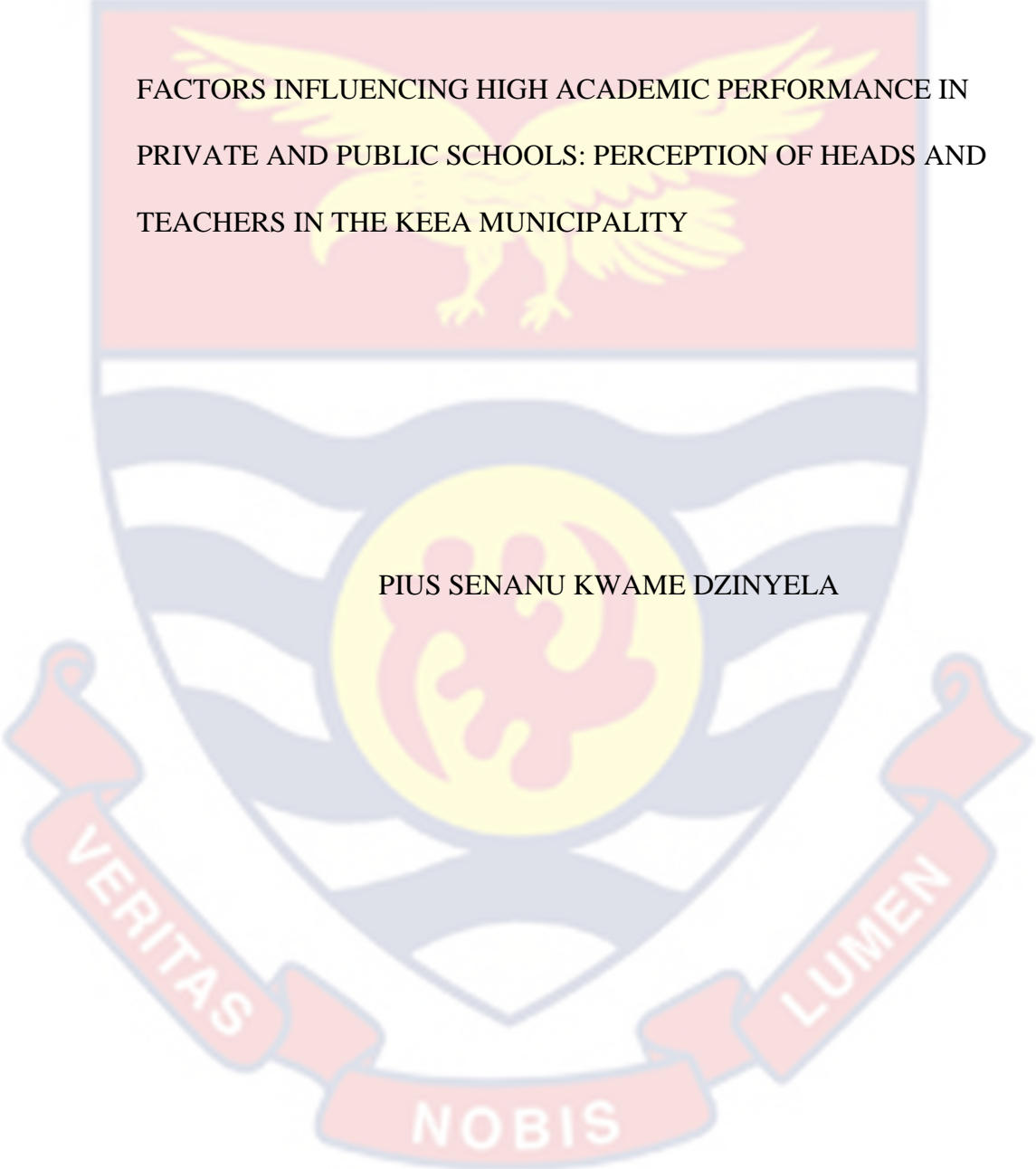


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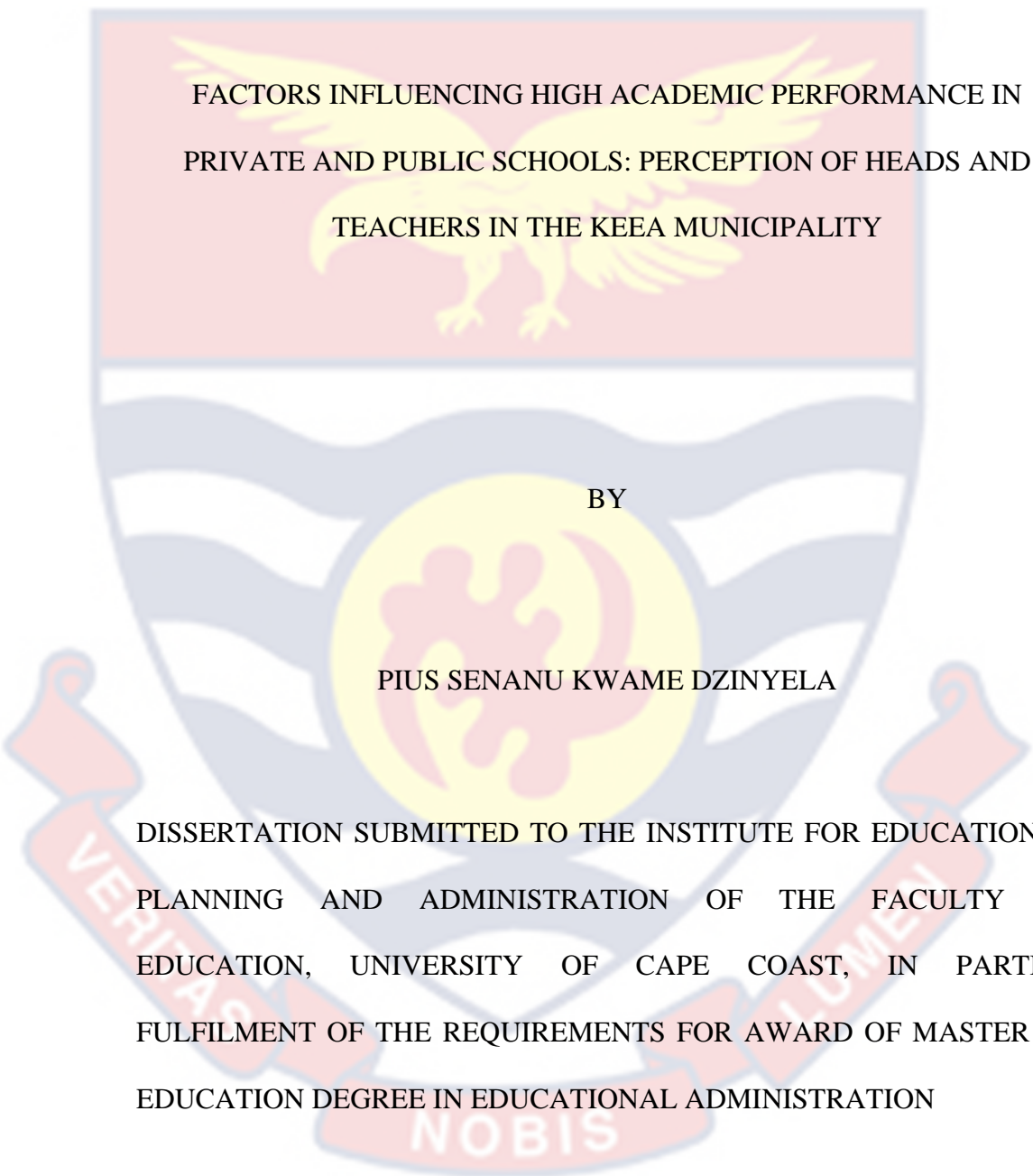


FACTORS INFLUENCING HIGH ACADEMIC PERFORMANCE IN  
PRIVATE AND PUBLIC SCHOOLS: PERCEPTION OF HEADS AND  
TEACHERS IN THE KEEA MUNICIPALITY

PIUS SENANU KWAME DZINYELA

2013

UNIVERSITY OF CAPE COAST



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PRIVATE AND PUBLIC SCHOOLS: PERCEPTION OF HEADS AND  
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BY

PIUS SENANU KWAME DZINYELA

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FULFILMENT OF THE REQUIREMENTS FOR AWARD OF MASTER OF  
EDUCATION DEGREE IN EDUCATIONAL ADMINISTRATION

MAY 2013

## DECLARATION

### Candidate's Declaration

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

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

Name: Pius Senanu Kwame Dzinyela

### Supervisor's Declaration

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

Supervisor's Signature:..... Date:.....

Name: Rev K. Arko Boham

## ABSTRACT

The difference in academic performance in public and private basic schools has been the concern of many researchers and educationists in recent times. The study was conducted to find out Heads' and teachers' perception of factors that promote high academic performance of private schools as compared to public schools in the Komenda Edina Eguafó Abrem (KEEA) Municipality in the Central Region of Ghana.

