

UNIVERSITY OF CAPE COAST

FACTORS CONTRIBUTING TO THE DISPARITIES OF ACADEMIC
PERFORMANCE IN PUBLIC AND PRIVATE BASIC SCHOOLS IN THE
NEW JUABEN MUNICIPALITY

BY

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2010

DECLARATION

Candidate's Declaration

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

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

Name: Ellen Martina Wilkinson

Supervisor's Declaration

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

Principal Supervisor's Signature Date.....

Dr. Yaw A Ankomah

Co-Supervisor's Signature:..... Date.....

Name: Rev. Arko- Boham

ABSTRACT

Educational policies made in Ghana have always had quality as their hallmark. Even though quality has been the main aims of many reforms and policies, the desired quality has not yet been achieved. In this study, an attempt was made to establish the many reasons why private basic schools were doing considerably better than public counterparts.

The descriptive research design was used in this study. The stratified and simple random samplings were use in selecting the sample. In all 280 respondents made up of 20 headteachers, 60 teachers and 200 students were used. Six research questions were formulated. Questionnaire was the main tool used for the research. Data were analysed using frequencies, percentages, and mean scores.

Results of the study revealed that private schools were better resourced, had parents of pupils whose socio-economic status was higher and hence were more involved in their children's education. Private schools were more frequently supervised internally, had teachers who were better motivated, and managed the use of instruction time better than public schools. Public schools had more professionally qualified teachers than the private schools. It was recommended that during P.T. A meetings, parents would be made to sit in the classes their wards are in, this would afford them and the teachers, actual time to look at their wards` performance individually. Also teachers should improvise the teaching and learning resources which were not available in the schools in order to enhance the quality of education in both private and public basic schools in the country

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DEDICATION

To my husband, my mother and to my son, Nhyira Lawer. I also dedicate this work in memory of my father.

TABLE OF CONTENTS

	Page	
DECLARATION	ii	
ABSTRACT	iii	
ACKNOWLEDGMENTS	iv	
DEDICATION	v	
LIST OF TABLES		
CHAPTER		
ONE	INTRODUCTION	1
	Background to the Study	1
	Statement of the Problem	9
	Purpose of the Study	11
	Research Questions	11
	Significance of the Study	12
	Delimitation	12
	Limitations	13
	Definition of Terms	13
	Acronyms	14
TWO	REVIEW OF RELATED LITERATURE	15
	Socio-economic Status of Parents and Parents' Support for Pupils	15
	Teacher Quality and Academic Performance	18
	Availability of Resources for use in Schools	21
	Concept of Supervision	23

	Page
Effective Supervision	25
Instructional Time on Task	29
Managing Instructional Time	30
Saving time for Instructional Use	32
Instructional Time Wasters	33
Motivation for Teachers	35
Maslow's Hierarchy of Needs	36
Self-determination Theory	38
Needs Disposition and Attribution Theory	38
The Single-factor Theory	39
The Process Theories (Equity, Expectancy and Reinforcement Theories)	40
Summary	42
THREE METHODOLOGY	45
Research Design	45
Population	47
Sample and Sampling Technique	47
Research Instrument	50
Pre-testing of Instrument	51
Data Collection Procedure	52
Data Analysis Procedure	53
FOUR RESULTS AND DISCUSSION	54
Personal Information of Respondents	55
Socio-economic Status of Parents/ Guardians	55

	Page
Who Takes Care of Pupils Schooling?	60
Support Given by Parents	63
Teacher Professional Qualification and Competence	67
Academic Qualification of Teachers	67
Rank and Teaching Experiences of Teachers	68
Teacher Activities in Class	71
The Availability of Teaching and Learning Resources	76
The level of Supervision of Instrument in Schools	81
The use of Instructional Time	89
Time Spent on the Activities	89
Some Classroom Activities Performed by the Teachers	93
Timewaster in Schools	97
Teacher Motivation	105
FIVE SUMMARY, CONCLUSIONS, AND	
RECOMMENDATIONS	110
Overview of the Study	110
Summary of Major Findings	112
Conclusions	113
Recommendations	115
Recommendation for Further Studies	118
REFERENCES	119
APPENDICES	126
I Questionnaire for Teachers	126
II Questionnaire for Students	133
III Questionnaire for Headteachers	140

LIST OF TABLES

Table		Page
1	Criterion Reference Test Result for Private and Public Schools in Ghana; 1994, 1996, 1997	5
2	Distribution of Respondents	49
3	Educational Background of Parents/Guardians	56
4	Occupation of Parents	59
5	Who Takes care of Schooling?	61
6	Number of Siblings	62
7	Parental support and involvement in their wards' education	64
8	Highest academic qualification of teachers	68
9	Ranks and Teaching Experience	69
10	Classroom Activities Performed by the Teacher	72
11	The use of Teaching / Learning Materials	77
12	Headteachers' Supervision of Instruction	83
13	Level of Supervision in the School	86
14	Time Spent on the Activities	90
15	Activities carried out in the Classroom	94
16	Instructional Timewasters	98
17	Arrangement Teachers make when Absent	103
18	Motivation for Teachers	106

CHAPTER ONE

INTRODUCTION

Background to the Study

Education plays a vital role in every country's development as it is the tool for the liberation of the minds of people as well as the facilitation of social integration and economic development. The education system constitutes the principal mechanism for the development of essential body of knowledge, skills, attitudes and values. The quality of life of the citizens of a nation depends largely on the quality of education given, hence it has become mandatory to have the best quality education for its citizens to fit into the ever changing society we find ourselves (Asiedu-Akrofi, 1987).

In Ghana education has metamorphosed from the Gold Coast era to the present generation through the many policies, Acts and reforms brought about by the changes in governance and the ideologies these governments bring to bear. Looking back, we can trace the genesis of formal education in Ghana as far back as the colonial era, where the Castle schools were established. The rationale behind the establishment of these schools was first and foremost to help educate local scholars, who would serve as interpreters for the merchants during their trade. Educating these locals also served as a means of helping them to read the Bible which the missionaries brought. This was to help in the propagation of the gospel. There was also the need to educate the offspring's of the Europeans who married the natives (Aboagye, 2002).

Graham (1976) as cited in Aboagye (2002, p.16) stated that the Portuguese started the earliest educational experiment in the Gold Coast. In 1529 Joao III of Portugal advised the governor at Elmina to “take special care to command that the sons of the Negroes living in the village to learn how to read and write, as well as sing and pray while ministering in church”, and it was to be done in the Portuguese language. The castle schools had great influence on the people of the Gold Coast, this is because it established a lasting tradition of education among the people. From the castle schools came the missionary schools. They established these schools purposely to propagate their various doctrines.

When Ghana gained independence in 1957, there came the realization that the nation did not have enough educated local people to man the affairs of the country and that, education had all along been dictated by Europeans. Emphasis was then laid on producing citizens who would be prepared to use their potentials and powers of science and technology to help in transforming their environment to benefit themselves and the nation as a whole.

Education in Ghana started basically as private enterprise, based on the fact that the castle schools and missionary schools were not owned by the government. The government of the Christiansburg castle started supporting the castle schools between 1780 and 1825. It was during this time that the castle schools started benefiting from the government. In 1852 the first Education Ordinance was passed, and the Ordinance gave an indication of direct public effort in educational provision in the country. A third Ordinance was passed in 1887 and this spelt out two categories of schools. These were Government

Schools that were run directly by the government and Assisted Schools which were run by non-governmental bodies such as churches and individuals.

After the First World War (1914 -1918) and during the era of the trade slump (1930 -1940), awareness in education was at its hype. Owing to the great demand for education, the number of children in primary school in the then Gold Coast rose from 53,000 to 88,000. This made the government sit-up. It became evident that the government alone could not handle the educational needs of his people; therefore it encouraged individuals and organizations that could provide education to come and help (Mc William & Kwamena Poh, 1978).

The Education Act of 1961 recognized the existence of private schools and the public educational system as well as the formulation and implementation of educational policies (Mc William & Kwamena Poh 1978). The Act of 1961 was also meant to increase access to education (Graham 1976), and this act guided the education reform of 1987 and the current reform. The many reforms introduced in Ghana were geared towards bringing out the best in education to improve the quality of teaching and learning, which would eventually result in an acceptable performance of pupils and affect their lives in a positive way. Even though the changes were aimed at improving the quality of education, none of them put any serious emphasis on how the pupil's academic achievement was to be attained (Opare 1999).

Public schools are said to be schools which are owned and run by the government, while private schools are owned and managed by individuals, organizations and religious bodies. In view of the fact that these two categories of schools use the same Ghana Education Service (GES) stipulated curriculum, one would wonder why there are disparities in their academic achievement during

external examinations. There is public outcry against the abysmal performance in public schools as against their counterparts in private schools. Due to poor performance in public basic schools, some parents go to all lengths to get their wards enrolled in private schools, even though they have to pay large amounts of money as fees in these schools.

The 1999 results of the Basic Education Certificate Examination (BECE) released by the West African Examination Council (WAEC) generated a lot of tension in the area of academic performance among parents who had their wards in both types of schools. The late Oyeeman Wereko Ampem II, former chief of Amanokrom, Gyasihene of Akwapem and a former chancellor of the University of Ghana expressed his deepest regret at the poor performance of pupils in the Akwapem North District in the BECE. He reiterated that out of 60 pupils who sat for the 1999 BECE, only one obtained aggregate 15 in Amanokrom. He described this as very disappointing, when compared to the performance of pupils in the private school such as Elim Cluster of schools at Madina, which presented twenty three candidates for the 1999 BECE, and topped all the schools in the Ga district with 13 as their worst achievement.

Clearly there is a general observation that academic standards and performance in public basic schools have fallen as compared to private basic schools. The tragedy is that pupils' academic performance in private schools is better than that of the public schools, where the bulk of pupils receive their education (Mensah, 1995). The statistics shown in Table 1 and published by the Ministry of Education (M.O.E) support the observations made by certain stakeholders of education about the disparity of performance in private and basic education. This was cited in Opare's (1999) work.

Table 1

**Criterion Referenced Test Result for Private and Public Schools in Ghana;
1994, 1996, 1997**

Year	Type of school	Subject	Mean score	Percentage %
1994	Public	English	31.0	3.3
		Maths	27.7	1.5
	Private	English	58.8	51.4
		Maths	47.3	31.7
1996	Public	English	33.0	5.5
		Maths	28.8	1.8
	Private	English	61.0	56.5
		Maths	47.0	31.0
1997	Public	English	33.9	6.2
		Maths	29.9	2.7
	Private	English	67.4	68.7
		Maths	51.7	40.0

Source: Ghana Ministry of Education /PREP: Criterion Referenced Test Reports 1994, 1996, 1997 (1999).

Even though credit is being given to the private schools for their better performance, one should not lose sight of the fact that public schools are doing well also. When we take another look at Table 1, we realize that there was a steady growth in the performance of public schools. Between the years 1994-1997, percentage reaching mastery level moved from 3.3 to 6.2 in English while that of mathematics moved upwards from 1.5 to 2.7. There is the argument that performance is still very poor compared with that of private schools, but we cannot rule out the fact that the seemingly little change is very significant in educational terms.

The causes of low academic performance in schools have been attributed to a number of factors. Prominent among them are the socio-economic background of parents of pupils, teacher professional qualification, teacher motivation, proper supervision, the availability of teaching and learning resources in the schools, and the use of instructional time.

The socio-economic statuses of parents, conditions in the home, structure of the family are all factors that may affect the performance of pupils. When pupils have sound minds from the home, it is said to help in their concentration level which would positively affect their performance. Elite parents set high academic standards for their wards at their early age (Opare, 1999). Opare went on to say that such parents draw the attention of their wards to what socio-economic success is, and the means to that end. When this is constantly drummed into the ears of these children they psychologically prepare themselves towards high achievements (Addae-Mensah, Djangmah & Agbenyega, 1973).

Motivation plays an important role in an organizational set up and an individual's life as well. No organization takes delight in the rapid turnover of its employees (Amoako-Essien, 2002). An organization would try all means to survive by retaining its staff, and it does so mainly through motivation (Vechio, 1991). How well a teacher or student is motivated may positively or negatively impact on the individual to either give off their best to improve or worst to decrease performance and productivity. On the other hand, when students are motivated their performance improves. According to Opare (1981), a student who is determined to excel would, if only he prepares his mind to.

The role of the teacher in the successful implementation of any education act or reform cannot be over emphasized. When teachers are well trained in

recognized educational institutions, it is expected that they give of their best in terms of educational delivery. It becomes most surprising when it is recounted that public schools tend to have more trained teachers than the private schools which sometimes recruit non-professional teachers. It therefore becomes worrying when the trend of academic performance tilts in favour of private schools.

Apart from administrative tasks, the headteacher has the onerous task of supervising students, school activities, and most importantly how teachers use teaching and learning resources which also include instructional time to enable students acquire the needed skills and knowledge. Supervision, when carried out in a manner which shows direction and development rather than judgment and criticism will go a long way to improve performance. To affirm the above assertion a research was conducted by the Education Assessment and Research Center (EARC), in 2002 and with assistance from the United States Agency for International Development (USAID) on the two school system. The study dwelt on the characteristic of the two schools and what brought about the differences in learning achievements.

The research found out that, effective supervision and greater parental involvement are the main contributory factors to higher academic achievement in private schools. This research stated that headteachers supervised about 63% of teachers in the private schools more than two times a week, while about 37% of the teachers in the public schools had their headteachers supervising them within the same period. Heads of schools who made it an obligation to supervise their teachers in order to know if the right things are being done in class would end up

achieving better results than those who may take this important exercise for granted.

Teachers on the other hand have a duty of supervising their students and sometimes colleagues, but the most important pre-amble of supervision of all kinds should not be a fault finding avenue, it should rather be an avenue where ideas are shared to enhance professionalism among teachers, heads and circuit supervisors. Furthermore, the head teachers' leadership and supervisory role in the school promotes co-operation among staff and pupils, if carried out well, it builds a lasting bond of friendship, trust and understanding. This can even serve as a source of motivation for both pupils and teachers in the discharge of their duties and responsibilities.

The availability of adequate teaching and learning resources make teaching and learning simple and practicable. When teaching is made simple, students tend to recall better and that promotes performance. "Studies on school quality and its effect on learning outcomes indicate that the availability of textbooks is a basic prerequisite for ensuring effective learning" (Opare 1999 p.4). The absence of textbooks and other resources which enhance teaching and learning contribute to poor academic performance.

When to teach what is to some extent a teacher's decision, which is made in everyday classroom activities (Good & Brophy, 1986). These activities require one of the most valuable and measurable resource, 'time'. The teachers' use of instructional time is of a major concern to stakeholders, since time lost is lost forever and can never be regained. Empirically Rice (1987) used the study of instructional time to inform arguments on school curriculum

Owusu-Ansah (2004) noted that ‘time has traditionally been incorporated into educational research as a variable to be controlled, managed and manipulated for the purpose of advancing instructional objectives, improving classroom management and enhancing results. Teachers in Ghana are not at liberty to teach anything that comes to mind and at anytime they will, but their lessons are guided by GES stipulated national curriculum which determines what teachers are to teach within a given period of time (Koomson, Acheampong, & Fobih, 1999).

Due to the fact that no individual can have more than 24 hours within a day, teachers are always constrained by time and this makes time management a crucial part of a teachers career. For Tozer (1993) time has become a constraint in this goal driven, and clock-oriented era. He cautions that regardless of a teacher’s style, aims and orientation towards teaching and decision- making, time constraint will always be a recurring part of the teachers’ routine. Teachers are to be committed to using instructional time judiciously, because how well time is used by teachers and students have direct bearing on students’ academic achievement (Rust & Dalin, 1990).

Statement of the Problem

Since the introduction of the 1987 educational reforms, it has been the desire of governments to increase access, participation, quality and effective management in schools. In the area of the provision of quality education, untrained teachers (pupil teachers) have been given the opportunity to go for professional training which will in effect improve the quality of teaching and learning in our public schools. The issue of poor performance of pupils in the public schools as against that of private schools is of great concern to everyone.

In Ghana different researches have been done on the performance of pupils in private and public schools. In a study conducted by Opare (1999) on how management affected academic performance in both the private and public schools it came out clearly that private schools were doing better than the public schools. This is basically because of proper management of private schools by their headteachers. Ankomah (2002) affirmed this in a study carried out in the central region of Ghana. Through his research, it came out that, private schools are doing well in terms of good leadership.

In the New Juaben Municipality, private schools perform better than public schools. Statistics computed on the performance of pupils in the BECE in 2005/2006 academic year revealed that, the performance of 27 private schools was 58% as against 42% of 55 public schools. This indicates that private schools are doing better than public schools in the municipality and the differences in performance may be due to many and varying factors. Could the positive performance of some schools be attributed to the quality of teachers in these schools? Or can one attribute good performance to the level of teacher motivation in schools? Another school of thought links high academic performance to the level of supervision in our schools. Can this be the case in the municipality? Or even the level of the socio-economic status of the children's parents. These questions call for in-depth investigations into what really are the factors that bring about the disparities in academic performance in private and public schools in the New Juaben municipality.

Purpose of the Study

The research was to find out the factors associated with the disparities in academic performance in private and public basic schools in the New Juaben Municipality. Specifically the study sought to find out how supervision, socio-economic status of parents, motivation, teacher quality and availability of resources, affected and enhanced academic performance.

Research Questions

The following questions were formulated to direct the research:

1. What are the socio-economic backgrounds of parents of pupils in both the private and public basic schools in the New Juaben municipality?
2. What are the levels of teacher professional qualification and competence in both schools in the New Juaben municipality?
3. What resources are available for teaching and learning in both private and public basic schools in the New Juaben municipality?
4. How different do headteachers carry out their supervisory roles in both private and public basic schools in the New Juaben municipality?
5. How do teachers in both private and public basic schools make use of instructional time in the New Juaben municipality?
6. What kinds of teacher motivation are there in the public basic schools as compared to that of private schools in the New Juaben municipality?

Significance of the Study

The research into factors contributing to the disparities in academic performance was very significant. A time has come when quality academic performance cannot be compromised, be it in a public or private schools. The research has made modest contributions towards improving student performance at the basic level in both public and private schools.

The study has added to existing literature on the factors that affect academic performance and how these factors can be improved. The research to this end would be primarily significant to teachers, heads of schools, parents, policy makers and all stakeholders in the education sector. From the perspective of policy makers, it has enriched their sense of focus as to how best they can formulate and implement educational policies. Parents would also find this research useful, because it would help them make informed choices as to where to educate their wards and the quality of education their wards would be receiving.

