UNIVERSITY OF EDUCATION, WINNEBA

EXPLORING THE FACTORS AFFECTING TEACHERS' JOB PERFORMANCE IN KOFI AGYEI SENIOR HIGH SCHOOL IN THE KWABRE EAST MUNICIPALITY

CHESTER YANCHIRAH BOATENG

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A dissertation in the Department of Educational Foundations, Faculty of Educational Studies, submitted to the School of Graduate Studies, in partial fulfillment

of the requirements for the award of the degree of Post Graduate Diploma (Education) in the University of Education, Winneba

2022

# DECLARATION

Student's Declaration

I, Chester Yanchirah Boateng, declare that this project, with the exemption of quotations and references contained in published works that have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole for another degree elsewhere.

Signature: …………………………………

Date:……………………………………

Supervisor's Declaration

I hereby declare that the preparation of this work was supervised per the guidelines for supervision of this project as laid down by the University of Education, Winneba.
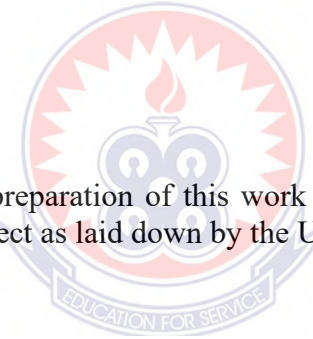
Dr. Matthew Kojo Namale (Supervisor)

Signature: ………………………………

Date:……………………………………

DEDICATION

This project is dedicated to my wife Mrs. Esther Pokuaa Boateng and children, Eleazar Chester Ayeyi Agyenim-Boateng and Eliana Aseda Ampofowaa Boateng and our newly born twins.

ACKNOWLEDGEMENT

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LIST OF ACRONYMS

CRC   - Convention on the Rights of the Child

DSW   - Department of Social Welfare

EFA   - Education For All

FCUBE   - Free Compulsory Basic Education

FSHS   - Free Senior High School

GDP   - Gross Domestic Product

GES   - Ghana Education Service

GPRS   - Ghana Poverty Reduction Strategy

GSS   - Ghana Statistical Service

IDIs   - In-depth Interviews

MDGs   - Millennium Development Goals

SDGs   - Sustainable Development Goals

MOE   - Ministry of Education

NGOs   - Non-Governmental Organizations

PTA   - Parents Teachers Association

UNCRC   - United Nations Convention on the Rights of the Child

UNICEF   - United Nations Children Emergency Fund

USAID   - United States Agency for International Development

ABSTRACT

The performance of teachers is crucial to students' academic performance and success in education. Poor performance of teachers is a global phenomenon that cannot be ignored by various stakeholders in education. It is because of this that the study sought to explore factors affecting the performance of teachers at Kofi Agyei Senior High School in the Kwabre East Municipality in the Ashanti Region of Ghana from the perspectives of the teachers. This study made use of a qualitative method of research. Data were obtained from both primary and secondary sources. Oral interview sessions provided the data used for the study. A simple random sampling procedure was employed to select 12 participants for the study out of about 70 teachers in the school. The data in the form of recordings through interviews were transcribed. The final output was presented in the form of texts and direct quotes from respondents. The findings of the study revealed and concluded that inadequate classroom blocks affect teachers' job performance. Similarly, the small nature of the school's staff common room also affects their job performance it also revealed that high workloads negatively affect teachers' job performance. Finally, the study revealed that the community's sense of ownership also promotes school-community relationships and affects teachers' job performance. The study concluded that though there are challenges, the working conditions of school facilities are satisfactory, and support the work they do as teachers. It also concluded that large class sizes are difficult to be controlled by teachers and affect teachers' job performance. Finally, it was concluded that the School-community relationship is very important to the work of teachers. In line with the findings, the study recommended that provision for more structures like classroom blocks should be provided to reduce class size and teachers' workloads. Working conditions of teachers must be improved and finally, the Parent-Teacher Association (PTA) should be strengthened since it increases the community's sense of belongingness.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

There is a global adage that says that education is the key to success. Hence, states, and international organizations take matters concerning education as a priority for national development. Quality education has been argued to be paramount to national development. Because of this, international agencies and governments including the Government of Ghana agree that to achieve the Sustainable Development Goals (SDGs) which seek to promote education, there is a need to formulate and implement policies that will do away with the barriers to the attainment of quality education for all (Casely- Hayford, 2007). In Ghana, ensuring quality education for all is not a matter of importance left in the hands of the government alone, but parents are also involved in investing heavily into the education of their children. For instance, until the introduction of the Free Senior High School (FSHS) policy by the government, most junior and senior high schools in Ghana have the Parents Teacher Association (PTA) where parents make contributions to help build and maintain schools of their wards. However, in the schools owned and managed by private individuals and organizations, payment of such dues still exists.

Article 28 of the United Nations Convention on the Rights of the Child (UNCRC) talks about children's right to an education that meets their needs and improves the attainment of every child and their right to leisure and culture. The 1992 Constitution of Ghana stated in Chapter 6 mandates basic education in Ghana to be free and compulsory for every child in Ghana. Considerable effort has also been made by successive governments to improve access to education for all children through remarkable projects like rehabilitation, expansion, and construction of new school

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structures. Ministry of Education (MOE) (2005) introduced the Capitation Grant scheme as a major component of Ghana's Free Compulsory Universal Basic Education Policy (FCUBE). The introduction of the Grant abolished the payment of school fees for pupils in public basic schools. The Ghana School Feeding Programme was introduced in 2005 as a social intervention project to provide one hot nutritious meal to school children every school day. The long-term goal of the project was to contribute to poverty reduction and food security in the country. The three (3) key objectives are to reduce hunger and malnutrition among school children; increase school enrolment, attendance, and retention; and boost domestic food production.

Many scholars have sought to define education based on their life experiences and philosophy. Education according to Cowie (1989) is defined as the training and instruction designed to give knowledge to children and young people in schools and colleges. It can also be said to be the social instrument through which we can guide a nation's destiny and shape its future (Panda, 1988). The goal of education is the transmission of the culture, the preservation of the past and the present, and the development of intellect (Farooq, 1994). Similarly, education has also been defined as the act of transferring knowledge in the form of experiences, ideas, skills, customs, and values, from one person to another or from one generation to generation. Education is widely acknowledged as the foundation of civilization and development

Job Performance of employees remains an issue of incredible concern to numerous organizations. According to Doneely (2002), job performance is concerned with the general adequacy and effectiveness of completing things. It indicates how an organization is fairing. Teachers' job performance is very crucial to the overall performance of students and the quality of education. The term 'teaching

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performance' refers to the conduct of instruction: posing questions, providing explanations, giving directions, showing approval, and engaging in the countless instructional acts that a teacher performs in the classroom (Rao, 2001). The performance of the teacher is affected by a lot of factors. Teachers' job performance could be affected by the size of their class. There is a relationship between class size and children's achievement, teacher satisfaction, teacher stress, and organization (Cakmak, 2009). Schneider (2002) argues that class size is an important factor in a school design, as it drives facility-related issues that are part and parcel of the school building plan, construction cost, maintenance, and operational plan.

It is also affected by the working conditions of teachers. Working conditions refer to all existing circumstances affecting labor in the workplace, including job hours, physical aspects, legal rights and responsibilities, organizational culture, workload, and training. In this study, working conditions are conditions associated with the learning environment which include all facilities at the place where the school was located and all that could be found within the school surroundings. It involved the physical location, as well as infrastructures such as classrooms, furniture, laboratory, library, and houses (Chonjo, 1980). Earthman and Lemasters (2009) argue that teachers in schools with satisfactory conditions are significantly more likely to express positive attitudes about their classrooms than teachers in unsatisfactory buildings. The kind of relationship existing between the school and the community also greatly affects teachers' job performance thereby affecting the quality of education. The level of a community's participation in the activities of a school affects the job performance of the teachers.