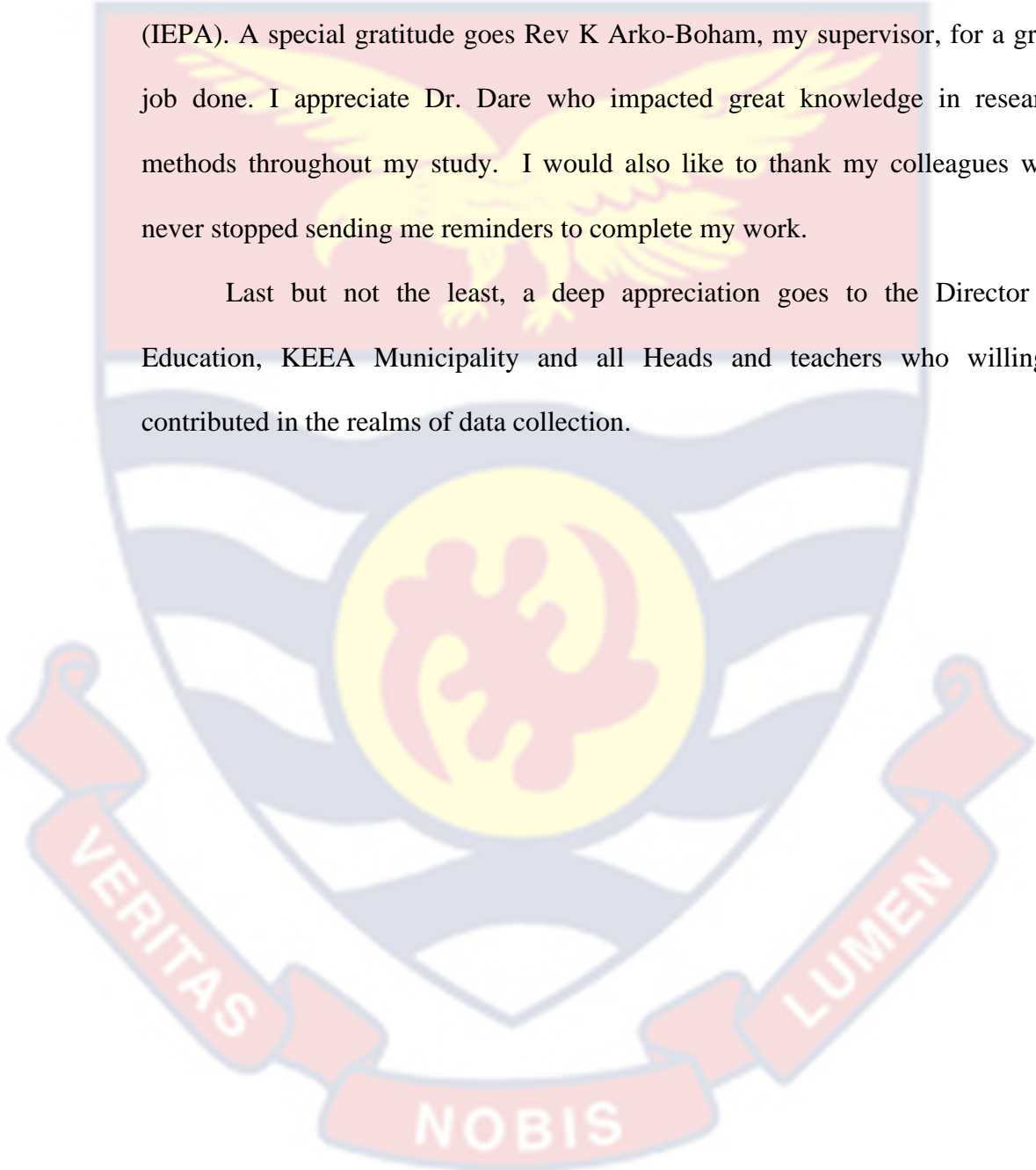
Data was collected using ten public and private Junior High Schools each in the KEEA Municipality. Questionnaires were used for the data collection in the study. Data collected was analyzed using frequencies and percentages.

Respondents generally agreed that a good management system by the Head contributes immensely to academic performance. A good commitment by teachers was not ruled out by a high percentage of respondents. They agreed to a very great extent that good commitment of teachers also influence the academic performance of the pupils. It was recommended that teachers should be motivated to boost their morale in and out of the classroom.

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Last but not the least, a deep appreciation goes to the Director of Education, KEEA Municipality and all Heads and teachers who willingly contributed in the realms of data collection.



## DEDICATION

To my two lovely daughters Amy Emefa and Alma Delali Dzinyela as a token of  
my love to them



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## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

Education is the determining factor of the level of development of any nation. As such, nations invest so much into education. Ghana, in the year 2011, dedicated about 48% of its total recurrent budget to education. In fact, education is the single most important social institution that influences and is influenced by other social institutions.

With the attainment of independence status in Ghana, the control of political policy became the responsibility of Ghanaians. It was realised that the only way to unlock the door to modernization is through well-structured education with emphasis on science and technology. The new independent Ghanaian political leaders under Dr. Kwame Nkrumah set up a committee chaired by the then Minister of Education Mr. Kojo Botsio to devise a plan to accelerate the development of Education in Ghana. The work of the committee gave rise to the promulgation of Accelerated Development Plan of 1951.

In 1952, the Accelerated Development Plan made these provisions:

1. A tuition-free elementary education for children between the ages of 6 and 12 years.
2. Creation of more primary and middle schools
3. Certificate 'B' two-year teachers' course which helped to train more teachers.
4. Certificate 'A' post 'B' teachers' course

5. Sixth form course which was to be taken after GCE ordinary level.
6. The expansion of Kumasi College of Technology to enable it offer more technical courses (Adjei-Mensah, Ampedu, Atwi, Anyagre, Coffie, Mensah, Akuamoah & Vaadi, 2001).

Many governments after Nkrumah made frantic efforts to put the Ghanaian educational system in the right perspective. However frequent military interventions rendered these attempts fruitless. Apart from this, tightening fiscal constraints in many countries including Ghana limited the public sector's ability to expand free education, creating a particularly serious problem for the poorest countries, where demand for schooling is projected to increase drastically in the coming decades.

This situation compelled the Ghanaian authorities to fall on external agencies for intervention. International development partners such as the United State Agency for International Development (USAID), United Nation Education Scientific and Cultural Organisation (UNESCO), Canadian Development Agency (CIDA), Overseas Development Agency (ODA) and World Bank have all registered their commitment in teaming up with national government to improve access to basic education as the basis for higher education (Aboagye, 2005).

In spite of the interventions made by these donor agencies in improving access to basic education through provision of infrastructure, training and provision of teaching learning materials, there is still the burning desire in many developing countries to provide education for more and more children and also to cater for the illiterate adults who have received no formal education at all. This problem has indeed over burdened the national budget

which is also largely donor funded. In response to this situation several African governments have liberalized their systems and relinquished the state monopoly of providing education to its citizenry and called for private sector participation in provision of education especially at the basic level.

The rise of Japan into the status of an economic giant today (Evans, 1991), as well as the emergence of Hong-Kong, Singapore, Korea, Taiwan, and recently Malaysia, into economic miracles, have all been attributed to the heavy investments these countries made in the education of their citizens (Rains, 1990).

In Ghana, the state policy on education states that the government should endeavour to provide equal and adequate educational opportunity in all fields and at all levels for Ghanaians (Government Gazettes, 1982). The Dzobo Committee's Report of 1974 also stressed the need to provide equal educational opportunities for all. The report lamented "the great disparity in educational provision in the urban areas as compared with the rural areas..." (p. 2).

When talking about academic performance, the teachers' role in delivering effective education cannot be overemphasized. In fact, the teacher is the most important resource input into education. The personal emolument at the basic level in Ghana accounts for 90% of the recurrent expenditure on education (UNESCO, 1983; 1988). In a developing country such as Ghana where teaching and learning aids are scarce, the quality of the teacher is crucial in providing qualitative instruction (Windham, 1988). As a result, it is very important to distribute teachers evenly across the nation to ensure that all groups of children have the same professional touch in the provision of

education or better still, motivate teachers who are posted to the remote areas to enable them give their best to the children in those deprived communities.

However, it is disheartening to know that Ghana does not even have the requisite number of trained teachers in the nation to render the said professional teaching services.

In 1990, the PNDC Secretary for School Education at a USAID conference on Educational Reforms stated that more than 50% of trained and highly qualified teachers have left basic education level because of the economic decline of the country some years ago, thus resulting in ineffective instruction.

Concerning quality of teaching, Caillods and Postlethwaite (1989) point out that “if children are to be given equal educational opportunities, it is crucial that countries with large differences between schools undertake regular surveys to identify the differences in teachers and resource and try to redress the balance through differential allocation of resources” (p.179). This is due to the fact that resource allocation, to a very large extent, influences the quality of education in schools.

Pupil-teacher contact hour is another determining factor when looking at the academic performance of children in schools. However, some Ghanaian children appear not to have any significant teacher contact hour. According to the Ministry of Education (1991), circular on Basic Education Certificate Examination, it came to light that some JHS candidates did not write papers such as Life Skills, Technical skills and Vocational Skills “for the simple reason that they were not taught due to lack of teachers” (p.1). Though this

may seem to be an extreme case, there are several isolated cases of this nature that go unnoticed.

The current educational reforms in the country have made basic education occupy a very crucial position in the educational system and this has been strengthened since the introduction of the Junior Secondary School as part of basic level of education. Perhaps it is in the view of this that the Ministry of Education is showing much concern about staffing of schools at the basic education level.

It came to light that lack of quality instructional time in Ghana contributed to the low academic performance of children in schools. This was one of the major factors for the introduction of the Education Reform Programmed in 1987. Six years after the reform had been implemented the then Director-General of GES, Mr. John Attah Quaison, had this to say in a letter to the District Directors of Ghana:

*As you are aware, one of the surest ways of ensuring the attainment of good teaching and learning situation in the school for the delivery of quality education is by maintaining official levels of teacher/pupil contact hour or instructional time in the school. Reports from the monitoring of schools indicated that nation-wide; there is rampant absenteeism in school. This had drastically reduced instructional time in schools resulting in poor achievement by pupils (p.1).*

Since independence, Ghana has made efforts to improve access and quality of education. The evidence includes the Education Act of 1961 and the New Educational Reforms of 1987. Kuwornu (1995) indicated that despite all

these efforts of improvement, there are complaints that academic standards do not merit the attention given to it by the government. The performance of pupils in public and private schools is illustrated in Table 1.

**Table 1: Criterion Reference Test Results for Private and Public Schools in Ghana: 1994, 1996 and 1997**

Year	Type of School	Subject	Mean Score	Percentage Reaching Mastery level
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	74.0	31.0
1997	Public	English	33.9	6.2
		Maths	29.9	2.7
	Private	English	67.4	68.7
		Maths	51.7	40.4

Source: Ghana, Ministry of Education/PREP:

Criterion Reference Test Reports 1994, 1996, 1997, (1999)

Table 1 above aver the ongoing discussion that, the private basic schools are performing better than the public basic schools. Ironically, majority of the teachers teaching at the public schools are better trained and well paid than those in the most of the private school. Consequently, the onus lies with all stakeholders in the education sector especially the GES to help correct the situation. It is in line with this situation that the GES in collaboration with the Ministry of Education has constituted a National



Inspectorate Board to help supervise teachers in order to give off their best in the classroom.

### **Statement of the Problem**

In recent years, the nation has become so much concerned about students' performance which is below expectation at the basic school level in Ghana. However, as said earlier, it is disheartening to know that public schools, which have about 80% of the student population, perform poorer than private schools. However, promoting high student performance and maintaining standards of academic excellence is perceived to be the priority of most school heads. This is because ultimate outcome of teaching and learning is improvement in the quality of students' experiences and achievements.

Unfortunately, the recent dwindling in academic performance in the Basic School Certificate Examination (BECE) by the public schools between 2010 and 2012 has led to public outcries and demand for more educational accountability in the country. The mass failure of students in public examinations has made parents lose confidence in the ability of the public schools to deliver quality products and therefore resort to sending their children to private schools where higher schools fees are paid (Opare, 1999).