Copies of the research and the outcomes were presented to the libraries of the schools to be used for research purposes. The investigation was also intended to spark up interest of other researchers in studying related topics in other researches.

Delimitation

The study was confined to factors that cause disparities in academic performance of public and private schools. The quality of academic performance of school children has been a major concern to the government over the years. However, for the purpose of this research the study was delimited to basic

schools which had JHS within the New Juaben Municipality of the Eastern region.

There were several factors that could be dealt with, when considering factors that affected academic performance. However, this study was confined to six factors namely, supervision, provision of resources, motivation, socio-economic factors, teacher quality and the use of instructional time.

Limitations

One of the major limitations of this study was that, documents which were to be used for the research such as assessment books and reports booklets were not released to the researcher, due to this, the researcher was not able to ascertain what the present performance was also headteachers who were to be interviewed preferred questionnaires instead, this they said was because they did not have time. This affected the research because if interviews were used the researcher would have gotten information which may not have been originally included in the research and that would have enriched the findings.

Definition of Terms

The following terms used in this research have been explained according to the context in which they were used in the research.

Public schools - they are schools owned and controlled by the government only.

Private schools - they are schools owned and controlled by individuals, N.G.O's and religious bodies, with little or no influence from the government

Basic schools - they are the schools which fall between

kindergarten and junior high school

Acronyms

B.E.C.E -	Basic Education Certificate Examination
FCUBE -	Free Compulsory Universal Basic Education
N.C.E.S -	National Center for Education Statistics
N.G.O -	Non Governmental Organization
SPSS -	Statistical Package for Social Sciences
J.H.S -	Junior High School
G.E.S -	Ghana Education Service

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The study sought to find various factors which contributed to academic performance in schools. As such this chapter reviews some literature on how motivation of teachers and students, teacher qualification, supervision, teaching and learning resources and socio-economic status of parents of students affect academic performance of these students.

Socio- Economic Status of Parents and Parents' Support for Pupils

Family has an over-riding role in shaping personality and determining the well-being of a child. It motivates and induces the child to perform activities necessary for meeting social needs. In fact, family stands out as the first educational institution for the child. The child acquires informal education by way of talking to the elders and interacting with others before embarking upon formal education. Consequently, the structure of the family has considerable influence on the child acquiring the fruits of education.

The family's involvement in children's education takes variety of forms, including involvement in the home (e.g., help with homework), involvement in the school (e.g., attending school functions), parent-teacher communication, and parent-to-parent communication. Reviews of family involvement research indicate that, on average, children whose families are more involved display higher levels of achievement than children whose families are less involved

(Jeynes, 2005). In a meta analysis research conducted by Jeynes (2005) on how parental involvement in a child's life affected his achievement, two major patterns that emerged from the findings were parental involvement that required a large investment of time, such as reading and communicating with one's child, and parental expectations.

Parental involvement in children's education has been shown to be an important variable that positively influences pupil's education. More and more schools are observing the importance and are encouraging families to become more involved (Epstein, 2001). Epstein discussed how children learn and grow through three overlapping spheres of influence which are the family, school, and community. These three spheres he said must form partnerships to best meet the needs of the child.

Goodwin and King (2002) proved that strong parental involvement in children's education and school environment was essential to their success. Parental involvement is an essential ingredient in the child's educational processes and outcomes. Parental involvement was defined as a "Parents' role in educating their children at home and in school" (Deslandes & Bertrand, 2005, p.164). According to Davis and Karr-Kidwell (2003) when parents are involved, children receive the message that education is important.

For Ahhunawallia (1985) the main determinants for the educational achievement of the children were parents' education, socio-economic status and size of the family. Panda (1982) studied that, home conditions such as parental support, size of the family, income level and illiteracy of the parents adversely affect the achievement of the students. Chinnapan (1987) was of the opinion that parental occupational level and educational attainment of children were closely

associated. Besides these, family environment holds an important position for the educational attainment of the child, as it is a place of secured living and learning for every child. Dave (1988) stated that ‘students who did not get sufficient time to read due to domestic activities and social environment brought very bad results in the school. He further added that the problem sometime multiplied for the students due to drunkenness, illiteracy and poor economic conditions of the parents’ (pp. 43-44).

Sachchidananda and Sinha (1989) observed that socio-economic condition of the family was an indispensable element in educational attainment of a child. They echoed a similar view in a 1985 UNICEF magazine which gave evidence that parents who had attended school were more likely to send their own children to school and help them in their formal education. The same fact had been studied by Duggal (1992) and he stated that there was a close relationship between enrolment of pupils and educational achievement of the parent.

Chall (2000) noted that “ for at least two centuries socio-economic status has been recognized as an essential factor in how well students learn and achieve in school” (p. 135). Several researches, experiences and early writing have all suggested that children from rich homes did better academically than those from poor homes. To this Coleman (1990) cited by Chall (2000) revealed that socio-economic status of the child’s parents and their educational attainment had the strongest impact on a child’s school learning, even stronger than the amount of funding for the school. According to them “what schools taught mattered little in school achievement, what mattered most was the background of the parents” (p.143). Thorndike (1999) also conducted a research in many different countries and found out that higher reading achievement was linked to people who had

parents of higher socio-economic status, both within the countries the research took place and across borders.

Indeed the above mentioned researches do not exist in isolation. Opare (1981) compared academic performance of day and boarding students in a research conducted in Ghana. His study found that most of those who performed well came from homes of higher socio-economic factors and this counted in the academic performance of pupils. In his inference he recounted that “pupils in the private basic schools were better academically than their public school counterparts because of the middle class background of the former” (p. 9).

The matching theory asserted that parents with high education had the tendency of having a positive attitude towards education than parent with lower education. It was realized that parents in the middle class were more aware of the need to get educated and its related benefits. These parents did instill this knowledge in their school-going wards and this, according to Opare (1981) may be the cause of their high achievements. Children drew inspiration from their parents and most parents were role models for their wards hence in the cause of instilling knowledge, pressure was exerted on the child to perform, through monitoring. The monitoring done by parents went a long way to serve as a source of motivation for their wards that may explain why you may have a doctor having a parent who was a doctor or was in a related profession.

Teacher Quality and Academic Performance

Teachers stand out as keys to realizing the high standards which are increasingly emphasized in schools and school systems across the country. Despite the general agreement about the importance of high-quality teachers, researchers, practitioners, policy makers, and the public have been unable to

reach a consensus about what specific qualities and characteristics make a good teacher. There is the array of policy statements regarding teacher preparation that have been set forth in the face of volumes of inconclusive and inconsistent evidence about what teacher attributes really contributed to desired educational outcomes (Rice, 1987).

According to the Commission of the European Communities, teachers played a vital role in helping people develop their talents and fulfill their potential for personal growth and well-being, and in helping them acquire the complex range of knowledge and skills that they would need as citizens and as workers. It is school teachers who mediate between a rapidly evolving world and the pupils who are about to enter it. The profession of teaching is becoming more and more complex, and the demands placed upon teachers are increasing with the ever changing world. Teacher quality matters. In fact, Cavalluzzo (2004) in citing Rice (1987) was of the view that, it was the most important school-related factor influencing student achievement.

Hanushek (1997) estimated that the difference between having a good teacher and having a bad teacher did exceed one grade-level equivalent in annual achievement growth. Sanders (1998) argued that the single most important factor affecting student achievement is teachers, and the effects of teachers on student achievement are both additive and cumulative. Further, they contend that lower achieving students are the most likely to benefit from increases in teacher effectiveness. In sum, these multiple sources of evidence, however different in nature, all conclude that quality teachers are a critical determinant of student achievement.

Adedji and Owoeye (2002) postulated that, the quality of teaching staff in a school was an important determinant in the educational standard of a nation. This they believe, because education is the bedrock of any nation. Fuller (1987) discovered the effect of achievement for the interactive of teaching experiences; however the teacher's credential level was the strongest predictor of student achievement.

Another school of thought disagreed with Fuller (1987), on the fact that the teacher and his credentials were the very important determinants in student's achievement. Indeed Chall (2000) revealed that socio-economic status of parents had the strongest impact on child school learning; according to them what schools taught mattered little in school achievement. Xu and Gulosino (2006) as well as Wayne and Youngs (2003) also revealed a mixed bag of findings in cases of degrees, and certification. The results of linking teacher credentials to improved student outcomes have been tenuous

While a number of studies confirmed that children and adolescents learnt more from teachers with certain characteristics and that credentials did not matter, findings from the teacher quality literature implied that strengthening teacher credential requirements may enhance the qualifications and capacities teachers brought to their work (Darling-Hammond & Youngs, 2002).

To enhance teacher quality, Tamakloe, Atta, and Amedahe (1996) noted that for a person to be seen as a qualified teacher, he or she had to undergo training which would equip him or her with the necessary skills and competencies for quality delivery of instruction.

Teacher education had been explained by Agyeman (1993) as a special kind of apprenticeship which helped train the teacher to master three forms of

cognitive skills, and these were the subjects to be taught, the philosophy of the trade and code of ethics. It could be deduced from the above statement that, teaching was not something one could practice on the spot. It needed real professional training if quality became the hallmark. If teaching was done in a haphazard manner one could be sure to compromise on quality. A teacher must learn how to handle pupils through study and practice, before he or she began to teach them. Teachers must therefore be very committed to learn the dictates of the profession they have chosen and abide by its code of ethics, by so doing students would be motivated to learn, because they see their teachers as committed.

Adentwi (2002) defined teacher education as having two dimensions, that was the formal and informal activities and experiences that helped to qualify a person to effectively assume the responsibilities and play the roles of an expected teacher. In his research, Ankomah (2002) found out that regular in-service training of teachers helped to boost their quality and performance. He said regular in-service training enabled non-professionals to acquire skills and competencies that they could apply in their teaching for effectiveness. It can be deduced from the above statement that, both pre-service and in-service training are essential for the quality professional development of the teacher.

Availability of Resources for use in Schools

The availability, provision and the use of teaching and learning materials go a long way to improve quality teaching which enhances academic performance, Ankomah (2002) stated that “resources that promoted teaching and learning were highly regarded in private schools”. He inferred that the above

statement may be the cause of high academic performance in this type of school.
(p. 8)

Adedji and Owoeye (2002) found a significant relationship between the use of recommended textbooks, and academic performance of pupils. According to Adedji and Owoeye (2002), “the availability of physical and material resources were very important for the success of any worthwhile educational endeavour” (p. 38). These researches made it known that resources such as classrooms, furniture as well as teaching and learning materials (TLMs) were imperative to educational achievements, if they were made available and in their right quantities and qualities.

Adedji and Owoeye (2002) noted that the major contributing factor to academic performance is the facilities the school has. Eshiet (1987) also came out with his findings which confirmed earlier finding that, adequate provision of instructional resources could be the live wire to positive performance in science related subjects. Adedji and Owoeye (2002) came out with the finding that, physical structure was significantly related to academic performance and therefore there should be a serious effort to acquire and maintain these resources for better performance.

In a related research Opare (1999) also came up with this assertion that the provision of the needed human and material resources went a long way to enhance academic performance. He did this research by comparing the performance of public and private basic schools. One of his findings was that the schools which were well equipped in terms of resources did better than those which did not have the necessary resources for teaching and learning. For Atakpa and Ankomah (1998) effective teaching and learning greatly lied on the

competence of its human resources as well as material resources which were needed for the impartation of knowledge.

Concept of Supervision

Society could benefit from spending public resources on education that produced results, in other words certificates that reflect a certain level of students with knowledge and competencies. Supervision comes in two main forms; they are the external and internal supervision. For the purpose of this study concentration was on internal supervision which was done by headteachers and teachers.

Supervision was seen by many as a means of helping to direct activities of individuals towards goal attainment. In education, supervision is seen as a means of directing instructions towards achieving educational goal Atakpa and Ankomah (1998). Many interpretations had been given to the role supervision plays in our education. While some saw it as a fault finding machine, others were of the view that supervision helped to develop an individual professionally. But in all of these interpretations, one thing stood clear, that was, no matter the aim of supervision, its main focus was to ensure the growth and development in the teaching and learning process. To this, Moorer (1956) asserted that supervision probed into the various actions and inactions that enforced the improvement of conditions that promoted learning. He went on to say that supervision was primarily linked to activities which improved the learning and growth of both the teacher and pupils. Supervision was culled from the more strong word 'inspection'.

Musaazi (1985) affirmed this and went on with the fact that inspection of schools was with the aim of evaluating management, teachers and the learning process. In viewing this from Musaazi's point, it was not only to improve the way teachers delivered their instructions and the effective use of instructional time but it was also to improve the overall performance of pupils. It was Musaazi's contention, that, the ultimate goal of the education process was to result in the total growth of its pupils, upon whom knowledge was being imparted. Supervision to him was simply a measure which was ascribed to ensure the attainment of instructional objectives.

To Atakpa and Ankomah (1998) supervision was a means of ensuring that teaching and learning is improved. Hence the teaching and learning process required effective school management to provide the required conditions for quality student achievement and performance. The supervision process was regarded by Glickman (1990) as the link between a person and the attainment of organizational goals. This has been illustrated with this simple diagram below.

Supervisor → Supervision → teacher → instruction → attainment of organizational goal,

Supervision was seen as an activity which consists of many activities leading to the improvement of instructions, good morals and improvement of human relation as well as curriculum development (Wiles 1967). Eye and Netzer (1971) saw supervision as a task of administration which dealt with assessment and achievement of the appropriate selected instructions aimed at educational objectives. This makes Buton and, Bruekner's (1955) contention that administration and supervision are inseparably reliable.

Effective Supervision

Supervision can be said to be effective, if its impact on teaching and learning is geared towards the attainment of educational goals. For supervision in schools to be effective, the organogram of the school must be well defined. Neagley and Evans (1970) supported this fact because, they believed that for supervision to be effective, the general limits of authority and responsibility must be well defined so that members would know exactly their roles and function accordingly. Others like Halpin (1956) were of the view that for effective supervision, there should be the provision of the necessary materials which would aid in goal attainment.

For the improvement of the quality of education, there is the need to promote the effectiveness of supervision. This can be done when supervisors are given regular in-service training as to new trends in education and how supervision can be enhanced through the organization of orientation and seminar programmes which focus on enriching the supervision process. For supervision to be effective there is the need for all parties involved to have a positive attitude towards the concept.

Neagley and Evans (1970) described supervision as positive. They thought it was positive because it involved a dynamic and democratic action which aimed at improving instruction through the growth of all parties concerned, who were basically administrators, headteachers and students. They believed that supervision brought out the best in teaching and learning, hence encouraging the effectiveness of teaching and learning.

Due to the fact that supervision is concerned with the overall performance of students, Beeby (1977) had viewed it as a means of evaluating activities of

teaching and learning, which dealt with the systematic collection and interpretation of evidence in the school system leading as part of the process to a judgment of value with a view to action.

Another dimension of supervision which is being encouraged vigorously in Ghana now is the shift of focus of supervision from the fault finding perspective to a more human development perspective. This idea is not entirely new because Burton and Brueckner (1955) noted that supervision provided individuals with expert technical advice on a particular domain of study which helped to improve instruction. The technical advice given went a long way to develop the individual in terms of his skills and capabilities.

The scope of supervision has broadened considerably considering its functions of staffing, motivation, consultation and programme development. It is at this point that Kadushin's (1992) discussion of supervision becomes helpful. He went back to earlier commentators who stated the functions of supervision in the following terms:

The first being administrative which dealt with the promotion and maintenance of good standards of work, co-ordination of practice with policies of administration, the assurance of an efficient and smooth-running office. The second was educational, where the educational development of each individual worker on the staff was calculated in a manner to evoke her fully, to realize her possibilities of usefulness, and the last function was supportive. This dealt with the maintenance of harmonious working relationships, and the cultivation of esprit de corps.

It was a short step to translate these concerns into the current language of the learning organization as Salaman (1995) argued, heads must have a concern for both performance and learning. The essentially administrative aspect of heads' work was their responsibility for monitoring and improving the work of others; their administrative effectiveness is determined by their capacity to improve the work of others. If heads are not able to make this contribution, then what value are they adding? The only ultimate justification of heads' existence is the improvement of the work of their subordinates. If managers fail in this way they fail as managers (Salaman, 1995).

In this way heads are expected to develop relationships and environments that enable teachers and pupils to work together and respond to change. Such 'joint performance' involves having common goals, common values, the right structures, and continuing training and development (Drucker, 1988).

Kadushin (1992) presented his understanding of the three elements in terms of the primary problem and the primary goal. In administrative supervision the primary problem is concerned with the correct, effective and appropriate implementation of educational policies and procedures. The primary goal is to ensure adherence to policy and procedure (Kadushin, 1992). The head had been given authority by the GES to oversee the work of the teachers. They were to ensure that GES policies were implemented - which implied a controlling function - and a parallel responsibility to enable those being supervised to work to the best of their ability. (Brown & Bourne, 1995).

In educational supervision the primary problem for Kadushin (1992) was worker ignorance and/or ineptitude regarding the knowledge, attitude and skills required to do the job. The primary goal was to dispel ignorance and upgrade

skill. The classic process involved with this task was to encourage reflection on, and exploration of the work.

In supportive supervision the primary problem was worker morale and job satisfaction. The primary goal was to improve morale and job satisfaction (Kadushin, 1992). Workers were seen as facing a variety of job-related stresses which, unless they have help to deal with them, could seriously affect their work and lead to a less than satisfactory service to clients. For the worker there was ultimately the problem of 'burnout'.

Kadushin (1992) argued that the other two forms of supervision focused on instrumental needs, whereas supportive supervision was concerned with expressive needs. The supervisor sought to prevent the development of potentially stressful situations, removed the worker from stress, reduced stress impinging on the worker, and helped him/her adjust to stress.

The Kadushin (1992) framework remains helpful. It has found a consistent echo in the educational field, and in the literature of supervision. Perhaps the main reason for this was that by naming the categories in this way Kadushin and others were able to highlight a number of key issues and tensions around the performance of supervision.

Putting the functions together and having mapped out Kadushin's model it was now possible to look at some of the different foci that can be attributed to supervision. For example, Hawkins and Shohet (1989) list 10 different foci and then categorize them in relation to Kadushin's elements.

The primary foci of supervision by Hawkins and Shohet (1989) were to;

1. Provide a regular space for the supervisees to reflect upon the content and process of their work.

2. Develop understanding and skills within the work.
3. Receive information and another perspective concerning one's work.
4. Receive both content and process feedback.
5. Be validated and supported both as a person and as a worker.
6. Ensure that as a person and as a worker, one is not left to carry difficulties, problems and projection alone.
7. Have space to explore personal distress, restimulation, transference or counter-transference that may be brought up by the work.
8. Plan and utilize their personal and professional resources better
9. Be pro-active rather than re-active.
10. Ensure quality of work.