1.2 Statement of the Problem

The performance of teachers is crucial to students' academic performance and success in education. Poor performance of teachers is a global phenomenon that cannot be overlooked by stakeholders in education. Teachers' poor performance can lead to several problems for schools such as low students satisfaction with their schools, students turnover intentions, hiring cost of new staff, and delay in delivery of education which generally affect teaching and learning. All such poor performances of teachers lead to poor quality of students that become useless for their societies and may become a burden on their country in the future. Several interventions such as the Free Compulsory Universal Basic Education (FCUBE), Capitation Grant, School Feeding Programme, free exercise books, and school uniforms have been implemented to improve teaching and learning and ensure quality education.

UNESCO considers teachers as the most important factor in determining the quality of education that children receive. The school has been argued as the most important place for students to learn and develop their educational and social competencies after home. Teachers play an important role in providing education to the students. Every school strives to recruit good and qualified teaching staff that can deliver quality education to its students. Only highly qualified and committed teaching staff or teachers can produce effective results by producing good quality students, who contribute to their country in the future (UNESCO, 2006). Therefore, schools need to keep the competent teaching staff and make it a priority matter affecting teachers and their performance. Hence, in the achievement of quality of education, the quality of teachers matters a lot.

Teachers are argued to be the strength of a nation. The importance and influence of teachers continue to exist and it is difficult to ignore them and the process of teaching-learning. Their relevance and influence are recognized globally (Panda, 1998). Good teachers are important for the effective functioning of the education system and for improving the quality of teaching and learning. Over the years, there have been complaints of a steady decline in the academic performance of students. For instance, statistics released by WAEC in 2015 indicate that 25.29% of candidates passed in mathematics (A1 to C6, 23.63% passed in integrated science (A1-C6) and 50.29% passed in English (A1-C6) (Doozie, 2015). Furthermore, students who sat for the 2016 exams failed in the core subjects of Mathematics, English, Science and Social Studies. About 32 percent of the students obtained the passing grade of A to C6 in the core subjects and 19.82% of students obtained D7-E8, which most tertiary institutions consider a fail score, and about 38.10% of students had F9. This has generated much public outcry on the standard of the Ghanaian educational system. Although the blame for the decline can partly be attributed to the government, students, parents and other stakeholders in the educational system, partly can also be attributed to the performance of teachers. However, little research seems to have been carried out on factors that affect teachers' job performance, especially at the senior high school level in Ghana. It was in light of the above that the research sought to ascertain the factors that affect teachers' job performance and quality of education using Kofi Agyei Senior High School in the Kwabre East Municipality as a study area.

1.3 Purpose of the Study

The study was designed to explore factors affecting the job performance of teachers at Kofi Agyei Senior High School in the Kwabre East Municipality in the Ashanti Region of Ghana from the perspectives of the teachers.

1.4 Research Objectives

The objectives of the study were to;

1. Indicate how working conditions affect teachers' job performance in Kofi Agyei Senior High School in the Kwabre East Municipality

2. Identify how class size affects teachers' job performance in Kofi Agyei Senior High School in the Kwabre East Municipality

3. Examine how school-community relationship affects teacher's job performance in Kofi Agyei Senior High School in the Kwabre East Municipality.

1.5 Research Questions

The following research questions were used for the study.

1. How do working conditions affect teachers' job performance in Kofi Agyei Senior High School in the Kwabre East Municipal?

2. How does class size affect teachers' job performance in Kofi Agyei Senior High School in the Kwabre East Municipal?

3. How does the school-community relationship affect teachers' job performance in Kofi Agyei Senior High School in the Kwabre East Municipal?

1.6 Significance of the Study

The study is significant because it will provide a base to improve the teaching and learning process. The study will help the various stakeholders in the education sector like the Ministry of Education and Ghana Education Service(GES) and the Parents Teachers Association (PTA) to control factors that affect teachers' job performance. If the factors that affect teachers' job performance at the high school level in Ghana are

controlled, the quality of education and teaching and learning process as a whole would become more effective.

1.7 Delimitation of the Study

This study concentrated on exploring the factors that affect teachers' job performance in Kofi Agyei Senior School in the Kwabre East Municipality. Even with that, it was only a few factors that affect teachers' performance that were considered. Other issues related to the teachers' job performance like subject mastery and students' attitudes were not included in the study.

Geographically, the study was confined to just one senior high school in the Municipality though there were about other three schools. This was due to the limited time for the study.

Finally, the study did not include any private senior high schools. The study was limited to only one public school (Kofi Agyei Senior High School) in the said Municipality. Time and financial constraints did not allow the researcher to include other senior high schools within the Municipality.

1.8 Limitations of the Study

The limitations encountered in undertaking this research were numerous. Some of them include the following: Firstly, one research instrument was used during the data collection. Other instruments were not used by the researcher to validate and triangulate the data collected. However, it was ensured that the information or data given by my respondents were accurate as most of the things said could be seen observed by the researcher. Also, a small representation of the teachers' population was chosen for the study. However, the researcher ensured that each department and

some female teachers were included in the sample to give a fair representation of all the teachers in the school.

1.9 Operational Definition of Terms

Class size: Class size is the average number of students per class, calculated by dividing the number of students enrolled by the number of classes.

Community: Community is a vague concept. It is used in many different contexts such as denoting groups of people as in a village, neighborhood, or ethnicity boundary.

Education: Education is the act of transferring knowledge in the form of experiences, ideas, skills, customs, and values, from one person to another or from one generation to generation.

In-Service Training: The professional training or staff development effort, where professionals are trained and discuss their work with others in their peer group.

Motivation: Motivation is the force that compels us to action. It drives us to work hard and pushes us to succeed.

Pedagogy: The study of how knowledge and skills are imparted in an educational context and considers the interactions that take place during learning.

School-community relationship: School-community relationship is defined as the mutual understanding through which the school and community link with each other for the achievement of goals of both the community and the school.

Working conditions: Working conditions refer to all existing circumstances affecting labor in the workplace, including job hours, physical aspects, legal rights and responsibilities, organizational culture, workload, and training.

Working environment: The work environment is the totality of conditions under which a person or a group of people work or perform their duties.

1. 10 Organization of the Study

This study is organized into five chapters. Chapter One comprises the background of the study, statement of the problem, objectives of the study, research questions and objectives, the purpose of the study, the significance of the study, delimitation of the study, and finally how the study is organized. Chapter Two of the study deals with the various literature reviewed for the study and the theoretical framework and various concepts which underpinned the study. Chapter Three also includes methodology and it entails the research design, sampling size, sampling procedure, and various ethical issues considered during the study. Chapter Four of the study entails the analysis and discussion of the study. Finally, chapter Five comprises a summary of findings, conclusions, and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter explains the various related literature reviewed for the study. The chapter also gives a brief explanation of the theoretical framework that underpins the whole study which is the Functionalist theory by Augustus Comte. It also discusses various concepts like working environment, motivations, and job performance among many other concepts.

2.2 Theoretical Framework

The functionalists' perspective which is also called functionalism is one of the major theoretical perspectives in the field of Sociology. It owes much to Auguste Comte but most of its extensive work was elaborated by Emile Durkheim, who was interested in how possible social order is and how society remains relatively stable.

Functionalism interprets each part of society in terms of how it contributes to the stability of the whole society. The different parts are primarily the institutions of society, each of which is organized to fill different needs and each of which has particular consequences for the form and shape of society. The functionalist analysis of how a structure function involves an examination of the relationship between the different parts of the structure and their relationship to society as a whole. All the parts depend on each other for societal survival. For example, the family is dependent upon the school to help children grow up to have good jobs so that they can raise and support their own families. In that process, the children become law-abiding, taxpaying citizens, who in turn support the state. If all goes well, the parts of society produce order, stability, and productivity. If all does not go well, the parts of society

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then must adapt to recapture a new order, stability, and productivity (Crossman, 2012.).

According to Anamzoya (2011), societies develop from simple undifferentiated mechanical societies to complex highly differentiated organic societies. Simple societies are based on the likeness of their parts. It is also important to know the breakdown of one of these simple or smaller societies can make the bigger or complex society or the whole system ineffective. A study of this nature will help and explore how various factors in the school system like working conditions, class size, and school-community relationships contribute to the effectiveness of teaching and teachers' job performance at the senior high school level in Ghana. The dysfunction or the ineffectiveness of one of these factors can cause or make the whole educational system and teaching ineffective thereby affecting teachers' performance. The functionalist theory helps to explain how various factors which can be classified as 'smaller units' come together to make the school system as a whole function to make it effective which affects teachers' performance at the senior high school level. In the same view, the ineffectiveness of even one of these factors or 'smaller units' will undermine effective teaching and learning which affects the performance of the teachers.