In his study of student achievement in public and private basic schools in Ghana, Opare (1999) found that pupils in the private schools out-performed their counterparts in the public schools in terms of achievement outcomes. Opare suggested that despite extensive internal and external supervision, public schools are not adequately supervised. Opare however did not directly investigate factors contributing to the poor academic performance of students in the public basic schools.

There is therefore the need to find out factors that affect the poor academic performance of pupils in the Komenda Edina Eguafo Abrem (K.E.E.A) Municipality. K.E.E.A is noted for poor academic performance. As a result, this study seeks to investigate teacher perception of factors influencing the poor academic performance of public basic schools in K.E.E.A Municipality.

### **Purpose of the Study**

The purpose of the study was to explore the factors responsible for the disparity in the academic performance of private and public schools at the basic school level in K.E.E.A Municipality. Specifically, the study sought to;

1. Examine school factors which are perceived to promote academic performance of pupils in public and private basic schools in the K.E.E.A Municipality.
2. Explore teacher behaviours that are perceived to contribute to the disparities in the academic performance of private and public basic schools in the KEEA.
3. Identify pupil characteristics that are perceived to contribute to the disparities in the academic performance of private and public basic schools in the KEEA?

### Research Questions

The following questions are posed to guide the study:

1. What school factors are perceived to promote academic performance of pupils in public and private basic schools in the K.E.E.A Municipality?
2. What teacher behaviours are perceived to contribute to the disparities in the academic performance of private and public basic schools in the KEEA?
3. What pupil characteristics are perceived to contribute to the disparities in the academic performance of private and public basic schools in the KEEA?

### Significance of the Study

The study will contribute to existing knowledge on how to deal with the disparities in the academic performance of private and public basic schools in the K.E.E.A Municipality in particular and the central region in general. More importantly, the study will help equip school heads, teachers, and parents with ways of improving students' performance in the public basic school level. Again, the study would help the heads, teachers and parents create the climate that will ensure desirable academic performance of students in the public school. In the same way, the results of the study are intended to inform policy makers in the education sector as well as other stakeholders about the factors responsible for the disparity in the academic performance of private and public schools of students in the public schools in general and the K.E.E.A Municipality in particular.

### **Delimitation of the Study**

Inequalities and disparities in educational opportunities are broad concepts. Authorities are yet to settle on the exact definitions of those concepts (Ferge, 1981, Kozakiewicz, 1987). There are many concepts leading to disparity and it is necessary to narrow down on the concept in a cross-sectional or exploratory study of this nature. The study concentrated more on economical and geographical features but sparingly on other features such as psychological features. Consequently, the KEEA Municipality was chosen. The study was limited to ten private and public schools in the Municipality. Also, the analysis was focused on six main dimensions of the study which are teachers' output, pupil's performance, parent's capability, teacher qualification, monitoring and evaluation as well as economic and social factors.

### **Limitations of the Study**

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. Headteachers who were to be interviewed preferred questionnaires instead of interview for the reason of not having enough 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.

**Educational Reform Programme:** This includes all the innovations, improvements and changes that have been introduced into the country's educational system between 1987/8 and 1997/98 academic years.

**Private Schools:** Schools controlled by an independent individual or an agency other than a state, a sub-division of a state, or a federal government and which is usually supported primarily by government funds, and the operation of whose programmes rest with other publicly elected or appointed officials.

**Public Schools:** Schools that are operated by publicly elected or appointed school officials, in which the programmes and activities are under the control of these officials and which are supported primarily by public funds. In Ghana, public schools are under the control of the Ministry of Education. They are financed entirely from public funds, have been in existence for a much longer period in the provision of educational opportunities.

**International Schools:** (Mostly in Accra) they are generally multiracial schools attended by the children of the most affluent in the society. Some of the schools in this category are, however, run by educational institutions for the children and wards of their employees. These are attached to high institutions such as, the Universities.

**Academic Performance:** The academic results of pupils.

**Extra-classes and extra educational media:** Classes and extracurricular activities organized for pupils after normal school hours.

**Competitive spirit among pupils:** The desire and attitude among pupils to always be the first.

Abbreviations:

JHS: Junior High School

SHS: Senior High School

BESIP: Basic Education Sector Improvement programmed

AD: Assistant Director

PS: Principal Superintendent

SS: Senior Superintendent

S: Superintendent

AS: Assistant Superintendent

GES: Ghana Education Service

MOE: Ministry of Education

### **Organization of the rest of the Study**

The rest of the study comprised the second chapter which is the review of relevant related literature. The methodology and research design used in conducting the survey, the data collection instruments as well as the pilot study are described in Chapter Three. The data analysis and discussion of results can be found in Chapter four while Chapter five is devoted to the summary and conclusions drawn from major findings as well as recommendations for theory and practice.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

This Chapter reviews the available literature related to the study. The review of literature covers theoretical framework of the study. Some of these theoretical frameworks include leadership and management, supervision of teachers, motivation, and disparities in resource input in education. The others are recruitment and replacement of teachers, public education in Ghana as well as quality of teaching in both institutions. Specifically, areas covered in the review of literature generated relevant and meaningful data in answering research questions and these include the following:

1. Determinants of performance
2. Disparities in resource input in education
3. Quality of teaching in private and public schools
4. Teacher/pupil attitude
5. Disparities in teaching staff positions
6. Socio- Economic Status of Parents and Parents' Support for Pupils
7. Availability of adequate school infrastructure
8. Supervision of Teachers
9. Motivation of Teachers/Students
10. Private schools in the Ghanaian context
11. Public schools in the Ghanaian context

### **Determinants of Performance**

Education is aimed ultimately at the total development of individuals. In order that individuals develop behaviour patterns acceptable to society, the necessary conditions for such development must be provided. To do this, those factors, which affect individual's learning, should be identified and controlled.

Addae-Mensah et al. (1973) conducted a study investigating some of the reasons why public elementary school pupils did not do well in the Common Entrance Examination. They came out with these factors:

1. Lack of effective supervision
2. Poor working conditions for teacher
3. Poor environmental conditions
4. Lack of finance
5. Lack of textbooks
6. Problem of English Language
7. Poor quality of teachers
8. Pupil's socio-economic background

### **Disparities in Resource Input in Education**

Oxenham (1985), in his book, "Equality policies for Educational Opportunities" talked about disparities in resource input in education and these are:

- i) The distribution of resources between levels of education.
- ii) Differences in the allocation of educational institutions across geographical areas and social groups, and



- iii) Differences in the provision of resources, efficiency and attainments between educational institutions and groups.

According to Oxenham (1985), educational inequality linked to socio-economic and political power is much more marked in developing countries. He said some schools tend to attract higher levels of resources including textbooks, equipment and other teaching resources such as quality and experienced teachers. He emphasized that inequalities of resource inputs correspond with inequalities in internal efficiency such as attendance, repetition and attainment. He, however, did not state the extent to which inequalities of resource inputs relate to internal efficiency.

Oxehnam (1985) concluded that no government can prevent the issue of inequalities in education but only reduce them and though not very easy to achieve and sustain, reduction in inequalities is feasible. Mansary (1991), whilst discussing the marginalized in education, said that equality of educational opportunity does not mean the provision of the same kind of experience but rather entails provision of each individual equal opportunity to develop his talents. Mansary (1991) agreed with Anderson and Windham (1982) that lack of human resources poses a serious constraint in providing equal educational opportunity in Africa. This, he said, is the result of geographical and demographic conditions such as harsh environment, vast distances and widely scattered population. He affirmed that, “virtually in every African country, one observes vast disparities in the distribution and use of educational opportunities among geographical regions, between rural and urban localities and between sexes” (p.18). He suggested that the issue of

disparity is examined in the lights of the provision of human and material resources with the view to enhancing the right kind of educational experience.

Heyneman (1982), in discussing “Equality Opportunity in Theory” with respect to resource inputs in education, gave the following prepositions of equality of educational opportunities:

- i. An all-equal opportunity is to ensure that as closely as possible the chances to use resources are given to every pupil or there should be equal exposure to resources.
- ii. Equal exposure implies equal distribution of resources. Whether maximum benefit has been derived from the resources at all levels or not does not determine the attainment of equal opportunity.
- iii. Equal opportunity ensures that inequalities in utilization of resources will not disappear. This philosophy, however, contradicts the first two notions raised.

Heyneman (1982) said once there is a principle about equal – opportunity in the society, it implies that there are inequalities. But is inequality morally accepted in a just society? Yes, as much as they are attained fairly for example in sports, physics and music.

He came out with policies which will lead to the attainment of equal access to resources.

- i. Distribution of both material and human resources is a necessity.
- ii. There should be a clear cut difference between Zones/Districts of a Region.
- iii. The Degree of distribution should be measurable in terms of quantity and quality and

- iv. There should be an agreement between consumers that the items should be fairly distributed.

### **Quality of Teaching in Private Schools**

Private schools are on the increase and have the greatest patronage as a result of the fact that they provide the environments that are particularly conducive to the academic improvement of even the average student (Powel, Farrar, and Cohen, 1985). The other explanation is that private school provides excellent instruction and as such guarantees high levels of academic performance and as such, perceived as a mechanism for perpetuating the stratification system (Sernau, 1993).

According to Cookson and Persell (1985), private schools provide the mechanism for social mobility. This explains the high patronage and high academic performance of pupils in private schools relative to those in public schools in Ghana. Ghana macroeconomic Review 2000 on Review of Basic and Secondary Education with a special feature on basic and secondary education has this to say, “ In the education sector, concerns have been raised about the quality of education and the differences between rural and urban schools”. Education funding is still a very sensitive issue at the tertiary level. The current reforms in the basic education sector in Ghana are being implemented under the umbrella of the Basic Education Sector Improvement Programme (BESIP). The programme has three components, namely: improving the quality of education; improving the quality of education management; and improving access to basic education. There is the need for greater effort and commitment to ensure that these components of the programme are fully implemented.

### **Disparities in Teaching Staff Positions**

The quality of the teacher will contribute to a very great extent to performance of pupils in a school. According to Rebore (1982), a number of variables may positively or negatively affect the recruitment of human resources for a school. These are the employment conditions in the community where the school is located, record of academic standard of the school, salary levels, promotion prospects, the attitude of people and fringe benefits.