Hawkins and Shohet (1989) suggest those foci one and two could be seen as educational; three and four as educational and supportive; five and six as supportive; seven to nine as administrative and supportive and ten as administrative.

Instructional Time on Task

Many notions have been formed about time, but no one can say what exactly time is. In the 17th century, time was assumed by Newtonians as the Universe which was presented like a giant clock mechanism with time moving forward in an irreversible direction known as the arrow of time (Toulmin, 1982). After the clock was invented a new dimension was now given to the measurement of time. Time can now be measured in components such as seconds, minutes and hours. For this reason, Shipman, Martin, Mckay and

Anastasi (1987) saw time as a commodity that was unbiased, available to everyone in the same quantity and completely at our own disposal. The only difference was how each and everyone made use of the time available to him/her. Time lost was lost forever and this made time a non-renewable resource (Watkins, 1986).

Time is absolute. No one has found a way to delay it, stop it, prolong it or suspend it (Weldy, 1974). Time is one of the scarce resources which administrators must manage, other than that nothing can be managed (Drucker, 1993). Time according to many has monetary value hence the adage, 'time is money', this is because many people are paid based on the number of hours they work, and many more use most of their time working for money, therefore any time spent inefficiently costs the individual money and in the school situation the amount of time spent on instructions and assignments whether in class or at home goes a long way in determining school performance (Hindle, 1998).

Managing Instructional Time

Instructional time referred to the appropriate use of time, duration and period, indicated on the time-table for a particular subject by the teacher in an interactive setting with pupils on relevant issues that would enhance teaching and learning and with accordance to lesson plan (Cambone, 1994). This implied that appropriate use of instructional time would not be limited to only the physical presence of the teacher in the classroom with the pupils at the appointed time but also, to the lessons that were taught and learnt during that time, and from which guidance was given. Cambone (1994) saw instructional time as different from planning time. He thought that instructional time was time allocated to the actual

teaching and learning activity, measured in minutes, minutes per day or hours per week

Hanson (2002) conceptualized instructional time as a process involving a set of interrelated functions which could be divided into four categories, namely planning, organizing, directing and controlling. During the planning period a lot goes in there. The teacher had to plan before the actual school session began. He did this through the preparation of lesson plan, lesson notes, and assignments to be given. He made sure resources were in good condition before carrying out experimental lessons. Planning in this sense enhanced the achievement of efficiency and effectiveness therefore reducing waste of time (Spodek, 1986).

In organizing instructional time, what come to mind are; arranging and allocating work authority as well as resources among members in the class. Through these collective efforts educational goals may be achieved. The manager of the classroom can do this best by delegating certain routine tasks such as the distribution of text books, exercise books, drawing boards and many others (Shalaway1998). When the teacher does this he would have more time to attend to matters related to instruction and that would reduce stress on the teacher as well. To do this Sefanu (2001) stressed that, 'delegation of duties could be an effective time-saver if it was done properly' (p.77).

To Hanson (2002), directing referred to exercising influence on other people to use resources well. In the school situation the headteacher had to provide teaching and learning resources for use in the classroom and ensure that resources provided were put to good use. He or she had to make sure that set standards of education were achieved and quality performance was attained. In

doing so behaviours which did not produce desired performance should be detected and corrected.

Controlling was an activity which involved checking to see if plans have been carried out and deviations were attended to (Buachie-Mensah, 2003). In controlling, standards of performance should be set. In addition to this, actual performance should be measured to find out if it met standard so that undesirable deviation could be corrected. With respect to time, deadlines should be fixed for activities and measures taken to help people meet set deadlines.

Saving Time for Instructional Use

There are several ways a teacher can effectively use instructional time. First of all, the teacher must be well versed in the subject he/she is teaching in order to have lessons flow in a continuous manner, while making smooth transitions from one lesson to the other because this could conserve instructional time (Lockheed & Verspoor, 1991). The teacher's lesson plan must be vetted by the headteachers during regular visits to the classes in order for the head to know if there were proper introductions, logically ordered presentations, appropriate pupils activities, well thought out questions, well prepared teaching and learning aids and assessments, to check the level of learning achieved.

It is only logical that a great deal of instructional time can be saved for actual teaching when assignments and class exercises were not marked in class. When teachers mark assignments before they come to class, then the time which would have been used to mark these assignments would therefore be channeled towards instruction.

Punctuality to class and the presence of both teachers and pupils in the class each day would contribute positively to the use of instructional time. When teachers and students are always present in class, lessons would go on smoothly and progressively, because there would not be the need to dwell so much on already taught lessons because of absenteeism on the part of students. Teachers must be punctual to class and students should also make it an obligation to return from assemblies, breaks, and any other co-curricular activities promptly in order to fully, utilize instructional time (Owusu-Ansah, 2004).

Instructional Time Wasters

There are lots of moments where time is wasted during the school period. To this Lockheed and Verspoor (1991) revealed that the amount of time lost due to the unscheduled school closings, teacher and student absence and disruptions were much greater in developing countries than in industrial countries. Indeed, in Ghana, Koomson, Acheampong, and Fobih (1999) attested to Lockheed and Verspoor's assertion, through a study they conducted on the management of instructional time in some selected Ghanaian public primary schools.

They observed that total time spent on actual instruction in the classes observed was 55% of the day's instructional time. It meant that 45% of the total time of instruction was wasted. Many factors have been linked to this effect. The study also revealed that the 15 minutes allocated for morning assembly was abused with announcements taking the bulk of the time and therefore eating into the first periods. Also the change over periods created some time lost, for instance, if three minutes were lost during change over for every period, then 27 minutes are lost every day for the teaching and learning process.

Sports and cultural festivals also wasted a lot of instructional time, since classes would have to be skipped to make way for rehearsals and the event itself. Teachers were made to also attend meetings during school instructional time which also affected the academic work and the efficient use of instructional time.

In 1993, the then Director General of GES, Atta Quaison considered the above situations and many others which caused the inefficient use of instructional time and came out with the following directives, in the form of a curricular to all district directors of education on this matter(refer GES Circular Reference Number GES/DG/011/22 and dated April 22,1993). The directives in the letter were:

1. All meetings of headteachers and teachers with District Education Officers or Circuit Supervisors should be reduced to a minimum and should take place after official hours.
2. Preparation for and holding of sporting and other events should take place outside official school hours except as are authorized by the Ministry of Education.
3. Except for very urgent reasons, headteachers and teachers wishing to visit district or regional education offices or the headquarters should do so outside official school hours.

Despite all these directives instructional time is still being wasted with impunity. Sports festivities like inter –schools, inter-houses and many more are still being organized during instructional hours. The electoral commission of Ghana still uses teachers for many exercises during election years, and they are done during instructional hours, meetings and refresher courses are organized during instructional hours. Until all stakeholders get on board to avert this

situation, the wastage of instructional hours would continue and academic performance would inevitably be negatively affected.

Motivation of Teachers

Motivation in the most general sense of the term is an attempt to explain why behaviour occurs. Many educators believe motivation is a prerequisite for learning. Chauhan (1988) explained that motivation caused movement in an organisation or institution. Thus motivation is that entire phenomenon which is involved in the stimulation of action towards particular objectives. Another definition of motivation given by Musaazi (1985) was that it is the inner drive of which prompts people to act in a certain way, this involved certain psychological factors that try to achieve personal goals.

Considering the definition by Musaazi (1985) and Chauhan (1988), it was realized that motivation involved a trigger of an action by a stimulus or an event which would be aimed at goal attainment. Chauhan (1988) further explained that an individual was aroused by two types of motivation, namely the intrinsic and extrinsic motivation. Chauhan explained intrinsic motivation as those needs, wants and desires which existed in individuals and that, the worker who was motivated intrinsically would work on his own with little supervision. On the other hand the extrinsic motivation stemmed from external stimulation. Many theories have evolved on motivation. Prominent among these are the hierarchy of needs, single, multifactor, interactive and expectancy theories and finally the expectancy and reinforcement theories.

Maslow's Hierarchy of Needs

Maslow (1954), a renowned theorist on motivation, saw motivation in terms of an individual's striving for growth; he sought to explain it by reference to a hierarchy of human needs. He believed that at any given moment a person's behaviour was dominated by those of his needs which have the greatest potency. As their 'lower', physiological needs were adequately satisfied, motives at a 'higher' level in the hierarchy came into play; he classified it as a hierarchy of human needs. Maslow had the following as the needs of an individual; they were the psychological needs, safety needs, belongingness, esteem needs and self actualization. Through all these stages an individual was greatly motivated.

The psychological needs form the basic need of every human being and this was where most people found themselves, individuals at this stage strive to survive. They were motivated by their basic needs such as food, clothing and shelter. These needs were hierarchical; high-level needs would be attended to only after low-level needs were satisfied. Maslow's basic needs (physiological, safety and belonging) were termed deficiency because they motivated (lead to behaviour) when the organism had a deficiency with respect to a need (for example, lacks food or water). The met needs (esteem and self-actualisation) were termed growth needs because they motivated behaviours that did not result from deficiencies but from a natural human tendency toward growth.

The growth needs would be attended to only after the basic needs were reasonably satisfied. The ultimate need was that of self-actualisation. Self-actualisation was a difficult concept to explain. It was a general consensus that self-actualization was a process rather than a state. It was a process of growth, becoming evident in the unfolding and fulfillment of self. According to Ankomah

and Amoako-Essien (2002), “being true to one’s own inclination becomes a mark of self-actualization” (p. 180).

For Maslow, true motivation was intrinsic. In other words, it came from within, and the more that extrinsic motivators (money, rewards, etc) were used to encourage learning the less our intrinsic motivation to learn would be present. Thus, the use of external or extrinsic motivators to encourage learning would ultimately de-motivate the student, because when they are no longer present, or become meaningless there would be little desire to learn. The extrinsic motivators would have replaced the innate intrinsic desire to learn.

The essential point was that, from Maslow's perspective, no learning would take place unless the students’ basic needs were met. Thus they needed to have their physiological needs met along with feelings of safety and also experience a sense of belonging. This made intuitive sense (has face validity) because a student who was hungry would never work well, nor would a student who was being bullied (lack of safety) and neither would the student who felt that he or she was an 'outsider' and that they have no friends. If these basic needs were met then motivation to learn would be present, especially if the students gained some esteem from their efforts. Indeed, for Maslow, the best motivation for learning would occur when there was an attempt to self-actualize, for this was when growth and development were truly experienced. Ultimately, any factor which prevented one from self-actualization would be a hindrance to motivation to learn.

Self-determination Theory

Deci and Ryan (1991) recounts that when self-determination theory was applied to the realm of education, it was concerned primarily with promoting in students, an interest in learning, a valuing of education, and a confidence in their own capacities and attributes. These outcomes were manifestations of being intrinsically motivated and internalizing values and regulatory processes. Research suggests that these processes result in high-quality learning and conceptual understanding, as well as enhancing personal growth and adjustment.

Needs Disposition and Attribution Theory

Arends (1991) postulated two main ideas which guided present thinking on motivation. They were the Needs disposition theory and Attribution theory. Arends concluded that three main reasons motivated people to invest their energy, they were achievement, influence and affiliation. Teachers were motivated by the high performance of their pupils. This motivated them to prepare good instruction and adhere to teaching methodologies to satisfy their achievement motives. Arends stated that among the three aspects of the needs disposition theory it was the achievement motivation that was most important. This was because if students focused on what they wanted to achieve and teachers also set achievement targets, effective teaching and learning was likely to take place.

Arends (1991) was of the view that “Attribution theory offered the opportunity to teachers to change students’ perceptions of themselves and the things around them and this in turn could lead to corresponding increase in student efforts” (p. 109). Arends defended this by stating four causes responsible for success or failure. These were ability, effort, luck and difficulty in the

learning task. According to him individuals with high achievement motivation tend to associate their successes and failures with their abilities and lack of effort respectively, while those with low achievement motivation attribute their success to luck and failure to their lack of ability.

The Single-factor Theory

Klingner (1980) postulated the single-factor theory. This motivational theory centers on mainly rewards. It talked of the economic and social rewards as well as employee characteristics. Klingner (1980) assumed that people were motivated basically because of the economic incentives like wages and salaries which would be earned. It can be deduced from this then that, when incentives are high, it would come with a high performance and vice versa. Social reward factors talked about individuals being motivated basically by their social needs and willingness to be identified through relationships with others. This fell in line with Maslow's (1954) third hierarchy of need being the willingness to belong. Certain characteristics that employees possess may also be a source of motivation for individuals.

Klingner (1980) affirmed that people are motivated only by their own internal needs and not by those of someone. A most important conclusion of Maslow's (1954) theory was that "a satisfied need was not a motivator of behaviour. Rather, it is the most urgent unsatisfied need that dominates each person's behaviour" (p. 279).

The expectancy theory or "instrumentality" theory of motivation focuses on choice behaviour. An individual chooses his or her behaviours based upon the perceived probability that the behaviours will result in an outcome, and on the relative value of alternative outcomes.

The Process Theories (Equity, Expectancy and Reinforcement Theories)

Opoku (2007) elaborated three motivation theories which guide individuals' actions. He also talked about the equity theory, expectancy theory and the theory of reinforcement. The equity theory brought out the relationships between outcomes from jobs and their input. Adams' (1963) equity theory called for a fair balance to be struck between employees' inputs such as hard work, skill levels, tolerance, and enthusiasm and employees' outputs such as salary, benefits, and intangibles such as recognition. According to the theory's finding, a fair balance served to ensure a strong and productive relationship with the employees, with the overall result being satisfied, thus a motivated employee. The equity theory was built-on the belief that employees become demotivated, both in relation to their job and their employer, if they felt as though their inputs were greater than the outputs. Equity theory matched the notions of "a fair day's work for a fair day's pay". It really focused on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Naylor (1999).

Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis, Goodman, Fandt. 1995). As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort. This social comparison process is driven by our concern for fairness and equity. Research by McKenna (2000) and Sweeney (1990) confirmed equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation.

Expectancy theory also deals with the relationship between reward and its subsequent performance. According to Lewis et al. (1995), expectancy theory was the most comprehensive motivational model that sought to predict or explain task-related effort. The theory suggests that work motivation was determined by two factors, the first being the relationship between effort and performance and secondly, the desirability of various work outcomes that were associated with different performance levels. Simply put, the theory suggested that the motivation that would lead to job satisfaction was a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973 & Vroom, 1964). That is, employees were influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward. The most important attribute of both types of process theory had been to draw attention to the effects of cognitive and perceptual processes on objective teachers' work conditions.

Reinforcement theory was established on the basis that, behaviour that was positively rewarded tends to be repeated in that situation, while behaviour which were punished tend to decrease in similar situations. Reinforcement theories relate to the idea of operant conditioning. They concentrated attention on the link between behavior and consequences. Reinforcement was defined as any effect that caused behavior to be repeated or inhibited which could be positive or negative (Naylor, 1999). Researchers carried out several studies and came up with a conditioning model which proposed that if pleasant consequences followed behaviour, the behaviour would tend to continue whereas, if unpleasant consequences followed behaviour, the behaviour tends to stop (Luthans &

Kreitner, 1985). This theory of motivation suggested that internal states of the mind such as needs were misleading, scientifically immeasurable, and in any case hypothetical. Therefore, reinforcement theory rested on two underlying assumptions: first, human behaviour was determined by the environment, and second, human behaviour was subject to observable laws and could be predicted and changed. Hence, the foundation of the reinforcement theory was the ‘law of effect’, which stated that behaviour would be repeated or not depending on whether the consequences are positive or negative (Lewis *et al.*, 1995).

Opare (1999) observed that the disparities in the motivation of teachers were found to be a cause of differences in academic performance.

Ankomah (2002) reiterated that, certain factors contributed to high staff motivation. He continued to say that when the necessary resources were made available to an individual (teacher) he became intrinsically motivated and that may boost performance. Ankomah’s assertion was that, when teachers were motivated with certain bonuses and allowances, they became motivated to put in extra effort in order to merit the allowances they enjoyed. This finding was in line with Klingners’ single factor theory which saw reward as a form of motivation for increase productivity. The policy of document on the Basic Education Sector Improvement Programme (BESIP) emphasized that the motivation of teachers should not be down played if quality improvement in basic education was to be ensured (Ankomah & Amoako-Essien 2002).

Summary

From the various literature reviewed it was noted that children whose families were more involved in their education displayed higher levels of achievement than children whose families were less involved. One school of

thought revealed that socio-economic status of the child's parents and their educational attainment had the strongest impact on a child's learning while some saw socio-economic status of the parent as the strongest impact in a child's education. Another school of thought was of the view that the teacher and the professional qualities he possessed were better determinants of academic performance.

The availability of physical and material resources were very important for the success of any worthwhile educational endeavour. Some findings confirmed that, adequate provision of instructional resources could be the live wire to positive performance. Supervision was described as positive. It aimed at improving instruction through the growth of all parties concerned, who were basically administrators, headteachers and students. They believed that supervision brought out the best in teaching and learning and improved performance.

It was also important that individuals in the school managed the use of Instructional time because time lost was lost forever. Instructional time was seen as the appropriate use of time, duration and period, indicated on the time-table for a particular subject by the teacher in an interactive setting, with pupils on relevant issues that would enhance teaching and learning, and with accordance to lesson plan. This implied that appropriate use of instructional time was not limited to the physical presence of the teacher in the classroom and with the pupils at the appointed time but also, to the lessons that were taught and learnt during that time, and from which guidance was given. In the school setting certain activities such as rehearsals, sports and change periods also wasted parts of instructional time.

Many theories have been propounded by several scholars on the need for an individual to be motivated towards performing tasks. Almost all the theories reviewed agreed on one basic fact that, motivation was the driving force for goal attainment, hence the need for governments and heads of organisations to carefully look at providing their human resource with the needed motivation, if high and quality productivity is to be achieved

CHAPTER THREE

METHODOLOGY

This chapter described the research design which was used in collecting useful data for the research, the target population, sample population as well as the sampling technique. It also focused on the instrument used for data collection, pre-testing of the instrument, data collection procedure and finally procedure for data analysis.

Research Design

Research design served as a plan which stated how data relating to a given problem should be collected and analysed. It provided a systematic outline for the conduct of the investigation (Amedahe, 2002). The researcher used the descriptive research design. This was because it allowed the researcher obtain information concerning the current status of performance between public and private basic schools. It also ascertained what existed with respect to supervision, motivation, teacher quality, socio-economic status of parents, and the availability of resources in the two categories of schools.

