

UNIVERSITY OF CAPE COAST

ROLE OF QUIPS IN THE IMPLEMENTATION OF THE FCUBE PROGRAMME:
A CASE STUDY OF THE TANO DISTRICT IN THE BRONG AHAFO REGION

BY

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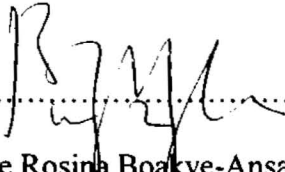
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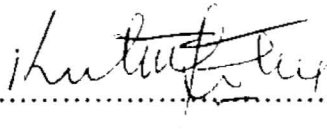
STUDENT'S DECLARATION

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

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SUPERVISOR'S DECLARATION

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

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ABSTRACT

The study explored the impact of the QUIPS project on the primary education system in Ghana by employing the Tano District as a case study. The underlying principle was that the implementation of the QUIPS project in primary schools will increase the enrolment of pupils, improve performance of both teachers and pupils and also bring about greater community participation in the management of schools.

The sample consisted of 474 pupils, 18 teachers and three headteachers drawn from the three QUIPS schools in the Tano District of the Brong Ahafo Region. The main instruments used for the study were a questionnaire and an observation checklist. The intervention included supplying more teaching-learning materials (TLMs) to the sampled schools, providing the needed infrastructure facilities, staffing the schools with qualified and professional teachers, (already in the system), involving the local community in the management of schools and regular supervision from the District Directorate of Education and the national secretariat of the QUIPS project.

The key findings of the study were that at the end of the intervention, enrolment in the schools had increased, the communities had become more involved in the management of their schools and performance of teachers and pupils had improved.

Based on the findings of the study, the researcher recommends that the Ministry of Education, Youth and Sports (MOEYS) and the Ghana Education Service (GES) should extend the QUIPS project to as many primary schools as possible to help achieve the aims and objectives of the Free Compulsory Universal Basic Education (FCUBE) programme in the shortest possible time.

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May the good Lord richly bless them all.

DEDICATION

Dedicated to my children Adwoa Konadu Prempeh, Kwame Oti-Awere Prempeh and Kwadwo Boateng Prempeh. May they all be inspired to achieve greater heights.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Since independence, successive governments have been struggling to achieve equity and quality in the provision of education. Added to the issues of quality and equity are two major challenges to be addressed. These are first, how to ensure that the type of education the nation provides for the citizens satisfies the needs and aspirations of Ghanaians and secondly, how to ensure that everyone has equal access to educational opportunities in the country?

Since education at all levels plays a major role in the socio-economic advancement of all nations, it is important that every level of our educational system should be given due consideration and the necessary attention. The basic level is crucial since it forms the bedrock of all other levels. It is, therefore, not surprising that Governments have put in place a lot of interventions at various times to put the educational system on track so that the nation's young ones are equipped with the right type of knowledge, skills and attitudes necessary for their active participation in the nation's developmental programmes.

Since independence from Britain in 1957, the government of Ghana has understood the importance of education in improving the lives of her citizens. However, during the late 1970s and early 1980s, education in Ghana fell into a crisis as a result of poor management and general macro economic turmoil. By 1985, the budget on education had fallen to one-third its 1976 level. Nearly half of the country's primary and the middle school teachers

were untrained. Textbooks and other teaching and learning materials had dwindled. The majority of primary school graduates lacked literacy skills and primary school attrition rate stood at 60%. Of those students who did finish primary school, only 25% continued on to secondary school. By 1987, these conditions had spurred a broad reform, which touched on all levels of the educational system and attempted to address recurring issues of teacher training, physical infrastructure, curricular relevance and retention. As part of the reform, policy-makers decided to reduce the pre-tertiary education from 17 years to 12 years (six years of primary, three years of junior secondary and three years of senior secondary education). The reform required that teacher trainees should have a higher qualification (i.e. a minimum of Secondary education) (Presidential Commission on Review of Educational Reforms, 2002).

Local community (i.e. School Management Committees (SMCs) and Parent/Teacher Associations (PTAs) participation and support of provision of quality basic education especially in the area of infrastructure were to be encouraged. Local language was to be used as the medium of instruction from Basic One – Three and English language was to be taught as a subject from Basic Four.

As part of the reform, there was to be a re-orientation from rote learning to skill-based instruction through continuous in-service training for teachers. Drop-outs were also to be catered for through the national literacy campaign including the non-formal education programme. Furthermore, the period for the school year was to be 40 weeks for public and private schools and students were to be evaluated through the use of continuous and terminal assessment. Supervision and decision-making were also to be decentralized from the region to the district and circuit levels.

Since the government could not shoulder all the financial responsibilities in the reform, the United States Agency for International Development (USAID) initiated a five-year Primary Education Project (PREP). This was intended to support the reforms which began three years earlier at the primary level. Specifically, PREP was designed to strengthen the policy of the primary education system.

USAID's Primary Education Project (PREP) addressed key economic, financial institutional and social constraints to improving the education system at the primary level in three principal ways. First of all, it leveraged policy and institutional reform through conditionality on disbursement of a \$32 million grant. Secondly, there was a local currency generation through the auction of dollars to supplement the primary education budget, funding of short-term needs in areas such as textbooks, teachers' in-service and pre-service training and pilot equity improvement activities. The third way was that PREP provided limited funding (i.e. US \$3 million) for technical assistance, training, studies evaluation, financial assessment and financial management reviews. In all, USAID provided U.S \$35 million for the Primary Education Project (PREP) (Presidential Commission on Review of Educational Reforms 2002).

One important condition stipulated by the PREP project was the development and implementation of a policy to assess students' academic achievement in English (reading, writing, and oral) and Mathematics. In 1992, for example a Criterion-Referenced Testing (CRT) programme on the Ghanaian syllabuses was developed and tested on representative sample of primary 6 students. The results of the first Criterion-Referenced test (CRT) at the basic level left much to be desired. Of the 11,488 primary 6 students sampled, only 1.1 percent correctly answered more than 55 percent of the items in Mathematics. In English

Language, only two percent of the 11,586 primary 6 students answered more than 60% of the questions correctly. The results improved slightly after the 1993 CRT. However, Education officials and parents were concerned that the much-touted Education Reforms were having little effect on school quality at the classroom level (QUIPS Secretariat 2002).

In response to these and other concerns about the quality of Education, the government launched in 1996 the Free, Compulsory, and Universal Basic Education (FCUBE) programme. This was a package of reforms designed specifically to focus on access and quality of Basic Education. The FCUBE programme has three main primary components and it addresses three main issues. These are: improving the quality of teaching and learning, improving efficiency in management, and increasing access and participation with special reference to girls' education. With regard to improving the quality of teaching and learning, activities are focused on enhancing specific teaching skills through pre-service and in-service teacher training, improving teacher motivation through incentive programmes, promoting quality of student learning and performance through curriculum reviews and improved teacher- student interaction, provision of adequate teaching and learning materials (TLMs) to all schools, and also improvement of teacher-community relationships.

Another area that the FCUBE seeks to address is improving efficiency in management. Here, activities are focused on the re-organization and re-orientation of management practices in the education delivery system. Specifically, this component strives to improve the efficiency and effectiveness of management performance in the Education sector. Activities are planned to address management reforms, discipline and accountability in schools. These activities are also to enhance enforcement of effective

teaching and learning through elimination of teacher absenteeism, lateness and misuse of instructional time and the building of morale of pre-tertiary personnel.

The third area that FCUBE looks at is improving access and participation. Here, activities are designed to ensure that there is an increase in access and retention of all school-going age children in the nine-year basic education programme. Additionally, all stakeholders are required to participate fully in educational services or programmes within their localities. Infrastructural facilities and services are to be expanded to enhance access. It is also to address the issues of enrolment and retention for all children of school-going age. The activities are to enhance quality in the provision of educational services and facilities to ensure good quality teaching. Performance targets are also to be set.

From the foregoing, it can be seen that these are broad objectives that cannot be achieved if the government is to single-handedly implement them. It is, therefore, not surprising that the Government has sought the assistance of a broad range of stakeholders. Local partners include District Education Oversight Committees (DEOCs), School Management Committees (SMCs) and Parent -Teacher Associations (PTAs), parents, teachers and other interested citizens. International partners include DFID-UK, ADB, IDA, JICA, USAID, UNICEF and GTZ.

As part of its efforts to help the Ghana Government to achieve the objectives of the FCUBE programme, one of the international partners, the United States Agency for International Development (USAID) introduced the Quality Improvement in Primary Schools (QUIPS) and Improving Learning Through Partnerships (ILP) project component. The objective of the QUIPS/ILP project is to assist the Ministry of Education (MOE) and the Ghana Education Service (GES) in their Education reform at the Basic level. The

project addresses two major areas: improving the learning environment and effective teaching and supervision at the school and classroom level; and improving educational policies and their implementation. The Government of Ghana's own educational reform programme is aimed at improving Basic Education in particular. Ghana's initiative for creating a system of Free, Compulsory, and Universal Basic Education referred to as FCUBE, guides the reform and is aimed at ensuring that all Ghanaians have at least 9 years of quality basic education.

The QUIPS/ILP project itself focuses on five areas. These include the effective implementation of relevant curriculum and use of instructional materials at the school level, in-service teacher professional development, improving district management and instructional management and school administration, assistance in helping to improve the schools physical infrastructure and the administration of district grants to enable districts to extend QUIPS best practices to non-partnership schools and communities. As part of its programme, the QUIPS/ILP project team helped schools and communities to identify, affirm and strengthen those successful practices and encouraged schools to work from their strengths rather than starting from a long list of problems, deficit and under development. This is because QUIPS/ILP approaches to working with schools and communities have successes and strengths that have sustained them over time. These approaches known as the Assets Approach change the focus from concentrating on identifying problems and deficiencies to one of identifying assets, resources, as well as past and current strengths. Focusing on strengths and the potential that they represent promotes self-esteem and beliefs in the ability to succeed, whereas concentrating on weaknesses diminishes the desire and energy of people in school and communities to participate in change. The Assets Approach

does not ignore the real problems that exist. It helps people deal with that positive, active and creative position. The teaching and learning approaches introduced through the project were based on research and successful classroom activities.

It is clear from the discussion that Ghana government is making conscious efforts to provide quality and equity education to the Ghanaian populace. It is also obvious that these attempts have been facing a lot of challenges and has required the assistance of foreign partners like the USAID, which brought the QUIPS/ILP project to help the government achieve its objectives in its FCUBE programme being implemented by the Ministry of Education (MOE) and the Ghana Education Service (GES).