Rebore (1982) illustrated that in a country where salary levels are uniform, teachers may not be attracted to work in difficult areas. He further argued that as a sequence to the above variables there could be constraints which may prevent teachers from working in a particular school. These constraints may be the policies of Board of Governors, the reputation and policies of the school and the human relations of the head of the school.

Windham (1988) said that the teacher is the pivot of classroom instructional activity. So the teacher's characteristic indicates his quality and effectiveness. Other indicators are formal educational attainment, teacher training attainment, age, experience and specialization. Windham noted that the age of the teacher can be used as an indicator to stand for emotional maturity or experience. Experience, he said connotes skills that have occurred overtime from formal and informal learning opportunities to which the teacher has been exposed. "Experience", he says, usually expresses the number of years of teaching but this is also debatable. It varies from teacher to teacher within and among communities.

Stephens (1955) was of the view that an important task of the supervisor or mentor is to provide teacher-trainees with access to expert knowledge, which works in practical situations. According to him, this task closely matches the British Department for Education's expectation that training should equip student's (teacher trainees) with essential competencies, including the subject knowledge and professional and personal skills which new teachers need to manage, maintain order and teach effectively in their classrooms.

Olger and Garner (1996) defined teacher competence as the skills, knowledge and understanding that are required to ensure that teaching is effective for full range of pupils taught by that teacher. This implies that teachers are expected to employ a range of skills in their professional practice in order to achieve the goals of education. Jordan and Powell (1995) indicated that to be competent implies having a set of skills and being able to employ them using a flexible responsive set of higher order strategies that may bring the desired outcomes.

In Ghana, the guidelines for implementations of Basic Teacher Policy says a competent teacher should possess among others: Certain professional knowledge, understanding and skills, which are directly related to the day-to-day work of teaching, ability in planning, organizing and providing instruction as well as making scientific analysis of situations as they arise and the ability to communicate facts and inform pupils in such a form and such to an extent that the pupils are able to understand what should be learned. (GES, 2000, 98).

Teacher competence, thus, cannot be over-emphasized in the successful teaching/learning process of any school. Lockhead and Komenam

(1988), on the other hand, noted that in developing countries, teaching experience is related to student achievement although the effects are less positive than for the teachers' education. Their analysis on the teachers' experience and student achievement in developing countries revealed that 49% reported positive relationship. In 60 studies conducted on teacher education in relation to students' performance, 60% found positive relations although there were variations. Negative results were also found in seven studies carried out in developing countries.

Cailloids (1989) stated that the level of the qualification of the teacher counts in the learning and achievements of pupils. Teachers with more exposure have the tendency to develop stronger instructional classroom management skills. They maintained that efforts need to be made to distribute experience to teachers across board.

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

According to Addae Mensah, Djangmah, and Agbenyega (1973), elite parents set high academic standards for their children at a tender age and also take great pains to draw their children's attention to economic success and what goes into it. It is natural therefore for such children to work hard at school and become high achievers.

Blake (1989) stated that when children are too many, resources such as time, money attention, space, and materials for learning are not enough for all of them. Thus, using the resource dilution model, she proved that sibling sizes and as such the economic power is inversely related to academic performance and educational attainment when family resources are limited. Children are not expected to do well in school.

Majori-banks (1978) conducted a research on “Ethnicity, Family Environment, School Attitude and Academic Achievement”. In this research, it came to light that family environment had a lot to do with the child’s achievement. Opare (1981) compared the academic performance of day and boarding students at St. Martin’s Secondary School in Nsawam and linked students from higher and lower socio-economic backgrounds. The finding of the study is that most of those who performed better came from homes of higher socio-economic background.

Blake (1989) also asserted in her “Dilution Model” that when the children in the family are too many, the resources are diluted, that is, more money is spent on things other than education. He also examined private schooling in Vietnam. According to the study, estimates of the determinants of the choice among private and public schools indicated that households that are economically sound are more likely to send their children to private schools. Other estimates of the determinants of private expenditure on education showed that willingness to spend on education increases the income of Vietnamese household.

Foster (1965) asserted that the children of a Secondary School and University educated men have 17 and 32 times respectively better chances of gaining secondary education than the son of an illiterate. This indicates that, education and occupation of parents, to a very great extent, influences secondary school entry. It further implies that students from high income educated families are likely to attend private schools and go on to Senior Secondary Schools and even proceed further to tertiary levels. In his “Matching Theory”, Foster assumed that there is a correlation between socio-

economic status and attitude to education, that is, parents with high education have more positive attitudes towards education. Children thus draw inspiration from their parents who serve as role models to them.

Tyler (1956), in a related study, concluded, after reviewing many studies in the field of mental abilities, that the relationship of I. Q. to socio-economic level is a documented fact in mental test history and that high I. Q's are found among families of upper socio-economic levels.

Adjei (1996) stressed on the importance of education as the socio-economic background of every nation and for that matter its future could be envisaged from the performance of pupils in the Junior and Senior Secondary levels. He lamented that "the recent performance at the basic level leaves much to be desired". He said that the falling standards resulted from several factors and that putting the blame on the government and teachers alone will mean losing sight of the cause. He identified the cause of the problem as – the Government, Pupils, Teachers, parents and Foreign Culture.

On the part of the Government, Adjei (1996) noted that educational and economic policies pursued by the government are so rigid that they have resulted in unprecedented hardships, especially to the underprivileged. He also noted that the high cost of school fees in both private and public schools as well as text books have compelled disadvantaged parents to engage their wards in other economic generating ventures to help augment the family income hence robbing the student of his study time. Another factor which contributes to the falling standard of education is the low salaries of teachers which compel competent teachers to seek greener pastures elsewhere. Some



abandon public schools for private ones and others leave the nation altogether, depriving the nation of teachers capable of producing quality students.

Adjei (1996) stressed that the bulk of the work must be done by parents and pupils with teachers providing forty percent (40%) of their effort to raising the image of the child. The teacher only lays the foundation for the pupils to build on. Parents do not access the performance of their wards in schools. This is because the quest for affluence robs them of the time needed for this. Adjei (1996) noted that, the secret of private schools lies in parents' ability to access the performance of their wards in schools. Parents of pupils in private schools, he says, do not leave the entire burden on the teacher, but make sure the child is supported to produce his best.

Adjei (1996) advised that parents should ensure the monitoring of their wards study time, time they retire to bed, what they do during leisure hours, the type of friends they make and the type of television programmes and films they watch. Some unscrupulous parents engage their wards in income generating activities after school hours or on vacation. This coupled with overworking at home results in fatigue and loss of time. The student retires to bed without looking through a page of his notes. Other illiterate parents who succeed in life tend to lose sight of the importance of education. Wards of such parents are usually undisciplined. Broken homes also cause poor performance of pupils.

On the part of the student, Adjei (1996) noted that influx of foreign culture has affected the performance of pupils. They blindly copy foreign culture, such as, the adoption of "broken English" which has a serious repercussion on the pupil's command of the English Language. Others give all

their time to watching films and television programmes. The urge to go in for the opposite sex also contributes to the dismal performance. Pupils lack self-control. Some consider it to be fashionable and one is considered “anti social being” when he/she does not join the social norm. Most pupils join their friends to meet their urge for the opposite sex and as a result, have their attention diverted from their books.

### **Availability of Adequate School Infrastructure**

Heyneman (1982) and Cailloids (1989) concluded after their studies on quality and its effect on learning outcomes that when textbooks are inadequate or are not available, pupils automatically do not do well academically, thus availability of textbooks is a prerequisite of effective learning and high academic performance.

Article 38 of the Constitution under the Directive Principles of State policy clearly set out what the role of the state should be in implementing the national education policy 38 (1) :The state shall provide educational facilities at all levels and in all Regions of Ghana, and shall, to the greatest extent feasible, make those facilities available to all citizens. (Source: The Medium Term Expenditure Framework (MTEF) for 1999-2001 and the Annual Estimates for 1999). Ministry of Education.

### **Some Opinion on Academic Performance of Pupils in Public Schools**

According to Kuwornu (1995), poor English Language was identified as the problem for poor performance in the country’s basic schools. This problem, he said applies to the public schools and not the private ones. The few Ghanaians who are aware of this lapse in the educational system have to squeeze their resources to finance the education of their children in these

private schools. He also noted that the personnel in the private schools have not received the professional training for teachers, which over eighty percent (80%) in the government sector had received.

Kuwornu (1995) identified problems that plague basic education in Ghana as the low morale of teachers, the large number of teachers in the system, frustrations that come from some of the administrators of some educational institutions, and the government itself. Another factor was the lack of effective supervision of teachers by school administrators. As a result of that situation, some teachers may decide to stay out of school for days without permission and without much worry for their pupils.

Kuwornu (1995) further went on to say that, rigidity and conservatism on the part of the educational planners and administrators is also a contributing factor to the problems in the basic schools. Some administrators and planners do not advocate changes with zeal and fervor, and are bent on doing modern things using old methods. He added that, the absence of teacher-development courses for practicing teachers to upgrade their professional skills is another cause.

Mensah (1995) stressed that “quality education does not lie in handsome and quality ideas and programmes, but rather the availability of qualified teachers and the preparedness of the teachers to offer quality teaching at all levels in the basic school”. This is why he saw the replacement of twenty thousand pupil teachers in the system with newly trained teachers by 1996 as laudable.

According to Ablekpe (1997), the then Minister for Education, Dr. Christine Amoako-nuamah, speaking at a seminar organized for District

Directors of Education from the 110 Districts of the country to sensitise them on the crisis situation in schools and to seek consensus on how to deal with the problem cited the lack of effective supervision in public schools as the major cause of the poor performance of public schools. Dr. Amoako-Nuamah quoted a Criterion Reference Test conducted in public schools as being very low. According to the results for 1992, public schools had as low as 2% in English, 1.5% in Mathematics, whilst in 1993, it was 3% in English and 1.5% in Mathematics. In 1994, the public schools had 3.3% in English and 1.8% in Mathematics. Dr. Amoako-Nuamah said the low results were an indictment on the public schools. These percentages show the mastery level in Mathematics and English for the public schools.

Dr. Amoako-Nuamah stressed the fact that, public school teachers were relatively better qualified and that some teachers in private schools did not even have the requisite training as professional teachers, yet perform better than their counterparts in public schools. Another salient point raised by the minister was the absence of training programmes. She said there was no evidence to show that District Directors over the years have been organizing regular in-service training for circuit supervisors to enable them perform effectively.