Descriptive research design mainly informs the researcher as to the characteristics a population may have and how regular certain events may occur. For Ary, Jacob and Razavieh (1990), descriptive research design focused on how to determine the status of a defined population with respect to certain variables which were of interest to the researcher such as supervision, motivation, teacher

quality, the socio-economic background and support of parents, the availability of resources and the use of instructional time, which were of concern to the researcher. Fraenkel and Wallen (2000) also acknowledged that descriptive research involved asking the same form of questions often prepared as a questionnaire

In using the descriptive research design, the researcher used the quantitative means of collecting data. In the researchers view the quantitative means of collecting data allowed meaningful generalization with respect to the numerical relationships which existed in the data, and which reflected the attributes of the entire population. According to Sarantakos (1988) one of the most important attributes of a quantitative technique was that, the sample reflected the larger population, and hence conclusions drawn reflected the general attributes of the entire population. The quantitative technique described the numerical relationships which existed in the data, while the qualitative techniques give the data of people's experiences as well as opinions. The researcher also used a neutrality approach to investigate people's beliefs and opinions in order to avoid personal biases (Amankwa, 2002). In using the neutrality approach, the researcher avoided taking a stand, and used only the data collected to make generalizations

The researcher used the descriptive research design also because it provided a large pool of information due to the large population it covered which became useful for identifying variables which may be further investigated. Getting a large number of questionnaires completed, and returned, and ensuring clear answers were given were some of the difficulties researchers faced using the descriptive research.

Population

The population consisted of headteachers, teachers and students in Junior High School, (JHS), in the New Juaben Municipality of the Eastern Region. The New Juaben Municipality is found in Koforidua, the regional capital of the Eastern Region, It has a large number of public and private basic schools. The region can be found in the Southern part of Ghana. People in the region are mostly Akans and Dangmes. They are mainly farmers, traders, public and civil servants. The most important attribute of this region which is of paramount interest to the researcher is its array of schools. In a survey conducted by the district education office, it came out that the New Juaben Municipality has 130 registered basic schools being the target population. Out of this number, 82 had both the primary and Junior High Schools (JHS), this was be the accessible population. Out of the 82 schools, 27 were private, while 55 were public.

The 82 schools were used because they contained the group which took part in the Basic Education Certificate Examination (BECE), which was the overall measure of academic performance at the basic level. The respondents from the various schools included all headteachers, all teachers and all students of junior high school in the 82 basic schools in the municipality.

Sample and Sampling Technique

Sampling enabled a researcher study a relatively small number of units in place of the target population, as well as obtaining data that are representative of the target population (Sarantakos, 1988). In order to undertake the research, 20 out of the 82 schools were used, which represented 24% of the total population. This was seen as a fair representation of the population, as supported by Nwana (1996) who was of the view that when the population exceeded a few thousands,

then the researcher could use 20% and above of the population as the sample population.

Due to the fact that there were more public schools than private schools, the researcher used a multi-sampling technique to determine the number of schools to be selected for each of the two categories of schools. To determine how many public and private schools were to be used, the researcher used stratified sampling. According to Kulbri (2003), stratified sampling introduced a secondary element of control as a means of increasing precision and representativeness. To this the population was divided into two groups with similar characteristics, in this case public and private basic schools.

After putting each of the population into the desired stratum, proportional sampling was then used to enable the researcher achieve a fair representativeness in the sample. In using proportional sampling one could either select the various units to be used randomly from the population or use simple percentages to calculate the proportions to be used in every stratum. The researcher used the latter which was simple percentages to calculate how many schools to be used for each category. It came out that 7 schools out of the 27 private schools, and 13 out of the 55 public schools were used. This was arrived at after the researcher had divided the 20 schools to be used by the total number of schools which was 82. The researcher then multiplied the answer by the number of schools in a particular stratum. , hence arriving at 7 private and 13 public schools.

After using the proportional sample to indicate the number of schools to be used in each type of school, the lottery method of simple random probability sampling was used to select the teachers and students for the study. The lottery

method was selected due to the fact that it afforded all members of the sample an equal chance of being selected.

Headteachers were automatically selected because each school had only one. On the other hand teachers and students were randomly selected because their numbers exceeded the number of the total sample the researcher used therefore, the researcher used simple random sampling to select respondents from the teachers and students which afforded all units of the target population an equal chance of being selected (Amedahe, 2002).

In all, 280 respondents were used for the research. This consisted of all 20 headteachers of the twenty schools and 3 teachers from each school. The researcher chose 3 teachers because taking into account the fact that, JHS teachers in most schools did not exceed 5, 3 was a safer number since the researcher was sure to get all of them . This brought the total number of teachers to 60. In the case of students, 10 pupils were chosen by the researcher. The lottery method of the simple random sampling was used for the selection. This was because a typical JHS class had a population between 25 and 40, therefore in choosing 10 out of this number the researcher was sure to have the needed number of students for the research. In all 200 students were used for the study.

Table 2

Distribution of Respondents

Schools	Head teachers	Teachers	Students
Private JHS	7	21	70
Public JHS	13	39	130
Total	20	60	200

Research Instruments

The instruments used for this research were questionnaires. The questionnaires contained items on a Likert-type scale tables, all the questions were closed-ended with the exception of one which was open-ended. Questionnaire for headteachers contained 56 items which were put under seven sections lettered A-G. Section A, made up of 1 item covered the of school of the head, section B focused on parental support and it covered question 2-8. Questions 9-16 made up section C, which covered teachers' quality and competence. Section D answered questions on resources and it had 6 items in all. Questions 23-31 covered items on supervision in schools and it was section E, while section F talked about instructional time on task and covered questions 33-47. The last section G covered questions on motivation.

The questionnaire for the teachers contained 68 questions which were put under seven sections lettered A-G. The first section A, made up of questions 1 covered the category of school of the teacher. Numbers 2-9 made up the second section B which focused on the support given to pupils by their parents. Section C centered on the level of teacher qualification and competence and that covered numbers 10-21. The availability of teaching and learning resources was the fourth section, D, with questions making up numbers 22-27. Section E covered the extent of supervision in the various schools, and that made up questions 28-37. Section F talked about instructional time on task, which also took the numbers 38-59. The level of teacher motivation was captured in the last section G which also made up the numbers 60-67. The final question 68, sought the opinions of respondents on how education may be improved.

On the other hand, questionnaires for students contained 63 items which were put under seven sections lettered A-G as well. The first section A, made up of questions 1 covered the category of school of the student. Numbers 2-17 made up the second section B which focused on the socio-economic background of parents and support given to pupils by their parents. Section C centered on the level of teacher qualification and competence and that covered numbers 18-26. The availability of teaching and learning resources was the fourth section D, with questions making up numbers 27-32. Section E covered the extent of supervision in the various schools, and that made up questions 33-38. Section F talked about instructional time on task, which also took the numbers 39-59. The level of teacher motivation was captured in the last section G which also made up the numbers 60-62. The final question, 63 sought the opinions of respondents on how education may be improved. The questionnaires was administered by the researcher, hence there were no need to train any person during this research.

Pre- testing of Instruments

Pre- testing seeks to ensure the validity and reliability of the instrument for the study. A pre- test was conducted in the Suhum Kraboa Coaltar educational district. The district was selected for the pre-test because it had similar educational characteristics as the New Juaben educational district. It is situated in the Eastern Region, about 30 minutes drive from Koforidua. Four schools were used for the pre-test consisting of 2 private and 2 public schools. Forty-four respondents were used in all. This number consisted of 4 headteachers, 8 teachers and 32 students. They were made to complete a prototype of the instrument so that problems which arose from the answering were identified and dealt with, by doing so the actual study was carried out without any serious typographical or

grammatical impediments. The researcher distributed the questionnaire to headteachers, teachers and students herself. This afforded her the opportunity to explain to them the purpose of the research.

To ascertain the validity of the research, friends and the supervisors read through the questionnaires and the responses that were provided by the respondents helped the researcher to know if the instrument was valid. The reliability of the instrument was tested using the Cronbach coefficient Alpha.

A reliability test was conducted using the SPSS programme to establish the reliability coefficient for the questionnaire items. The overall reliability estimates for teachers was .85, that of students was .84 and finally that of the headteachers was .62. Warren (1979) indicated that an alpha of .60 and above was satisfactory for using that instrument.

Data Collection Procedure

To enhance a high return rate, personal contact was made by the researcher in the collection of data. Nwana (1996) stipulated that pre-arrangement should be made with respondents so that there would be precision in the information given. The researcher thus gave a week advance notice.

In strategizing for the collection of data, permission was sought from the headteachers whose schools were used. After this interaction, questionnaires were then distributed, and explanations given as to how respondents were to answer individual items. This ensured that respondents fully understood the task required from them. After one week of filling the questionnaires, the researcher visited the schools to collect the questionnaires.

Data Analysis Procedure

Analysis of data provided the researcher with facts and figures that enabled her interpret results and make statements about the findings of the study. All items of the questionnaires were coded. Items in the form of Likert scale were rated between 4-1, with 4 being the highest and 1 being the lowest. Questionnaires were edited to ensure that clear, legible, relevant, and appropriate responses had been provided.

The coded items and their corresponding frequencies were fed into the computer using the SPSS software programme. Data were analyzed using simple mean scores, percentages and frequencies. For all the five research questions the mean scores were used to ascertain the central tendency or the averages of responses. This allowed the researcher to make generalizations about findings. Standard deviation was also used for all research questions, in order to help the researcher know how close or far away an observation or response was from the main stream of the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter dealt with the analysis of the data gathered from 191 out of 200 students, 52 out of 60 teachers and 20 out of 20 headteachers, in twenty public and private basic schools in the New Juaben Municipality. Analysis were done using frequencies, percentages and mean scores. The actual respondents who responded to the questions were 263 out of 280 respondents targeted. This represents 93.9% of the sampled population.

The main focus of the study was to identify factors which affected the academic performance of public and private basic schools in terms of socio-economic status and support given to pupils by parents, teacher professional quality and competence, availability of teaching and learning materials, extent of supervision, the use of instructional time on task and the level of motivation for teachers in these types of school.

This chapter was categorized into 7 main sections, in accordance with the research questions as well as the information sought from respondents. They are:

1. The category of school
2. Parents' socio-economic backgrounds and support given to pupils.
3. Level of teacher qualification and competence
4. Teaching and learning resources available in the school
5. The extent of supervision in the school
6. The use of instructional time on task

7. Level of teacher motivation in the school

Personal Information of Respondents

Personal information about respondents such as, occupation of parents, educational level of parents number of teachers in a particular school, ranks, number of siblings in the family and who takes care students' schooling were asked according to which one pertained to headteachers, teachers and students in both public and private schools. These questions enabled the researcher establish whether the respondents' personal information had any effect on the respondents responses to the above mentioned research questions.

Socio-economic Status of Parents/Guardian

This section delved into educational attainments of parents/ guardians of pupils, their occupation, their responsibility towards their wards, in terms of who paid fees, how payment of fees affected pupils' studies and the number of children in family. Table 3 represented educational backgrounds of parents

Table 3

Educational Background of Parents/Guardian

	Public										Private									
	J.S.S.		T.S/SS		T		N.S		Total		J.S.S		T.S/SS		T		N.S		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Father	41	34	21	17	36	30	23	19	121	100	2	3	8	12	59	84	-	-	70	100
Mother	52	43	27	22	14	12	28	23	121	100	8	11	18	26	43	61	1	1	70	100
Guardian	7	44	2	12	7	44	-	-	161	100	-	-	-	-	1	1	-	-	-	-

Key: J.S.S: Junior Secondary School, T.S: Technical School, S.S: Senior, Secondary T- Tertiary N.S –No School, f-Frequency, and % percentage.

Table 3 represented the educational level of parents/guardians of pupils. It was necessary to find out the educational level of parents of pupils because researches have shown that the educational attainment of a parent had a close association with the child's academic performance in a school, (Chinnapan, 1987). The observation by Chinnapan was not far from the truth with the findings of this research. This was because from the data collected which was presented in Table 3, the public schools had the highest percentages of respondents, whose parents had had the least level of education as well as those who had had no formal education at all, while the parents of pupils in private schools had the highest percentage respondents who had had the highest level of education and no respondent had a parent who had had no form of formal education..

From Table 3, 34% of fathers, 43% of mothers and 14% of guardians had had the lowest level of education on the table in the public schools while the private schools recorded only 3% and 11% for fathers and mothers respectively who had attained very low educational level. On the other hand, the private schools saw the highest percentage of respondents whose parents had tertiary education. 84% of fathers, 61% of mothers and 1% of guardians had tertiary education while in the public schools fathers represented 30% mothers represented 12% and guardians had 44% who had had tertiary education.

The above information confirmed what Ahhunawallia (1985) stated that the main determinant of the educational achievement of pupils was parents' education. Before Ahhunawallia's research, Panda (1982) had already made an assertion that a child's educational attainment was adversely affected by certain home conditions and most importantly illiteracy of the parents. Taking into consideration what Panda (1982) and Ahhunawallia (1985) found in their earlier researches, it could be seen that this research affirmed their earlier claims. This is because the results of responses suggest that parents of pupils in public schools attained lower educational level and that may be one of the causes of lower academic performance in pupils of the public schools as against their private counterparts. Table 3 showed the forms of occupation of parents. The occupation of a parent determines the income he or she would receive. The more regular your income the better one was able to make a decisive plan about future investments.

Table 4

Occupation of Parents

Res	Public								Private							
	S.E		C/P.S		U		TOTAL		S.E		C/P.S		U		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Father	55	46	48	40	18	14	121	100	19	27	48	69	3	4	70	100
Mother	79	65	26	22	16	13	121	100	34	49	33	47	3	4	70	100

Keys: S.E. –Self employed, C/P.S Civil/Public servant, U-unemployed, F-Frequency and % percentage.

Table 4 showed that majority of responses gathered from the public schools respondents had their parents being self employed, this was represented by 46% of fathers and 65% of mothers. Still in the public schools, only 40% of fathers and 22% of mothers were earning regular income because they were in either the civil or public service, while a total number of 32 parents were unemployed. Unlike the public schools a larger percentage of responses in the private schools were either civil or public servants. It was indicated on Table 4, that 69% fathers and 47% mothers were civil/public servants while 27% of fathers and 49% of mothers were self employed. Only a total of 6 mothers and fathers were unemployed in the private sector. One can then deduce that since most parents of pupils in the private schools have regular sources of income, they were in a better position to plan how much they were willing to invest in their wards' education.

From the information gathered one could deduce that when people were more educated it eventually resulted in their acquiring better occupational opportunities which brought about regular income based on which they could make future plans in their child's education. This had been proved by Chall (2000) who was of the view that the socio-economic status of a family was an essential item in how well a student learnt and achieved.

Who Takes Care of Pupils' Schooling

This item sought response from respondents to know whether parents were involved in his/her ward's education. This was because according to Goodwin and King (2002) parental involvement in a child's educational life was an essential ingredient in his educational processes and outcomes. Table 5 represents who took care of the child's education.

Table 5

Who Takes Care of Schooling

	Public		Private	
	Frequency	Percentage	Frequency	Percentage
Both parents	62	51	59	84
Mother only	29	24	4	6
Father only	10	8	5	7
Guardian	20	17	2	3
Total	121	100	70	100

The importance of parental involvement in a child's life cannot be over emphasized. It psychologically gave the child a sense of belonging and acceptance and hence the peace of mind to study. It was obvious from Table 5 that majority of pupils in the private schools had both parents taking care of their academic needs and hence they performed better than their colleagues in the public schools. As high as 84% of pupils in the private have both parents being involved in their education as against 51% in public schools. Seventeen percent of pupils in the public schools did not have either of their parents being involved in their education, but had guardians taking care of them. Agreeing with Goodwin and King (2002) on how essential the components of parents' involvement in a child's education was, one may deduce that private school pupils are performing better than public school pupils due to parental involvement in pupils' education. Table 5 represents responses from students on Number of Sibling in their Family.

Table 6

Number of Sibling

Responses	Public		Private	
	Frequency	Percentage	Frequency	Percentage
One	8	7	16	23
Two	11	9	22	31
Three	37	30	20	29
Four and above	65	54	12	17
Total	121	100	70	100

As displayed in Table 6, majority of respondents, that was 54% had four and above siblings in the public school as compared to 17% in the private school. Unlike the public schools, responses from the private schools indicated that majority had three or less number of siblings in the family. The findings of this research agreed with Ahhunawallia (1985) and Panda (1982) because they both stated that family size was an important factor in educational achievement, hence in families where there were fewer people, they were better able to distribute the ever scarce resources to their members in the interest of all parties in the family. Parents of pupils in private schools were better able to take care of the educational needs of their children because they were mostly few and hence resources such as money space and time were given to the child which may have resulted in their better performance.

Another item that was responded to was the time when fees of pupils were paid, and how this affected their studies. It was realized that due to the Free Education Policy of the government, all students in the public schools were not paying fees and because students did not pay fees, they were able to stay in class since they were not sacked from school. On the other hand, students in the private schools were made to pay fees which were sometimes on the high side. Eventhough this was the case, response from students in private schools showed that 56% had their fees paid immediately school reopened, 43% paid their fees in the middle of the term and only 1% paid their fees only when they were sent home. Ninety-seven percent of students in the private school said they could concentrate and stay in class because fees were paid on time and only 3% of respondents said they were not able to concentrate because fees were not paid on time. The above information indicated that, the time fees , it of a child are paid cannot be said to be the cause of low performance in schools especially in the public schools, since students do not pay fees at all.

Support Given by Parents

Table 7 represented the responses on how directly parents were involved in the academic work of their wards. The data were collected from headteachers, teachers and students.