Education is said to be the key to national development and every country which develops its human resource base through formal education and has the right calibre of human resource stands to develop very fast. This is the more reason why governments in the country dating back to colonial times have had a passionate interest in education. Their anxiety to bring about constant improvement in its availability and relevance is evidenced by the large numbers of review committees like the Dr. Nkrumah Accelerated plan of Education of 1951, Kwapong Review Committee of 1966, Dzobo Review Committee of 1974, and the latest reform of 1987.

The philosophy of education in Ghana is that education should result in the formation of well-balanced individuals with the requisite knowledge, skills, values, aptitude and attitude to become functional and productive citizens. In a nutshell, education is to provide the country with the right type of human resource that it very much needs for its development.

In spite of the benefits that a country stands to derive from quality education,

developing countries such as Ghana find it very difficult to cope with the high cost involved especially when facilities need to be expanded and the requisite materials provided to help to improve teaching and learning. Meanwhile, the world is becoming a global village and the high rate of technological advancement demands that educational institutions are provided with the right type of facilities and materials in adequate numbers, and at the right time so that pupils and students who go through the system are well-equipped with the necessary skills and knowledge to ensure the rapid development of their communities. Apart from the problem of funding, it has also become obvious that there are other parameters that educational planners and implementers have to consider. For instance, to improve effectiveness and efficiency in management, discipline and accountability in schools, increased enforcement of effective teaching and learning, elimination of pupil and teacher absenteeism, lateness and misuse of instructional hours, and the building of morale of pre-tertiary personnel are all parameters that do not need funding but which play an important role in the provision of quality education.

Whichever way one looks at it, the cost involved in quality education delivery, (especially at a time when this has to be made accessible to all children of school-going age) is huge. Government alone cannot shoulder this responsibility. This is the more reason why under the FCUBE Programme provision has been made for private participation and the QUIPS/ILP project put in place by USAID is one of such interventions.

Statement of the Problem

The QUIPS/ILP project, an initiative of USAID, is supporting the Government in the implementation of the FCUBE programme to increase the effectiveness of the primary

education system by ensuring improvement in the learning environment through policy change and by strengthening the capacity of districts to effectively plan and manage their resources. It is also to improve effective classroom teaching through improved supervision, continuous student/pupil assessment and pupil-centred teaching methods. Again, it aims at greater community involvement through assistance to local school associations and committees. The questions one may ask now are: Is the QUIPS/ILP Project yielding the desired results? Has it improved the capacity of the Tano District to effectively plan and manage its resources? Has it led to effective classroom teaching and has it also brought about greater community participation?

Purpose of Study

Not all Ghanaian children have access to quality basic education. As a result of this unfortunate situation, some of these children do not have a good foundation which invariably makes them perform poorly at the Basic Education Certificate Examination (BECE). Some of them end up as wayside apprentices while others drop out of school. The study was consequently designed to investigate the extent of the implementation of the QUIPS/ILP project in selected basic schools in the Tano District. That is, whether the school-based in-service teacher development, which includes the introduction of innovative, low cost processes, tools, instructional materials, and other methods to increase teacher performance and student learning has been put in place in these schools.

It was also to investigate whether the assistance in curriculum improvement at school level through the development of materials that strengthen the linkages in learning sequence was on-going, and whether the development of other supplementary instructional support materials were functioning.

The study was, therefore, undertaken to find out whether the implementation of the QUIPS/ILP project had improved enrolment figures in the pilot schools, whether there had been improvement in the teaching and learning situation in those schools, and whether local communities were actually involved in local school management with support from District level officials and were, therefore, helping to identify and carry out quality improvement strategies to help to ensure quality education delivery in their various communities.

The study was also to find out whether the Districts were provided with grants to enable them plan and implement their own activities to help spread QUIPS best practices throughout the District.

It is to be noted that even though the main aim of the QUIPS Project was to help to improve quality teaching and learning in the classroom, it did not neglect the other components of the FCUBE programme (i.e. increasing access and participation and improving efficiency for management).

Research Questions

The study was aimed at addressing the following questions:

1. Have the schools been adequately resourced in terms of infrastructure and teaching and learning materials (TLMS) taking into consideration the population of the various selected schools?
2. Have enrolment figures in the QUIPS schools improved considerably?
3. Has there been improvement in teachers' performance and pupils' learning?
4. Have the local communities through the local structures (e.g. DEOC, SMC, PTA) been fully involved in the management of their schools?

Significance of the Study

The study has shown the impact of the QUIPS project on the pilot schools in the Tano District. It has revealed the successes so far chalked and the bottlenecks in the implementation and what needed to be done in the future to derive full benefits of the project to enable implementers of the FCUBE to spread the QUIPS best practices throughout the District.

It has further provided literature which will serve as a baseline for further investigations into the activities of the QUIPS/ILP.

Limitations

Notwithstanding the efforts put in by the researcher to conduct a thorough study, certain limitations could not be avoided. The researcher was compelled to focus on a small sample size due to financial and time constraints. Only three QUIPS pilot schools in the Tano District were selected for the study.

Delimitations

The study covered three QUIPS pilot schools in the Tano District of the Brong Ahafo Region. Findings can, therefore, be generalized only to the QUIPS/ILP schools in the Brong Ahafo Region. In order to extend its generalization, there is the need to replicate the study in a wider geographical zone.

Organization of the study

The research work has been organized into five chapters. Chapter One deals with the background of the study, statement of the problem, purpose of the study, research questions, limitations of the study, delimitations of the study, definition of terms and organization of the study.

Chapter two reviews relevant literature on the development of education in Ghana, the educational reforms, and the QUIPS programme.

Chapter three deals with the methodology for the study with such details as research design, population and sampling, development of instrument, pilot study, administration of instrument, and method of data analysis.

Chapter four deals with the analysis and discussion of data under the following details: demographic data, challenges facing QUIPS partnership schools, the state of the sampled schools before and after the intervention, discussion of findings and summary of findings.

Chapter five, is on the discussion of findings, conclusion and recommendations.

CHAPTER TWO

REVIEW OF LITERATURE

The quality of instruction in primary schools in Ghana has become the focus of educational policy-makers and implementers. This situation has called for interventions at this level of the educational system to enable the country to achieve the aims and objectives of the FCUBE programme, i.e. improving access and participation (with special reference to the education of girls), quality teaching and learning, and management for efficiency. This chapter is concerned with the review of related literature, i.e. what other authorities, authors and researchers have said about the topic.

The Educational Enterprise

Dewey (1938) sees education as an intelligent, directed development of the potentialities and possibilities inherent in individuals and their experiences. According to Dewey, one of the special forms, which the general function of education assumes, is that of direction, control and guidance. Of all the three concepts, direction expresses the basic function, i.e. focusing and ordering the child's experiences that will enlist his participation in attaining the desired objective. To direct the child is to develop within him intrinsic and persistent bearings in the right way. The above assertion by Dewey portrays the nature and the form which the school should take. It also shows how the school environment should be able to give the child the right direction so as to help to develop his potentialities. In any educational institution such as the Basic School, the pupil can be described as a direct clientele of the school and the pivot around which everything else in the school revolves.

The pupil, therefore, forms an integral part of the human resource that the school head manages.

According to Ozigi (1977), the pupil is the centre of the educational process and all activities in the school should aim at developing his total personality to the fullest. To achieve this, well-defined and relevant curriculum and institutional programmes must be developed and implemented. Furthermore, the school should provide opportunities for pupils to develop responsible attitudes, and to experience the type of moral training that will prepare them well for future life. This philosophy requires all stakeholders to show considerable concern for school children, look into teaching and learning situations, try to understand and help solve pupils' personal and social problems, and also cater for their well-being and happiness.

From the views of Ozigi, it can be inferred that one of the major problems that stakeholders in education have to grapple with is how to create an environment conducive for retaining pupils in school, providing the right type of physical infrastructure, relevant curricula and guaranteeing their welfare – thereby promoting smooth learning. A quality school must, therefore, have a wide range of pupils' personnel services such as effective classroom management, counselling and health services, co-curricular activities and discipline. However, providing quality education has been a headache to many governments of developing countries such as Ghana.

The government of Ghana has since independence understood the important role that education plays in improving the lives of its citizens. Education at all levels plays a major role in the socio-economic advancement of every country. It is through education

that a nation's young ones are equipped with the knowledge, skills and attitudes necessary for the active participation in it's (i.e. the nation's) developmental programmes.

Buttressing the economic importance of education, Singer (1964) argues that it is only where the working force at all levels is sufficiently literate, educated, trained and mobile to take advantage of new advances in techniques and organisation of production that the creation of a built-in industry of progress becomes possible. According to Singer, an individual who does not have access to quality education is impeded in a way and may not have his or her potentialities fully developed.

The observation of Singer is collaborated by Antwi (1992). According to Antwi, schooling and training increase the consumer's life-time earnings, social skills, perspectives powers, task performance levels, ability to communicate, and opportunities for advancement. In the early 70's Ghanaian education could not provide the quality it needed and many children did not have access to education. Due to the growth in population, the existing schools could not absorb all pupils who were of school-going age. The situation became worse in the late 1970's and in the early 1980's, education in Ghana fell into a crisis due to poor management and macro-economic turmoil.

Hall and Graffin (1982) came out with a finding from a study on the provision of quality education. They investigated how schools could provide the type of education that would be able to develop the potentialities of individuals and also equip them with the right type of skills. They found out that community awareness, responsibility and advocacy for education needed to be increased. According to them, communities must build trust in school systems and teachers. They should also respond to interests or concerns of schools and provide culturally sensitive approach to education. Hall and Graffin opine that

community-school support organisations should be strengthened to empower local people to act and also define roles and responsibilities of partners like community members and teachers. They also suggest that community participation in design, implementation and monitoring of school improvement efforts should be enhanced. This, they think, could be done through the monitoring of school performance, mobilising local and district resources, monitoring school finances and assets, utilising participatory planning and design and also developing community leadership and ownership.

Leithwood (1983) corroborates the work of Hall and Graffin by saying that when community leadership is well developed, these leaders will have the right frame of mind about their schools and tend to claim ownership of the schools. This concept of ownership will let them contribute meaningfully to the development of their schools. According to Leithwood, when people feel that they own something, they tend to express great interest and concern in that particular thing. He further states that when the community is involved in the management of their schools, the community becomes sensitised and is always yearning to develop quality of education at the local level. He also explains that the wider community as the third unit in the educational system has much to gain by the provision of quality education. He maintains that whatever is achieved in the school as a social institution, needless to say, reflects on the whole community. For this reason, the wider community may impact on the school and the process of education through its participation in the activities of the School Management Committees (SMCS) and the Parent/Teacher Associations (PTAS). He elucidates that if these bodies are allowed to play their roles effectively and do not unduly interfere with the school programme, efficiency and order can be maintained, granted that the school is a human institution which would have problems,

reflecting the needs and aspirations of the wider community. He maintains that there should not be any confusion with regard to the effective role the community can play if all sections of the society are represented on the School Management Committees (SMCS) and the concerns of these groups are equally addressed.

