?

Helpful  Fault finding

Any other, please explain your choice .....

.....

**Section D: In-service training**

17. What is the content of in-service training?

To improve the professional status of teachers

To introduce new ideas, polices and new curriculum

To assist teachers change their attitude towards work

To orientate teachers into new position of responsibility

Any other, please specify .....

18. Has the in-service training enhanced your work?

Yes

No

Please give details .....

19. When was the last time you received in-service training?

Last term

Last year

This term

This year

Any other, please specify .....

**Section E: Teacher motivation**

20. How are you rewarded for the role(s) you play in the school?

Cash

Surprise present

Public praise

Private praise

Any other, please specify .....

21. What kind of support services exist in the school?

Welfare fund

Accommodation

Free food

Infirmary

Any other, please specify .....

22. Are you satisfactory with the support services provided?

Very satisfactory

Unsatisfactory

Satisfactory

Very unsatisfactory

**Section F: Teaching and learning materials (TLMs)**

23. What is the adequacy of TLMs for your work?

Not all adequate

Adequate

Very adequate

Inadequate

24. Are the TLMs issued on time?

Yes  No

25. Have the available TLMs enhanced your work?

Yes  No

**Section G: The role of the teacher**

26. Suggest two means each for the improvement of the following in Wesley Grammar School:

Incentives .....

.....

In-service training .....

.....

Teaching and learning materials .....

.....

Supervision .....

.....

Thank you



**APPENDIX B**

**INTERVIEW GUIDE FOR TEACHER MANAGERS**

This Interview Guide seeks to assess teacher management and support services in Wesley Grammar School and problems that teacher managers face in providing the services.

Please Note:

Teacher Managers and Supervisors include: Head of School, Assistant Heads, Heads of Department

Type of School Manager .....

**Part I**

1. What are some of the roles you assign to teachers?

Form master/mistress

Head of department

Member of the committee

Any other, please specify .....

2. How do you help teachers face challenges in the course of their duties?

.....

.....

**Part II: Teacher supervision**

3. How often do you assess teacher's performance?

Regularly

Often

Sometimes

Not at all

4. Do you have pre-Teacher-Supervision Conference? Yes  No

5. If No, give reasons for your answer.

.....  
.....

6. If Yes, how has the discussion enhanced their work?

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

7. What are some of the challenges you face in assessing the teachers?

.....  
.....

8. How do teachers view supervision?

.....  
.....

**Part III: Teacher motivation**

9. What rewards do you give to deserving teachers on the basis of performance?

.....  
.....

10. What kind of teacher support services have you put in place in the school?.....

.....  
.....

11. What challenges do you face in improving incentives in the school?

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

**Part IV: In-service**

12. How regular has in-service training been in the school?

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

13. How has the impact of these courses been?

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

14. What are the reasons for organising in-service training for teachers?

To assist teachers change their attitude towards work

To orientate teachers into new positions of responsibility

Any other, please state .....

15. What are the hindrances to the job training programmes?

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

**Part V: Teaching and learning materials**

16. How do you get to know the state of Teaching Learning Materials?

Report written by Heads

Individual teacher is request

Own observation

Report by students

Any other, please specify? .....

17. How are you able to supply relevant and adequate TLMs to teachers?

.....  
.....

18. What are some of the problems encountered in the supply of TLMs?

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

19. What suggestions would you make to improve Teacher Management and support services in the Wesley Grammar School?

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

Thank you