Table 7

Parental Support and Involvement in their Wards Education

Items	.	Public						Private					
		R	S.A	A	D	S.D	M	Rm.	S.A	A	D	S.D	M
Parents visit school to	H	8	31	46	15	2.1	D	14	57	29	-	2.9	A
know the performance of	T	-	38	38	24	2.1	D	28	56	11	6	3.1	A
wards	S	26	37	24	13	2.8	A	16	71	11	1	3.0	A
Teachers invite parents to	H	62	31	-	15	3.3	A	14	86	-	-	3.1	A
discuss performance of	T	41	38	18	13	3.2	A	44	56	-	-	3.4	A
wards	S	44	44	8	4	3.2	A	34	56	9	1	3.2	A
Teachers respond promptly	H	-	61	39	-	2.6	A	57	14	29	-	3.3	A
	T	3	35	44	18	2.2	D	29	50	6	5	3.2	A
	S	21	50	22	7	2.8	A	43	50	6	1	3.3	A
Parents attend PTA	H	8	46	46	-	2.6	A	57	14	29	-	3.3	A
meetings regularly	T	3	38	38	21	2.2	D	29	50	6	5	3.2	A
	S	26	47	20	7	2.9	A	43	50	6	1	3.3	A

Table 7 continued

Items	R	Public						Private					
		S.A	A	D	S.D	M	Rm.	S.A	A	D	S.D	M	Rm
P.T.A has done a lot to	H	-	54	46	-	2.6	A	-	71	29	-	2.7	A
improve teaching and	T	12	32	35	21	2.2	D	5	78	6	11	2.8	A
learning	S	41	32	20	7	3.1	A	26	57	16	1	3.0	A
Parents provide the needed	H	-	38	31	31	2.0	D	43	57	-	-	3.4	A
TLMs	T	-	59	27	15	2.4	D	28	72	-	-	3.3	A
	S	-	-	-	-	-	-	-	-	-	-	-	-
Parents assist wards with their	H	-	-	-	-	-	-	-	-	-	-	-	-
homework	T	-	15	53	32	1.8	D	6	72	22	-	2.8	-
	S	16	14	29	14	2.6	A	26	57	10	7	3.0	A

Key S.A: Strongly Agree A: Agree D-Disagree S.D: Strongly Disagree. Interpretation of mean set scores Strongly Disagree (S.D)-
0.5-1.4 Disagree (D) 1.5-2.4 Agree (A) 2.5-3.4 Strongly Agree (S.A) 3.5-4.4 M-Mean Rm-Remark,R-Respondents

Based on the interpretation of the mean scores of the various responses, it was realized that responses from headteachers, teachers and students in private schools agreed with all seven items with the exception of payment of extra tuition fees for wards. To this item, both headteachers and students strongly agreed to how well parents were willing and did pay for extra tuition.

Unlike the private schools, responses from the public schools showed that respondents disagreed with some of the items which were under discussion as to how involved parents were in their wards' education. From the mean, none of the respondents strongly agreed or strongly disagreed with any of the items provided. Headteachers and teachers disagreed with the fact that parents voluntarily visited the schools to know the performance of their wards eventhough they all agreed including students that, teachers did invite their parents to the school for discussions on their performance.

Headteachers and students agreed that parents responded promptly to the calls from teachers, but teachers disagreed with this just as they disagreed with how regular parents attended PTA meetings. They were of the view that, parents do not attend PTA regularly and they have also not done a lot to improve teaching and learning. Parents providing the needed teaching and learning materials for their wards were also disagreed to by both headteachers and teachers in the public schools. Parents were also seen as not helping their wards do their homework in the public schools.

The above information indicated that parents of pupils in the private schools were more involved in their wards education than their public school counterparts. This fact can be said to be one of the reasons why private schools were doing better than public schools. It had been distinguished that parents of

pupils in private schools have a little more time, are more educated and have more stable jobs and steady flow of income. These attributes have been set as factors that culminate into the socio-economic status of a family and the higher the socio-economic status of a family the better pupils in such families performed (Opare, 1981).

The data had indeed affirmed Jeynes' (2005) research on the fact that parents who made time for their children in terms of assisting them with their homework, interacting with other parents and teachings during PTA meetings go a long way to improve the performance of their wards. Indeed when parents are involved children receive the message that education is important (Davis & Karr-Kidwell 2003).

Teacher Professional Qualification and Competence

This section dealt with the academic and professional qualification of teachers as well as certain competences expected of a teacher in the classroom. All categories of respondents were asked how they agreed or disagreed with some qualities a teacher should exhibit in the classroom. Teachers were also asked about their academic qualifications, their ranks and their teaching experiences.

Academic Qualification of Teachers

Education is seen by many as the tool that builds up the knowledge capacity of an individual. The higher person's attainment in education the more knowledge he or she is perceived to have. Table 8 shows the highest academic level teachers have attained in both public and private basic schools.

Table 8

Highest Academic Qualification of Teachers

Responses	Public		Private	
	Frequency	%	Frequency	%
SSCE/GCE O Level	7	21	4	22
GCE A Level	8	23	6	33
Bachelors Degree	18	53	7	39
Masters Degree	1	3	1	6
Total	34	100	18	100

As illustrated in Table 8, majority of teachers in both public and private basic schools that was 18 (53%) and 7(39%) respectively have had a bachelor's degree. From Table 8 it was realised that total percentages of 44 public and 55 private school teachers have had education below the first degree level. Therefore researchers such as Darling-Hammond and Youngs' (2002) and Fullers' (1987) findings that the teachers credential was a factor in determining students' achievements may not be applicable in this research. This was because, if the higher education one has the more knowledge he is perceived to have; then one will be baffled as to why students in the private schools were doing better than those in public basic schools. This established that the level of education of teachers may not always be a reason for better performance.

Rank and Teaching Experience of Teachers

Table 9 indicated responses on the ranks and teaching experiences of teachers. It sought information as to how long a teacher had stayed at his/her job and the experience gained.

Table 9

Ranks and Teaching Experience

Category of school	Ranks								Teaching Experience in years							
	S		SS		PS		AD		0-9		10-19		20-29		30	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Public	7	21	13	38	14	41	-	-	18	53	10	29	5	15	1	3
Private	9	50	-	-	7	39	2	11	12	67	1	5	-	-	5	28

Key: S- Superintendent, S.S –Senior Superintendent, P.S-Principal superintendent, AD-Assistant Director.

The rank of an individual is closely associated with his or her level of education or experience on the job. All teachers in GES entered the service at a certain level and with a particular rank, for example a graduate from the university who had studied education entered GES with a starting rank of principal superintendent, while another person who had not studied education would enter the service at the rank of senior superintendent. While some individuals enter the service based on their level of education, others rise through the ranks based on the number of years they have worked in the service.

Responses from respondents in Table 9 indicated that majority of teachers in the public schools (41%) have reached the rank of principal superintendent while majority of teachers in the private schools (50%) have the least rank which is superintendent. None of the respondents in the public schools had reached the rank of assistant director but 11% of teachers in the private schools had reached the assistant director level. This may be due to the fact that, private schools are at liberty to hire teachers who have retired from active government service.

From Table 9 it was also realized that even though majority of respondents have had a working experience of 0-9 years in both public and private basic schools with percentages of 53% and 67% respectively, private school teachers had 28% of their teachers having a working experience of 30 years and above as against only 3% in public schools. Since experience has been seen to be closely related to the ranks a person may have, this research conflicted with Darling-Hammond and Youngs (2002) findings. This was because they were of the view that the credential of the teacher was one of the most important

determinants of a child's education. The findings of this research was not in agreement because eventhough teachers in private schools seem to have more job experience over their public counterparts that may not be entirely the case, this is because teachers in public schools also go on transfers and may acquire different ways of teaching and learning which would in effect bring change in the way they may teach. From the findings in Table 10 it may be said that academic achievement cannot be limited to the teachers rank or experience alone.

Teacher Activities in Class

Headteachers, teachers and students were asked about some teaching and learning activities that took place in the classroom. Headteachers were also asked the same questions as teachers and students who actually participate in classroom activities because the heads had to visit the teachers in the classroom to check exercise books of students in order to ascertain what really pertained in the classroom. Table 10 indicated some activities that took place in the classroom

Table 10

Classroom Activities Performed by the Teacher

Items	R.	Public						Private					
		S.A	A	D	S.D	M	Rm	S.A	A	D	S.D	M	Rm
Teacher marks	H	62	39	-	-	3.6	S.A	29	71	-	-	3.3	A
exercises	T	38	62	-	-	3.4	A	33	67	-	-	3.3	A
	S	49	41	5	5	3.3	A	46	46	8	-	3.4	A
Teacher marks	H	23	77	-	-	3.2	A	14	86	-	-	3.1	A
corrections	T	56	44	-	-	3.6	S.A	22	78	-	-	3.2	A
	S	45	54	1	-	3.4	A	21	60	17	2	3.0	A
Assignments are	H	16	69	15	-	3.0	A	43	57	-	-	3.4	A
given at the end	T	41	47	12	-	3.2	A	39	39	22	-	3.2	A
of every topic	S	26	59	12	3	3.0	A	31	43	26	-	3.1	A
Teacher is	H	23	77	-	-	3.2	A	43	57	-	-	3.4	A
punctual to	T	79	21	-	-	3.8	S.A	72	28	-	-	3.7	A
school	S	54	41	3	2	3.5	S.A	54	41	4	-	3.5	A
Teacher gives	H	62	38	-	-	3.6	S.A	43	57	-	-	3.43	A
notes for revision	T	65	35	-	-	3.6	S.A	50	50	-	-	53.6	S.A
	S	68	26	4	2	3.6	S.A	61	36	1	2		S.A

Table 10 Continued

Teacher speak	H	-	-	-	-	-	-	-	-	-	-	-	-
clearly	T	71	29	-	-	3.7	S.A	50	50	-	-	3.5	S.A
	S	68	32	-	-	3.7	S.A	63	34	3	-	3.6	S.A
Teacher presents	H	54	46	-	-	3.5	S.A	43	57	-	-	3.4	A
lesson	T	53	47	-	-	3.5	S.A	56	44	-	-	3.6	S.A
systematical	S	50	48	2	-	3.5	S.A	37	59	3	1	3.3	A
Teacher writes	H	46	54	-	-	3.5	S.A	43	57	-	-	3.4	A
clearly	T	59	41	-	-	3.6	S.A	39	55	-	6	3.3	A
	S	60	31	7	2	3.5	S.A	39	50	11	-	3.2	A
Teacher uses	H	15	69	16	-	3.0	A	57	43	-	-	3.6	S.A
TLM to teach in	T	18	79	3	-	3.1	A	5	89	6	-	3.0	A
the classroom	S	30	65	4	1	3.2	A	29	58	13	-	3.2	A

Key: S.A-Strongly Agree, A-Agree, D-Disagree, S.D-Strongly Disagree, H-Headteacher, T-Teacher, S-student, M- Mean, Rm-remarks. Interpretation of mean-strongly Disagree (SD) 0.1-4, Disagree (D), 1.5-2.4, Agree (A) -2.5-3.4 Strongly Agree (S.D) 3.5-4.4.R-Respondents

Some of the activities that were asked included whether teachers marked assignments, corrections, gave notes, presented lessons systematically, were punctual to class, gave assignments after every lesson, write and speak clearly in class and finally if teaching and learning materials were used to teach in the classrooms.

From the mean scores recorded on Table 10 it was seen that some respondents from both public and private schools either agreed or strongly agreed to the individual items. It came out from the Table that 5% of students in public schools as against 8% of students in private schools disagreed with the fact that teachers marked exercises and returned them on time, while 5% of students in the public strongly disagreed with this same item. In the public only 1% of students disagreed with teachers marking corrections as against 17% of students in the private school, and 2% strongly disagreed to this same item. These denoted that teachers in the public schools were marking correction more than teachers in the private schools. One of the items that had all categories of respondents disagreeing to was whether teachers gave assignments at the end of every topic. To this 15% headteachers, 12% teachers and 12% students in the public schools disagreed, while 3% of students in this same school strongly disagreed. Also 22% of teachers and 26% of students in the private schools disagreed with this same item. More students in the public schools disagreed that their teachers were punctual to class and also disagreed that teachers gave notes for students' revision. Eventhough all teachers and students in public schools either strongly agreed or agreed that teachers speak clearly in class, 8% of students in the private

school disagreed with this. More students in private schools thought that their teachers were not presenting lesson systematically as well.

Sixteen percent of headteachers, 3% teachers and 4% students in the public schools were not in agreement that teachers used teaching and learning materials while 6% of teachers and 13% of students in the private schools agreed with their public counterparts' response. When the percentages of responses from the public schools were combined it was more than the combination of the private schools. This suggested that teaching and learning materials are used in the private schools more than the public schools.

Looking at the responses gathered on teacher quality and competence it was realized that the credentials of a person which directly affected his/her rank in G.E.S was not really what mattered if better achievement was to be realized but actually what teachers did in the classroom. The finding was in agreement with what Xu and Gulosino (2006) stated that, what teachers did in the classroom was what actually mattered and not necessarily the credentials or ranks of the teacher (Hanushek 1986). This research finding supported what Xu and Gulosino (2006) said, because teachers in the public schools had higher credentials than those in the private schools.

The Availability of Teaching and Learning Resources

For teaching and learning to be effective and meaningful there was the need for certain important teaching and learning materials to be provided so that parties involved in the teaching and learning process would be efficient. Typical was the fact that the needed text books should be provided so that teachers and pupils would have the means to make better references when the need be. Currently, the JHS programme has subjects which are quite technical and hence the need for schools to provide teachers and students with the needed laboratories and equipment for such subjects. For these reasons the researcher asked headteachers, teachers and students about the availability of some of these needed resources which enhanced teaching and learning and eventually the students' performance. Table 11 provided the responses.

Available and adequate TLMS

Table 11

The use of Teaching / Learning Materials

Items	R	U	N/A.	Public			Mean	Rm	U.	N/A.	Private			Mean	Rm
				A/NA	A/A.	A/NA					A/A				
Text books	H	-	-	23%	77%	3.8	A.A	-	-	43%	57%	3.6	A.A		
	T	-	-	56%	44%	3.4	A.NA	-	-	6%	94%	3.9	A.A		
	S	-	2%	60%	38%	3.4	A.NA	-	-	27%	73%	3.7	A.A		
Library	H	-	23%	39%	38%	3.2	A.NA	-	-	29%	71%	3.7	A.A		
	T	-	29%	47%	24%	2.9	A.NA	-	-	22%	78%	3.8	A.A		
	S	3%	38%	38%	21%	2.8	A.NA	-	4%	32%	64%	3.6	A.A		
Laboratory for	H	-	100%	-	-	2.0	N,A	-	43%	14%	43%	3.0	A.NA		
Practical	T	3%	88%	9%	-	2.1	N.A	5%	50%	17%	28%	2.7	A.NA		
	S	9%	88%	3%	-	1.9	N.A	3%	71%	10%	6%	2.4	N.A		
Equipment for practical	H	8%	69%	23%	-	2.2	N.A	-	28%	43%	29%	3.0	A.NA		
	T	3%	62%	35%	-	2.3	N.A	-	17%	50%	33%	3.2	A.NA		
	S	5%	54%	35%	6%	2.4	N.A	2%	49%	29%	20%	2.7	A.NA		

Table 11 Continued

Items	Public												
	R	U	N/A.	A/NA	A/A.	Mean	Rm	U.	N/A.	A/NA	A/A	Mean	Rm
	T	-	29%	59%	12%	2.8	A.NA	-	17%	61%	22%	3.1	A.N A
	S	3%	36%	50%	11%	2.7	A.NA	3%	29%	57%	11%	2.8	A.N A
Writing desks	H	-	-	-	100%	4.0	A.A	-	-	46%	54%	3.5	A.A
	T	-	3%	41%	56%	3.5	A.A	-	-	6%	94%	3.9	A.A
	S	3%	1%	26%	70%	3.6	A.A	4%	-	4%	92%	3.8	A.A

Key: R: Respondents. U-Uncertain, N/A: Not Available, A/NA: Available but not Adequate, A/A: Available and Adequate, Rm: Remark H-Headmasters, T-Teachers, S: Students.

Respondents were asked about the availability or non availability of resources such as text books, library, laboratories for practicals, equipment, illustration materials and writing desks. Majority of headteachers in the public schools agreed that textbooks were available and adequate. Teachers and students had mean scores which indicated that even though textbooks were available they were not adequate. In the private schools, headteachers teachers and students had 57%, 94% and 73% respectively, representing the majority who responded that text books in their schools were available and adequate.

Even though all the three categories of respondents in the public schools agreed that they had libraries in their schools, majority of them thought that they were not adequate, while of headteachers, teachers and students in the private schools responded that they had library facilities which were adequate. Respondents in the public schools had 100% of headteachers, 88% of teachers and 88% of students responding that they did not have laboratories for practicals at all. 3% of teachers and 9% of students were uncertain about the availability of laboratories while 9% teachers and 3% students said that they had laboratories but they were not adequate.

On the whole the general remarks as referred from the mean stated that all categories of respondents shared the view that laboratories were non existent in public schools. Headteachers and teachers in private schools even though had a great percentage of respondents saying they did not have laboratories for practicals their responses showed that the laboratories were available not adequate, on the other hand students in these private schools said something

different. Seventy-one percent were of the view that laboratories were not available at all in their schools.

For the fact that laboratories were not available in these schools one would expect that at least, the equipment for practical would be available so that teachers and students would have access to them even if they were used in the classroom, but this was not the case in the public schools, because they still answered in the negative. Meaning all three categories of respondents had majority of them being of the view that equipment for practicals were not available in the schools at all. In the private schools headteachers and teachers maintained that they had equipment but they were not adequate. This time students also shared this same view. This meant that even though students in private schools disagreed that there were laboratories in their schools, they admitted that equipment for practicals were available. All three categories of respondents in both the public and private schools had majority of their respondents agreeing to the fact that the schools had illustration materials available in their schools, but for all respondents, these materials were not adequate.

When asked as to whether there were enough writing desks in both categories of schools, responses given showed clearly that both respondents in public and private schools had adequate writing desks. Indeed 100% of headteachers in public schools agreed that writing desks were adequate and available.

From all responses gathered, it was realized that in both the public and private schools some resources were available but not adequate. The situation of availability of resources was better in the private schools than in the public schools. This is because the private schools had responses which suggested that all resources mentioned were present in their schools even though they were not enough. When we took the public schools we realized that with regard to laboratories and equipment for practical work, which in the researchers view were very important, they were not available. This assertion confirmed Ankomah's (2002) research in which he observed that private schools had higher regard for the provision of teaching and learning resources than their public counterparts.

From the responses it may also be said that, due to the fact that the private schools were a little more resourced than their public counterparts, they perform better than them as well. This also confirmed Adedji and Owoeye's (2002) research which stated that material resources were important resources for every positive educational endeavor.

The Level of Supervision of Instruction in Schools

The act of supervision cuts across every step of the school management structure and every manager was a supervisor because he or she oversaw to it that objectives of the school were met. He did this by ensuring that all parties involved were contributing their quota to teaching and learning. In the school setting, the headteacher and teachers provided supervisory roles, just as their

colleagues who were circuit officers at the education offices. Circuit supervisors operated externally while headteachers and teachers operated internally.

Effective supervision required close monitoring of teachers' behaviour in the classroom. Indeed the most important task performed by the heads of schools is the provision of purposeful and planned supervision of the school. The supervisor in this context was expected to provide resources and promote formal and informal interactions that would have positive and constructive bearing on the curriculum, teaching, learning and professional development.