Richman and Farmer (1975) conducted a study on community participation in the improvement of primary schools in Africa and came out with the finding that strong community participation is the key to success in the improvement of primary education. They observe that over the past decades the general public has generally grown to regard education as largely the responsibility of the national or central government. They also observe that providing quality education and a high quality educational environment, however, is simply too large a task for the governments of developing or third world countries to accomplish alone. According to them, lasting quality in the education of children in developing countries requires a new partnership between parents, communities and the governments.

Their findings show that many people are learning that participating in and taking over ownership of the educational improvement process in their own communities is crucial to quality educational experience for their children. They, therefore, suggest that programmes aimed at expanding and intensifying the opportunities for people to learn that participating in and taking over ownership of the educational improvement process in their own communities is vital and crucial to quality educational experience for their children. They further explain that a true sense of community ownership takes time to rekindle and grow and, therefore, there must be conscious efforts by other partners to support this growth through a series of participatory information-sharing, consensus-building, training

and action-planning activities at the community and district levels. They opine that although these activities will focus primarily on parents and the community members, they should also include other important members of the educational process, such as the headteachers and the teaching staff of the schools, District Education officials including the Directors and Circuit Supervisors, members of the District Education Oversight Committee (DEOC), and District Assembly members (as may be found in the Ghanaian milieu). They also suggest that other key participants should include members of the Traditional Council (i.e. Chiefs and Elders), religious organizations and other important social groups. They emphasize that to succeed, the process must involve all these groups.

Hans and Bull (1984) corroborate the works of Richman and Farmer by saying that the series of participatory information-sharing, consensus-building, training, and action building activities which will support the growth of community ownership must include participatory appraisal of community perceptions and needs regarding education, general community awareness, campaigns about educational reforms, opportunities to participate, and the components and standards of school quality improvement. They also suggest training for SMC/PTA members (i.e. local bodies) in organizational management and community outreach skills for them to better understand the needs of the constituents, community skills building in planning, designing, implementing and monitoring locally-generated projects for the improvement of education in schools.

They further suggest that these activities should include the strengthening of community capacities to identify and mobilise resources to support educational quality improvement activities and to advocate effectively with governments and public authorities on behalf of the quality of the education of their children. They also advocate for the

provision of micro grants by non-governmental organizations (NGOS) and other donor partners to support community education/school improvement projects. They are of the opinion that there should be collaboration by donor agencies to expand training opportunities with the view to strengthening the capacity of all stakeholders to replicate, manage, and build upon this community participatory initiative so as to realise its success and believe that the community can also help in the area of infrastructural development bearing in mind that when communities help in the provision of infrastructure, they tend to develop a strong feeling of ownership of the school and will want to maintain such structures. They maintain that the general progress of that institution should become their concern. They, therefore, suggest some key principles which the community may adopt if it wants to undertake infrastructural projects to supplement government's efforts or to become partners in the educational enterprise. The key principles include the community setting its priority projects. By this principle, Hans and Bull are of the view that since the community knows what it wants first or needs most, it will be able to set the right priorities. The project the community needs most, which will invariably satisfy its members' needs will be the one to be selected and undertaken. The second principle is that if the community wants other partners to assist her or wants people to recognise her plight, then the community should be ready to commit and specify the type of contribution (e.g. labour and materials) that she will provide towards the said projects. More so, there should be transparency in the implementation of community initiated projects. For instance, there should be competitive bidding. An "open book" for record-keeping should be made available for review by all stakeholders. They further suggest that technical soundness should be assured through inspection by independent qualified architects or engineers and

that such projects should be timely completed and within the budget. They conclude that there should be a review of priority infrastructure and the school and the community must agree that infrastructure is clearly linked to improving student learning.

Effective Classroom Teaching Supported Through Improved Supervision

Barth (1991) conducted a study on the role of supervision in improving classroom teaching in twelve districts in the state of Iowa and came out with findings and suggestions regarding improving classroom teaching. Barth found out that in all the schools where the authorities, both at the district and school levels were doing effective supervision, teachers were making good use of their teaching time. Barth observed that teachers in these schools gave a good volume of work to students, marked worked exercises and even revised worked exercises with students. He also observed that teachers in such schools prepared before going to their classrooms to teach. Such preparation included preparation of schemes of work and lesson notes. He compared this preparation with the presentation done by these teachers and noted a strong correlation between the preparation and teachers' output in the classroom. He noted that such teachers did not have any problem with class organisation since they had prepared in terms of the provision of teaching/learning materials (TLMS), what specifically students were to do at each particular period and how they were going to interact with the students in the classroom, like questions distribution and students' contribution. He maintained that with this prior preparation, teachers in such schools became conversant with information or ideas they were going to present. He claimed that classroom teaching became child-centred as students had ample time to make contributions and a lot of work to do during the teaching period. At the end of the study, Barth wanted to find out whether the teachers' input in the classroom was having any

significant impact on students' performance. He used previous final examination results of students and compared them with the results of a Criterion-Referenced Test (CRT) he conducted in Mathematics and English Language on the students. He observed that in the previous examinations while the average marks for students in Mathematics and English Language were 35% and 55% respectively, the average marks scored by students in the Criterion Referenced-Test (CRT) after their period of supervision of teachers were 50% and 62% for Mathematics and English Language respectively. He finally concluded that when activities of schools are supervised, especially the work of teachers, when they prepare adequate lesson notes and all teaching-learning materials (TLMS) and do effective teaching, students' performance undoubtedly improves.

Winscon (1998) also corroborated the work of Barth when he conducted a study on 15 schools in 5 districts in Iowa in the United States. He observed that during the period when personnel from the Inspectorate division were supervising and monitoring the activities of teachers, performance of students kept on improving. It was also observed that a comparatively greater part of the syllabus was completed during the period of supervision and intensive monitoring. He suggested that if school authorities wanted teachers and students to make judicious use of the instructional time then an efficient and effective system of supervision and monitoring should be put in place and enforced. He further suggested that School Management Committees (SMCs) should, as part of measures to improve teaching and learning in schools devise sustainable supervisory systems which would make personnel of inspectorate divisions undertake intensive periodic supervisory activities in schools throughout the year. He maintained that if school authorities wanted teachers to put in their best then teachers needed to be supervised. He also claimed that if

the designed curricula of schools were to be followed strictly and uninterrupted, then effective supervision must be done. He claimed “when one knows that someone is watching, one tries to put in one’s best in order to achieve the best results”.

A report presented by Addison and Maison (2000) on the “Baseline study on the state of supervision in Ugandan schools” gives sufficient empirical evidence to the theoretical assumptions about effective supervision of schools. The study covered a total of 80 schools selected from ten provinces of the country. The study focused on specific elements of supervision of schools such as supervising instructional time, supervising co-curricular activities, supervising teachers’ performance in and outside the classroom, supervising infrastructural facilities like classrooms and other teaching and learning facilities like the library, laboratory, and workshop. The study also looked at supervising the management of school funds, and all teaching and learning resources.

Significantly, the study revealed that effectively supervised schools produced good performances in both internal and external examinations. It also revealed that these schools managed their school funds, teaching-learning resources and instructional time very effectively. It also came to light that infrastructural facilities of these schools were well maintained. The researchers also found out that the life span of these facilities was going to be prolonged. They suggested that educational authorities should endeavour to promote supervision as a way of enhancing effective teaching and learning in our educational institutions. They further suggested that the Inspectorate division of the Ministry of Education (MOE) and other allied bodies should be well resourced. They explained that headquarters and provincial directorates of education, apart from being well resourced, should be given the right orientation and must also be required to write and submit monthly

reports on their activities. These reports according to the researcher must be correlated and co-ordinated and subsequently compiled as one document. They said the reports and all their recommendations should be studied and the recommendations implemented to correct bottlenecks to help raise the standard of education in the country.

Halls and Stephens (1998) conducted a study on supervision of schools in 5 districts in the state of Florida in the United States. They covered a total of eighty schools. They looked at how often supervisors visited these schools and the elements of supervision they actually supervised. They also looked at the reports of the supervisors and the extent to which the recommendations of these reports had been implemented. They observed that in schools where supervisors had been making frequent or regular visits, the schools' performances were comparatively higher than the schools that had not had regular and intensive supervision.

The output of teachers and all workers in these schools was also higher than schools that did not have regular supervision. Another observation was that in schools where recommendations of earlier reports had been implemented, former lapses had been corrected and the said problems had not resurfaced. They said in such schools, teachers did adequate preparation before and during their lessons. They further observed that in schools where there were regular and intensive supervision, heads of schools effectively managed the schools. They saw that the heads delegated duties to teachers and students, thus promoting the spirit of team work. The committee system also operated effectively in these schools. They found out that such schools had committees on academic, examination, health and sanitation, sports and culture, guidance and counselling and disciplinary matters

which were all found to be functioning. The researchers called these schools “unique” schools.

The Curriculum

Curriculum is defined as the subjects that are included in a course of study or taught in a school, college, university and any similar institution of learning (Hornby, 2001). Simply put, it is all that is taught in a school. Curriculum includes all the activities that are planned, implemented, supervised and evaluated by the school. The aim of such activities is to develop the cognitive, psychomotor and affective domains of the learner’s personalities. In short, the curriculum aims at an all-round development of the individual. Freire (1970) says curricular policy is very vital in educational policies. He explains that the curriculum policy includes the content of education, for example, the skills, attitudes and knowledge to be taught. He believes that education must be aimed at imparting values, skills, aptitudes, habits, attitudes, cultural values, knowledge and tolerance to the state and anything taught must reflect on the challenges of the day.

Campbell (1997) says since the individual or the learner is the clientele, the curriculum content should be designed to meet the aspirations of the state or nation. He explains that the content should benefit the learner and be able to meet the challenges of the individual and the nation as a whole. He argues that if the curriculum designed cannot make the learner become useful to himself as an individual after going through it, then, a second look should be taken at it.

Ryan (1984) opines that schooling without curriculum is no schooling. He maintains that whatever is termed the curriculum should at the end of the day be able to develop the individual holistically. He argues that the content of the curriculum should

include all that the child needs to have to make it useful to him as an individual so as to be able to live with and be lived with.