Dr. Amoako-Nuamah stressed three (3) critical reasons for the causes of low performance in public basic schools. Firstly, is the phenomenal expansion of educational provision in the country. Within the ten (10) year period, 1986/97, the number of public schools increased from 14,557 to 17,372, an increase of 19.3%. enrolment in basic schools also increased from 2,213,204 in 1986/87 to 2,722,651, an increase of 23% in 1996/97. As the

country begins to democratize the access of education, by increasing school enrolment in all sectors of the country, the contradictory phenomenon of lower standards begin to emerge. Increased enrolment, she said, widens the ability range of pupils. When pupils from wide and different backgrounds go to school, the standard of achievement is invariably lowered. It takes time to improve the quantitative expansion period.

Secondly, Dr. Amoako-Nuamah noted that, the fast growing trend of the population makes it very difficult to keep up adequately with the provision of educational facilities. With the growth rate of 3.0%, the number of young persons seeking entrance to school each year put serious pressure on the resources the country can devote to education.

Thirdly, teacher absenteeism is affecting teaching in schools. Teacher absenteeism creates a serious gap between the intended curriculum and the achieved curriculum. Dr. Amoako-Nuamah said, what the nation derives from investment in education are the skills and competences which the pupils acquire. These skills and competencies are used to facilitate the growth of an intelligent and productive workforce that is necessary for social and economic growth. The Ministry of Education is therefore very dissatisfied with the present low standards in basic education because they affect the standard of work at subsequent levels of education. Dr. Amoako-Nuamah concluded that, the problem of low standard in basic education is dependent on a number of problems within the school system and within the larger society, and all of these need to be tackled together. Both teachers and parents have a significant role to play in raising the performance of pupils in public schools. Psychologically, it takes only a little interest and ambition for school work.

Asare (1997), in an article, Private schools in Education in the daily graphic, reiterated that the objectives of the educational reforms introduced by the PNDC government were to ensure that Ghanaians receive basic education. He stressed the role of private institutions in helping to achieve this objective. He also said the major role of private schools in this direction is the fact that they have helped to reduce government cost in building more schools, as well as the amount of money that would have been spent on salaries, not forgetting the congestion that both teachers and pupils would have faced in the classroom.

A survey conducted on four (4) private schools in Kumasi in 1997, namely, Peter's Education Centre (with an enrolment of 3,853), Cambridge International (with an enrolment of 1,089), Oxford International (with an enrolment of 1057), and Bethel School with an enrolment of 956) showed that they had a high population of pupils who could have been enrolled in public schools. Private schools thus play a remarkable role in expanding the job market.

Asare (1997) noted that private schools play an important role in creating employment opportunities in the nation. 'A' Level holders who are not able to enter the tertiary institutions are mostly employed by the private schools. A total of 526 teachers were employed by the six schools surveyed in Kumasi.

Finally, he stated supervision and motivation as important contributing factors to the good performance of private schools. Teachers in the private schools are made to earn their salaries. Proprietors ensure that teachers do not only use correct language in teaching, but all cover the syllabus within the

year. The proprietor of the Peter's Education Centre, said, thirty six (36) bungalows were given to teachers free of charge. These bungalows, he stated, were sited close to the school; hence teachers spare their transport fares and also report to school on time.

Yaboi – Tetteh (2003), reported that, a study conducted at Ayalolo 1 JSS and Ayalolo 2 Primary on the reasons for the poor performance of some student revealed that 66% of the students are from broken homes. Out of a population of 400 students, 264 of them fall under the category, compelling them to work to get some money for sustenance and fees. The Headmistress said, as a result, the students were already tired making them unable to cope with their studies. She further explained that students had to cope with menial jobs to enable them pay their fees and other levies at the school.

According to her, the children had to take such jobs because their parents had either refused to take up the responsibility for their upkeep or, they just could not do so out of poverty. She said that, as a result, there was a significant drop-out rate in the school during the last academic year. She concluded by urging parents to live up to their responsibilities and ensure that their children had enough time to learn and to rest. Thus the responsibility of the pupils' excellent performance rests on the child and the parents as well as the teacher and the government.

Dompreh and Agbesi (2003) reported that, the perennial shortage of teachers in the classrooms is largely due to the granting of study leave yearly to teachers without a corresponding replacement. In 2002/2001 for instance, 10,103 teachers left the classrooms on study leave. The reporters sought to raise some critical issues concerning the present state of teacher demand and

supply and future consequences if prudent measures were not taken to balance the equation. The report also indicated that, between 1997 and 2003, the number of teachers granted for study leave averaged 94.4% of the number of new teachers from the training colleges each year. They said, there was currently a shortage of 40,000 trained teachers in the country's basic schools, creating vacancies, which are mostly filled, by untrained teachers.

Dompreh and Agbesi (2003) concluded that, in order to retain teachers in the classroom, the promotion and expansion of sandwich programmes for teachers to enable them pursue further studies while still in classroom will be helpful. Dompreh and Agbesi (2003) also suggested that the number of teachers who should be allowed to go on study leave should be 70% of newly trained teachers instead of the 5,000 announced by the GES. Dompreh and Agbesi (2003) further recommended the re-introduction of modular programmes to train the untrained teachers. These, according to them, would reduce the incident of total shortage of teachers in the classroom.

The available literature reviewed has generated relevant and meaningful data to answer research questions.

### **School Leadership and Management**

Leadership, as a concept, defies a single definition; hence it has a plethora of definitions. The fact that it is one of the most fascinating topics in organizational behaviour is seen as a notoriously slippery concept that has produced literally hundreds of definitions. Leadership is of particular importance in educational administration because of its far-reaching effects on the accomplishment of school programmes and the attainment of educational goals.



According to Davis (1976) “Leadership is a part of management but not all of it. It is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals” (pp.96-97). Stogdill (1950) could not have stated it better when he considered leadership as the process of influencing the activities of an organized group toward goal setting and goal achievement. Leadership is also defined as the process of providing direction and influencing individuals or groups to achieve goals. Again leadership is seen as an attempt at inter personal influence, directed through the communication process, towards the attainment of some goal or goals.

In another view, leadership can be said to be the process of influencing others to work willingly towards an organization’s goals and to the best of their capabilities. The essence of leadership is fellowship. In other words, it is the willingness of people to follow which makes a leader. There can be no leader without followers.

From the foregoing definitions, one can say that basically, leadership involves other people (followers); leadership involves the use of influence, leadership is a process, that is, an ongoing activity engaged in by certain individuals in an organization. The leadership process involves an unequal distribution of power among leaders and group members. It is pertinent to state that leadership comes about in three ways;- by appointment, for example, the position of headmaster/principal; by election, for example, the election of a District Director of education, and by popular choice, for example, someone who emerges as a course secretary.

### **Supervision of Teachers**

On the issue of supervision, Stone (1984) defined supervision as having to direct or oversee and to watch as to maintain order. Landers and Myers (1977) on the other hand conceptualized supervision as that process aimed at improving classroom instruction. In their work on supervision, Chamberlain and Kindred (1958) saw supervision as quite the opposite of the traditional authoritarian approach of general oversight and inspection to determine the efficiency with which the teacher has carried out the supervisor's orders. They stated further that supervision should be seen as a service provided by the school for helping the teachers to become more effective in leading and guiding the learning activities of their pupils.

The original aim of supervision was that appointed officers should devote much of the time in the actual supervision of instruction to giving practical inputs and on the job training to teachers with a view to providing an enriched education environment for the children. However, with the proliferation of schools, particularly since the post independence era and the rapid expansion of enrolment with accompanying demand for new buildings, equipment and supplies, increased business and financial responsibilities, school administrators were forced to devote more attention to this aspect of management to the detriment of the supervision of instruction in the classroom.

### **Motivation of Teachers / Students**

Motivation, according to Riches (1994), is derived from the Latin word "movere" which means, "to move". Thus, Riches see motivation, as the force

which drives individuals on and makes them feel good about doing so. Kelly (1974) indicated that motivation has to do with the forces that maintain and alter the direction, quality and intensity of behaviour. Motivation is also seen, as the process of influencing or stimulating a person to take action that will accomplish desired goals (Mondy et al., 1980). From the definitions above it is obvious that motivation could be a factor for both teachers and pupils. For instance, the question as to what makes a person work in a competent manner as opposed to an incompetent manner, or decides to work as little as possible or perhaps not at all is the pivot upon which the issue of work hinges. It is said that some of the reasons for a teacher not performing well could be the function of environment, supervision and the general job context.

Casey (1979) considered teachers are not different from workers in other occupations where money is effectively used as incentive. Chapman and Hutcheson (1982) agreed with Casey and declare that the individual's decision to remain in a profession is influenced to a large extent by material reward. Adesina (1990) revealed that the greatest problem confronting Nigerian Educational System hinges on the issues of getting competent staff and retaining them in the service. According to his research on teachers' retention in Nigeria, factors which hinder the process are, underpayment, poor conditions of service, societal disrespect for teachers and government's insensitivity to teachers' needs.

Antwi (1992), has pointed out that, graduate teacher retention appreciated in 1969 mainly due to the increased remuneration prospects for graduate teachers. He attributed the mass exodus of Ghanaian teachers from

the country in the late 1980's to the economic and social frustrations they encountered.

There are various theories that can help us to understand the conditions under which people will be willing to engage in creative change-oriented behaviour and under which they will accept the introduction of change and innovation. The "Incentive Theory" for instance, states that performance is a function of the values one expects to get by performing and that the more one can get, the more one will perform. Implicit in the theory is the notion that a person is satisfied if he gets what he wants, and the more he wants something, the more dissatisfied he is when he does not get it.

#### **Teacher and Pupil Attitude**

Opare (1981) found that when students are motivated, they are determined to study hard and as such, perform better. Students who are so determined would work hard on their books to achieve the set target.

On motivation as a determining factor of pupil's performance, Dickson (1975) conducted a case study on problems of day secondary schools and the effect on their performance. Dickson among other things stated that motivation was one of the greatest ingredients to higher academic attainment. He, therefore, concluded that a student was highly motivated to work hard in order to be successful in examinations. Thus, to Dickson motivation is a necessary factor, which could determine the pupil's academic performance notwithstanding his/her status as a day or boarding student.

#### **Private schools in Ghanaian Context**

Shafritz et al. (1988) defined private schools as a school controlled by an independent individual or an agency other than a state, a sub-division of a

state, a federal government and which is usually supported primarily by funds, and the operation of whose programmes rest with other publicly elected or appointed officials.