2.3.1 Teacher

Education services differ from some other categories of public service in that they are, or should be less hierarchical (Thompson, 1995). Teachers were known by various names. The commonest was master although there were also school dames, governesses, tutors, and others during the colonial period. It could be said that the

different terms denote the different types of activities involved. They also suggest the social status and authority afforded to teachers before the nineteenth century.

The Teacher's background variables include age, gender, education, subject taught, and teaching experience. The beliefs of the teacher on the subject matter can affect instructional practices and students' achievement. Teachers' pedagogical beliefs are the notions about the best way to teach a particular topic within a discipline. The engagement of teachers with the ideas and activities promotes the development of teachers (Bell, 1996). Teaching is a challenging profession, hence they need adequate preparation for carrying and performing the heavy responsibilities of nation-building.

Considering the increasingly complex pattern of living, the work of teachers and teacher educators is becoming ever more difficult each day. Teacher educators have a tremendous impact on the nation through the teachers whom they educate and the students who subsequently receive education from these teachers (Sharafuddin & Howard, 1969). The teacher is said to be the organizer and controller of the classrooms. He builds future citizens of the country. As he molds the children, so the country will be molded. Given this, a greater responsibility is placed on the teacher to execute his daily activities. However, teachers must be well equipped to teach. They should develop the necessary knowledge, skill, abilities, and attitude to perform their duties effectively (Chauhan, 1984).

2.3.2 The Concept of Job Performance

Job Performance of employees remains an issue of incredible concern to numerous organizations. According to Doneely (2002), job performance is concerned with the general adequacy and effectiveness of completing things. It indicates how an organization is fairing. The concept of job performance can be seen from numerous

points of view like financial, industry, and administration. According to Nwachukwu (2006), job performance is the output, resulting from the input of a given resource at a given time. Similarly, Mali (2005) explained job performance as achieving the top of performance with minimal use of assets. Job performance in this manner could be said to be the basic element in financial advancement as it legitimizes immense use by the association and has numerous other helpful impacts.

2.3.3 Job Performance of Teachers

There is no single globally accepted definition of teaching performance. The term 'teaching performance' refers to the conduct of instruction: posing questions, providing explanations, giving directions, showing approval, and engaging in the countless instructional acts that a teacher performs in the classroom (Rao, 2001). Waldman and Spangler (1989) put up a model of job performance stressing on characteristics of the individuals' outcomes and their immediate work environment. The changes that occurred in the previous 10-15 years are in the performance concepts and performance requirements, are changing (Campbell, 1990). Initial phases of skill acquisition, performance depends more on controlled processing. However, performance largely depends on automatic processing, procedural knowledge, and psycho-motor abilities (Marsh, 1987). Forsyth and Mcmillan (1982) argue that students credit their examination results to the quality of teaching, and classroom atmosphere, among others.

Murphy (1995) attempts to differentiate between a transition and a maintenance stage. He argues that, when individuals enter a job as a new appointee, this is called the transition stage but when the knowledge and skills needed to perform the job are learned by the learner and hence, task performance becomes automatic. This he calls

it is 'the maintenance stage'. Schools are very important in supporting the rapid development of individuals to perform a series of new structural, social, political, cultural, and educational functions (Cheng & Tsui, 1996). Teachers in the era of rapid change are often required to take up expanded roles and responsibilities (Boles & Troven, 1996). It is commonly accepted that the teacher is the key element for the success of school education (Russell & Munby, 1992)

2.3.4 Factors Affecting Job Performance of Teachers

Groundwater and Cornu (2002) argue that factors affecting teachers, performance are of two types; internal factors and external factors. Many external factors are affecting how a teacher makes decisions in the classroom. While it is difficult to attach any order of importance to these factors, because each teacher is unique, they will include to some degree, the expectations of the community, the particular school system in which the teacher is employed, the school itself, the grade policies, their working environment, the parents and the students.

Many of the expectations from these external factors will appear conflicting and it is the classroom teacher who combines these into a workable framework while integrating a range of internal factors. Individuals' beliefs about how children learn most effectively and how to teach in a particular discipline or key learning area. The match between individuals' beliefs about teachers is a best teaching practice and whether they can personally meet these demands in the classroom is crucial. The teacher's preferred ways of thinking, acting, and seeing the world, learners and learning will also be affected by the availability of resources both human and physical (ibid). The effectiveness of a particular teacher relies to a greater or lesser extent on the goals being pursued and the students being taught, however, teachers

differ from one another. Teachers like students vary in terms of the knowledge, skills, aptitudes, attitudes, and values they bring to their classrooms. They also differ in their teaching experience (Anderson, 1991).

Working Conditions and Teacher Job Performance

Akporehe defines working conditions as the total conditions under which a person or a group of people work or perform their duties (Akporehe, 2011). In her research titled 'The Impact of Environment on productivity in Secondary Schools', she argued that the work environment can be in the form of the physical environment, human environment and relationship with colleagues, administrators, interaction within the system, and the general quality of the work climate. According to her, the physical work environment includes the school building, staff offices, staff residential accommodation, laboratories, libraries, workshops, places of convenience for staff and pupils recreational facilities, canteens for students, and many others.

The human environment on the other hand consists of the relationship with colleagues, administrators, or school as well as staff of the directorates at district, regional and national levels. How supervisors interact with heads and teachers of schools, the relationship and interaction of community-level stakeholders such as the Parent and Teachers Association (PTA), The School Management Committee (SMCs), Traditional and Political leaders also come into play to form the human environment in which the teacher works (ibid). It can be said that the less presence of one or more of the forms of work environment is an indication of a poor work environment.

Work Environment and Quality of Work Life of Teachers

According to Özcan (2011), the main aim of education is to learn. It is argued that one of the most important factors in determining the quality of the learning is the environment in which the learning and teaching activities take place. Experts and educators have not agreed on the best work environment necessary for the teaching experience or to develop their experience. Again, there is no accepted standard practice for everyone in the media dimension, as it is in the curriculum and method dimensions of the education system. Educational environments provided for teacher and teacher trainees vary from country to country.

Schools are the most important part of the education system. School administrators and teachers have a greater responsibility, to create the way schools work and create school goals, thereby creating an effective and safe school. The quality of work-life of teachers must be improved working environments for school administrators and teachers to be connected to the work they are doing, to be satisfied with their work, to be able to fulfill with satisfaction, cope with stress, and maintain strong communication with students, parents, and teachers. School managers and teachers with a high level of work quality and working conditions typically achieve the expected success and provide a more powerful means of communication and the efficiency of their work (Kösterelioğlu, 2011).

Pedagogy and Teachers' Job Performance

Pedagogical approaches are often placed on a spectrum from teacher-centered to learner-centered pedagogy. Teacher-centered pedagogy is where the teacher is at the center of the learning process and depends on methods such as a whole-class lecture. The teacher assumes responsibility for making decisions about what would be

learned, how it would be learned when it would be learned, and why it is of value to the learner. Pedagogy refers to the interactions between teachers, students, the learning environment, and the learning tasks. This broad term includes how teachers and students relate together as well as the instructional approaches implemented in the classroom.