Crow (1990) contends that designing the curriculum may not be enough. He believes that even though many educational establishments have a good and well-designed curriculum, the real impact is not being felt. He explains that it takes more than a well-designed curriculum to achieve the set goals and objectives of education. He argues that the well-designed curriculum can achieve its desired goals if it goes hand in hand with good methods and a logical content. He, therefore, opines that the state should have a methodological policy as part of its general educational policy and that this policy should involve the idea of imparting knowledge and skills to the child. Here, the psychological and physiological make-up of the child should be considered. That is, all the characteristics of the child for example, the age, the time of teaching or going to school must be considered. Not only these but the prevailing environmental conditions, the academic background of the teacher, his professional status, that is whether he is a certified or uncertified teacher, the type of certificate, whether a teachers' certificate 'A' post secondary and the level of training, (that is, whether he is a degree holder, a second degree holder, a diplomat or a specialist). The preparation of trainee-teacher should also be included in the methodological policy. With regard to the preparation of the teacher trainee, Crow suggests that the following should be considered:

- how to get the teacher trainees
- how to train them
- how many will be required in the system
- How they will be remunerated, that is the salary, allowance and welfare.

He believes that since methodology plays an essential role in helping the child to succeed, the teacher should fully go through the curriculum that has been designed for him (the child). Circumspection must be shown as far as the methodology is concerned. He sums up by saying that the methodology is how the content in the curriculum is going to be presented to the pupils.

Colebank (1990) states that the content and methodology of the curriculum alone cannot develop a holistic individual and that other factors also influence the overall development of the child. He suggests that there should be a resource allocation policy which will regulate the allocation of the resources. He says “we need human resources like the teachers, heads, non-teaching staff, school board members; we need material resources like books, teaching and learning materials in general, buildings, machines, cars, computers, furniture, libraries, syllabuses, stationery, other teaching and learning materials like chalk, dusters, science equipment, etc. He believes that if resources are equitably allocated to schools then with the other factors like curriculum content and methodology, the development of a holistic individual will be achieved.

Roberts (1980) conducted a study on 12 grade 6 schools in the state of Iowa. He wanted to find out how effective the teaching and learning were i.e. the impact on the child’s development. He also wanted to find out the factors that were likely to contribute to effective teaching and learning process. He found out that the performance of the schools had some correlation with the resource allocation of the schools. Among the findings were that schools that were fully equipped in terms of resource allocation performed better than the schools that lacked certain facilities. He argued that educational policies should be improved especially in the area of curriculum development.

On resource allocation, Stanley & Oliver (1991) say “the average citizen considers the school building and related structures as important factors in any assessment of school-system quality. Indeed, some boosters who claim “good schools” for their community usually are equating superior physical facilities with outstanding instructional programmes. Some teachers, too, appear highly conscious of the buildings in which they serve” (p.54).

Byrd and Oliver (1996) say since the school is a place in society where it should be possible to discover truth, it is important that teachers provide for open and objective investigation of the topics that are deemed important by children. They suggest that children need to participate in the decisions that determine how the curriculum and teachers should serve them. They argue that to be sure, parents and the community should also be involved in decisions that pertain to schooling, as should experts in subject matter areas and textbook writers. They however, caution that the rights of children should be protected if learning is to take place. Children’s concerns and interests need to receive paramount consideration. They reiterate that in developing the curriculum, children should be the main focus.

Leslie & Irwin (1978) also looked at the role of the teachers in the school curriculum. In a study conducted on 60 district schools (basic) they noted that it has become axiomatic in education that the teachers are the real crucial elements in the learning situation and that the quality of the program in any school depends on the qualities of the staff members. To them, to a large extent, these generalisations refer to the teacher as a person - his level of friendliness, likeableness, sense of humour, and sympathetic attitudes toward pupils. The principle according to them has even wider applicability to the

instructional program offered the class, however, for in the conventional classroom very nearly all pupils' activities come under the direct control of the teacher.

They contended that while persons other than those on the basic school staff largely determine the school curriculum, the teacher ordinarily enjoys substantial latitude in selecting procedures by which the program is implemented. The many differences often observed among the work of classes that cover the same material in a single school system or building according to them, demonstrates how much teachers may influence what takes place. 'A visitor to a conventional classroom readily notes that nearly everything revolves around the teacher – the giving of explanations, the asking of questions, the offering of demonstrations, the conduct of discussions and so on". (p. 72). The teacher according to them makes almost all the decisions and follows through on their implementation. Even under organizational arrangements, that involve differentiated staffing, they noted that the adults retain all decision-making authority. They pointed out that the teacher defines the procedures designate, the activities, establishes the schedules and selects materials considering the central role the teacher plays in the classroom. They suggested the teacher in the basic school must have an initial training and develop it by having in-service training or by furthering his studies to improve his competencies. The training of the teacher is thus crucial for the holistic development of the child. Teachers must, therefore, be produced in their right quantities and be given quality training.

With regard to the role the pupil plays, Carl (1987) says that in the past the operation of the conventional school classroom appeared to demand that children adopted basically passive and receptive roles. Such assumptions according to Carl are obvious, when desks are provided at which children are to sit while receiving instruction or studying

the books that have been provided. He further states that in the past, group instruction, the dominant mode of classroom procedures required that the child be able to “pay attention”, “sit still”, and “keep quiet”. He explains that to pay attention means to attend to those experiences that are being directed by the teacher and to ignore distracting elements in the environment. The pupils’ attention is directed to the salient points of a lesson; and they are expected to recall these because they will soon be set to work on their own at tasks requiring application, practice and testing of the information and skills presented. Carl explains that the rate at which the individual pupil can remember instructions and apply what has been presented will determine his success in school. He notes that remaining still and quiet has traditionally been deemed necessary for individual concentration and the fact that the attention of others will not be diverted.

In recent years, Carl points out, however, that a somewhat wider range of pupil behaviour has been accepted in many classrooms. Some teachers according to him have at least a portion of their program devoted to small-group and individual activities that permit children to interact freely with one another. New approaches to the teaching of such subjects as science require much direct pupil involvement with laboratory equipment and similar materials.

Wilson (1993) looks at the processes and content of the curriculum and states that given the increase in knowledge due to technological and scientific advances, it seems imperative that teachers will be willing to continue to be learners and be willing to adjust, to make more accurate statements about knowledge and “facts” and to have inquiry attitudes. He argues that the role of the school is to prepare children for a changing and somewhat unpredictable society. He explains that children need to maintain the desire to learn; they

need to know how to pursue interests and knowledge rather than simply to learn what is a fact” today. “It is this rationale, the need to be flexible in terms of the future that necessitates a greater concern for process than content (p. 85). In order for children to pursue their interests in the classroom in the sense described, they must acquire the ability to relate to others, possess positive self-concepts, and remain tolerant of others’ opinions.

Summary

It can be observed from the discussion that many authorities, researchers and writers believe that the curriculum plays an important role in the whole educational enterprise. They agree that the content and methodology must be well designed. While the content should be rich, the methodology should be such that it can present to the child what it is expected to present. All researchers, authorities and writers agree that the roles of both the child and the teacher should not be compromised. They believe that a school becomes a school if the content of the curriculum, backed by the right methodological policy, is rich

.The literature review talked about school-community involvement and participation, supervision and curriculum development as areas that can be used to improve the overall development of the child. There is almost a general consensus about the fact that people tend to express great interest and concern about things they see as theirs. Much of the literature, therefore, believes that when communities are involved in the management of their schools, they become sensitized about their responsibilities to the schools and will always yearn to contribute towards the development of the schools (Hall and Graffin, 1982; Leithwood, 1983).

Studies also revealed that the quality of teaching and learning improves when teaching and learning are supported by effective supervision (Barth, 1991; Winscon 1998;

Hall and Stephen 1998; Addison and Maison 2000). The studies showed that there was higher school performance in schools where supervisors were regular and effective.

It is also established that the quality of teachers affects the quality of teaching and learning in school Leslie & Irwin (1978). It is claimed that in a conventional classroom, teachers direct and influence almost every activity.

The literature provides the basis for examining the contribution of the QUIPS project to the improvement of teaching and learning in the Tano District of the Brong Ahafo Region. It is believed that when the appropriate measures are put in place, the Ghanaian child will also receive the quality education as provided for him under the Free, Compulsory and Universal Basic Education (FCUBE) programme.

CHAPTER THREE

METHODOLOGY

This chapter is concerned with the description of the research design used for the study, the various processes and procedures that were used to collect data and the method of analysis employed.

Research Design

The design for the study employed is the descriptive survey. It consists of data collection to facilitate the answering of questions concerning the current state of the subject under study. Specifically, this design was used to facilitate the collection of the data in an attempt to establish how adequately the QUIPS schools had been resourced in terms of infrastructure and teaching and learning materials (TLMs). It was also used to find out whether the enrolment figures in the QUIPS school had improved considerably and the extent of teachers' performance and pupils' learning.

Ary, Jacobs & Razaviah (1985) observe that an explanatory survey design is a form of research that goes beyond the mere collection of data on variables as it attempts to explain the relationship that exists among variables. The descriptive survey was chosen for this study to enable conclusions to be drawn on the extent of improvement that had taken place in the QUIPS schools as regards infrastructure, teaching and learning materials, (TLMs), enrolment figures, teachers' performance, pupils' learning and extent of involvement of the local communities' through the local structures (e.g. SMCs, PTAs etc) in the management of their schools.

A descriptive sample survey as recommended by Babbie (1990) and cited by Adentwi (1998) was used in this study because of its disposition for generalisability from a sample to a population, so that inferences could be made about characteristic attitudes or behaviour of the population. It has been stated elsewhere that the attitudes of both teachers and pupils have a bearing on pupils' performance. In this research, only three selected schools in the Tano district were studied. Results of the study would be generalised to the rest of the schools in the Brong Ahafo Region in particular, and in Ghana as a whole.

There are some inherent weaknesses with the survey design. For instance, if the questions are not clearly written, respondents find it difficult to respond to the items in the questionnaire. Also some respondents answer the questions to suit their convenience. That is, they say something to please themselves or to protect their interest. Another weakness associated with the survey design is that some respondents cause undue delay in the submission or return of completed questionnaire.

To reduce these weaknesses to a minimum, certain strategies were planned. For example, items in the questionnaire were clearly written to enable respondents understand them. With regard to the situation where respondents could answer the questions to suit their convenience, views were collected from all different groups used for the study. This was to cross check the responses given by the various respondents. Again, a number of visits were made to the respondents to collect the completed questionnaire. This was done to avoid unnecessary delay in the submission of completed questionnaire.