Addae-Mensah et al. (1973) in their book “Family Background and Educational Opportunities in Ghana”, viewed private schools in Ghana as schools that are referred to as “Preparatory Schools” and “International Schools”. Preparatory Schools are schools located mainly in the urban areas to service the needs of parents who are anxious to give their children “a better education” than the type available in the public sponsored schools. Private proprietors own these Preparatory Schools and the fees that are charged are not likely to be within the means of the average daily paid workers.

International Schools (mostly in Accra) are generally multiracial schools attended by the children of the most affluent in the society. Some of the schools in this category are however, run by educational institutions for the children and wards of their employees. These are attached to high institutions such as, the Universities.

### **Public Schools in the Ghanaian Context**

Shafritz et al. (1988), in their book “The Facts on File Dictionary of Education”, said public schools are schools that are operated by publicly elected or appointed school officials, in which the programmes and activities are under the control of these officials and which are supported primarily by public funds. In Ghana, public schools are under the control of the Ministry of Education. They are financed entirely from public funds, have been in existence for a much longer period. Many authors have written about

disparities and inequalities in the provision of educational opportunities (Kozakiewicz, 1987, Heyneman, 1992).

### Summary

From the various literature reviewed it was noted that a number of factors contribute to the academic performance of pupils in schools.

A 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.

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

Basic private and public schools in the KEEA Municipality of the Central Region were chosen for the studies. The study was focused on disparities in the academic performance of basic private and public schools in the KEEA Municipality. The municipality was chosen because I have lived and worked in the municipality for about eight years and as such knows the terrain very well.

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

The study was a descriptive cross-sectional survey of factors perceived to promote academic performance of private and public schools in the KEEA Municipality of the Central Region of Ghana. 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 school management and leadership, 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.

The cross-sectional survey was considered appropriate due to the limited time frame and the inadequacy of resources available to me. It must be acknowledged that there are quite a number of both public schools than private schools in the municipality. Consequently, the cross-sectional survey design was considered appropriate for the study since it provides a representative view of the study population.

### **Population**

The accessible population for the study included head teachers, teachers, pupils and officers in the KEEA Municipality. The officers from the District Directorate include the Municipal Director of Education, Deputy Municipal Director and Supervisor in charge of Basic schools at the Municipal Education Directorate.

However, the target population of the study consisted of trained head teachers, teachers and pupils of both private and public basic schools in the KEEA Municipality as at March 2012. There were 70 public basic schools and 15 private schools in the Municipality.

The 85 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 in the 85 basic schools in the municipality.

### Sample and Sampling Technique

Out of the total of 85 schools, twenty schools were selected from the population by a combination of stratified random sampling and simple random sampling techniques. By stratified random sampling techniques, all the public schools as well as private schools in the municipality were put into two major categories – private and public. The schools were stratified by type of education – private and public, and rural and urban locations of schools to enable us to get a representative sample of schools for the major component of the study. The schools were therefore divided into four groups as follows:

- (i) Urban Private School (UPVS)
- (ii) Rural Private School (RPVS)
- (iii) Urban Public School (UPBS)
- (iv) Rural Public School (RPBS)

I used simple random sampling technique to draw respondents from each cluster to serve as a representative sample. In all 20 schools were randomly selected. These comprised 10 private and 10 public schools. From the twenty selected schools, twenty head teachers and four classroom teachers were selected from each school. This resulted in 20 head teachers and 80 classroom teachers in all. The representative sample of the schools in the municipality included the following;

**Private Schools studied are:**

1. Jesus Saves Prep. Basic School
2. Morning Star International Basic School
3. Redeemer Prep Basic School
4. Ayensudo Akoma Int. Academy of science & Arts

5. Jubilee community Prep
6. Ebenezer Int. School
7. St Anne catholic Basic
8. Peter Holdbrook Smith Academy Complex
9. Enstua-Mensah Memorial Prep Basic
10. Prince of Peace Int. Basic

**Public Schools studied are:**

1. Kissi English/Arabic Basic
2. Dompoase Kokwaado M/A Basic
3. Dominase M/A Basic
4. Anweem Kissi M/A Basic
5. Bronyibima M/A Basic
6. Ankwanda Catholic Basic
7. Abreshia M/A JHS
8. Saaman Berase M/A Basic
9. Brenu Akyinim M/A Basic
10. Ankaful Mental M/A JHS

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 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 that I used, therefore, the simple random sampling technique was used to select respondents from the teachers which afforded all units of the target population an equal chance of being selected (Amedahe, 2002).

In all, 100 respondents were used for the research. This consisted of all 20 headteachers of the twenty schools and 4 teachers from each school. This brought the total number of teachers to 80

### **Research Instruments**

The instruments used for this research were questionnaires. The questionnaires contained items on a Likert-type scale tables. Questions were both open and closed-ended. Part A, Section 1 of the questionnaire was for headteachers only and contained 5 items. Section II, made up of 5 items covered personal views of the headteacher. Section B, which was for both Headteachers and teachers focused on factors that promote academic performance in schools and personal views of teachers.

The structured questionnaire guided respondents to select an answer from a list of alternative answers provided by the respondents' questionnaire. The short quick responses format was used as it takes less time and effort from the respondents, and tends to be objective. The headteachers and teachers answered questionnaires in their various schools. This method was used because the large number of teachers will not allow for interview.

### **Pilot Study**

Pilot study seeks to ensure the validity and reliability of the instrument for the study. A pre- test was conducted in the Cape Coast metropolis. The Metropolis was selected for the pre-test because similar research has been carried out in the metropolis. Four schools were used for the pre-test consisting of 2 private and 2 public schools. Twelve respondents were used in all. This number consisted of 4 headteachers. They were made to complete a prototype of the instrument so that problems which arose from the answering were identified and dealt with, buy doing so the actual study was carried out without any serious typographical or grammatical impediments. I distributed the questionnaire to headteachers, teachers. This afforded me 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 me 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.

### **Data Collection Procedure**

The researcher personally visited the respective sample and distributed questionnaires among the head teachers and teachers in order to collect the data. The researcher used a questionnaire to collect data for the study. He chose the questionnaire because the participants were all literate, and therefore could read and respond to the items. He pilot-tested the instrument in five public schools in the municipality before caring out the actual study. Those

who took part in the field test had characteristics similar to the study participants as recommended by Ary et al. (2006). Pilot-testing the instruments allowed the suitability of the items to be determined. The process revealed that some items in the questionnaire were ambiguous and as such needed further explanation. I therefore read and explained these items to the participating teachers in each school. This was found to be helpful in the main study.

### **Data Analysis**

After the collection of data, the data was organized, tabulated and analyzed using the SPSS 16.01 version. I decided to apply percentage for the statistical treatment of the data in order to draw the results.

The questions were grouped and coded for both the open-ended and close-ended questions respectively. Frequency distribution tables were constructed separately for the respondents. The frequencies were later converted into percentages. This provided a general overview of what teachers considered as contributing to pupil's academic performance.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter presents the findings of the study and discusses them. The major statistical tool used in the analysis of data is SPSS software and descriptive analysis which I found most appropriate

#### **Demographic Data**

##### **Head teachers' Qualification**

The qualification of headteachers in the Junior High Schools in the KEEA Municipality was examined to ascertain the influence of headteacher qualification on student performance. The finding in the Table1 indicates that majority (50%) of the respondents were polytechnic graduate while only about 10% of the respondents had first degree and Cert. A. Paradoxically, as much as 30% of the respondents from the private schools were Senior Secondary School graduates which is the lowest qualification, none of the teachers in the public schools is a Senior Secondary School Certificate Holder. Incongruously, various studies aver that students from the private schools outperform their counterparts in the public schools.

**Table 1: Head Teacher Qualification**

Qualification	Classification			
	Public		Private	
	No.	%	No.	%
First degree professional	3	30	1	10
Cert. A 4/3 yr.	2	20	1	10
Polytechnic	5	50	5	50
S. S. S.	-	-	3	30
<b>Total</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>

### Rank of Teachers

Table 2 reveals the ranks of the respondents in both the public and private schools. Comparatively, the ranking of teachers in the public school is universal unlike what pertains in the private school where the system of ranking is localised with varying titles.

Consequently, it is obvious that there were many more qualified and experienced teachers in public schools than in private schools as the rank of teachers in the public school depends on one's qualification and years of experience in the teaching service. In the 20 schools observed, 3.4% of teachers were Assistant Directors (AD) in public schools and relatively 2.6% in private schools. In the rank of Principal Superintendents (PS) 10% were in public schools and 10.3% of the same rank was in private schools. With senior superintendent (SS), 36.6% were in public schools and 51.3% were in private schools.



**Table 2: Rank of Teachers**

Rank	Public		Private	
	No.	%	No.	%
AD	2	3.4	1	2.6
PS	6	10	4	10.3
SS	22	36.6	20	51.3
S	8	13.4	-	-
AS	22	36.6	14	35.8
<b>Total</b>	<b>60</b>	<b>100</b>	<b>39</b>	<b>100</b>

AD - Assistant Director

PS - Principal Superintendent

SS - Senior Superintendent

S - Superintendent

AS - Assistant Superintendent

### **Teachers' Work Experience**

The length of time in teaching and its impact on the teacher's work has been identified to play an important role in teacher commitment. The responses as indicated in Table 3 revealed that 50% of headteachers in public schools and 41% in private schools perceived work experience as having great influence on pupils' performance. However, almost all the respondents indicated that the influence of teacher experience has very little influence on student performance.

**Table 3: Respondents' Perception of Effect of Teachers' Work Experience on Pupils Performance**

	Head teachers				Teachers			
	Public		Private		Public		Private	
	Fq	%	Fq	%	Fq	%	Fq	%
Not at all	-	-	-	-	1	2.6	1	26
Very little	1	10	-	-	-	-	-	-
Little	1	10	2	20	8	20	8	20.5
Extent								
Great	4	40	3	30	14	35	15	35.9
Extent								
Very great	4	40	5	50	16	41	16	41
Extent								
<b>Total</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>35</b>	<b>100</b>	<b>39</b>	<b>100</b>

### Main Data

**Research Question One:** What school factors are perceived to promote academic performance of pupils in public and private basic schools in the K.E.E.A Municipality?

Various studies have revealed that there are a range of factors responsible for the poor academic performance of students. These factors include economic, extraordinary co-curricular activities, ineffective teaching and administration, teacher absenteeism, lack of basic educational facilities, unfair assessment during examination, lack of parental attention & control, and unfavorable school environment.