Table 12 indicated whether headteachers carried out certain basic supervisory roles with regard to what was required of teachers by the G.E.S. Headteachers and teachers were the respondents for these items, they responded to items such as how often heads inspect lesson notes, lesson plans, schemes of work and attendances of teachers in both public and private schools

Table 12

Headteachers' Supervision of Instruction

Items	R	N	Q.O	Public				Private					
				O	V.O	Mean	Rm	N	Q.O	O	V.O	Mean	Rm
Headteacher	H	-	-	23%	77%	3.8	V.O	-	-	57%	43%	3.4	O
Inspects	T	3%	-	18%	79%	3.7	V.O	-	6%	22%	72%	3.7	V.O
Lesson notes													
Headteacher	H	-	15%	8%	77%	3.6	V.O	-	-	14%	86%	3.9	V.O
Inspects	T	3%	3%	18%	76%	3.7	V.O	6%	-	44%	50%	3.4	V.O
Lesson plans													
Headteacher	H	-	15%	8%	77%	3.6	V.O	-	-	29%	71%	3.7	V.O
Inspects	T	3%	6%	6%	85%	3.7	V.O	6%	-	28%	66%	3.6	V.O
Schemes of work													
Headteacher	H	-	-	38%	62%	3.6	V.O	-	-	14%	86%	3.9	V.O
Inspects attendances of teachers.	T	3%	3%	6%	88%	3.8	V.O	-	-	39%	61%	3.6	V.O

Key: R-Respondents, N-Not at all, Q.O.-Quite Often, O-Often, V.O-Very Often, Rm-Remarks. Interpretation of the mean, N.O- 0.5-1.4, Q.O- 1.5-2.4, O- 2.5-3.4, V.O-3.5-4.4

From the observation made, the mean interpretation of all the items on Table 12 revealed that both heads and teachers in public and private schools were of the view that heads played their supervisory roles very often, with regard to items such as, inspecting lesson notes, lesson plans, scheme of work and teacher attendance, with the exception of headteachers in the private schools who had majority of respondents responding that they inspected lesson notes often. No headteacher thought that they did not supervise any of these activities that teachers perform at all, but 3% of teachers in the public schools were of the view that heads did not inspect lesson notes, lesson plans, schemes of work and teacher attendances at all. Six percent of teachers in the private schools responded that heads did not inspect lesson plans at all, while another 6% said that heads did not inspect their schemes of work at all.

Using the responses gathered, it was realized that supervision on the scale of inspecting the teachers' preparation for teaching and learning was performed by heads of the two categories of school. The finding revealed that headteachers in both schools were carrying out supervision of the above listed items almost in the same manner and that both the public and private headteachers were doing the above items not differently from each other. Heads of schools were not the only individuals who carried out supervision in schools. Circuit supervisors, visited schools to supervise teachers work in the classrooms, to ascertain what pertained in the schools. That was seen as external supervision. Internally, headteachers, teachers and even students undertook supervision, but headteachers oversaw to all the other subordinates, because they were the administrative heads of the

school. Teachers also supervised students in and outside the classroom, while the prefectural body of students supervised their colleagues. Neagley and Evans (1970) were of the view that when supervision was carried out in that way it became more effective.

Visits from circuit supervisors and headteachers to the classroom, as well as teacher's inspection of classroom work, student's attendance and other extra-curricular activities in the school were other items asked headteachers, teachers and students in the two categories of schools. These items were in order to know how supervision was carried out in their schools. Responses are provided in Table13.

Table 13

Level of Supervision in the School

Items	R	SA	A	Public				Private					
				D	S.D	M	Rm	S.A	A	D	S.D	M	Rm
Headteacher visits Class	H	31%	69%	-	-	3.3	A	43%	57%	-	-	3.4	A
during Lesson	T	15%	79%	-	6%	3.0	A	16%	72%	6%	6%	3.0	A
Periods	S	41%	49%	8%	2%	3.3	A	49%	41%	10%	-	3.4	A
Circuit Sup Visits	H	46%	54%	-	-	3.5	S.A	-	43%	57%	-	2.4	D
Class	T	32%	68%	-	-	3.3	A	11%	39%	44%	6%	2.6	A
Regularly	S	35%	50%	13%	2%	3.2	A	6%	51%	29%	14%	2.5	A
Teacher													
Inspects students	T	26%	71%	3%	-	3.2	A	28%	72%	-	-	3.3	A
Work regularly	S	28%	59%	10%	3%	3.1	A	46%	52%	1%	1%	3.7	S.A

Table 13 continued

Teacher	H	67%	39%	-	-	3.6	S.A	29%	71%	-	-	3.3	A
Checks students' attendance	T	71%	29%	-	-	3.7	S.A	50%	50%	-	-	3.5	S.A
	S	78%	20%	1%	1%	3.8	S.A	60%	40%	-	-	3.6	S.A
Teacher supervises other activities in the school	H	31%	69%	-	-	3.3	A	-	86	14	-	2.9	A
	T	53%	44%	3%	-	3.5	S.A	28	61	11	-	3.2	A
	S	46%	47%	3%	4%	3.3	A	29	60	10	1	3.2	A
Headteacher inspects assignment of students	H	38%	62%	-	-	3.4	A	14	86	-	-	3.1	A
	T	11%	68%	15%	6%	2.9	A	6	88	6	-	3.0	A
	S	29%	33%	26%	12%	2.8	A	26	51	19	1	3.0	A

Key: S.

A-Strongly Agree, A-Agree, D-Disagree, S.D-Strongly Disagree, H-Headteacher, T-Teacher, S-student, M- Mean, Rm- remarks. R- Respondents. Interpretation of mean-strongly Disagree (SD) 0.1-4, Disagree (D), 1.5-2.4, Agree (A) -2.5-3.4 Strongly Agree (S.D) 3.5-4.4.

Although the general responses gathered were indicative that respondents agreed to the items some percentages were recorded on the part of respondents who were not in agreement to some of the items. An example was, 8% of students in public schools and 10% in private schools disagreed that heads visited their class during lesson periods while 6% of teachers and 2% students in public schools strongly disagreed to this same item.

The items that were disagreed and strongly disagreed to by respondents in the public schools were, whether headteachers inspected assignment books of students. To this 15% of teachers and 26% of students disagreed, while 6% of teachers and 12% students strongly disagreed in the public schools. Their private counterparts strongly disagreed with the item which sought to find out if circuit supervisors visited their schools regularly, and to this, 57% heads, 44% teachers and 29% students disagreed to, while 6% teachers and 14% students strongly disagreed.

In using supervision as a yardstick to measure student performance it is realized that the ideals of Neagley and Evans (1970) were seen to be working well in our schools. This was because supervision was quite effective in both types of schools due to the distinct authority pattern which was working in all these types of schools. Even though supervision was going on well in both types of school, supervision did not stand in isolation when it came to students' achievement.

Halpin (1956) noted that, for supervision to be effective, there was the need for the provision of the necessary teaching and learning materials which would aid in good attainment. Responses that were gathered on the provision of teaching and learning resources in these schools revealed that public schools lacked some basic but important resources which enhanced performance.

Therefore though the public and private schools were both performing in an appreciable manner with regards to supervision, private schools were performing better because in addition to good supervision, they were more committed to providing teaching and learning materials which aided the teaching and learning process.

The use of Instructional Time

For effective teaching and learning to take place, time is seen as one of the major resources which when utilized properly may result in better performance. The amount of time spent on instruction, assignment and other equally important activities in the classroom or outside the classroom went a long way to determine school performance. Cambone (1994) saw instructional time as different from planning time. He said that instructional time was actually the time allocated for only the teaching and learning activities which could be measured in minutes or hours. Hanson (2002) disagreed with this, because he was of the view that instructional time was a process which involved interrelated functions such as planning, organizing, directing and controlling.

Time Spent on the Activities

For the purpose of this study, the researcher sought responses from teachers and students about the amount of time that was spent on some teaching and learning activities such as, instruction, class exercises, notes copying and marking of assignments. The results are shown in Table 14.

Table 14

Time Spent on the Activities

Items	R	Public				Private			
		0-9 Mins	10-19 mins	20-29 mins	30-Ab Mins	0-9 Mins	10-19 mins	20-29 mins	30-Ab Mins
Time used for instruction	T	-	-	15%	85%	-	-	11%	89%
	S	3%	4%	5%	88%	3%	4%	1%	92%
Time used for change over	T	65%	9%	6%	20%	100%	-	-	-
	S	66%	2%	8%	24%	59%	7%	3%	31%
Time used for class exercise	T	6%	59%	29%	6%	-	72%	22%	6%
	S	16%	53%	30%	1%	2%	49%	39%	10%
Time used for copying notes	T	9%	38%	29%	24%	6%	38%	50%	6%
	S	2%	26%	43%	29%	1%	30%	43%	26%
Time used for marking assignment.	T	3%	27%	29%	41%	-	28%	39%	32%

Key: R- Respondents

As illustrated in Table 14, very high percentages of respondents believed that instructional time used in the schools fell within the G.E.S stipulated time for instruction which is 30 minutes. This deduction was made because 85% of teachers and 88% of students in the public schools as against 89% teachers and 92% students in the private schools responded that teachers use 30 minutes and above for instruction in their schools. Fifteen percent of teachers and a cumulative percentage of 12% students as against 11% teachers and a cumulative percentage of 8% students were of the view that teachers were using less time for instruction as stipulated by the G.E.S. This meant that the rest of the time that was not used for instruction was wasted. Teachers in both types of school could also be said to be using the right amount of time for instruction since responses on the headteachers supervision of lesson plan, notes and schemes of work indicated that teachers actually planned the lessons they would teach before embarking on the teaching process itself.

In many cases, precious time was lost when there was the need to change from one period or subject to another. Though the period for change over was practically non-existent on the time table as the researcher observed, it did not eliminate the fact that it existed. Responses gathered showed that majority of respondents in both the public and private basic schools were aware of this and thought that a time frame not exceeding 9 minutes was used to change from one period to another. A cumulative percentage of students from both the public (34%) and private (41%) thought that change over period actually extended beyond 10-30 minutes.

This then solidified Cotton's (1999) finding that, lengthy transitions between lesson caused wastage of time in the system. From the researchers own observation, what the majority of respondents said was close to the Cotton's (1999) findings, because, during her visits, teachers who had lessons with particular classes, were found in front of these classes even after the stipulated time for them to start their class had elapsed

Instructional time even though is to be used for only instruction, is used for other activities such as giving class exercises, writing notes and marking exercises. Most respondents agreed that between 10-19 minutes of time was spent on class exercises. Teachers admitted that most marking of assignments were done in the classroom, mostly during the period when exercises were given. This they said was because, when they went home, their attention was then focused on preparing their lesson plans and notes, hence the available times they could mark were during classes hours or their break periods.

An observation made in a private school was that a teacher went round and was marking the exercises of pupils who had finished theirs before the stipulated time required for them to complete that particular exercise. This was found to be very intimidating to the pupils who had not finished their exercise. Most of them were seen to be hurrying up to finish their work so that they could be marked. When teachers were allowed to do this, the true reflection of performance would be lost, this was because pupils must be given enough time to reflect on what they have been taught in order to produce meaningful accounts.

Time for notes taking was not different from time for instruction. This was explained by respondents that, as teachers were teaching, certain salient points were written on the board, students were made to write these points as the teacher was writing and they stopped when the teacher stopped in order to explain what he had written. Sometimes this practice failed because some teachers complained that when student were asked to stop and listen they did not and continued to write, thereby not hearing the explanation given, which is most important.

Some Classroom Activities Performed by the Teacher

When directing, that is performing the teaching act itself, Hanson (2002) stressed that there should be controlling of activities in the class. After careful and systematic planning of the lesson, and delivering it in the classroom, the teacher had to evaluate the level of teaching and learning that has taken place in order to ascertain if there were any deviations which must be corrected. Buachie-Mensah (2003) recounted that actual performance should be measured to know if pupils understood the instruction. Table 15 represented some evaluation activities which took place in the classroom and how often teachers carried out these activities.

Table 15

Activities carried out in the Classroom

Items	R	N	Public				Private						
			Q.O	O	V.O	Mean	Rm	N	Q.O	O	V.O	Mean	Rm
Teacher gives class exercises	H	-	-	31%	69%	3.7	V.O	-	-	71%	29%	3.3	O
	T	-	-	29%	71%	3.7	V.O	-	6%	44%	50%	3.4	O
Teacher gives homework	S	-	1%	15%	84%	3.8	V.O	-	9%	47%	44%	3.4	O
	H	-	8%	62%	30%	3.2	O	-	-	71%	29%	3.3	O
	T	-	12%	41%	47%	3.4	O	-	17%	61%	22%	3.1	O
Teacher gives class tests	S	1	26%	54%	19%	2.9	O	-	23%	57%	20%	3.0	O
	H	-	15%	39%	46%	3.3	O	-	-	100%	-	3.0	O
	T	-	30%	35%	35%	3.1	O	-	22%	67%	11%	2.9	O
Teacher gives notes	S	-	17%	31%	52%	3.3	O	2%	11%	46%	41%	3.3	O
	T	-	17%	24%	59%	3.4	O	-	6%	28%	66%	3.6	V.O
	S	1	2%	31%	66%	3.6	O	-	4%	27%	69%	3.6	V.O

From the responses given to the above statements in Table 15, 69% headteachers, 71% teachers and 84% students in the public schools are of the view that teachers gave class exercises very often, while 71% headteachers, 44% teachers and 47% students in the private schools believed teachers did give exercises often. From this information it came out that teachers in the public schools were giving exercises more often to their pupils. Headteachers, teachers and students in both the private and public schools all had majority of their respondents agreeing that teachers gave home work often and also gave class tests often.

While teachers and students in the public schools believed that notes were given often to pupils their private counterparts were of the view that teachers gave notes to pupils very often. In all 1% of students thought that teachers did not give homework at all, while another 1% believed that teachers did not give notes at all in the public schools. In the private schools 2% of students believed that teachers did not give class tests at all.

Generally the responses gathered showed that teachers in the public schools were giving their pupils more class exercises to evaluate them, while teachers in the private school were giving their pupils more notes which would serve as a reference point when students want to revise or learn on their own. In addition to the responses, most teachers in the private schools said that they preferred to give their pupils group assignment instead of the individual ones. This they said was very good for the weaker students, because they (teachers) tried to group the students according to their academic strengths. That, very

brilliant students were added to weaker students, this the teachers believed that when ideas were deliberated upon in the group, the weaker students were able to grasp the subjects faster when they hear it from their peers, and in many cases very simple and plain language were used during these group discussions, which also aided in their understanding. In some schools the sitting arrangements of students had been done by teachers, so that good students would not group themselves in a particular area, which helped the weaker students and also helped in reducing class disturbances.

Looking at Table 15 again, public school teachers were doing well to evaluate students more often and this, a headmistress said was contributing positively to the performance of pupils in the school, even though more had to be done. The strategy adopted by some private school teachers seemed to be helping in the performance of the pupils better because the notes given were mainly the references students used in revising.

The findings confirmed what Cotton (1999) found out that, teachers who allowed their students to engage in peer-tutorship or had group discussions and assignments in class and outside the classroom had their students learn and became more self-sufficient through the help of one another. Cotton (1999) implied that, student's engagement in learning activities was seen as a good predictor of students' achievement. This may therefore be a reason why private schools are performing better than their public counterparts.

Timewasters in Schools

In basic schools, heads, teachers and students dealt with various degrees of wastage of time. Some were caused internally and others were caused by external factors. Internally, time was wasted when break periods were over spent, absenteeism on the part of teachers and students, long change over periods and many others. Externally, G.E.S may bring directives for certain activities, such as sports or cultural festivals and Independence Day celebrations, which may disrupt the academic calendar due to rehearsals. Natural disasters such rain storms ripping may also occur and these may disrupt instructional time.

Time wasters caused the inefficient use of instructional time. In schools it affects effective utilization of instructional time. In this section, headteachers, teachers and students, were asked various timewasters to examine those that seriously affected instructional time. The results were illustrated in Table 16.

Table 16

Instructional Timewasters

Items	R	Public					Private						
		N.P	M.P	S.P	V.S.P	M	Rm	N.P	M.P	S.P	V.S.P	M	Rm
Changing over of periods to another	H	23%	46%	31%	-	2.1	S.P	43%	57%	-	-	1.6	N.P
	T	65%	32%	3%	-	1.4	N.P	72%	28%	-	-	1.3	N.P
Teacher supervising co-curriculum active	S	80%	14%	3%	3%	1.3	N.P	70%	21%	9%	-	1.4	N.P
	H	31%	385	31%	-	2.0	M.P	57%	43%	-	-	1.4	N.P
	T	41%	38%	12%	19%	1.9	M.P	44%	39%	11%	6%	1.8	M.P
Students attending morning assembly	S	40%	27%	16%	17%	2.1	M.P	45%	16%	10%	29%	2.2	M.P
	H	62%	315	7%	-	1.5	M.P	57%	43%	-	-	1.4	N.P
	T	59%	29%	12%	-	1.5	M.P	50%	50%	-	-	1.5	M.P
Teacher attending too many staff meetings	S	69%	25%	1%	5%	1.4	M.P	59%	39%	2%	-	1.4	N.P
	H	31%	46%	15%	8%	2.0	M.P	100%	-	-	-	1.0	N.P
	T	62%	27%	11%	-	1.5	M.P	33%	44%	17%	6%	1.9	M.P
	S	55%	36%	6%	3%	1.6	M.P	74%	21%	3%	2%	1.5	M.P

Table 16 Continued

Items	R	Public					Private					M	Rm
		N.P	M.P	S.P	V.S.P	M	Rm	N.P	M.P	S.P	V.S.P		
Teacher leaving	H	31%	54%	15%	-	1.8	M.P	100%	-	-	-	1.0	N.P
class before the end of period	T	62%	24%	12%	2%	1.6	M.P	67%	28%	5%	-	1.4	M.P
	S	61%	18%	11%	10%	1.7	M.P	66%	24%	9%	1%	1.5	M.P
Teacher participating in GES organize programme	H	54%	31	15%	-	1.6	M.P	86%	14%	-	-	1.1	N.P
	T	50%	38	12%	-	1.6	M.P	50%	38%	6%	6%	1.7	M.P
	S	58%	23	12%	7%	1.7	M.P	71%	16%	6%	7%	1.5	M.P
Teacher visiting regional district educational office	H	15%	55%	15%	15%	2.3	M.P	100%	-	-	-	1.0	N.P
	T	68%	18%	14%	-	1.5	M.P	61%	22%	17%	-	1.7	M.P
	S	61%	28%	4%	7%	1.6	M.P	60%	25%	10%	4%	1.6	M.P
Visitors interrupt during class hours	H	23%	54%	8%	15%	2.2	M.P	57%	43%	-	-	1.4	N.P
	T	44%	32%	9%	15	1.9	M.P	44%	50%	6%	-	1.7	M.P
	S	29%	43%	16%	12%	2.1	M.P	39%	49%	5%	7%	1.8	M.P
Break periods is exceeding official duration	H	31%	54%	15%	-	1.8	M.P	71%	29%	-	-	1.3	N.P
	T	41%	50%	9%	-	1.8	M.P	56%	39%	5%	-	1.5	M.P
	S	45%	28%	20%	7%	1.9	M.P	37%	34%	24%	5%	2.0	M.P

Table 16 Continued

Items	R	Public					M	R m	Private					M	Rm
		N.P	M.P	S.P	V.S.P	N.P			M.P	S.P	V.S.P				
Students attending	H	23%	46%	31%	-	2.1	M.P	100%	-	-	-	1.0	N.P		
rehearsal for co	T	38%	44%	15%	3%	1.8	M.P	67%	11%	17%	5%	1.6	M.P		
curricular	S	34%	42%	12%	12%	2.0	M.P	30%	28%	11%	31%	2.4	M.P		
Teachers absenting	H	23%	46%	31%	-	2.1	M.P	100%	-	-	-	1.0	N.P		
themselves from	T	56%	24%	9%	11%	1.8	M.P	61%	28%	11%	-	1.5	M.P		
class	S	48%	21%	14%	17%	2.0	M.P	57%	23%	9%	11%	1.7	M.P		
Teachers being late	H	23%	46%	23%	8%	2.2	M.P	100%	-	-	-	1.0	N.P		
to school	T	53%	29%	9%	9%	1.7	M.P	56%	39%	5%	-	1.5	M.P		
	S	46%	21%	12%	21%	2.1	M.P	57%	22%	10%	11%	1.8	M.P		

Key: R- respondents, N.P-Not a problem, M.P-Minor Problem, S.P-Serious Problem, V.S.P-Very Serious Problem, M-Mean Rm-

Remarks.