Population and Sample Selection

The total population of pupils in the 44 QUIPS/ILP schools with 295 teachers in the Brong Ahafo Region was 9,106. Out of this, three QUIPS schools with a population of 474

(i.e. 262 boys and 212 girls) were selected. The breakdown of the enrolment in the schools was as follows: Koforidua L /A Primary School with a population of 169 comprised 97 boys and 72 girls. Techimantia Islamic Primary had 162 pupils made up of 88 boys and 74 girls whilst Subonpan Methodist Primary with a population of 14three was made up of 77 boys and 66 girls. The purposeful random sample selection technique was used in this research because each year group of pupils (i.e. from P1-P6) was already distributed into the various classes and this gave each pupil an equal chance of being selected for the study. Arends (1998) states that the logic behind random sampling is that the sample will have the same characteristics as the population. The sampling method was also to provide acceptable grounds for statistical analysis to be done on the data collected such that generalizations could be made of the results.

Leedy (1974) proposes that samples should be logically defensible and the most appropriate technique(s) should be selected for the population type. He also suggests that instruments should be statistically and logically defensible and the most appropriate techniques selected for the type of population. In line with the observation of Osuala (1982) random, sample method used in the present study ensured that greater speed, accuracy and reduced cost were obtained.

In each school, 50% of every class was sampled using the class registers. The number of pupils in each class was divided by 2 after deductions of new admissions or new pupils who had transferred from other schools had been done. The pupils were counted in cycles of that number two which represented the division. The last name within each cycle was selected. In all, 220 pupils were selected and used. It was found out that three4 pupils were new admissions from other schools. In each school, emphasis was placed on pupils

who had spent at least one year in their schools. This is because the researcher assumed that a pupil would be in school for at least one year for a fair and meaningful assessment to be made of his performance and this explains why even though 50% of the pupils were sampled for the assessment, this condition was not made to apply to pupils in primary one. It must also be noted that pupils in the schools who were on transfer from other schools were not sampled because it was believed that such pupils had not gone through the same lessons as the others and might not have had the same tuition.

Development of Instrument

A structured interview comprising six items was used. This sought to find out the extent of community involvement (i.e. PTAs and SMCs) in the management of schools, the heads' impressions about the QUIPS intervention, i.e. whether the intervention had had any impact on teaching and learning in the schools particularly in the areas of English Language and Mathematics and the problems that they were encountering.

Pilot Testing

The study was pre-tested in a pilot study. It was carried out at the Abesewa Primary School in the Ashanti Region. The school was selected for the pilot study for the following reasons: proximity and essentially similarity of characteristics to the sampled schools. Like all the three schools, Abesewa Primary was a public mixed school which was undergoing the QUIPS project. Besides, all the four schools were sited in rural areas and were initially facing problems with enrolment, poor infrastructure and poor performance.

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Administration of Instrument

Most authors of research methods in education agree on circumstances that determine the choice of data collection instruments. Factors like time available, cost, rate of recovery, purpose and type of research should be given consideration (Keteku, 2001).

The researcher paid 15 visits to each school within a period of six months to collect data. Seven of these visits were made during the pre-intervention period while eight were made after the intervention. She had personal interviews with all the three Head teachers and the 18 teachers in the three schools. All the 18 teachers in these three schools were observed each in English Language and Mathematics Lessons at both the pre-intervention and the post intervention periods. Two separate tests were conducted to assess the P2 – P6 pupils in each of the two subjects at the pre- and post- intervention periods.

The enrolment figures for the three schools during the pre-intervention and post-intervention periods were also noted. The class registers were used to find the post-intervention enrolment situation and the log books were also used to find the schools' enrolment figures during the pre-intervention period. The researcher wanted to find out whether enrolment in the schools selected had improved after the intervention of the QUIPS project. Performance of teachers in the three schools was assessed. Using the Teachers' Performance Assessment Test (TPAT), every teacher was observed for at least five days. Teachers' prepared lesson notes were vetted to find out whether the stated objectives were achievable and measurable. Other parameters were class organization, teachers' ability to develop their lessons to relate to their specific-stated objectives thus making their teaching relevant to the pupils, teachers' interaction with pupils during lessons and pupils' class participation (i.e. pupils' contributions during the lessons, how they

responded to questions and how they also asked questions for some issues to be clarified to their understanding).

Results of a study conducted by Van Tonder and du Plessis (1994) on problems that faced beginning teachers in South Africa's Black Communities indicated that teachers' qualification and teaching experience determined their effectiveness in teaching. Evidence regarding teachers' effectiveness and competence on knowledge in subject matter and experience was also provided by Adentwi (1994). It is, therefore, assumed that competency increased with experience that resulted from a teacher's training and length of training (both in his former institution and in the job). The status of teachers, i.e. their qualification and experience before the QUIPS project and the qualification and experience of teachers who were at post during the research period were, therefore, taken into consideration as regards the assessment of the pupils' performance. Heads of the selected schools were also requested to provide data on the status of teachers who were teaching in the schools before the QUIPS project and the status of teachers who were currently teaching in the schools. It is to be noted that even though the QUIPS/ILP project did not provide certificates to teachers, concerted efforts were made in collaboration with the District Education Office to staff the three selected schools with qualified and competent teachers already in the system to ensure quality teaching and learning in the classroom.

Tally cards, Stores Receipt Vouchers (SRVs) and Stores Issue Vouchers (SIVs) were accessed to verify records on teaching and learning materials (TLMs), stationery, and other equipment supplied to the schools in the first place, and their actual use during both the pre-intervention and post-intervention periods. Other physical facilities and structures

of the schools were also accessed through observation. The Heads took the researcher round the premises to observe the schools' physical facilities and structures.

Because the selected schools were all easily accessible, the researcher visited them regularly. She made prior arrangement with the heads of the schools and gave them the itinerary regarding the visit and the type of data that she would be collecting on specific dates. The teachers were also informed beforehand of all the arrangements concerning the research and the specific roles that they were to play to enable the researcher collect the needed data. For example, they were informed about the observation of their teaching and the assessment of the pupils. At each school, teachers and their heads were briefed on the purpose of the study and also appealed to, for their co-operation. This was to ensure that the teachers and their heads understood the purpose of the research to enhance reliability of the responses. In this way, the ethical implications of the research were satisfied. All the heads, teachers and the sampled pupils took part in the analysis.

Data Analysis

The study was a descriptive survey. The research questions consisted of data for the pre-intervention period which were compared with data of the post-intervention period. Percentages, frequencies and means to assess situations at the pre-intervention and post-intervention periods with regard to enrolment figures of schools, pupils' performance, quality and quantity of infrastructure and Teaching and Learning Materials (TLMs) provided and the extent of community involvement in the Management of the schools were used.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter focuses on data presentation and analysis, the key findings and discussion of emerging issues. The data analysis in this chapter concerns demographic data and the challenges facing QUIPS schools. Issues examined include staffing, availability of facilities like tables and chairs, supervision of school activities by personnel of the district education directorate, the role of the PTA/SMC in the provision of quality education and problems that militated against effective teaching and learning.

Demographic Data

Table 1

Age and Sex of Respondents

| Age | Male | | Female | | Total |
|--------------|-----------|-------------|----------|-------------|-----------|
| | Number | % | Number | % | |
| Under 30 | 6 | 28.6 | 3 | 14.3 | 9 |
| 31-40 | 2 | 9.5 | 3 | 14.3 | 5 |
| 41-50 | 2 | 9.5 | 2 | 9.5 | 4 |
| 51-60 | 3 | 14.3 | 0 | 0 | 3 |
| Total | 13 | 61.9 | 8 | 38.1 | 21 |

Table 1 is a representation of the age and sex of the teachers involved in the study.

The table shows that 61.9% of the respondents were male and 38.1% of them were females. Out of the 21 teachers, only three were within the age range of 51 – 60 years and they were all males. Four out of the twenty-one respondents were within the age range of 41-50 years, while five were within the age range of 31-40 years. Two of these respondents were males while the other three were females. Nine of the respondents were under 30 years. Out of this number, six were males and three were females.

Table 2 shows the number of years respondents had spent in their present school. Table 2 shows that 33.3% of the respondents had spent between 2-5 years in their present schools. Out of this 19% were males while 14.3% were females. Nearly 24% of the respondents had spent between 6-10 years in their present school. This figure includes three headteachers, who were all males.

Table 2

Number of Years Spent at Present School by Teacher

| Years spent | Males | | Females | | Total |
|---------------|--------|------|---------|------|-------|
| | Number | % | Number | % | |
| Under 2 years | 5 | 23.8 | 3 | 14.3 | 8 |
| 2-5 years | 4 | 19.0 | 3 | 14.3 | 7 |
| 6-10 years | 4 | 19.0 | 2 | 9.5 | 6 |
| Total | 13 | 61.8 | 8 | 38.1 | 21 |

Evidence from the table suggests that males constituted the dominant group in the teaching force of the Brong Ahafo Region. The table also strongly suggests that males, as the dominant group, stayed longer at their respective stations than females, since in all the

cases observed much more males than females had stayed longer at their respective stations. The table also shows that 57.3% of the teachers had been at their current stations for more than two years and could, therefore, conveniently comment on the effects of the QUIPS project.

Table 3

Position Held in School

| | Male | | Female | | Total |
|---------------------------|--------|------|--------|------|-------|
| | Number | % | Number | % | |
| Headteachers | 3 | 14.3 | 0 | 0 | 3 |
| Assistant Headteachers | 3 | 14.3 | 0 | 0 | 3 |
| Class teachers | 7 | 33.3 | 8 | 38.1 | 15 |
| Total. | 13 | 61.9 | 8 | 38.1 | 21 |

Table 3 is a representation of the positions held in the school by sex. There were three categories of respondents examined in Table 3. These were headteachers, assistant headteachers, and class teachers. The table clearly shows that all the headteachers and the assistant headteachers were males. There were, however, more females serving as class teachers than there were males. The table suggests that males did not only constitute the dominant group of the teaching force of the Brong Ahafo Region, but also that they occupied most of the headship positions in the region.

Section B.

Part two of the data analysis discusses the pre-intervention and post-intervention situations of the schools. This section looks at the enrolment figures of the pre-intervention and post-intervention periods, taking cognizance of girl-child enrolment. It also looks at the nature of facilities in the school as they were before and after the intervention, and the performance of the schools during both the pre-intervention and post-intervention periods. Finally, the section looks at the problems of the schools before and after the intervention periods.