### Provision of Infrastructure

Availability of infrastructure in one way or the other influences student academic performance. It means that students' academic performance is related to the provision of quality of infrastructure. It was observed that most of the private schools I visited had relatively better and child friendly facilities compared to those in the public schools. It can therefore be asserted that provision of good infrastructure is directly related to academic performance of students. Table 4 confirms the assertion stated above.

**Table 4: Effect of Adequate Infrastructure on Pupil's Performance**

Adequate Infrastructure	Headteachers				Teachers			
	Public		Private		Public		Private	
	No.	%	No.	%	No.	%	No.	%
Not at all	-	-	-	-	1	2.9	-	-
Very little	1	10	2	20	3	8.6	4	10.3
Little extent	4	40	-	-	8	22.9	8	20.5
Great extent	2	20	2	20	8	22.9	9	23.1
Very great	3	30	6	60	15	42.9	18	46.2
Extent								
<b>Total</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>35</b>	<b>100</b>	<b>39</b>	<b>100</b>

The table (4) indicates that 50% of heads in public schools and 80% of heads in private schools believe adequate infrastructure plays a very important role in the overall academic performance of pupils. The findings of the study agree with similar findings by Heyneman and Loxley (1983), Caillods (1989) and Altbach (1987) that when infrastructure is inadequate or are not available,

pupils automatically do not do well academically. It is only striking to note that private schools scored infrastructure higher than public schools.

### Supervision of Instruction

Headteachers were asked to indicate how often they visit their teachers' classrooms. This was to enable me find out the frequency of monitoring and evaluation by the heads of both private and public school teachers in the KEEA Municipality. Visit schedules ranging from daily visits to weekly visits were listed. Table 5 displays the frequency of visits by headteachers to class teachers in both private and public schools.

The data revealed that in private schools 80% of heads visited their teachers' classroom daily but only 10% do same in public schools. In private schools no head visited class teachers' class once a week; the least was twice a week. In the public schools 60% of heads visited their teachers' classes once a week.

**Table 5: Frequency of Head teacher's Visit to Teachers' Classroom**

Visits	Public		Private	
	No.	%	No.	%
Daily	1	10	8	80
Twice a week	3	30	2	20
Once a week	6	60	-	-
<b>Total</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>

As indicated in Table 5 issues on monitoring and evaluation were looked at in the light of the headteacher's visit to the classroom. It is a reality

that supervision in any organization or association plays a vital role in strengthening and improving its overall performance. Neagley and Evans (1970) found that effective supervision of instruction improves the quality of teaching and learning in the classroom. Similarly, Etsey, Amedahe and Edjah (2004) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than public schools because in private schools, supervision of work was more effective.

### Management

Management of any system makes the difference in the output of the system. The school system is not different from other systems. Teachers' perception on issues pertaining to management as a key player in the academic performance of pupils is shown in Table 6.

**Table 6 Influence of Management on Academic Performance**

Extent	Public Schools				Private Schools			
	Teachers		Heads		Teachers		Heads	
	No.	%	No.	%	No.	%	No.	%
Very little	1	2.9	-	-	-	-	1	1.4
Little Extent	2	5.73	-	-	-	-	4	5.4
Great Extent	11	1.4	1	10	40	12.5	23	31.1
Very great Extent	21	60	9	90	60	87.5	46	62.2
<b>Total</b>	<b>35</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>39</b>	<b>100</b>

**Research Question Two:** What teacher behaviours contribute to the low academic performance of the pupils in the K.E.E.A Municipality?

Another important factor contributing to student performance is teacher factors. The teacher factors considered are incidence of commitment to work, incidence of absenteeism, completion of syllabi, interest in giving and marking assignments and teacher work habit. Academic performance of the students depends upon the effective teaching learning process. However, some of the pupils' interrogated in the public school indicated that, though most of their teachers come to school everyday, some teachers do not perform their duties well and their methods of teaching are poor.

In a related development, a study involving 1,213 teachers from 78 elementary schools throughout the state of Tennessee found that six organizational conditions of schools were factors in teacher commitment. Performance efficacy was identified as one of the primary factors accounting for commitment. When performance efficacy was high people felt a close tie to their work. Psychic rewards or positive feedback was found to be a part of teacher commitment.

Similarly, Rosenholtz and Simpson (1990) tested the relationship of selected workplace conditions to teachers' commitment at various stages of their professional careers. They found that, teacher commitment changed modestly across the teaching career, falling after 5 years of teaching then returning at a teachers' later career stage.

### **Teacher Motivation**

The most important human resource in the education institution that enables it to achieve the core mission is the teacher. The teacher is the full

time classroom practitioner whose main function is more instructional in approach than managerial. As a result, the teacher needs the full support of the management to be motivated.

Teachers by the nature of their job are unique and have differing needs. Consequently they have different levels and types of motivation. Their needs which vary in content, priority and importance, need to be known because they are motivating factors for their professional development and performance (Gullat & Bennett 1995, p.142). It is important to recognize the specific needs and motives of teachers and to treat them on their own merits. Hindle (2003, p.317) suggests that the following are needs of people in an organization:

1. good basic rates of pay
2. high level of job satisfaction
3. promotion
4. recognition for good work and reward in the form of a bonus
5. responsibility for tasks
6. job advancement
7. job security
8. status within a team

From this perspective, Table 6 shows the distribution of responses on motivation as indicated by teachers and their heads in selected private and public schools in the KEEA Municipality. Specifically, 60% of the heads in the private schools averred that, to a great extent, motivation of teachers influences the performance of students. On the contrary, only 37.5 % of the heads in public schools indicated that motivation of the teachers is influential on the academic performance of students.

**Table 7: Respondent’s Perception on Teacher Motivation**

Extent of Motivation	Headteachers				Teachers			
	Public		Private		Public		Private	
	No.	%	No.	%	No.	%	No.	%
Not at all	-	-	-	-	1	2.9	4	10.3
Very little	1	12.5	-	-	4	11.4	2	5.1
Little extent	2	25	2	20	4	11.4	6	15.4
Great extent	3	37.5	6	60	10	28.6	12	30.8
Very great extent	2	25	2	20	16	45.7	15	38.5
<b>Total</b>	<b>8</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>35</b>	<b>100</b>	<b>39</b>	<b>100</b>



**Research Question Three:** What pupil characteristics are contributing to the disparities in the academic performance of private and public basic schools in the KEEA?

The pupil characteristics considered in the study were incidence of discipline, family settings, incidence of absenteeism, and homework at home.

### Maintenance of Discipline

Teachers' perception on discipline and its effect on pupils' academic performance are presented in Table 8.

**Table 8: Teacher Perception of Discipline and its Effects on Pupils Performance**

Extent	Headteachers				Teachers			
	Public		Private		Public		Private	
	Fq	%	Fq	%	Fq	%	Fq	%
Very little	1	10	-	-	-	-	1	2.6
Little extent	1	10	3	30	1	2.9	1	2.6
Great extent	5	50	2	20	17	48	14	35.9
Very great	3	30	5	50	17	48.6	23	59
Extent								
<b>Total</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>35</b>	<b>100</b>	<b>39</b>	<b>100</b>

Key: Fq – Frequency

As indicated in Table 8, more than 80% of heads in public schools and more than 70% in private schools perceived discipline as a great contributing

factor to pupils' performance. Similar margin of teachers agreed with the opinion expressed by heads through the rating. Discipline in this sense connotes proper organisational work which includes rules and regulations for orderly class student questioning in class, maintaining an acceptable level of noise in class and a relaxed but firm class management.

### **Assignments Given by Class Teacher**

Homework is another factor that affects students' academic performance. Homework produces a positive relationship with learning outputs if it is related to the learning objectives, given regularly in proper extent, well explained, motivational and evaluated during class time and used as an occasion for the feedback of the students. Therefore, it is imperative to assign a reasonable amount of homework regularly so that students may remain busy in learning process.

Subsequently, Class teachers were asked to state the average assignments given by a class teacher daily and this was cross-checked from pupils' exercise books. This was done to find out how both private and public schools conduct themselves in giving homework to occupy the child thus keep him busy after school hours. Table 9 reveals how often assignments were given by teachers in both private and public schools.

**Table 9: Frequency of Assignments to Pupils**

Assignments	Public		Private	
	No.	%	No.	%
Two	2	75	-	-
Three	3	10	2	20
Four	3	15	4	40
Fiv	2	-	4	40
<b>Total</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>

The table reveals that 100% of pupils from private schools have more than two assignments daily on average but only 25% of the public school children have more than two assignments on the average. The foregoing analyses reveal that with these assignments, pupils from private schools are occupied after school hours doing their assignments. There is something for the child from private school to do daily.

I also found that in the private schools, all their activities are goal-oriented “towards passing of the Junior High School (JHS) examination”. The teachers’ job therefore, is to ensure that the students study towards their examination and pass well but in public schools, the goal is “the completion of the syllabus”.

### Marking of Assignments

Data collected and analysed in Table 9 revealed how often assignments are marked in both private and public schools in the Municipality. Respondents were asked to state how often they marked class assignments.

This was cross-checked from pupils' exercise books and the results are presented in Table 8.

**Table 10: Teachers' Frequency of Marking Assignments as Reported by Headteachers**

Frequency	Classification			
	Public		Private	
	No.	%	No.	%
Not often	7	70	2	20
Very often	3	10	8	80
<b>Total</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>

With respect to marking of assignments, 80% of teachers mark assignments very often in private schools whilst only 10% do same in public schools. This clearly puts private schools ahead of public schools. Once the pupil is aware the assignments are marked on schedule, he/she will work within the given time frame. Prompt marking of assignments is another very important mechanism used in private schools to engage pupils in learning tasks.

#### **Academic Performance of Pupils**

Academic performance means how students deal with their studies and how they cope with or accomplish various tasks given to them by their teachers. Academic performance of the pupils in a particular school over a period of time also influences pupil commitment to academic work.