As illustrated in Table 16, headteachers in private schools had most of them responding that none of the items listed was a timewaster in their school. In six of the items the headteachers had 100% of respondents saying that they were not problems at all. Also headteachers in the public schools agreed that all the items under discussion were minor problems in their schools with the exception of the change over period which they believed was a serious problem. While the public headteachers were of the view that change over periods was a serious problem, teachers and students of both public and private schools thought that it was not a problem. Students in the private schools were of the view that students attended morning assembly on time and that it was also not a problem in their schools. Apart from the above mentioned responses, both teachers and students in the two categories of school believed that all the items mentioned were minor problems in their school.

From the responses there seemed to be enough evidence that both type of school were not fully using their instructional time for instruction alone. This showed that the directive given as far back as 1993 by Atta Quaison the then Director General of G.E.S was still not being adhered to. Indeed Koomson, Acheampong and Fobih (1999) agreed with the finding because they stressed that change overtime, lateness on the part of students, sports and cultural festivals accounted for a lot of the wastage of time in the system, because classes were skipped to make way for rehearsals.

When additional probing was done to know from private school respondents as to when meetings and rehearsals were held, it came to light that staff meetings were held during games periods which were normally on Fridays. The whole school was involved during this time, hence it was being captured on the time table, During these periods the prefects were made to take over in supervising their colleagues so that teachers could have time for their meetings.

The researcher also gathered from another private school that most of the time, teachers and pupils were given some snacks when they had to stay after school hours for rehearsals or practice. In the public schools it came to my notice that teachers were not willing to have meetings or do any extra curricular activities after school, since they argued that they were not rewarded for the extra time spent. Headteachers in public schools said they could not provide these little motivations for those who volunteered to work on extracurricular activities after normal class's hours, because monies given to the school by government had their own purposes, and by so doing they avoided misapplication of state funds. This then meant that the private schools may have more time for instruction time as compared to their public counterparts and this may be a reason why academic performance was better in the private schools than in the public schools. Table 18 represents arrangements teachers make when they need to be absent from class.

Table 17

Arrangement Teachers make when Absent

Item	R	Public				Private			
		Give class exercise	Ask another teacher to stand in	Give notes	Ask pupils to stand in	Give class	Ask another teacher to stand in	Give notes	Ask pupils to stand in
Arrangements	H	46%	38%	8%	8%	43%	14%	43%	-
teachers often	T	38%	53%	9%	-	50%	28%	22%	-
make anytime	S	35%	18%	46%	1%	30%	21%	49%	-

Headteachers, teachers and students were asked what teachers often did when it was necessary for them to absent themselves from class. Forty-six percent of headteachers in the public schools said that teachers gave pupils class exercises while 43% of their private counterparts thought same. Majority of teachers in the public schools responded that they asked another teacher to stand in for them. In the private schools majority of teachers said they gave their pupils class exercises. Forty-six percent and 49% of students in the public and private schools respectively, who constituted the majority, responded that teachers gave notes to copy. Eight percent of headteachers and 1% of students thought that teachers asked pupils to stand in for them, while no responses from the private school indicated that pupils were asked to stand in the stead of the teacher at any given time.

In the public schools the duty of students who were asked to stand in for the teacher was mostly to either copy notes written by the teacher on the board or dictate the notes to their colleagues. At other times class prefects were asked to write the names of those who disturbed in the class. This to a large extent gave students some sense of responsibility, which was a good idea for inculcating leadership principles in these pupils, but taking a second look at this practice, students who were put in charge of these classes, lost time that they would have rather spent on personal studies. Even if the activity to be done had to do with copying of notes, it meant that they had to copy theirs at a later time.

In all we realize that teachers in both private and public schools do not leave their class or absent themselves from class without marking provision for their absence. These interventions reduced the wastage of instructional time in schools.

Teacher Motivation

In Ghana large proportions of primary schools teachers have low levels of job satisfaction and are poorly motivated, hence many tens and millions of children are not being taught as they should be (Bennel and Acheampong 2007). Bennel and Acheampong (2007) went on to say that, the work and living environment of many teachers were poor and these lowered their self-esteem as well as demotivating them. Schools in many countries lack basic needs like, water, housing and electricity, staffrooms and even toilets. In the case of Ghana though housing facilities are woefully inadequate, there has been an increase from 5% in 1988 to 30% in 2003.

Maslow (1954) believed that motivation in any form may be classified as intrinsic or extrinsic. Intrinsic motivation was that which gave an individual inner satisfaction, a feeling that could be seen only when expressed outwardly by the individual who felt satisfied, while extrinsic motivation was by Maslow (1954) considered to be material gains given to an individual and which could be seen and appreciated by all, it is in effect tangible.

Headteachers, teachers and students were asked about some intrinsic motivations they believe teachers received in both types of schools. Intrinsic motivations such as good headteacher-teacher relationship, good performance by students, in-service training and the provision of the needed text books were asked, extrinsic motivation such as material and monetary bonuses, accommodation and transportation were also sought from respondents. Table 18 illustrates responses gathered.

Table 18

Motivation for Teachers

Items	R	Public						Private					
		SA	A	D	S.D	M	Rm	S.A	A	D	S.D	M	Rm
Provision of	H	23%	46%	31%	-	2.9	A	29%	42%	29%	-	3.0	A
adequate TLM	T	15%	41%	35%	9%	2.6	A	22%	61%	11%	6%	3.0	A
	S	39%	43%	11%	7%	3.1	A	35%	53%	9%	3%	3.2	A
Teachers having	H	23%	69%	8%	-	3.2	A	29%	71%	-	-	3.3	A
good working	T	32%	65%	-	3%	3.3	A	17%	61%	17%	5%	2.9	A
relationship													
Students attaining	H	-	61%	39%	-	2.6	A	57%	43%	-	-	3.6	S.A
good grades	T	20%	56%	24%	-	3.0	A	61%	39%	-	-	3.6	S.A
Provision of in-	H	8%	38%	46%	8%	2.5	A	-	43%	57%	-	2.4	D
service training	T	9%	53%	29%	9%	3.4	A	22%	33%	33%	11%	2.7	A
Provision of	H	-	15%	23%	62%	1.5	D	-	-	71%	29%	1.7	D
accommodation	T	17%	9%	9%	65%	1.8	D	5%	17%	39%	39%	1.9	D
facilities	S	33%	31%	12%	24%	2.7	A	7%	13%	34%	46%	1.8	D
Teacher receiving	H	7%	31%	31%	31%	2.1%	D	-	71%	-	29%	2.4	D
monetary bonus	T	8%	27%	21%	44%	2.0	D	22%	28%	17%	33%	2.4	D

Table 18 Continued

Items	Reps	Public						Private					
		SA	A	D	S.D	M	R	S.A	A	D	S.D	M	R
Teachers retrieving	H	8%	15%	46%	31%	2.0	D	-	57%	14%	29%	2.4	D
material gifts	T	6%	27%	29%	38%	2.0	D	11%	33%	28%	28%	2.3	D
Provision of transport	H	8%	15%	38%	39%	1.9	D	42%	29%	-	29%	2.9	A
	T	12%	12%	5%	71%	1.6	D	21%	21%	21%	37%	2.3	D
	S	21%	11%	17%	51%	2.0	D	27%	14%	19%	40%	2.3	D

Maslow (1954) suggested that among the two forms of motivation, intrinsic motivation was most desired and that gave much satisfaction than extrinsic motivation. Arends (1991) agreed with Maslow and said that teachers were better motivated by the performance of their pupils. This he said made them prepare good methodologies and even better instructions for their pupils. True motivation was said to be intrinsic because even though material things were not gained, teachers were satisfied that their efforts have yielded positive results.

Looking at Maslow's hierarchy of needs, one would say that he contradicts himself taking his statement on intrinsic motivation, because if the basic needs were not met, higher order motivations like self actualization would also not be met. This was because man's needs for survival made the quest for extrinsic motivation very important in a teacher's life, therefore both intrinsic and extrinsic motivation were equally important for man's survival.

Based on the results in Table 18, it was noted that most of the intrinsic motivators were having positive results, because from responses gathered, both headteachers and teachers agreed to the fact that they had good working relationship with each other. Students in both types of schools were seen to be performing better in their examinations. Indeed heads and teachers in the private schools strongly agreed that their students' excellent performances during the B.E.C.E. examinations gave them the strength to move on, even when conditions were and still are not totally desirable. Respondents in the public schools agreed to the above statement because, they were of the view that their students were performing better with each passing year and that gave them the hope that things would be better as time went on.

A research done by Bennel and Acheampong (2007) came out with finding that private school teachers particularly those in the private schools were usually better motivated than their colleagues in government schools as a result of higher pay, better working and living conditions, and more effective management. Bennel and Acheampong's (2007) findings were not entirely the case in this research. This was because apart from salaries of teachers in the private schools which came out to be better, all the other items on motivation that the researcher sought after were seen to be very low or non existent in both types of school. Even though headteachers in the private schools agreed that their staff members were provided with transportation services, teachers in these schools disagreed with their headteachers on this same item. This was because many of them said, they had to board the school bus as and when students had to be transported to or from school and most of them were not living on the routes where the buses used, hence did not actually have access to this service.

The findings of this research on motivation was that even though there were not much differences in the motivation patterns of teachers in both public and private schools, teachers in private school were relatively better motivated because, most of them were paid higher salaries, had better student performance and had some means of transportation than their public counterparts.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The concluding chapter, contain the summary of the study, conclusions drawn and recommendations made. The primary objective of the study was to identify the factors that affected the academic performance of public and private basic schools in the New Juaben Municipality. The study concentrated on factors such as socio-economic status of parents of pupils, teacher quality and competence, the availability of resources, supervision, the use of instructional time and the level of teacher motivation. The study focused on these factors because they were indicators of academic performance in the educational system in Ghana.

Overview of the Study

In the background study a brief history of the country's education was given. After that there was highlight of the fact that there were differences in the academic performance of pupils in the public and private basic schools in the country. It came out with findings from researches and computations made by the GES on the performance of pupils in public and private basic schools. The background also gave information as to some possible factors that contributed to academic performance in our schools.

The purpose of the study was to find out the factors associated with the disparities in academic performance in public and private basic schools in the New Juaben Municipality. The research questions for which this study sought to

find answers to were stated and they included the level of supervision and teacher motivation in both types of school, how instructional time was used, the resources available in these schools, teacher quality and the socio-economic backgrounds of parents. The research questions were followed by the significance of the study, the delimitation and limitation of the study, and finally definition of terms.

Related literature on the study was subsequently looked at. It reviewed some of the major views expressed by various authorities that have conducted similar researches in the areas of the factors that affected performance earlier written about. The literature review covered all the six areas talked presented in the research questions stated in the background.

The above chapter was followed by the methodology. The descriptive research design was used in this study. The target population was on schools in the New Juaben Municipality, and in these schools, headteachers, teachers, and students were made to respond to questions which were intended to answer the research questions. Twenty headteachers were used of which all responded. Fifty-two teachers out of the sixty targeted responded while one hundred and ninety-one students out of the two hundred targeted responded. In all two hundred and sixty-three responded to the various questionnaires representing 94% of the total targeted population of two hundred and eighty.

Questionnaires were designed for headteachers, teachers, and students of the two types of schools. The instruments were used to obtain information on the various factors which affected academic performance in these schools. During the visits to these schools the researcher made some important observations about the availability of resources mentioned in the questionnaires. A pre-test was

conducted on a total of 38 respondents, they included headteachers, teachers and students.

The data collected were processed using the SPSS programme, software for statistical analysis. Tables, frequencies, percentages and means were generated from the responses of the questionnaires. Descriptions and explanations were given to the data.

Summary of Major Findings

1. Parents of pupils in the private schools had higher socio-economic status, because they had attained higher education than most parents of pupils in the public schools. For this reason, parents of pupils in the private schools had better paid and regular salaried jobs.
2. Parents of pupils in the private schools were more involved in their wards' education, in that, they supported their wards with their school work, visited the schools to know how their wards were performing more regularly and also provided them with the needed learning materials, for them to learn better.
3. Teachers in the public schools were better qualified academically in the teaching profession than their private counterparts.
4. Teachers gave adequate notes, assignments and class exercises in both types of school.
5. Teachers did not use TLMs in class because they were not available in both types of school.
6. Textbooks and writing desks were available and adequate in both types of schools.

7. Private schools were better resourced than public schools in terms of laboratories and practical equipments.
8. Internal supervision was done by headteachers of both types of schools, but heads in the private schools, inspected lesson plans, scheme of work and attendance of teachers more often than their public counterparts.
9. Circuit supervisors visited mostly public schools
10. Instructional time used in the schools fell within the GES stipulated time of 30 minutes in both types of schools.
11. Special sitting arrangements were made in the private schools in order to help academically weak students.
12. Change over periods from one subject to another was seen as the most prominent factor in instructional time wastage.
13. Teachers in the public schools were demotivated in the area of salaries and other incentives.

Conclusions

The findings of the study gave evidence that there were disparities in the academic performance of pupils in public and private basic schools in the New Juaben Municipality. From the study it was established that both internal and external factors in the classroom and outside the classroom were responsible for the disparities of academic performance in schools. These factors included the fact that public schools did not have the needed teaching and learning resources in order to operate fully in the teaching and learning process.

A lot of time was also wasted when there was to be a change in the subject to be taught at a particular time.

Parental involvement was seen to be more in the private schools than in the public schools. Pupils in the private schools had their parents being more involved in their education. For instance, parents inquired about their ward's performance more often, and helped them with their home assignments, as well as paying for their fees on time. They also provided them with the needed materials. Teachers in the public schools were also seen to be more qualified professionally than their private counterparts. Private schools were also seen to be better resourced than the public schools due to the fact that monies came directly to the management of the school, hence they were able to apportion these monies in obtaining the resources needed, unlike the public schools who had to wait for money and directives from the government.

Supervision in both public and private school was effective, but supervision was still being done at the inspection level and not really a process where professional development was enhanced. This was because heads were still inspecting lesson notes, plans, scheme of work and many others, but after these inspections they did no interactions and education with the teachers as to how best they could improve on their work and make better deliveries in the classroom. Also external supervision was done in the public schools and not necessarily in the private schools, but in the private schools heads monitored their teachers more frequently than those in the public schools. Teachers gave exercises after completing major topics. They spoke clearly, marked corrections, gave homeworks, wrote clearly on the board and gave notes for students' revision. Time wasters such as absenteeism, engaging in co-curricular activities during instructional hours, teachers leaving class before time, and change over periods were also identified. Out of these it was realized that in both public and

private schools change over periods were the most prominent time wasters, because teachers were not prompted to leave the class when at the right time.

Teachers in the private schools were also better motivated than their public counterparts, this was because, most of them were better paid, had means of transportation due to the provision of school buses, and had students performing well. Teachers in the public schools were demotivated and this sometimes resulted in drastic measures such as strike actions.

To finally conclude it was realized that even though public schools received external supervision, had, qualified teachers, and had the opportunity to further their education, those in the private schools had parents who were more involved in their wards' education, had very experienced teachers, were well resourced, better supervised internally, and in most cases better motivated and these brought out their dominance in academic performance over their public counterparts.

Recommendations

The main objective of the study was to identify the factors that brought about the disparities of academic performance in the public and private basic schools in the New Juaben Municipality. It was to find out the extent to which these schools varied in how they operated the school based on the factors which were discussed earlier. The factors discussed were seen to be very vital in achieving high academic standards in schools, when the academic performance in schools in a country is of a high standard it is seen to improve the human resource capacity the nation has, and this goes a long way to improve the total development of the nation. Based on the findings and conclusions drawn, the following recommendations have been made.

1. The school authorities should ensure that parents are made to be more involved in their wards academic progress. In that during P.T. A meetings, after general discussion and announcements have been made, parents would be made to sit in the classes their wards are in, by so doing it would afford them and the teachers, actual time to critically look at their wards' performance individualistically and they would be able to ask personal questions which would benefit their wards.
2. G. E. S and the government should come together and agree on a policy where on a particular day within each term, parents are made to come to school with their wards and sit in class with them. By so doing they would participate in all activities the child does during a whole school day. This would give the children a sense of importance and belonging and also encourage them to do better in class. Parents would also have the opportunity to assess the teacher and their wards at the same time.
3. Government and GES should as a matter of urgency provide schools with the needed teaching and learning resources, in order to facilitate the teaching and learning process. On the other hand teachers can improvise these resources which are not readily available. For example when real objects are not available, teachers can make it a point to draw the objects on cardboards or blackboards for better teaching and learning.
4. Teachers should collaboratively work with their colleagues in fostering professional growth through mentoring relationships
5. Teachers should assist in the development and implementation of school improvement plans.