Infrastructure Development and Provision of TLMS

Table 4

Infrastructural Situation in the Three Schools before and after the QUIPS

Intervention

| Stage | School | Type | Material | Store | Library | Toilet |
|--------------|---------------------|--------|--------------|-------|---------|--------|
| Pre- | Koforidua L/A | 6 Unit | Burnt bricks | 1 | 1 | Pit |
| Intervention | Techimantia Islamic | 4 Unit | C. blocks | 1 | 0 | Pit |
| 2002/2003 | Subonpan Methodist | 6 Unit | Local bricks | 1 | 0 | Pit |
| Post | Koforidua L/A | 6 Unit | Burnt bricks | 1 | 1 | KVIP |
| Intervention | Techimantia Islamic | 6 Unit | C. blocks | 1 | 1 | KVIP |
| 2002/2003 | Subonpan Methodist | 6 Unit | C. blocks | 1 | 1 | KVIP |

Table 4 presents the infrastructural situation in the three selected schools before and after the intervention. Table 4 shows that even though all the schools had some structures for teaching and learning, there had been improvement in the infrastructural facilities one

year after the QUIPS intervention. For example, a 2-unit classroom block was provided at Techimantia Islamic Primary to make it a 6-unit block and the old 6-unit block of Subonpan Methodist Primary was rebuilt with cement blocks by the District Assembly as its support for the project. Libraries were provided for Techimantia Islamic and Subonpan Methodist primaries which had no libraries. KVIPS had replaced pit latrines in all the three selected schools.

Table 5

Facilities Available in the Schools before the Intervention of the QUIPS Project

| Teaching/Learning Materials/other Facilities | Koforidua L/A Primary | Techimantia Islamic Primary | Subonpan Methodist Primary |
|---|--------------------------|--------------------------------|-------------------------------|
| Dual Desks | 35 | 40 | 30 |
| Teachers' Chairs | 6 | 6 | 6 |
| Teachers' Tables | 6 | 6 | 6 |
| Cupboards (Classroom) | 6 | 6 | 6 |
| Office Cupboards | 2 | 2 | 2 |
| Office Chairs | 2 | 2 | 2 |
| Office Tables | 1 | 1 | 1 |
| English Textbooks | 20 for each class | 20 | 20 |
| Mathematics Textbooks | 20 for each class | 20 | 20 |
| Wall Charts | 15 | 20 | 10 |
| Footballs | 1 | 1 | 1 |
| Football Field | 1 (not standard) | 1 (not standard) | 1 (not standard) |
| Volleyball Courts | - | - | - |

Table 5 shows the teaching and learning materials and other educational facilities available in the schools before the intervention by QUIPS. The table shows that the schools had some teaching learning materials but these appear to be inadequate. The situation of teaching and learning materials and other facilities in the schools after the QUIPS intervention is presented in table 6.

Table 6

Facilities in the School after the Intervention of the QUIPS Project

| Teaching Learning Materials/other Facilities | Koforidua L/A Primary | Techimantia Islamic Primary | Subonpan L/A Primary |
|---|--------------------------|--------------------------------|-------------------------|
| Dual Desks | 90 | 95 | 85 |
| Teachers' Chairs | 6 | 6 | 6 |
| Teachers' Tables | 6 | 6 | 6 |
| Cupboards (Classroom) | 9 | 8 | 8 |
| Cupboards (Office) | 3 | 3 | 3 |
| Office Chairs | 4 | 3 | 3 |
| Office Desks | 1 | 1 | 1 |
| English Textbooks | 35 for each class | 30 | 30 |
| Mathematics Textbooks | 35 for each class | 30 | 30 |
| Wall charts | 20 | 15 | 15 |
| Footballs | 2 | 2 | 2 |
| Volleyballs | 1 | 1 | 1 |
| Football fields | 1 (not standard) | 1 (not standard) | 1 (not standard) |
| Volleyball Courts | 1 | 1 | 1 |

Table 6 shows that the QUIPS intervention brought an improvement in the provision of teaching and learning materials and other facilities in the schools. It shows, for example, that tables and chairs were provided for each child in all the schools. As indicated in the table, an attempt was made to bring the pupil-textbook ratio to 1:1 in all subject areas. Enough storage facilities were also provided for the textbooks and other materials both in the classrooms and at the stores in all the schools. An attempt was also made to provide additional opportunities for recreation (e.g. volleyball courts and balls).

An interesting feature not captured in the table was the change in the classroom seating arrangement. Instead of the traditional rows, pupils sat in groups to allow for more interaction and sharing of facilities and ideas. The arrangement was also to provide opportunity to both teachers and pupils to have a full view of each other at all times. Thus, distraction of both teachers and pupils from classroom work was reduced to the barest minimum after the QUIPS intervention. Tables 4, 5 and 6 indicate that one year after the QUIPS intervention the schools were better placed to provide quality teaching and learning in terms of infrastructural facilities and availability of Teaching and Learning materials. For example, Techimantia Islamic primary, which hitherto did not have the full complement of classrooms, had been provided with enough classrooms. Furthermore, all the project schools were provided with enough teaching and learning materials.

Enrolment in the QUIPS Schools

Table 7 shows the enrolment at Techimantia Islamic primary school before and after the QUIPS intervention. Table 7 shows that apart from BS 6 where there was a drop in enrolment of boys, enrolment increased in all the other classes. Consequently, there was an improvement in the total enrolment of the school. The enrolment of girls also improved.

Table 7

Enrolment at Techimantia Islamic Primary School before and after QUIPS**Intervention**

| Class | Pre-intervention 2002/2003 | | | Post-intervention 2003/2004 | | |
|--------------|----------------------------|-----------|------------|-----------------------------|-----------|------------|
| | Boys | Girls | Total | Boys | Girls | Total |
| BS 1 | 18 | 13 | 31 | 20 | 14 | 34 |
| BS 2 | 19 | 11 | 30 | 28 | 12 | 40 |
| BS 3 | 16 | 14 | 30 | 19 | 15 | 34 |
| BS 4 | 15 | 11 | 26 | 16 | 12 | 28 |
| BS 5 | 10 | 10 | 20 | 10 | 11 | 21 |
| BS 6 | 11 | 6 | 17 | 10 | 6 | 16 |
| Total | 89 | 65 | 154 | 103 | 70 | 173 |

Table 8 is a representation of the enrolment of Subonpan Methodist Primary School before and after the QUIPS intervention. Table 8 shows that one year after the intervention of the QUIPS Project, the enrolment of Subonpan Methodist Primary School was 87 boys and 63 girls as against 77 boys and 50 girls in the previous year. The total enrolment for the 2003/2004 academic year was 150 pupils. It shows that the total enrolment of the school increased. Generally, there was improvement in the enrolment of both boys and girls with the enrolment of girls being slightly higher than that of boys. All the classes in the school recorded an improvement in the enrolment of girls.

Table 8**Enrolment in Subonpan Methodist Primary School before and after QUIPS intervention**

| Class | Pre-intervention 2002/2003 | | | Post-intervention 2003/2004 | | |
|--------------|----------------------------|-----------|------------|-----------------------------|-----------|------------|
| | Boys | Girls | Total | Boys | Girls | Total |
| BS 1 | 19 | 14 | 33 | 18 | 15 | 33 |
| BS 2 | 16 | 10 | 26 | 18 | 12 | 30 |
| BS 3 | 15 | 9 | 24 | 15 | 11 | 26 |
| BS 4 | 11 | 7 | 18 | 14 | 10 | 24 |
| BS 5 | 9 | 5 | 14 | 11 | 8 | 19 |
| BS 6 | 8 | 5 | 13 | 11 | 7 | 18 |
| Total | 78 | 50 | 128 | 87 | 63 | 150 |

Table 9 shows the enrolment of Koforidua L/A Primary school before and one year after the QUIPS intervention. Table 9 indicates that there was a general improvement in the enrolment of the school one year after the QUIPS intervention. The increase in enrolment was about 7% over that of the previous year. The table shows that the enrollment of both boys and girls had slightly improved in all the classes of the school i.e. apart from P4 where the enrollment of girls had dropped. In fact Tables 7, 8 and 9 clearly show that enrolment in the three QUIPS schools had slightly improved after the intervention. The improved school physical environment as well as the fact that teaching and learning materials were provided to the schools with the support of QUIPS could be contributory factors to the improvement in enrollment.

Table 9

Enrolment in Koforidua L/A Primary School before and after QUIPS Intervention

| Class | Pre-intervention 2002/2003 | | | Post-intervention 2003/2004 | | |
|-------|----------------------------|-------|-------|-----------------------------|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total |
| BS 1 | 14 | 15 | 29 | 14 | 17 | 31 |
| BS 2 | 13 | 10 | 23 | 14 | 11 | 25 |
| BS 3 | 18 | 6 | 24 | 17 | 8 | 25 |
| BS 4 | 18 | 12 | 30 | 18 | 8 | 26 |
| BS 5 | 16 | 13 | 29 | 18 | 13 | 31 |
| BS 6 | 11 | 9 | 20 | 15 | 13 | 28 |
| Total | 90 | 65 | 155 | 96 | 70 | 166 |

Table 10 indicates the staffing situation in the schools before and one year after the QUIPS intervention. There were more 'A' 3 year post-sec. teachers in the various classrooms after the intervention than there were before the intervention. QUIPS made concerted efforts to ensure that the selected schools were staffed with qualified and competent teachers already in the system since the quality of performance of pupils depends greatly on the quality of performance of teachers.

Unlike the period prior to the QUIPS intervention, when most of the teachers had not undergone any in-service training after leaving college, all teachers of the three schools had taken part in three in-service training programmes organized by QUIPS and the District Education Office with the aim of improving the content base of teachers and helping them

Table 10

Status of Teaching Staff in the three QUIPS Schools before and after QUIPS Intervention

| | | Before Intervention | | | After Intervention | | |
|------|-------|---------------------|------------|-------|--------------------|------------|-------|
| Sch. | Class | Qualification | Experience | INSET | Qualification | Experience | INSET |
| | 1 | Cert A (4yr) | 30 | 1 | Cert A (4yr) | 31 | 4 |
| | 2 | Cert A (4yr) | 14 | 0 | Cert A (4yr) | 15 | 3 |
| | 3 | Cert A (4yr) | 16 | 0 | Cert A (4yr) | 17 | 3 |
| 1. | 4 | Cert A (4yr) | 13 | 0 | 'A' 3 Yr PS | 3 | 3 |
| | 5 | Cert A (4yr) | 13 | 0 | 'A' 3 Yr PS | 3 | 3 |
| | 6 | Cert A (4yr) | 13 | 0 | 'A' 3 Yr PS | 3 | 3 |
| | 1 | Cert A (4yr) | 33 | 1 | Cert A (4yr) | 34 | 4 |
| | 2 | Cert A (4yr) | 8 | 0 | Cert A (4yr) | 9 | 3 |
| | 3 | Cert A (4yr) | 12 | 0 | Cert A (4yr) | 13 | 3 |
| 2. | 4 | 'A' 3 Yr PS | 3 | 0 | 'A' 3 Yr PS | 2 | 3 |
| | 5 | 'A' 3 Yr PS | 1 | 0 | 'A' 3 Yr PS | 1 | . |
| | 6 | 'A' 3 Yr PS | 2 | 0 | 'A' 3 Yr PS | 3 | 3 |
| | 1 | Cert A (4yr) | 24 | 0 | Cert A (4yr) | 25 | 3 |
| | 2 | Cert A (4yr) | 16 | 0 | Cert A (4yr) | 17 | 3 |
| | 3 | Cert A (4yr) | 14 | 0 | Cert A (4yr) | 15 | 3 |
| 3. | 4 | 'A' 3 Yr PS | 3 | 0 | 'A' 3 Yr PS | 4 | 3 |
| | 5 | 'A' 3 Yr PS | 2 | 0 | 'A' 3 Yr PS | 2 | 3 |
| | 6 | Cert A (4yr) | 11 | 0 | 'A' 3 Yr PS | 4 | 3 |

Legend:

1. Koforidua L/A Primary School
2. Techimantia Islamic Primary School
3. Subonpan Methodist Primary School

to better prepare for quality lessons delivery. It was learnt that those training sessions exposed the teachers to new approaches to teaching.