**Table 11: Academic Achievements of the Pupils**

Year	Scores (%)							
	Private %				Public %			
	100	80-99	60-79	10-59	100	80-99	60-79	10-59
2005	40	10	-	-	35.5	10.5	-	25
2006	40	10	-	-	24.5	25	12.5	12.5
2007	50	20	1	-	25.0	20	25	12
2008	45	10	5	-	12.5	20	25	25
2009	60	20	-	-	12.5	25	12.	32.5

Table 11 reveals that between 2005-2009, the private schools performed better than their counterparts in the public schools. Most of private schools had 100% pass rate while the public schools also scored as low as 10% pass rate. This explains why most parent are refusing to send their wards to the basic public schools and this has become a major source of worry to stakeholders especially the government as Students' academic failure is not only distressing for the students and the parents. It also influences the society because it causes lack of efficient manpower in all fields of the economy and politics.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the research process and the findings of the study. It also draws conclusions from the findings and makes recommendations to improve practice and inform policy formulation

#### Summary

The study was to determine major factors contributing to the apparent vast disparity in performance of private and public schools in the Komenda Edina Eguafo Abrem (KEEA) Municipality in the Central Region. A descriptive cross-sectional survey was used in the study. Twenty schools were chosen for the study. Respondents were drawn from 10 private and 10 public schools in the KEEA Municipality. There were a total of 100 respondents comprising 20 headteachers and 80 class teachers. Stratified random sampling was used to select the schools and simple random sampling was used to select the teachers. A self-developed questionnaire was used to collect data from teachers and heads of sampled schools. Thus, the main data collection strategies were questionnaire administration.

#### Overview of Study

In the background study a brief history of the country's education was given. After that, there was a 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 promote academic performance in our schools.

The purpose of the study was to find out the perception of headteachers and teachers on factors associated with the disparities in academic performance in public and private basic schools in the KEEA Municipality. The research questions for which this study sought to find answers to. 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 areas 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 KEEA Municipality, and in these schools, headteachers and teachers were made to respond to questions which were intended to answer the research questions.

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

conducted on a total of 12 respondents, they included headteachers and teachers.

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.

### **Key Findings**

In analysing the factors that contribute to the high performance of private schools, good management from the Head, effective monitoring and teacher's commitment are key issues noted. These were viewed by respondents as having the greatest influence on pupils' academic success.

1. Perception of teachers revealed that disparity in the academic performance of private and public schools is brought about by the management of both school types. Teachers perceived that there are differences in the management of private and public schools.
2. In public schools, bureaucracies for example do not always allow the head to introduce new and innovative measures on his/her own whilst the private school head has the power to do so.
3. The findings of the study also revealed that monitoring and supervision of the teacher's work are a constant practice in private schools as 80% of heads visit their teacher's classroom daily. The headteachers insist that lesson notes be up-to-date. They also check on punctuality, regularity and use of instructional hours.

Unlike the practice in private schools, the same cannot be said for the public schools.



4. Teachers of both private and public schools, motivation comes in different forms, ranging from opportunity for study leave on one hand to giving out of physical cash on the other. Once motivated, teachers perform better. Motivation thus rates '3.91' within the middle range of mean scores derived from teachers' perception on factors that contribute to the academic performance of the pupil.
5. Perception of teachers also revealed that responsible parenthood is a major contributor to the pupils' academic excellence. Thus the economic factor plays a vital role in the academic success of the pupil.
6. School quality is very important in explaining performance in exam. Injecting more resources, quality of the teaching staff, the availability of teaching and learning materials, the organization and management of the school and the extent of teacher supervision is a major solution to dealing with the issue of poor school quality.

### **Conclusions**

In order to ameliorate the standard of education in public schools, where the majority of the Ghanaian children have their formal education, a lot of measures need to be put in place. Key among these measures is the improvement of headteacher's management style and monitoring as well as dedication and commitment from the class teacher. These are significant factors that affect the high academic performance of the pupils. As such, these factors must be held in very high esteem by any stakeholder of education that wants to see academic excellence in the life of its pupils.

These must be followed closely by provision of adequate teaching and learning materials, conducive environment and a manageable class size.

Disciplines among teachers, teacher's experience, and the responsibility of parents as well as competitive spirit among pupils are also important factors that contribute to the academic excellence of the child and as such must be enhanced.

Provision of adequate infrastructure, good incentive package for teachers as well as strong PTA which thinks about the welfare and the output of the teacher are equally identified as factors that must not be neglected, if pupils are to perform well.

The least identified factors are pressure from parents, teacher's length of service in one school, extra classes and provision of educational materials, and opportunity for study leave with pay. These factors, though identified as least, serve as catalyst and must not be neglected in the school administration.

All the above factors work together for any school administration to be on a sound footing to enhance the excellent academic performance of pupils.

### **Recommendations**

1. On the whole respondents ranked "school management" as the leading contributor to pupil's academic performance. From all indications, the managerial acumen of the private school head is the hidden factor for the success of the pupil, because perceptions of teachers revealed that public school heads were better qualified. For public schools also to excel, attention must be focused on management and management techniques. 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. Management competence is most required for the headteacher and as a matter of urgency should be the underlying criteria

for selecting headteachers and not simply by appointment. Ghana Education Service (GES) must ensure that appointment of a headteacher should be guided by:

- i. Consideration for initiative
  - ii. Drive
  - iii. Resourcefulness and
  - iv. Managerial acumen
2. Supervision, which is key factor of success in private schools, should also be enforced in public schools. Meanwhile, before effective supervision can be done, heads should be trained in basic management and supervisory techniques. The District Directorate should not post troublesome teachers whom their heads can no longer handle to the District offices. During supervision, notes should be made and problems outlined and suitable solutions found for them. The results of supervision should be put into action. Also, the necessary logistics like vehicles, writing materials and maps should be provided for the circuit supervisors. The monitoring system should be enforced by the GES to ensure that circuit supervisors make certain required number of visits to schools and periodic check and appraisal of quality of work organised by Inspectorate Division of GES.
3. Motivation is also a crucial issue in the academic performance of the pupil. A lot is done in this area and even at the national level, best teacher award is done. This can be done at the school level as well and periodic gifts should be given to teachers and this should not always be in kind. Since the needs of all are not the same, cash can also be given at times so that everybody can use it to satisfy his own need. Money answers all things as stated in proverbs of the good old book. Government should also

improve remuneration for qualified teachers in order for them to be productive in class.

4. Parent/Teacher Associations (PTA's) and School Management Committees (SMC's) should influence the administration of the public school. In private schools, PTA's and SMC's influence the school management and their views are reflected in the administration. They also provide the needed material for the school to ensure quality performance. Public schools must do likewise to ensure academic excellence.
5. All stakeholders of education must join hands to provide the requisite material and moral support to both teachers and parents to ensure academic excellence. Donors should not hesitate to place education high on their thematic area. It is sad to note that most donors do not place high emphasis on education these days. They forget that lack of appropriate education is the root of most problems in our land today. If donors will focus on education, the burden of solving other problems will reduce in future. The call is therefore to bilateral and multilateral bodies as well as Governments, Education Officers, Policy Makers, Non Governmental Organizations (NGO's), Community Leaders, Churches, Social /groups as well as Patriotic Citizens to focus more on education.

#### **Suggestions 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 KEEA Municipality area and the conditions prevailing in Municipality 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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## APPENDIX A

## UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND  
ADMINISTRATION

Questionnaire for Headteachers, Class Teachers of Basic schools in the  
Komenda-Edina-Eguafo-Abrem Municipality.

## PART A

## SECTION I: BACKGROUND INFORMATION

## INSTRUCTION: FOR HEADTEACHERS ONLY

Please tick ( ) in the options that best indicate your responses to the various  
questions.

1. Which of the following indicates your highest educational  
qualification?

Med ( )

First degree ( )

Cert A Post Sec ( )

Diploma ( )

Cert A 4/3 year ( )

What is the educational qualification of teachers in your school? Please  
write numbers e.g. 1, 2,3,4,5, etc.

First Degree Professional ( )

First Degree Non Professional ( )

Cert A 4/3 year ( )

Polytechnic ( )

Senior Secondary ( )

Others ( )

2. What are the ranks of teachers in your school? Please write numbers  
e.g.1, 2,3,4,5, etc.

Assistant Director ( )

Principal Superintendent ( )

Senior Superintendent ( )

Superintendent ( )

Assistant Superintendent ( )

3. How often do you visit a teacher's classroom?

Fortnightly ( )

Daily ( )

Twice a week ( )

Once a week ( )

Others ( )

4. On the average how many assignments are pupils given by the teacher  
per week?

Five ( )

Four ( )

Three ( )

Two ( )

One ( )

5. How often does the class teacher mark assignments given to pupils?

Very often ( )

Often ( )

Occasionally ( )

Seldom ( )

Never ( )

PART B

SECTION I: DOCUMENTARY INFORMATION SCHEDULE

6. How many times have your school been listed among the first ten in Junior Secondary School BECE performance in the municipality for the past five years?

- 2007 ( )
- 2008 ( )
- 2009 ( )
- 2010 ( )
- 2011 ( )

7. What percentage of your pupils passed the BECE examination for SSS admission at one sitting for the past five years?

- 2007 ( )
- 2008 ( )
- 2009 ( )
- 2010 ( )
- 2011 ( )

SECTION II: PERSONAL VIEWS

In each of the following questions, please tick ( ) the appropriate option or write brief answers in the spaces provided.

8. Pupils in private schools often perform better than their colleagues in public schools. Why do you think this is so?

.....

.....

9. Are teachers motivated in your school

Yes {  }

No {  }

10. What kind of motivation do they receive?

.....

.....

**SECTION III: QUALITY TEACHING AND LEARNING**

**INSTRUCTION: FOR HEADTEACHERS AND CLASS TEACHERS**

i. Please put a tick (  ) opposite each of the statement under one of the columns. Using the key below to indicate the extent to which each listed factors contribute to the performance of your pupils

The key is:

- 5 indicates a very great extent
- 4 indicates great extent
- 3 indicates little extent
- 2 indicates very little
- 1 not at all

The factors that promote the academic performance of pupils in your school are:

EXTENT

FACTOR	5	4	3	2	1
Teacher qualification					
Teacher commitment					
Discipline among teachers					
Teachers' experience					
Teachers continuity (long service in one school)					

The strong presence of PTA's					
The strong influence of school committees					
Adequate infrastructure					
Effective monitoring					
Motivation in schools (opportunity for upgrading)					
Opportunity for study leave with pay					
Good salary package for teachers					
The calibre of pupils admitted					
Parents purchase basic school needs for their wards					
Good management from the Head					
Adequacy of teaching/learning materials in the school					
Manageable class size					
Pressure put on teachers by Management					
Competitive spirit among pupils					
Conducive environment for learning					
Extra classes and extra-educational media e.g. TV, Radio, Magazines					
Adequacy of teacher classroom hours					

### SECTION III: PERSONAL VIEWS

In each of the following questions, please tick ( ) the appropriate option or write brief answers in the spaces provided.



30. Pupils in private schools often perform better than their colleagues in public schools. Why do you think so this is so?

.....  
.....

31. Are teachers motivated in your school?

Yes [ ]

No [ ]

32. What kind of motivation do they receive?

.....  
.....