A learner-centered approach to instruction where the teacher acts as a facilitator to help bridge the gap between student and knowledge. The learner is viewed as an independent entity who enters the learning experience with a unique set of experiences and motivators. This pedagogical approach generally draws on learning theories where learners play an active role in the learning process. Students, therefore, use prior knowledge and new experiences to create knowledge. The teacher facilitates this process, but also creates and structures the conditions for learning. The task of an instructor is to remove barriers to learning such as fears or misapprehensions and to open up opportunities for acceptance of new knowledge, skills, or abilities. Holmes and Abington-Cooper in The Journal of Technology Studies argued that Malcolm Knowles, often referred to as the Father of Adult Education, described pedagogical approaches as one where the teacher is a facilitator who aids adults to become self-directed learners (Holmes & Abington-Cooper, 2000)

Research suggests that pedagogical approaches help to motivate adult learners to create new skills and link information with experience, which results in increased knowledge retention. They assume that the experience with the instructor is the most valuable means of acquiring knowledge. Learners enter the classroom with little or no knowledge, and the means to attain knowledge is held by the instructor. Thus, the instructor must be the main point of focus in the learning experience for results to be

achieved (Smith, 2002). Pedagogical effectiveness often depends on ensuring that the approach is appropriate for specific school and national contexts.

In-Service Training and Teacher Job Performance

In-service training program for teachers tends to increase the qualities possessed by a good teacher which positively affect the performance of a teacher. The results of a study conducted by Harris and Sass (2001) about the effects of teacher training on teacher value-added showed that training of a teacher was positively associated with productivity in middle and high school Maths. The results further revealed that more experienced teachers appeared more effective in teaching elementary and middle school reading. In the contemporary world or era, in-service training of educators and other stakeholders in education plays an important role in the improvement of education. Meeting the institutional needs in terms of skills and knowledge, the roles and capabilities of trainees can be done and improved through in-service training. According to Pintrich & Schunk (2000), only trained teachers can set goals for teaching and can organize plans for reaching those goals. Effective teachers have good strategies for helping students (Bockerts, Pitrich & Zeidner, 2000). Training works as a catalyst that provokes a significant change in a teacher, redefines the role, broadens the vision, and enhances the attributes of a teacher. In-service teacher training enables teachers to be more systematic and logical in their teaching style (Kazmi, Pervez & Mumtaz, 2011).

Educational Infrastructure and Teacher Job Performance

Improving the quality of school facilities is an expensive undertaking. However, when the positive impacts of facility improvement on teachers and students are translated into dollar figures, the rewards far outstrip the cost of investments. There are five

primary facets of school facilities: noise, air quality, lighting, temperature, and space. The quality of school infrastructure has a significant effect on school attendance and drop-out rates. Students are less likely to attend schools in need of structural repair, schools that use temporary structures, and schools that have understaffed janitorial services (Branham, 2004). Earthman and Lemasters (2009) argue that teachers in schools with satisfactory conditions are significantly more likely to express positive attitudes about their classrooms than teachers in unsatisfactory buildings (across a wide range of indicators, but a limited sample prevents causal inferences).

A comprehensive case study conducted by White (2004) which was cited World Bank (2004) report offers specific evidence that a minimum basic quality of school facilities matters significantly towards the achievement of higher teachers' performance. For example, According to White (2004), schools often close in certain parts of Ghana due to roof leakage. Similarly, it was reported that in 1 988 less than half of the schools could use all their classrooms during rainfall (World Bank, 2004). According to Berry (2002), schools manifest common traits including the availability of sanitary facilities such as water, toilets, and urinals among others; safety of school buildings such as walls without cracks; adequate indoor and outdoor recreational grounds, and proper lighting system in classrooms and libraries, etc. Harbison and Hanushek (1992) made mentioned furniture such as teachers' chairs and tables, and classroom cupboards as 'hardware inputs that teachers cannot do without.

Motivation and Teacher Job Performance

According to Mary (2010), there are a variety of views on the motivation of teachers in Africa and South Asia. She adds that the majority of teachers working in schools in

developing countries are not well motivated by a combination of the decline in morality, satisfaction in the workplace, lack of controls, and inadequate incentives.

Effective management and training of headteachers are therefore required to make significant improvements in teacher behavior and performance. According to Maicibi (2003), increasing workload, classes of large sizes, other topics and programs, and changing. Curricula are major de-motivator factors in many countries. In addition, he argues that the size of classes and heavy load makes teachers resistant to new teaching methodologies and other innovations in the field.

According to (Wayne, 1998) reward in form of money has a stronger influence on the performance of employees. While Armstrong (1996) emphasizes the importance of extrinsic motivation when he said that money offered the possibility of carrying out several different purposes. Maicibi (2003), following the above opinion, emphasized that money is a strong job satisfier for junior to senior non-teaching and academic staff. When teachers are motivated, their performance will be increased at work at a high level.

Although both intrinsic and extrinsic motivational factors impact teachers' satisfaction and performance. The literature has also highlighted some other important factors that also impact the teacher's performance by demotivating them or by developing the intention to leave the school or teaching field. Thus, such factors that impact positively on retention or staying intentions of teachers are equally important to consider for teacher satisfaction

Class Size and Teacher Job Performance

There is a relationship between class size and children's achievement, children's motivation, teacher satisfaction, teacher stress, and organization Cakmak, 2009). Schneider 2002 argues that class size is an important factor in a school design, as it drives facility-related issues that are part and parcel of the school building plan, construction, cost, maintenance, and operational plan. According to Cakmak (2009), classes might be small or large but in both cases, it is expected that teachers should teach effectively by having students' interests and learning experiences in mind. The definition of a "small" or a "large" classroom might differ in context (ibid). He argued that there is little agreement about the optimal size of a class. Class size effects cannot be just a matter of the number of children in a class. The number of children must have an effect on other classroom processes and activities which affects learning. Hence, a reduced teacher-student ratio would promote quality teaching (ibid).

School-Community Relationship and Teacher Job Performance

Community according to Mathie and Cunningham (2003) is a vague concept. It is used in many different contexts such as denoting groups of people as in a village, neighborhood, or ethnicity boundary. It can also refer to particular qualities expected among people as a sense of community. Bray (2000) also points out that, there are about 94 alternative definitions of community. He further argues that a community has at least some common features such as; a network of shared interests and concerns, a symbolic or physical base, an extension beyond the narrowly defined household, and something that makes it unique from other similar groups. For this study, the community is defined as a group of people living in a defined locality and/or other people or organizations outside the local community who share common

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interests with the local people. School, on the other hand, could be simply defined as the educational institution where people are formally educated.

School Management

Williams (1997) and cited in Watt (2001) also identified school management as a form of community participation in education. Until recently most African countries reserved education management responsibilities for the government. Community management can be an important building block in creating a sense of ownership of schools and has practical benefits for poor communities, who may be unable to make additional financial contributions to education, but who are often enthusiastic about being given greater decision-making power over the school.

Community participation in school management has become necessary because of a lack of government administrative and managerial capacity. Community-based school management is often less skill-intensive and more cost-effective than existing centralized approaches. The effort to improve teacher accountability to the communities they serve has resulted in some countries giving communities direct control over the recruitment of teachers; while in other countries this remained the responsibility of local or central government as is the case in Ghana, but the community is given an enlarged oversight role.

Another management role that communities can perform is the development of school improvement plans. These are designed to give communities greater freedom to identify their own needs and priorities. These are often decisions best taken at the community level, where needs can be identified more accurately. In some countries, communities have also participated in school management by providing expertise in areas such as account keeping and learning evaluations. Like support for the

instructional program, the ability of communities to participate in school management varies widely. Many poor rural communities lack the management and administrative skills required for their contributions to be effective; some communities –usually in the urban areas-are highly educated and have the time and skills to make a major contribution to management requirements. In situations where communities lack the capacity or skill to effectively participate in school management, additional assistance in the form of workshops is organized to effectively equip communities to help them define their responsibilities towards the school. In Ghana, a clear example is the organization of workshops by the Ghana Education Service and other NGOs like the Catholic Relief Services (CRS), and the United States Agency for International Development (USAID) for communities on school management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the qualitative method used in data collection how it was used, and the advantages and challenges associated with it. It also deals with the choice of informants and sampling technique, data collection procedure, challenges the researcher faced in the field as well as the various ethical issues that were considered relevant for the study.