The schools were also encouraged and supported to organize weekly school-based in-service sessions to resolve problems encountered during lessons. The District Education Office, through the Circuit Supervisors, was deeply involved in the organization of these school-based in-service training sessions.

Both the researcher (as the then District Director of Education) and the QUIPS team observed teachers teach before and after the in-service training sessions. It was observed that teachers became more confident both in lesson preparation and delivery after each in-service training session. Teachers, by the end of the last in-service training, were not only in the position to better prepare and present their lessons, but they also realized that they possessed the ability to analyse and solve problems encountered whilst teaching. Thus, apart from active contributions during school-based in-service training sessions, teacher of the three schools took turns in leading the in-service training sessions. Consequently, sharing of ideas and problems solving by the teachers themselves became the norm in the three project schools.

Table 11 shows the performance of teachers at Koforidua L/A Primary School after the intervention. The table shows that teachers of all classes appear to be using TLMs and giving regular exercises to their pupils.

Table 11

Performance of Teachers at Koforidua L/A Primary School after the intervention

| | BS. 2 | BS. 3 | BS. 4 | BS. 5 | BS. 6 |
|---------------------------------|---------------------------|-------|-------|-------|-------|
| Level of Expression in English | 2/5 | 3/5 | 3/4 | 3/4 | 5/6 |
| Pupils' Reading Ability | 3/5 | 2/3 | 2/3 | 6/7 | 5/6 |
| Lesson Notes Preparation | 8/8 | 8/8 | 8/8 | 8/8 | 8/8 |
| Coverage of Unit | 6 | 9 | 8 | 9 | 8 |
| ESL Materials in Use | 35 | 34 | 15 | 25 | 3 |
| No. of Exercises in English | 55 | 50 | 50 | 48 | 48 |
| No. of Exercises in Mathematics | 58 | 62 | 47 | 51 | 49 |
| Seating Arrangement | Group Seating (Horseshoe) | | | | |
| Number on Roll | 34 | 24 | 24 | 24 | 29 |

Observation:

1. Five out of six pupils sampled in BS. 6 could read.
2. On the average, 75% of pupils could read at grade level.
3. 66.6% of the pupil's level of expression in English was good.
4. For the eight weeks sampled, all teachers prepared detailed lesson notes.
5. Classrooms were found to be learner-friendly with adequate TLMs to enhance reading supplied.
6. Reading ability charts had been displayed and were being used.
7. The QUIPS/ILP Project recommended horse-shoe group seating arrangement was being used.

8. The performance of teachers at Techimantia Islamic Primary School after the intervention is shown in Table 12

Table 12

Performance of Teachers at Techimantia Islamic Primary School after the Intervention

| | BS. 2 | BS. 3 | BS. 4 | BS. 5 | BS. 6 |
|---------------------------------|---------------------------|-------|-------|-------|-------|
| Pupils' Reading Ability | 3/5 | 4/5 | 4/5 | 3/4 | 5/6 |
| Level of Expression in English | 3/5 | 5/6 | 7/8 | 5/6 | 8/9 |
| Lesson Notes Preparation | 8/8 | 8/8 | 8/8 | 8/8 | 8/8 |
| Coverage of Unit | 6 | 10 | 9 | 9 | 10 |
| ESL Materials in Use | 12 | 8 | 8 | 7 | 7 |
| No. of Exercises in English | 55 | 65 | 50 | 55 | 48 |
| No. of Exercises in Mathematics | 60 | 50 | 52 | 50 | 50 |
| Seating Arrangement | Group Seating (Horseshoe) | | | | |
| Number on Roll | 25 | 32 | 30 | 23 | 21 |

Observation:

1. Five out of six pupils in BS. 6 could read.
2. Significant stride in pupils reading ability. On the average, 82.3% pupils could read at grade level.
3. 76% of pupils' level of expression in English was very good.
4. For the eight weeks sampled, all teachers prepared detailed lesson notes.
5. ESL materials were available and in use especially BS. 2 – 4.

6. Headteacher's use of management skills was found to have influenced up-to-date lesson notes preparation, stepped up the number of exercises given and marked in English and Mathematics, and reasonable coverage of Units.
7. The QUIPS/ILP Project recommended horse-shoe group seating arrangement was being used.

Table 13 shows the performance of teachers of Subonpan Methodist Primary School. Like the other schools, table 13 indicates that teacher performance in terms of units covered and number of exercises given in both mathematics and English appear to be encouraging.

Table 13

Performance of Teachers at Subonpan Methodist School after the intervention

| | BS. 2 | BS. 3 | BS. 4 | BS. 5 | BS. 6 |
|---------------------------------|---------------------------|-------|-------|-------|-------|
| Level of Expression in English | 3/5 | 5/6 | 2/3 | 3/4 | 4/6 |
| Pupils' Reading Ability | 2/5 | 2/3 | 5/6 | 7/8 | 8/9 |
| Lesson Notes Preparation | 8/8 | 8/8 | 8/8 | 8/8 | 8/8 |
| Coverage of Unit | 6 | 9 | 8 | 9 | 8 |
| ESL Materials in Use | 17 | 18 | 28 | 22 | 18 |
| No. of Exercises in English | 38 | 42 | 47 | 41 | 40 |
| No. of Exercises in Mathematics | 45 | 35 | 51 | 46 | 64 |
| Seating Arrangement | Group Seating (Horseshoe) | | | | |
| Number on Roll | 30 | 25 | 20 | 19 | 21 |

Observation:

1. Eight out of nine pupils sampled in BS. 6 could read. On the average 77.4% could read at grade level.
2. 70.8% of the pupil's level of expression in English was good.
3. For the eight weeks sampled, all teachers prepared detailed lesson notes.
4. Classrooms were learner-friendly with ESL TLMs to enhance reading supplied.
5. The QUIPS/ILP Project recommended horse-shoe group seating arrangement was being used.
6. The Headteachers' in-service training received influenced up-to-date lesson preparation and stepped up the number of exercises in Mathematics and English given and marked and number of Units covered.

Table 14

Results of Performance Monitoring Test for Koforidua L/A Primary Schools before and One Year After the Intervention of the QUIPS Project

| | Pre-intervention | | | Post-intervention | | |
|-------|------------------|------------|------|-------------------|------------|------|
| | Class Mean | Class Mean | Mean | Class Mean | Class Mean | Mean |
| | English (%) | Maths (%) | (%) | English (%) | Maths (%) | (%) |
| BS. 2 | 42.5 | 49 | 45.8 | 56.6 | 55 | 55.8 |
| BS. 3 | 46 | 55 | 50.5 | 61.3 | 61.8 | 61.6 |
| BS. 4 | 42 | 58 | 50.0 | 55.9 | 65.1 | 60.5 |
| BS. 5 | 44 | 59 | 51.5 | 58.6 | 66.3 | 62.5 |
| BS. 6 | 44 | 60 | 50.0 | 58.6 | 67.4 | 63 |

Source: Tano District Education Office, Bechem

Table 14 represents the results of performance monitoring tests conducted at Koforidua L/A primary school before and one year after QUIPS intervention. Results of the Performance Monitoring Test for Koforidua L/A primary, as presented by the school, show a remarkable improvement in pupils' performance both in English and Mathematics in all classes (i.e. BS2 – BS6). The mean marks of pupils in all the classes of the school had improved in the two subjects. The performance results indicate that the QUIPS programme had a positive impact on the performance of pupils.

Table 15

Results of Performance Monitoring Test of Techimantia Islamic Primary Schools before and One Year After the Intervention of the QUIPS Project

| | Pre-intervention | | | Post-intervention | | |
|-------|------------------|------------|------|-------------------|------------|------|
| | Class Mean | Class Mean | Mean | Class Mean | Class Mean | Mean |
| | English (%) | Maths (%) | (%) | English (%) | Maths (%) | (%) |
| BS. 2 | 42 | 48 | 45 | 48.9 | 58.7 | 53.8 |
| BS. 3 | 46 | 50 | 48 | 53.3 | 61 | 57.5 |
| BS. 4 | 44 | 52 | 48 | 56.3 | 64.5 | 60.4 |
| BS. 5 | 46 | 54 | 50 | 54.2 | 66.8 | 60.5 |
| BS. 6 | 46 | 55 | 50.5 | 57.3 | 65.6 | 61.5 |

Source: Tano District Education Office, Bechem

Table 15 represents the Performance Monitoring Test results of BS 2 – BS 6 pupils of Techimantia Islamic primary school before and one year after the intervention of QUIPS (as presented by the school). Table 15 shows that one year after the QUIPS intervention,

the performance of BS 2 – BS 6 pupils of Techimantia Islamic primary school in both English and Mathematics had improved remarkably. In all the classes, pupils performed better in the post-intervention tests than they did in the pre-intervention period. The improved performance of pupils indicates that QUIPS intervention had a positive impact on the school.

Table 16 represents the results of the Performance Monitoring Tests conducted for BS 2 – BS 6 pupils of Subonpan Methodist primary school before and one year after the QUIPS intervention (as presented by the school). The results of the Performance Monitoring Tests, as indicated in Table 16, clearly show that BS 2 – BS 6 pupils in all classes of Subonpan Methodist Primary School performed better in the post-intervention tests than in the pre-intervention tests in both English and Mathematics.