6. G. E. S. should improve school management through improved training of headteachers and other teachers with substantive management responsibility in order for them to function more effectively in their respective positions.
7. Circuit supervisors should be adequately motivated and given the necessary input materials in order to carry out their duties effectively especially in the private schools.
8. The G. E. S. should appoint attached personnel who would be stationed in schools and would be responsible for writing up special yearly detailed reports about all activities that took place in the school within a year. These reports are to be submitted to the G. E. S. The reports will contain detailed professional comments on how the school was run, their performance and the attitude of teachers and pupils towards teaching and learning. These personnel will act as critical friends to the school by giving impartial judgment about important issues affecting the education of the school.
9. School authorities should adhere strictly to G. E. S guidelines on the time for organizing co-curricular activities. Education officials should examine the time tables of schools especially in the public schools to ensure that co-curricular activities do not encroach upon instructional time.
10. Change over periods should be factored into the time table.
11. Bells or sirens should be sounded prior to the change over periods in order for teachers to get ready to leave the class so that time would not be lost during the transition of one period to the other.

12. Heads and owners (proprietors) of private schools should make it their major concern to give their staff in-service training from time to time as well as sponsor their teachers for further studies.
13. Salaries and other benefits of teachers should be paid on time by the government, especially to newly recruited teachers and those who accept postings to hard-to-staff areas.
14. The government should provide teachers with basic amenities such as housing, water and electricity especially in hard – to staff communities to attract qualified teachers to such areas.
15. Governments and politicians should reduce the level of political influence on educational policy and its implementations.
16. Policy makers should give teachers more representation in key – decision –making matters and policies about education.

Recommendations for Further Research

The study of factors which affect academic performance will help to increase measures to improve performance in our schools. However this study was restricted to the New Juaben Municipality area and the conditions prevailing in New Juaben may be different from other areas. Thus, to be able to get a more comprehensive view of how these factors affect performance in public and private schools, there will be the need to conduct similar study in other parts of the country. Making supervision development oriented is also recommended for future studies

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR TEACHERS

This questionnaire has been designed to form part of a research which seeks to compare the academic achievement of students in the public basic schools with their counterparts in the private basic schools in the New Juaben Municipality. Your responses are for research purpose only and shall be treated confidentially.

Please, provide appropriate information to complete space provided or tick[] the correct response in the boxes provided.

SECTION A:

PERSONAL DETAILS

1. Category of school a)Private [] b)Public []

SECTION B:

SUPPORT GIVEN TO WARDS BY PARENTS

Tick the appropriate option that corresponds with your answer to the following questions on how parents/guardian support their wards in your school

No.	Parental support	Strongly Agree	Agree	Disagree	Strongly Disagree	Uncertain
2	Parents visit the school to know the performance of their wards					
3	Teacher invites parents to discuss performance of pupils					
4	Parents respond promptly to					

	school invitations					
5	Parents attend PTA meetings regularly and in their numbers					
6	The PTA has done a lot to improve teaching and learning in the school					
7	Parents provide the needed learning materials for wards					
8	Parents assist wards with their homework					
9	Parents pay for extra tuition for wards when it is needed					

**SECTION C:
LEVEL OF TEACHER QUALIFICATION AND
COMPETENCE**

10. Highest Academic Qualification

- a) S.S.C.E. / G.C.E. "O" Level [] b) G.C.E. "A" Level []
c) Bachelors Degree [] d) Masters Degree and above []

11. Rank

- a) Superintendent []
b) Senior Superintendent []
c) Principal Superintendent []
d) Assistant director and above []

Tick the appropriate option that corresponds with your answer to the following questions on the extent to which you agree or disagree with the following classroom activities.

No.	Classroom Activities	Strongly Agree	Agree	Disagree	Strongly Disagree
13	Teacher marks exercises and returns them on time				
14	Teacher marks corrections				
15	Assignment are given at the end of every topic				
16	Teacher is punctual to classrooms				
17	Teacher gives notes for student's revision				
18	Teacher speaks clearly in class				
	Teacher presents lesson systematically				
20	Teacher writes clearly for students to read from the board				
21	Teacher uses teaching and learning material to teach in the classroom				

**SECTION D:
TEACHING AND LEARNING RESOURCES AVAILABLE IN YOUR
SCHOOL**

Tick the appropriate option that corresponds with your answer to the following questions to the extent the following teaching and learning resources are available in your school.

No.	Resources	Available and adequate	Available but not adequate	Not available at all	uncertain
22	Text books				
23	Library books				
24	Laboratories for practical work				
25	Equipment for practical work				
26	Illustration materials				
27	Writing desks and chairs				

**SECTION E:
THE EXTENT OF SUPERVISION IN YOUR SCHOOL**

Tick the appropriate option that corresponds with your answer on how often the headteacher performs the following supervisory roles in your school.

No.	Headteachers supervision	Very often	Often	Quiet often	Not at all
28	Headteacher inspects lesson notes of teachers				
29	Headteacher inspects lesson plans of teachers				
30	Headteacher inspects schemes of work of teachers				
31	Headteacher inspects attendances of teachers to school				

Tick the appropriate option that corresponds with your answer to the following questions on the extent to which you agree or disagree with how supervision is done in your school.

No.	Supervision in your school	Strongly Agree	Agree	Disagree	Strongly Disagree
32	Headteacher visits the class during lesson periods				
33	Circuit supervisors visit the school regularly				
34	Teachers inspect students notes regularly				
35	Teachers check attendance of students regularly				
36	Teachers supervise other activities in the school apart from classroom work				
37	Headteacher inspects assignment books of students occasionally				

**SECTION F:
THE USE OF INSTRUCTIONAL TIME ON TASK**

On a typical day, what amount of time is spent on each of the following activities during class hours?

No.	Activities	0-9mins	10-19 mins	20-29mins	30mins and above
38	Time used for instruction (teaching)				
39	Time used for change over periods				
40	Time used for class exercises				
41	Time used in copying notes				
42	Time used for marking assignments				

Tick the appropriate option that corresponds with your answer to the following questions on how often teachers perform the following duties in class.

No.	Duties	Very often	Often	Quiet often	Not at all
43	Teacher gives class exercises				
44	Teacher gives homework				
45	Teacher gives class tests				
46	Teacher gives notes				

Tick the appropriate option that corresponds with your answer to the following questions on how the following problems affect the use of instructional time in your school

No.	Problem	Very serious Problem	Serious problem	Minor problem	Not a Problem
47	Changing over of periods to another				
48	Teacher supervising co-curricular activities(sports/cultural activities)				
49	Students attending morning assemblies				
50	Teachers attending too many staff/ committee meetings				

51	Teachers leaving class before the end of the period				
52	Teachers participation in GES organized programmes				
53	Teachers visiting regional/district education office				
54	Visitors interruptions during class hours				
55	Break periods exceeding official duration				
56	Students attending rehearsals for co-curricular activities				
57	Teachers absenting themselves from classes				
58	Teachers being late to school				

59. What arrangements do teachers most often make anytime they absent themselves from class (tick only one)

- a) Give class exercises []
- b) Ask another teacher to stand in []
- c) Give the class notes to copy []
- d) Ask pupils to join another class []

SECTION G:

LEVEL OF MOTIVATION IN YOUR SCHOOL

Tick the appropriate option that corresponds with your answer on the level of your agreement on teacher motivation in your school.

No.	Motivators	Strongly agree	Agree	Disagree	Strongly disagree
60	Provision of adequate teaching and learning materials				
61	Teachers having good working relationship with the leadership of the school				
62	Students attaining good grades				

63	Provision of In-service training				
64	Provision of accommodation for teachers				
65	Teachers receiving monetary bonus				
66	Teachers receiving material gifts				
67	Provision of transportation for teachers				

68. In your view how can academic performance be improved.

.....

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THANK YOU

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

This questionnaire has been designed to form part of a research which seeks to compare the academic achievement of students in the public basic schools with their counterparts in the private basic schools in the New Juaben Municipality. Your responses are for research purpose only and shall be treated confidentially. Please, provide appropriate information to complete spaces provided or tick the correct response in the boxes provided.

SECTION A: PERSONAL DETAILS

1. Category of school: Public [] Private []

SECTION B:

SOCIO-ECONOMIC BACKGROUND OF PARENTS AND SUPPORT GIVEN TO THEIR WARDS

2. Educational background of parents/guardian

Last school Attended by	Father	Mother	Guardian
a)J.S.S./Middle School			
b)Technical/Secondary			
c)Tertiary			
d)No Schooling			

Parents / Guardians occupation.

No	Parent/Guardian	Self employed	Civil/Public servant	Unemployed	None
3.	Father				
4.	Mother				
5.	Guardian				

6. Who takes care of your schooling?

- a) Both parents [] b) mother only [] c) father only [] d) guardian []

7. How many siblings do you have?

- One [] b) two [] c) three [] d) four and above []

8. When are your fees paid?

- a) Immediately school re-opens [] b) in the middle of the term []
 c) When I am sent home for it [] d) I do not pay fees because it is free []

9. How does the above question (10) affect your studies?

- a) I can concentrate because fees are paid on time []
 b) I cannot concentrate because fees are not paid on time []
 c) I can concentrate because I do not pay fees []
 c) Other (specify).....

Tick the appropriate option that corresponds with your answer to the following questions on how parents/guardian support you in school

No.	Parental support	Strongly Agree	Agree	Disagree	Strongly Disagree
10	Parents visit the school to know the performance of their wards				
11	Teacher invite parents to discuss performance of pupils				
12	Parents respond promptly to school invitations				
13	Parents attend PTA meeting regularly and in their numbers				
14	The PTA has done a lot to improve teaching and learning in the school				
15	Parents provide the needed learning materials for wards				
16	Parents assist wards with their homework				
17	Parents pay for extra tuition for wards when it is needed				

SECTION C:

LEVEL OF TEACHER QUALIFICATION AND COMPETENCE

Tick the appropriate option that corresponds with your answer to the following questions on the extent to which you agree or disagree with the following classroom activities performed by the teacher

No.	Classroom Activities	Strongly Agree	Agree	Disagree	Strongly Disagree
18	Teacher marks exercises and returns them on time				
19	Teacher marks corrections				
20	Assignment are given at the end of every topic				

21	Teacher is punctual to classrooms				
22	Teacher gives notes for student's revision				
23	Teacher speaks clearly in class				
24	Teacher presents lesson systematically				
25	Teacher writes clearly for students to read from the board				
26	Teacher uses teaching and learning material to teach in the classroom				

**SECTION D:
TEACHING AND LEARNING RESOURCES AVAILABLE IN YOUR
SCHOOL**

Tick the appropriate option that corresponds with your answer to the following questions to the extent the following teaching and learning resources are available in your school.

No.	Resources	Available and adequate	Available but not adequate	Not available at all	Uncertain
27	Text books				
28	Library books				
29	Laboratories for practical work				
30	Equipment for practical work				
31	Illustration materials				
32	Writing desks and chairs				

**SECTION E:
THE EXTENT OF SUPERVISION IN YOUR SCHOOL**

Tick the appropriate option that corresponds with your answer to the following questions on the extent to which you agree or disagree with how supervision is done in your school

No.	Supervision in your school	Strongly Agree	Agree	Disagree	Strongly Disagree
33	Headteacher visits the class during lesson periods				
34	Circuit supervisors visit the school regularly				
35	Teachers inspect students notes regularly				
36	Teachers check attendance of students regularly				
37	Teachers supervise other activities in the school apart from classroom work				
38	Headteacher inspect assignment books of students occasionally				

**SECTION F:
THE USE OF INSTRUCTIONAL TIME ON TASK**

On a typical day, what amount of time is spent on each of the following activities during class hours?

No.	Activities	0-9mins	10-19 mins	20-29mins	30mins and above
39	Time used for instruction (teaching)				
40	Time used for change over period				
41	Time used for class exercises				
42	Time used in copying notes				

Tick the appropriate option that corresponds with your answer to the following questions on how often teachers perform the following duties in class.

No.	Duties	Very often	Often	Quiet often	Not at all
43	Teacher gives class exercises				
44	Teacher gives homework				
45	Teacher gives class test				
46	Teacher gives notes				

Tick the appropriate option that corresponds with your answer to the following questions on how the following problems affect the use of instructional time in your school.

No.	Problem	Very serious Problem	Serious problem	Minor problem	Not a Problem
47	Changing over of periods to another				
48	Teacher supervising co- curricular activities(sports/cultural activities)				
49	Students attending morning assemblies				
50	Teachers attending too many staff/ committee meetings				
51	Teachers leaving class before the end of the period				
52	Teachers participation in GES organized programmes				
53	Teachers visiting regional/district education office				
54	Visitors interruptions during class hours				
55	Break periods exceeding official duration				
56	Students attending rehearsals for co- curricular activities				

57	Teachers absenting themselves from classes				
58	Teachers being late to school				

59. What arrangements do teachers most often make anytime they absent themselves from class (tick only one)

- a) Give class exercises []
- b) Ask another teacher to stand in []
- c) Give the class notes to copy []
- d) Ask pupils to join another class []

**SECTION G:
LEVEL OF MOTIVATION IN YOUR SCHOOL**

Tick the appropriate option that corresponds with your answer on the level of your agreement on teacher motivation in your school.

No.	Teacher motivation	Strongly agree	Agree	Disagree	Strongly disagree
60	Provision of teaching and learning materials for teachers to use				
61	Provision of accommodation for teachers				
62	Provision of transportation for teachers to and from school				

63. In your view how can academic performance be improved.

.....

.....

.....

THANK YOU

APPENDIX III

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire has been designed to form part of a research which seeks to compare the academic achievement of students in the public basic schools with their counterparts in the private basic schools in the New Juaben Municipality. Your responses are for research purpose only and shall be treated confidentially. Please, provide appropriate information to complete spaces provided or tick the correct response in the boxes provided.

SECTION A:

PERSONAL DETAILS

1. Category of the school? Private [] Public []

SECTION B:

SUPPORT GIVEN TO WARDS BY PARENTS

Tick the appropriate option that corresponds with your answer to the following questions on how parents/guardian support their wards in your school

No.	Parental support	Strongly Agree	Agree	Disagree	Strongly Disagree
2	Parents visit the school to know the performance of their wards				
3	Teacher invites parents to discuss performances of pupils				
4	Parents respond promptly to school invitations				
5	Parents attend PTA meetings regularly and in their numbers				

6	The PTA has done a lot to improve teaching and learning in the school				
7	Parents provide the needed learning materials for their wards				
8	Parents pay for extra tuition for wards when it is needed				

SECTION C:

LEVEL OF TEACHER QUALIFICATION AND COMPETENCE.

Tick the appropriate option that corresponds with your answer to the following questions on the extent to which you agree or disagree with the following classroom activities that the teacher performs.

No.	Classroom Activities	Strongly Agree	Agree	Disagree	Strongly Disagree
9	Teacher marks exercises and returns them on time				
10	Teacher marks corrections				
11	Assignment are given at the end of every topic				
12	Teacher is punctual to classrooms				
13	Teacher gives notes for student's revision				
14	Teacher presents lessons systematically				
15	Teacher writes clearly for students to read from the board				
16	Teacher uses teaching and learning materials to teach in the classroom				

SECTION D:
**TEACHING AND LEARNING RESOURCES AVAILABLE IN YOUR
SCHOOL**

Tick the appropriate option that corresponds with your answer to the following questions on the extent to which the following teaching and learning resources are available in your school.

No.	Resources	Available and adequate	Available but not adequate	Not available at all	Uncertain
17	Text books				
18	Library books				
19	Laboratories for practical work				
20	Equipment for practical work				
21	Illustration materials				
22	Writing desks and chairs				

SECTION E:
THE EXTENT OF SUPERVISION IN YOUR SCHOOL

Tick the appropriate option that corresponds with your answer on how often the headteacher performs the following supervisory roles in your school.

No.	Head teacher's supervision	Very often	Often	Quite often	Not at all
23	Headteacher inspects lesson notes of teachers				
24	Headteacher inspects lesson plans of teachers				
25	Headteacher inspects schemes of work of teachers				
26	Headteacher inspects attendances of teachers to school				

Tick the appropriate option that corresponds with your answer to the following questions on the extent to which you agree or disagree with how supervision is done in your school

No.	Supervision in your School	Strongly Agree	Agree	Disagree	Strongly Disagree
27	Headteacher visits the class during lesson periods				
28	Circuit supervisors visit the school regularly				
29	Teachers check attendance of students regularly				
30	Teachers supervise other activities in the school apart from classroom work				
31	Headteacher inspects assignment books of students occasionally				

SECTION F:

THE USE OF INSTRUCTIONAL TIME ON TASK

Tick the appropriate option that corresponds with your answer to the following questions on how often teachers perform the following duties in class.

No.	Duties	Very often	Often	Quite often	Not at all
32	Teacher gives class exercises				
33	Teacher gives homework				
34	Teacher gives class test				

Tick the appropriate option that corresponds with your answer to the following questions on how the following problems affect the use of instructional time in your school

No.	Problem	Very serious Problem	Serious problem	Minor Problem	Not a Problem
35	Changing over of periods to another				
36	Teacher supervising co-curricular activities(sports/cultural activities)				
37	Students attending morning assemblies				
38	Teachers attending too many staff/ committee meetings				
39	Teachers leaving class before the end of the period				
40	Teachers participation in GES organized programmes				
41	Teachers visiting regional/district education office				
42	Visitors interruptions during class hours				
43	Break periods exceeding official duration				
44	Students attending rehearsals for co-curricular activities				
45	Teachers absenting themselves from classes				
46	Teachers being late to school				

47. What arrangements do teachers most often make anytime they absent themselves from class (tick only one)

- a) Give class exercises []
- b) Ask another teacher to stand in []
- c) Give the class notes to copy []
- d) Ask pupils to join another class []

SECTION G:

LEVEL OF MOTIVATION IN YOUR SCHOOL

Tick the appropriate option that corresponds with your answer on the level of your agreement on teacher motivation in your school.

No.	Motivators	Strongly agree	Agree	Disagree	Strongly disagree
48	Provision of adequate teaching and learning materials				
49	Teachers having good working relationship with the leadership of the school				
50	Students attaining good grades				
51	Provision of In-service training				
52	Provision of accommodation for teachers				
53	Teachers receiving monetary bonus				
54	Teachers receiving material gifts				
55	Provision of transportation for teachers				

56. In your view how can academic performance be improved.

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THANK YOU