3.2 Research Design

This study employed a qualitative approach, as it seeks subjective meanings of individuals and processes in specific contexts (Saks & Allsop, 2007). The approach is descriptive and involves the collection and analysis of data that gives meaning to people's everyday lives and experiences in the settings where they live (Frazer et al., 2009). Proponents have argued that qualitative approaches in social research provide the opportunity for researchers to have access to valuable types of data, which are richer in meaning and provide an in-depth understanding of the lives of people and their subjective experiences (Silverman, 2011). The approach relies on the reason behind various aspects of behavior. Simply put, it investigates the "why" and "how" of human behaviour, not just what, where, and when, hence, required a smaller but detailed and focused group.

Generally, many scientific investigations are necessary aids to research, in that they are used to throw light on specific problems. This is because the design attempts at providing an accurate descriptive or picture of a particular ongoing situation or real-life setting (Osuala, 1993).

3.3 The Study Area

The Kwabre East Municipal is one of the 260 Metropolitan, Municipal, and District Assemblies (MMDAs) in Ghana and forms part of the 43 MMDAs in the Ashanti Region. Kwabre East Municipal carved out of the former Kwabre Sekyere District in 1988, is located almost in the central portion of the Ashanti region. It is within latitudes 60 44' North and longitudes 10 33' to 1044' West. The Municipality has a total land area of 246.8 square kilometers constituting about 1.01% of the total land area of the Ashanti Region. The administrative capital, Mamponteng, is approximately 14.5 kilometers from Kumasi to the northeast. The Municipality is part of the greater Kumasi City region, which is made up of the Kumasi Metropolitan Area and the surrounding districts.

The Municipality shares common boundaries with Sekyere South District to the north; Kumasi Metropolitan Area to the south; Ejisu Municipal to the southeast; Atwima Nwabiagya Municipal to the west and Offinso Municipal to the north-west. The population of the Municipality according to the 2010 Population and Housing Census stands at 115,556 with 55,106 males and 60,450 females.

3.4 Target Population

According to Sarantakos (1998), population refers to the same aggregate or the totality of the phenomena of interest to a researcher. Generally, the teacher population of the school is about seventy (70).

3.5 Sample and Sampling Procedures

A sample is a smaller number of the population used to infer the totality of the population. It is aimed at estimating unknown population characteristics. Sampling is also a method in which several participants have been randomly chosen for a sample

to represent their wider community (Mugenda & Mugenda, 2003). Hence, a small but carefully chosen sample is important for data collection. In this research, the target population constituted the teachers of Kofi Agyei Senior High School in the Kwabre East Municipality in the Ashanti Region. Due to limited time for data collection and research design employed for the study, a sample size of twelve (12) participants was employed.

A simple random sampling procedure was employed to select the respondents for the study. Simple random sampling is a sampling procedure in which each member of the subset has an equal probability of being chosen. It is meant to be unbiased in the representation of a group. Twelve teachers from about twenty-five teachers from different departments who were willing to be part were employed for the study.

Code names were given to the respondents during the interview to ensure anonymity. Teacher Respondent 1 was given the code name TR1, and Teacher Respondent 2 was named TR2 up to TR12.
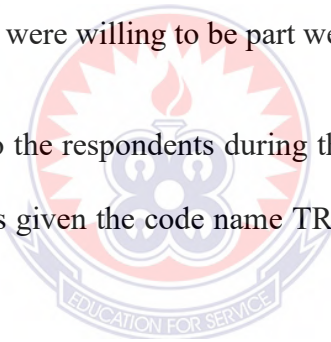
3.6 Interview Guide

Patton (2002) stated that an interview guide provides topic or subsets areas within which the interviewer is free to explore, probe, and ask questions that will elucidate that particular subject. However, certain adjustments were made when the actual fieldwork began. The interview guide was an open-ended one so the teachers had the chance to bring in other issues that they thought were relevant to them. The content items in the interview guide reflected on the research questions. They were aimed at gaining knowledge of the factors that affect the job performance of teachers.

An interview guide was used because it helps permit personal contact with the respondents. This has the advantage of drawing out the respondent by allowing on-the-spot follow-up questions and it allows the interviewee to give information and develop rapport with the respondent. It also allows more complex and detailed questions to be asked during the interview sessions. Using an interview guide also facilitates the collection of more in-depth information. Lastly, it helps to minimize misinterpretations and inconsistencies since these are easily checked by the interviewer during the interview sessions.

3.7 Validity of the Interview Guide

A good qualitative research finding depends entirely on the validity of the research instrument. Kitchin and Tate (2000) argued that the researcher undertaking a study should always try their best to ensure the validity of the collected data. To them, validity "concerns the soundness, legitimacy, and relevance of a research theory and its investigation or practice" (Kitchin & Tate, 2000 p.34). In other words, validity is the truthfulness of the data collected or how relevant the data is for the research questions. The way the research questions are imposed or formulated for a specific purpose can also influence the validity of the data (Kvale, 1996). In light of this, I ensured that my participants understood the research topic, objectives, and research questions very well. I made sure the research questions were so easy to understand. The data collection method I choose was designed to meet the research questions and the objectives of the study to ensure that the data used are of a higher degree of validity.

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3.8 Data Collection Procedures

Before the commencement of data collection, the researcher obtained all the necessary documents including an introductory letter from the University of Education, Winneba. Since the school is under the supervision of the Ghana Educational Service, permission was sought from the district director of education for Kwabre East Municipality and the headmaster of the school the study took place. Upon granting permission to carry out the research in the school, the headteacher informed the teachers about my study and its purpose. Twelve teachers were chosen to be my respondents for the study.

The respondents were interviewed at the school premises in one of the classrooms as suggested by my respondents with the help of the interview guide. During the interview process, the purpose of the research was explained to get rid of suspicion and fear among the participants. I started the interviews by allowing the participants to tell me briefly about themselves and their experiences in the school as teachers. Based on the answers they provided, I asked further questions for them to answer or explain further. After this, I asked them the questions I had in my interview guide. All my interviews were conducted in English Language.

Some general and further questions were asked to enable them to explain their answers well or get more information from them. Interviews were conducted one on one and at a place where no one could hear what we were talking about. Each interview lasted about 30 to 40 minutes. All the interviews were recorded and short notes were also taken for referencing with the consent of my participants.

3.9 Data Analysis

Transcribing and analyzing the data collected from the field is an important stage of the research process and there are a lot of benefits to the researcher who takes much time and attention to it (Kvale & Brinkmann, 2009). Using qualitative methods means that, much data have been collected at the end of the fieldwork which may be overwhelming. Twelve teachers were used as respondents during the data collection. Coding is a way to make the analysis of the information more structured and comprehensible. This is done through several stages to avoid the researcher jumping to premature conclusions (Limb & Dwyer, 2001). Code names were given to the respondents during the interview to ensure anonymity, easy transcription analysis, and discussions. Teacher Respondent 1 was given code name TR1, Teacher Respondent 2 was named TR2, respondent 3 TR3, Respondent 4 TR4, Respondent 5 TR5, Respondent 6, TR6, Respondent 7 TR7, Respondent 8 TR8, Respondent 9 TR9, Respondent 10 also TR10, Respondent 11 TR11 and Respondent 12 TR12.

The data from the interviews were transcribed from audio to words. This was done word by word, which proved to be a very slow and time-consuming process. Later, data collected from all the methods used were put under various themes like working conditions and teachers' job performance, class size and teachers' job performance, and school-community and teachers' job performance.

3.10 Ethical Considerations

Ethical issues are very relevant during, before, and after research. Given this, it was very important to consider ethical issues that may have arisen whiles researching. Ethical considerations in research are of importance in two ways; it guides the

researcher against any form of abuse of the rights of the participants and it also protects respondents (Fraser et al, 2004).

Informed Consent

Informed consent is very important in conducting research. Informed consent means the respondents entered the research project voluntarily, understanding the nature of the study and the danger and obligations that are involved (Einarsdottir, 2007). I sought consent from the headteacher and introduced myself and what I wanted to do. When he was satisfied with what my assignment was in the institution, he agreed that I could undertake the study. I introduced myself to the teachers and explained my project to them. They all agreed to participate. I also assured all of them that, participation was voluntary and that they can exit any time they want to.

Confidentiality

All my informants used in the study were also assured of confidentiality. Confidentiality was then very important in this study to avoid any complications that could arise when I had left the field. I assured them that whatever they would say was going to remain confidential. The confidentiality of my respondents was assured and held in high esteem. I assured them that the information will remain only between us. This I believe gave the participants the necessary confidence to open up and respond to the various issues the study sought to achieve.