Table 16

**Results of Performance Monitoring Test of Subonpan Methodist Primary School
Before and one Year After the Intervention of the QUIPS Project**

| | Pre-intervention | | | Post-intervention | | |
|-------|------------------|------------|------|-------------------|------------|------|
| | Class Mean | Class Mean | Mean | Class Mean | Class Mean | Mean |
| | English (%) | Maths (%) | (%) | English (%) | Maths (%) | (%) |
| BS. 2 | 33 | 39 | 36 | 46 | 51 | 48.5 |
| BS. 3 | 31 | 42 | 36.5 | 48.4 | 62 | 55.2 |
| BS. 4 | 35 | 44 | 39.5 | 49.6 | 54 | 51.8 |
| BS. 5 | 36 | 48 | 42 | 52 | 58 | 55 |
| BS. 6 | 33 | 46 | 39.5 | 54 | 59 | 56.5 |

Source: Tano District Education Office, Bechem

The improved performance of pupils of the three selected schools suggests that the QUIPS intervention in the Tano District of the Brong Ahafo Region had a positive impact on pupils' learning. The project, therefore, could be said to have achieved its goal of helping to improve performance (of both teachers and pupils) in the schools.

Community Participation in the Management of Schools

Interviews of the headteachers and teachers of the three schools indicate that as a result of the QUIPS intervention, the communities became much more involved in the management of the schools.

They indicated that School Management Committees (SMCs) had been formed and that they worked hand in hand with the existing Parent/Teacher Associations (PTAs). Evidence of increased community involvement and participation in school activities was seen in the Action Plans of the schools. These plans were not only endorsed by executives of SMCs and PTAs of the three schools, but it was also observed that specific targets which demanded action by the SMCs and PTAs had been achieved. For example, through the mobilization of the SMCs and PTAs, parents provided communal labour for the construction of classroom blocks and KVIPs. Teachers also intimated that parents were paying much more regular visits to the schools and involved themselves in development projects more actively than before.

However, some PTA and SMC members were found to be interfering in the administration of the school, sometimes going to the extent of dictating to the teachers as to what they should teach. In spite of this, it could be said that the QUIPS project had whipped up the interest of communities in the development and management of their schools.

Summary of Findings

The study suggests that the QUIPS Project enhanced school management effectiveness and efficiency in the three QUIPS schools of the Tano District. Specifically, the intervention achieved the following:

1. Provision of facilities like desks and other teaching and learning materials (TLMs) to the school improved considerably.
2. Enrolment of pupils increased just within a period of one year following the best practices pursued.
3. Teachers prepared detailed lesson notes before they went to class to teach.
4. Pupils' performance in English and Mathematics improved. Pupils performed better in the two subjects (i.e. English and Mathematics) at the post-intervention period.
5. Officials of the district directorate and the heads of schools intensified their supervision of the schools.
6. The PTAs and SMCs in particular became very supportive.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The researcher intended to find out specific roles that the QUIPS had played in the Tano District in the implementation of the FCUBE programme. The chequered history of academic performance in the district revealed that since the inception of the education reform, and for that matter the FCUBE programme, performance of pupils in the basic schools had not been encouraging. Majority of the primary school graduates lacked literacy skills. The basic school attrition was also high and enrolment figures, especially in the rural areas was very poor.

As the District Director of Education, the researcher was convinced that a solution to the problem could be found largely with the implementation of the QUIPS project especially in the area of community and parents' participation in the management of schools, as this would invariably let these communities realize the schools in their localities belong to them and educate parents on the importance of their roles and responsibilities in the education of their children. Consequently, this Descriptive Research was undertaken.

Primarily, the research attempted to find out whether the enrolment figures in the QUIPS schools had improved considerably and if there had been improvement in teachers' and pupils' performance since the introduction of the QUIPS programme. Not only these, but the research was also to find out whether the local communities through the local associations had been fully involved in the management of their schools and whether the

QUIPS schools had been adequately resourced with teaching and learning materials (TLMS) and qualified personnel to provide the expected quality education. Thus, the research was expected to bring into the public domain the activities of QUIPS and the impact it was making on those pilot schools in the District. Again, the research was to bring to the attention of the public, the areas the QUIPS intervention had addressed.

To achieve the objectives of the research, the following steps were taken:

1. the relevant literature on the theoretical framework of the study was received.
2. a sample of 18 teachers and 3 headteachers responded to the research questionnaire.
3. the researcher closely observed activities of the QUIPS schools as regards the performance of teachers and pupils' learning, provision of infrastructure and other educational facilities, supply and use of teaching and learning materials (TLMS) and the extent of community participation and involvement in the management of the schools.
4. views were gathered from opinion leaders in the communities and the teachers in those schools.

The findings and suggestions obtained from the pre-intervention research were analyzed and implemented over three school terms (September to August) of 2003/2004 academic year. The intervention was, among other things, meant to address the poor enrolment especially that of the girl-child in these sampled schools, low level of community involvement in school management, school supervision, teachers' performance in the classroom and pupils' approach to learning. By supervising the work of teachers and students, providing pupils with teaching-learning materials (TLMS) and other essential

facilities, and involving the community in the management of schools, the schools were revitalized, teachers' and pupils' performance improved, enrolment especially that of the girl, increased and members of the community became more committed to activities involving management of the schools.

Findings

The following key findings emerged from the study.

1. Infrastructure in the three schools had seen an improvement. The school blocks had seen an improved structural change. Enough desks and textbooks had also been provided.
2. There had been an increase in the enrolment of pupils in the three schools adopted by QUIPS.
3. Teacher preparation for lessons had seen an improvement. Teachers prepared detailed lesson notes and teaching and learning materials for lessons.
4. The post-intervention pupil achievement scores showed that there had been an improvement in the performance of pupils in English and Mathematics.
5. Community participation had improved. The PTAs and SMCs of the three schools had become active.

Conclusion

By comparing the results of the research with relevant scholarly expositions on the subject matter as reviewed so far, the following conclusion could be made:

When all primary schools in the country are reasonably resourced in terms of infrastructure, teaching personnel and teaching/learning materials (TLMs) as is seen in the case of USAID-sponsored QUIPS schools in the Tano District of the Brong Ahafo Region,

pupils' learning will unequivocally improve and their performance greatly enhanced. Such a situation will increase the enrolment figures in our primary schools and this will help make the dreams of the FCUBE programme become a reality. It can also be seen that since teachers prepared lesson notes and used teaching and learning materials (TLMs), classroom teaching became effective. Pupils' time was not wasted as they enjoyed the teaching and learning process. The pupils became fully involved in the teaching/learning process and this helped improve upon their comprehension - thus making them learn better.

Primary schools in Ghana are community-based and every effort should be made to get community structures like the PTAs and SMCs to be fully involved in the management of schools.

From the findings, it can be seen that community involvement and participation in the management of the three selected schools improved. This situation created a sense of belonging amongst members of the community with regard to ownership of the schools and they contributed meaningfully towards the development of their respective schools. This is a clear indication that people tend to express great interest and concern about things they see as theirs. Therefore, with the active involvement and participation of community structures in school programmes, education of pupils in Ghana should be a responsibility not only of the central government and teachers but that of all stakeholders in the education enterprise.

Recommendations for Practice

Based on the findings of the study, the following recommendations are made for future practice:

1. Conscious efforts should be made by the Ministry of Education, Youth and Sports (MOEYS), the Ghana Education Service (GES) and USAID, the donor agency, to extend the QUIPS project to many primary schools in the rural areas in the country. This is to help improve the standard of education at the basic level.
2. Parents and opinion leaders in the communities should be educated on the need for community involvement and participation in the management of schools in their communities. This will equip and enable them disseminate the right type of information on school management to a wider section of the community and thus help create the needed awareness.
3. For effective monitoring and supervision, QUIPS activities should be decentralised as much as possible. QUIPS secretariats should be created in all the District Education Directorates. This move will undoubtedly make personnel of the secretariat have first hand information on their activities and also let them have easy access to all their facilities in order to have a comprehensive coverage of their activities.
4. To sustain and expand the activities of the QUIPS project in Ghana, the funding base which is provided by the USAID should be taken over by the GETFUND. Some HIPC funds should be used to sponsor new schools in all the districts in the country.
5. Conferences and seminars should be organized for the members of Parent /Teacher Associations (PTAs) and School Management Committees (SMCs) to equip them with the relevant knowledge and expertise in school management to

enable them make useful contributions during deliberations with other stakeholders.

Recommendations for Further Research

1. It is realized that if the study could be replicated, this would go a long way to help researchers to bring out information that would help reveal the generalization of the findings. The study could be modified and the scope widened to cover all QUIPS schools in Ghana. This would help increase the generalization of the results.
2. A comparative study of concerns of this research can be done in all the USAID-sponsored QUIPS schools in Ghana. This will enable a nationwide review of the identified problems for possible redress.
3. The development of theoretical framework and models for the study of QUIPS/ILP intervention within the Ghanaian context will greatly enhance research into effective implementation of QUIPS programmes in Ghana to help improve primary school education in the country.

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APPENDIX A

**THE ROLE OF QUIPS IN THE IMPLEMENTATION OF THE
FCUBE PROGRAMME
A CASE STUDY OF THE TANO DISTRICT OF THE BRONG AHAFO REGION**

Please respond to all statements in this questionnaire. The researcher assures you of confidentiality. You are, therefore, requested not to write your name on this sheet.

SECTION A

Personal Data:

1. Sex: i. Male [] ii. Female []
2. Age as at last birthday
 - i. Under 30 years []
 - ii. 31 – 40 years []
 - iii. 41 – 50 years []
 - iv. 51 – 60 years []
3. Number of years spent in present school.
 - i. Under 2 years []
 - ii. 2 – 5 years []
 - iii. 6 – 10 years []
 - iv. Over 10 years []
4. Position held in school.

- i. Headteacher []
- ii. Assistant Headteacher []
- iii. Classteacher []
- iv. Any other (specify):.....

SECTION B

CHALLENGES FACING QUIPS PARTNERSHIP SCHOOLS

Please underline the alternative that best describes your response.

5. Do you have the full compliment of the teaching staff?

Yes/No

6. If no to question 5, how many vacancies exist in the school?

1, 2, 3, over 3

7. Do you have enough tables and chairs for all your pupils?

Yes/No

8. Have personnel from the District Education Directorate been monitoring and evaluating the activities of your school?

9. Have your SMCs and PTA's been helping your schools to improve the quality of teaching and learning? Yes/No

10. Do you have any problems in your school which in your opinion are militating against effective teaching and learning? Yes/No

11. If yes, to Question 10, enumerate three (3) of such problems.

- i.
- ii.
- iii.