Anonymity

Finally, I promised the participants that they were all going to remain anonymous because anonymity is very important, especially when researching vulnerable groups in society like children (Ennew et al, 2009). I ensured them that their names would not be mentioned.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results of the study. It also presents analysis alongside discussions on various important themes in the study trying to find out factors that affect or influence the job performance of teachers in the senior high schools in Ghana focusing on the case of teachers in Kofi Agyei Senior High school in the Kwabre East Municipal in the Ashanti region of Ghana.

4.2 Working Conditions and Teachers' Job Performance

Working conditions refer to all existing circumstances affecting labor in the workplace, including job hours, physical aspects, legal rights and responsibilities, organizational culture, workload, and training. In this study, working conditions are conditions associated with the learning environment which include all facilities at the place where the school was located and all that could be found within the school surroundings. It involved the physical location, as well as infrastructures such as classrooms, furniture, laboratory, library, and houses (Chonjo, 1980). These sub-themes emerged from the interviews: inadequate classroom blocks, small staff common room, and the small nature of the school's library.

Inadequate Classroom Blocks

The respondents were of the view that the school has significant classrooms which can contain the students for learning and teaching to take place. The government intervention in providing enough classrooms for the various senior high schools in Ghana to bring to an end the double-track system which was brought to increment in the enrolment of students in the senior high schools due to the introduction of the free

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senior high school. However, they argued that there was the need to have more classroom blocks to help to be able to admit more students as the enrolment for free SHS students increased.

One of the respondents stated:

> *Although the number of classrooms we had in the school was relatively adequate and support learning and teaching in the school. The introduction of the Free Senior High School (FSHS) has also brought about massive infrastructure over the past three years. 12 unit classroom blocks have been provided for the school. This was as the result of the increase in the enrolment of students. Additionally, this has helped in teaching and learning as it has reduced the overcrowding of students in classrooms that pertained after the introduction of the Free Senior High School (FSHS). Some of the classes are still large and there will be the need for them to be divided into smaller class sizes which will enhance our performance as teachers and improve the quality of learning and teaching. Hence, the need to have more classroom blocks.* (TR5)

Another respondent added:

> *At first, the overcrowding of students in the classrooms made teaching very difficult as it was very difficult to control the class and monitor their activities well during teaching. This greatly affected our performance as teachers. But I think now we are satisfied with the structures here and our performance I can say has improved* (TR9)

The teachers were of the view that the classroom blocks previously were inadequate which greatly affected their job as teachers. However, recently, the situation has improved which has relatively also improved their job performance. Their assertions I realised through my observations that are valid as I saw some new classrooms blocks constructed. Their assertions support Earthman, and Lemasters (2009) who argue that teachers in schools with satisfactory conditions are significantly more likely to express positive attitudes about their classrooms than teachers in unsatisfactory

buildings (across a wide range of indicators, but a limited sample prevents causal inferences).

Poorly Resourced School Library

The school has a library though the respondents were of the view that the library is relatively small, it is furnished with a lot of books that aid and support teaching and learning in the school.

> *The small nature of the library makes it accommodate few students at a time. The library is one of the problems we have when it comes to the physical structures of the school. It has a lot of books which I think are very good. But the size of it is very small. Look, we have more than 1000 students and this library can just accommodate at most fifty students. What if a whole class even decides to go at the same time?* (TR6)

I observe that new structures have been put in. Some of them are completed and are being used. Some are still under construction. I also observed that the library of the school is the same old library that was constructed when the school was established about thirty years ago. It has chairs and tables for reading and learning. The shelves have a series of books which cover all the subjects thought in the school. An interview with the Librarian suggests that both students and teachers patronage the library which has been a great help to teaching and learning for both teachers and students thereby improving their job performance and academic performance respectively. These confirm the earlier information provided by the teachers during the interview.

Small Staff Common Room

The study further revealed that though the school has a staff common room for teachers it is relatively small for the number of teachers in the school. Because of the small nature of the room, just about ten teachers can occupy it. This according to the

respondents makes the rest of the teachers sit under shades provided by the trees on the premises of the school whiles they do not have any period to teach. When further asked during the interviews how they mark exercises and assignments given to the students, one of them answered:

> *We sometimes mark exercises in the classrooms when having some time left after the exercises. Else we take them to the tables we are having under the tree there. That is the place where we sit and also mark assignments. That place is not convenient for us though we sometimes enjoy fresh air ... But when it rains, finding a convenient place to perform these duties becomes difficult and I think one way or the other it affects the job that we do as teachers, teaching and learning and our job performances.* (TR6)

Generally, the respondents were of the view that their working conditions in the school are relatively satisfactory, supporting the work they do as teachers. Though their job performance is affected by the small staff common room of the teachers and the small nature of the school's library which cannot accommodate enough students and teachers to improve teaching and learning. These findings confirm an assertion made by Earthman and Lemasters, (2009) that teachers in schools with satisfactory conditions are significantly more likely to express positive attitudes about their classrooms than teachers in unsatisfactory buildings.
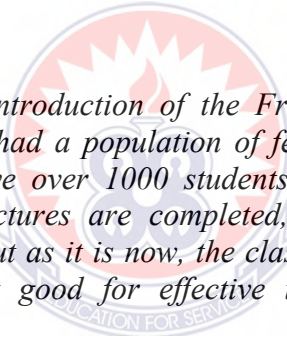
4.3 Class Size and Teachers' Job Performance

There is a relationship between class size and teachers' satisfaction, and teacher stress (Cakmak, 1998). Class size is an important factor in a school design, as it drives facility-related issues that are part and parcel of the school building plan, construction, cost, maintenance, and operational plan (Schneider, 2004). The study revealed that teachers' job performance is affected by high workloads and class management as a result of large class sizes.

High Workload

The class sizes according to most of the respondents are believed to be large. However, according to Cakmak (2009), the definition of a 'small' or 'large' classroom may differ in context. The large class size according to the respondents was a result of the introduction of the Free Senior High School. The population of the school has had an increment of more than 100% in the last three years.   Despite the introduction of 'Gold' and 'Green' tracks which came with the introduction of the Free Senior High School (FSHS), the classrooms according to the teachers are still large as compared to the previous class size before the introduction of the Free Senior High School (FSHS). One respondent revealed:

> *Before the introduction of the Free Senior High School (FSHS), we had a population of fewer than 600 students. Now we have over 1000 students. We believe when the various structures are completed, we will have smaller class sizes but as it is now, the classes are relatively large and are not good for effective teaching and learning.* (TR12)

When asked how large class size affects their work output as teachers, one of the respondents said:

> *In one of the General Arts classes, we have more than fifty students in the classroom. Most times, you are required to give them essay form questions as a way of assessing them. Marking essays from over fifty students is tiresome. Sometimes you are tempted to give them questions that will demand short answers provided by the students. This does not help the process of teaching and learning and bringing the best out of the students. It affects the job we do and the quality of service we are to provide to our students. I think relatively smaller classes especially in the Arts Department will help us provide an effective assessment.* (TR10)

This narration by the respondent is in contrast to Cakmak who argued that argues that classes might be small or large but in both cases, it is expected that teachers should teach effectively by having students' interests and learning experience in mind (Cakmak, 2009).

Class Management

Cakmak (2009) argues that class size effects cannot be just a matter of the number of children in a class. The number of children must have an effect on other classroom processes and activities which affects learning. Interviews with the teachers revealed that one of the effects that arise from large class sizes is difficulty in class management.

> *Class management is of the key factors to consider in teaching and learning. Since most of the General Arts classes have relatively large sizes, controlling or managing the classes is sometimes difficult. When students are difficult to control or manage, it strongly affects the work we do negatively most of the classes are noisy. But in most cases the classes with relatively smaller sizes, the reverse is the case.* (TR1)

Class size as argued by the respondents is one of the important factors that affect teachers' job performance positively or negatively when either the class is relatively small or large. This supports Coroll and Hastings' assertion that class size effects cannot be just a matter of the number of children in a class (Cakmak 2009). The number of children must have an effect on other classroom processes and activities which affects learning. Thus a reduced teacher-student ratio would promote quality teaching. The overpopulated classrooms sometimes make it difficult for class management and control (Coroll and Hastings cited in Cakmak 2009).

Another teacher indicated:

> *Assessment of most of the subjects taught at the Arts Department is in essay form. Marking scripts or essays of over 50 students you know is a lot of work. Sometimes we are tempted to assess them using fill-in and multiple choice questions but they will be writing essays for their final exams.* (TR4)

Another respondent added:

> *We are sometimes unable to assess the students individually very well since they are many in the class. We are again unable to give the average and the weaker students in the class much attention they may need to improve. These affect teaching and learning.* (TR7)

These are also in support of a study conducted by (Yelkpieri, Namale, Esia-Donkoh, & Ofosu-Dwamena, 2012) which revealed that large class size affects the quality and effectiveness of teaching. It further revealed that large class sizes in no small way affect quality teaching and assessment. Lectures are unable to give individual attention to weaker students. Class organization and control become difficult for lecturers.
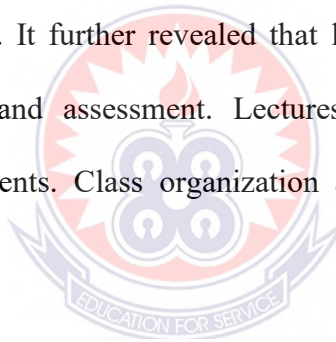
4.4 School-Community Relation and Teachers' Job Performance
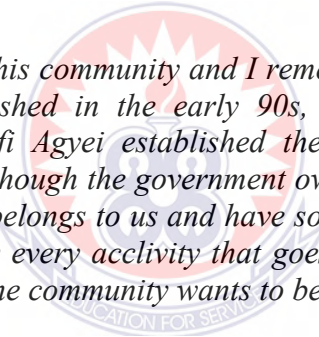
A good school-community relationship is one of the effective ways of ensuring effective teaching and learning thus improving and ensuring quality education, there is the need to encourage, develop and sustain such participation. Baku (1994) argues Community or parent-teacher cooperation in educational provision contributes to improvement in the enrolment and retention of pupils, maintenance of school facilities, learning environment, and overall quality and long-term impact of education. The study revealed that factors like the Parents Teachers Association (PTA), sense of ownership, and finding and provision of accommodation affect the

relationship that exists between the school and the community which in turn affects the job performance of teachers in the school.

Sense of Ownership

The respondents were of the view that there is a good relationship between the school and the community. According to them, though the school is under the control of the Ghana Education Service and the Ministry of Education, the school was established by one of the respected personalities of the community. According to one teacher who is indigent in the community during the interviews revealed that the school was established to help provide education to the indigenous people.

He said:

> *I am from this community and I remember when the school was established in the early 90s, though I was young. Opanin Kofi Agyei established the school for the local people. So though the government owns it now, we still feel the school belongs to us and have some form of ownership. That is why every acclivity that goes on in the school, the leaders in the community wants to be part.* (TR11)

Another teacher also added:

> *When you have such a community-based school, teachers most often get support from the members of the community. Though we do not receive much from them, the few that come from them help us in our job as our teachers.* (TR2)

These support the assertion made by Watt (2001) who argues that community involvement in the day-to-day administration of schools has the potential to enhance ownership, accountability, and efficiency. The community's participation in the education of their wards in the school and the good relationship the school has with the community have led to the enhancement of the community's sense of ownership of a school and this has led to the parents supporting the aims of the school. He further argued that enhancing the community's ownership of the school, therefore, is vital to

the rising demand for education. Requiring communities to contribute to the cost of education, and involving them in school management, can give communities a direct stake in the success of the school, and generate a commitment to education improvement (ibid). These according to the respondents have helped and affected their work as teachers positively.

Watt (2001) has observed that community involvement in the life of the school could have a dramatic impact on education access, retention, and quality. Teachers and other sector professionals are more likely to do their jobs well when communities take an active interest in what is happening in the classroom. That is where there is encouragement, cooperation, and motivation from the community; this would impact the output of teachers, pupils, and other professionals in the education sector. In the process, community participation in education can play a central role in efforts to raise participation rates and improve school retention and learning outcomes.

Provision of Accommodation

During the interviews, it was revealed that one of the factors that promote a cordial relationship between the school and the community is helping in the provision or finding of accommodation for the staff of the school accommodation. One of the issues that severely affect their work as teachers. According to them, most of the teachers come from or stay in communities that are far away from where the school is.

A respondent revealed that:

> *The problem when you stay at a place like Santasi, due to the traffic on the route we take, you are likely to get to school late. And this will affect your work output as a teacher negatively. Getting accommodation on campus is the best but since they are not many, we resort to getting some in the community.* (TR8).

Another respondent added:

> *Though the community does not provide accommodation for us. But when there is a new teacher posted to the school, individual members of the community help us in search of accommodation. Finding accommodation in Bamapenanse here is sometimes very difficult but with their help, we get them with ease.* (TR4)

According to the respondents, finding accommodation within the community with the help of the indigenous helps to get a conducive environment which makes their work very easy. This supports the argument made by Watt (2001), that where the capacity of the community to participate in the instructional program is limited, it can still play a crucial role in improving learning outcomes through more informal channels. Perhaps the single most important contribution communities can make to improve school effectiveness is providing and creating a home and community environment conducive enough to reinforce the work of the school.

As a result of such help and a conducive environment created, they can get to school in time and do not miss their periods. It was also revealed that since they are staying in the community, they can visit the school during the evening whiles the students are having their preps. These have helped them in their duty as teachers thereby improving teaching and learning in the school.

Parent-Teacher Association (PTA)

The PTA is a joint body of parents and teachers of a school. In terms of composition, it is made of between six to nine executive members who are elected at a general PTA meeting of a school involving all parents or guardians who have their children in the school. The Parents Teachers Association (PTA) is not much of a national requirement. It is an automatic association of teachers and parents or guardians of a

particular school who seek to advance the welfare and development of the school. The membership increases or decreases depending on the enrolment at a particular time.

The study revealed that when it comes to the development of the school over the years, the Parents Teachers Association (PTA) has been a pivot in the school. The parent's willingness to help in the education of their children has helped the teachers in their work. The Parents Teachers Association (PTA) according to the respondents has helped to teach and learn in the school in different ways.

It was revealed that the school saw tremendous infrastructural development after the introduction of the Computerized School Selection Placement (CSSP) era. TR5 who has taught in the school for more than two decades said:

> *I remember before the computerized selection method for JHS students, we had a small population and few structures. Even with the few students, we had, finding enough classrooms for learning and teaching was very difficult. We had no library and ICT laboratory. This affected us the teachers negatively in the exercise of our work there and also affected teaching and learning in the school negatively. We started admitting more students with the introduction of Computerized Selection and School Placement.* (TR8)

To support this assertion, one of the teachers added:

> *This called for the need to have more buildings like classroom blocks, dormitories dining halls, and others we could think of to be constructed. We couldn't have depended on the state alone to provide all these things for the school. But due to the nice relationship we had with the parents at the time, the PTA agreed to a levy that was supposed to pay for such projects. This has changed the school forever. Now most of us are enjoying teaching in this school due to what the PTA did at that time.* (TR4)

His assertion is in support of Ota (1986) who identified three main forms of community financing of education found even in poor settings: (i) parental contributions in various forms such as school fees and PTA levies; (ii) contributions by the whole community, most commonly in the form of labor toward construction work in the school; and (iii) contributions by voluntary organizations including religious bodies (Ota 1986 cited in Baku & Agyemang, 1994). Similarly, Watt (2001) argues that among all the stakeholders in education, apart from the learners themselves, parents are the most concerned and anxious group. Thus on several occasions and in numerous instances, parents have initiated the execution of projects in their respective schools. The respondent further confirming the assertion made by Watt said that though as a result of the introduction of the Free SHS, the students are no more charged with PTA levies, occasionally when they meet for PTA meetings, the parents decide which projects they want to put up for the school.

The study further revealed that the good relationship between the school and the community through the PTA helped to teach and to learn in many ways. In practical terms, it could be argued that the PTA is the organ of the community that is always most current with the needs and problems of the school. It is a forum where teachers and parents meet as partners to educate the children with the sole aim of bringing their minds together to solve thorny problems that inhibit smooth teaching and learning in the school.

A respondent stated:

> *Some of the students' parents hardly come to visit them in whiles they are in school. So during PTA meetings, they take such opportunities to with some form of interaction with us and know how their wards are doing in school. Similarly, we also figure out the behavior of the students when the school is on break. I must say, it is a nice forum for us to know what our students are up to when they go home. This, to me, helps in teaching and learning and helps to monitor the academic progress of our students.* (TR6)

Similarly, another respondent indicated:

> *When parents monitor their children at home and control what they do, that ensures they read their notes and do their assignments, especially the day students, it helps to improve learning and teaching. You know, as you are a teacher, it makes the work easier and is like a shared responsibility. But let me also add that not all parents do these.* (TR7)

Lockheed and Verspoor argue that practically, parents can ensure that their children attend school regularly, arrive at school on time, eat in the morning before lessons begin, and provide time and space for children to study in the home. Communities can also help to ensure that teachers attend school every day on time, teach when they are at school, and inform the school community of planned absences. Taken together, these relatively simple forms of community participation can have a critical bearing on learning outcomes, by increasing the number of time children spend being taught, improving their mental alertness, and making children and teachers feel that what happens in the school is valued and actively followed by the community. (Lockheed &Verspoor, 1991, Watt, 2001). When teachers and parents have a cordial relationship, teaching and learning become a shared responsibility among teachers, students, parents, and other stakeholders.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary of the findings of the research about the research objectives was discussed. The main aim of the research was to find the factors that affect teachers' job performance in senior high schools in Ghana. This section also outlined some recommendations associated with the findings and finally areas for further research.

5.2 Summary of the Study

This research explored factors that affect teachers' job performance in Kofi Agyei Senior High School in the Kwabre East Municipal in the Ashanti region of Ghana. Functional Perspective or Functionalism by Auguste Conte which was elaborated more by Emile Durkheim was used in this study. This study made use of qualitative methods. Considering the objectives of the study, a qualitative approach was necessary to gain in-depth knowledge of what was being researched. To explore factors that influence the teachers' job performance, it was important to use interviews to obtain information from my respondents. A simple random sampling procedure was employed to select 12 respondents for the study out of about 70 teachers in the school. The final output was put in the form of direct text from respondents without any bias interference from the researcher.

5.3 Key Findings of the Study

In light of the research questions and the objectives of the study, the following key findings were made.

1. Inadequate classrooms blocks affect teachers' job performance

2. The small nature of the school's staff common room was a condition under which the teachers work also affects their job performance

3. High workloads negatively affect teachers' job performance

4. Classroom management also affects teachers' job performance as a result of large class size

5. Activities of the Parents Teachers Association (PTA) promote School-Community relationships and affect the performance of teachers

6. The community's sense of ownership also promotes school-community relationships and affects teachers' job performance

5.3 Conclusion

These conclusions were drawn from the analysis:

Though there are challenges, the working conditions of school facilities are satisfactory support the work they do as teachers, though are factors like the small nature of the school's library and staff common room which affect job performance negatively.

Large class sizes are difficult to control by teachers and affect their job performance as teachers are unable to give individual attention to weaker students and also organization and control become difficult for teachers.

School-community relationship is very important to the work of teachers. When schools have a cordial relationship with the community, the community will take active participation in the happenings of the school and take care interest in their wards' education which will positively affect teachers and their performance in whiles teaching and learning will be improved.

5.4 Recommendations

The following recommendations were made based on the findings and conclusions of the study.

1. The study revealed that the population has had a massive increment as a result of the introduction of the Free SHS in the year 2017. The introduction has brought about a 100% increment in the students' population. This has brought about large size classes and overcrowding of students which affects teacher's job performance thereby affecting teaching and learning in the school. Though the government has provided certain structures for them, it is recommended that it makes provision for more infrastructures like classroom blocks, libraries, and dormitories.

2. Both the government and the school should help improve the working conditions of teachers by way of provision of accommodation on campus to help solve the problem of lateness and the high cost of renting apartments among some of the teachers satisfied workers in an organization will lead to increased achievement, improved productivity, and less turnover.

3. Parents Teachers Association (PTA) of the school should be strengthened since it increases the community's sense of ownership and also helps provide several infrastructural developments to the school.

4. The study revealed that the school has a small teachers' common room which affects their job performance negatively. It is therefore recommended that the government and the Parents Teachers Association which are major stakeholders of teaching and learning in the school should put up a large and well-resourced library for the teachers.

5.5 Areas for Further Studies

1. This study was conducted in one senior high school in Kwabre East Municipality. To capture diverse results from different cultural backgrounds, a similar study could be replicated in other Senior High schools in different Districts and later on, in other regions in the country to compare and contrast the results.

2. Further studies will be required to explore how the same factors affect the academic performance of students in senior high schools. Such studies will be important as they will have a great impact on teaching and learning in senior high schools in Ghana.

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APPENDICES

APPENDIX 'A'

INTERVIEW GUIDE FOR TEACHERS'

This interview guide seeks to explore factors that affect teachers' job performance in Kofi Agyei Senior High School.

1. **Background information**

- Age

- Gender

- Subject(s) taught

- How long have you taught in the school?

2. **Working Conditions and Teachers' Job Performance**

   In what ways do the following working conditions affect your job performance in Kofi Agyei Senior High School?

   i.   Classroom Blocks

   ii.   Staff common room

   iii. School Library

   iv.   Teaching and Learning Materials

3. **Class Size and Teachers' Job Performance**

   How does class affect your job performance in Kofi Agyei Senior High School?

   i.   High Workloads

   ii. Class Management

55

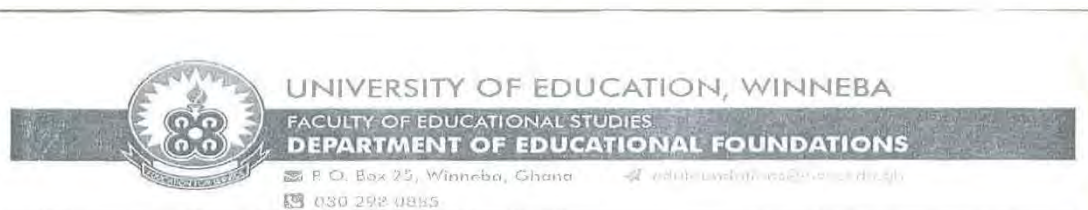4. **School-Community Relationship and Teachers' Job Performance**

How does School-Community Relationship affect your job performance in Kofi Agyei Senior High School?

    i.   Parents Teacher Association

    ii.   Sense of Ownership

   iii. Provision and Finding of Accommodation

APPENDIX 'B'

LETTER OF INTRODUCTORY

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
P. O. Box 25, Winneba, Ghana
030 292 0885

8th September, 2021

The Head
Kofi Agyei Senior High School
P.O. Box AN 2471
Ash-Town
Kumasi

Dear Sir/Madam,

LETTER OF INTRODUCTION

I write to introduce to you **CHESTER YANKYIRAH BOATENG**, the bearer of this letter who is a student in the University of Education, Winneba. He is reading a Postgraduate Diploma in Education (PGDE) programme in the Department of Educational Foundations.

As part of the programme, he is conducting a Research Project titled: **EXPLORING THE FACTORS AFFECTING TEACHERS' JOB PERFORMANCE IN KOFI AGYEI SENIOR HIGH SCHOOL IN THE KWABRE EAST MUNICIPALITY**

He needs to administer questionnaire to enable him gather information to be analysed for the said Research Project and he has chosen to do so in your school.

I would be grateful if he is given the needed assistance to carry out this important exercise. Thank you.

Yours faithfully,

RICHARDSON ADDAI-MUNUNKUM, PHD
AG. HEAD OF DEPARTMENT

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