



Exploring the Factors Contributing to Teacher Effectiveness in Senior High Schools in the Kassena Nankana West District

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

The study investigated the factors contributing to teacher effectiveness in senior high schools in the Kassena Nankana West District. A descriptive survey design with a sample of 100 teachers was used for the study. A self-designed questionnaire was used for the data collection. Means and standard deviations and independent samples t-test were the statistical tools used in the study. The objectives of the study were to find how headmaster supervision contributes to teacher effectiveness; find students' attitude that contribute to teacher effectiveness; how community participation contribute to teacher effectiveness. Means and standard deviations and the independent samples t-test were the statistical tools used in the study. The findings of the study were showed that; headmasters involved teachers in decision making in schools, students' participation in classroom work was appreciable, and communities gave teachers some fringe benefits. It was recommended that headmaster supervision should be strengthened since involving teachers in decision making in school brings about teacher effectiveness. Again teachers should

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relate and encourage students to participate in classroom work since that contribute to teacher effectiveness. It was concluded that headmaster supervision is very important since that contribute to teacher effectiveness in school.

Keywords: Teacher effectiveness; headmaster supervision; student attitude; community participation.

1. INTRODUCTION

Education forms the foundation for human resource development for every country. Governments of Ghana, from Pre-Independence era till today over the years have step up efforts in education to train and develop human capital for a rapid national development. To realize this laudable national goals the teacher factor in ensuring quality education cannot be overlooked. Teachers are essential tool in learning. According to [1], teachers are the most significant cause in influencing the worth of education that children obtain. They are also the pivot on which the educational process hang. Teachers play a major role in the whims and caprices of the educational system [2,3]. They are able to sway the teaching learning results either confidently or damagingly because they decide the quality of instructional provision and also effect quality education when it comes to application of the curriculum and educational policies. To be able to do these successfully, teachers should be effective in performing their jobs. Teacher effectiveness refers to all circumstantial variables linked with school such as learning, teaching, students' motivation administration, and community involvement [4].

In this study, headmaster supervision, students' attitude and community involvement were the extrinsic factors explored. Studies indicate that heads of institutions in diverse ways provide good leadership to enhance teacher output [5,6]. [5,6] in their study found that headmaster supervisory role enables teachers to get constructive feedback and teaching and learning materials for effective classroom and out of class activities. Other studies indicate that most teachers are not effective in schools because some factors such as poor attitudes of headmasters unattractive student behaviour and poor relationship between the school and the community [7].

The attitudes of heads of schools towards teachers contribute significantly to teacher effectiveness. Attractive communication between the headmaster and teachers affect teacher quality with a resultant effect on students'

academic output, indiscipline and the general outlook of the school [8,9]. It again noted headmasters' supervision helps teacher to know their weaknesses and step up their teaching skills for optimum job perform which to a large extent leads teachers more satisfied [10].

The immediate beneficiaries of quality education are students. Their attitude influence teaching either positive or negative. As evidenced by [11] study, student discipline problems are linked to teacher turnover. He contends that regardless of the background and economic status of the students, schools with more behavior problems have more teacher turnover. He also finds that teachers in schools who have more control have fewer student behavioral problems, and that being backed up by a principal is a crucial aspect of a teacher's job [12].

Teachers per their training see students as those who must be groomed for quality life [13]. Teachers give off their best in teaching to ensure that student do well academically and are also socially acceptable because of how well they relate with teachers [7]. In schools where students exhibit uncontrollable attitude may not enjoy relationship with teachers. Studies indicate that teachers output was low consistently because of students disrespect, lateness to class and stubbornness [13]. Such attitudes from students could make teachers ineffective in their jobs since the very students they are supposed to assist to achieve their academic, career and socio-personal goals misbehave towards them.

A study by [14] found that the community is a factor which influence teacher outcome. They argued that the role of the community in terms of providing fringe benefits to teachers, temporal accommodation for new teachers motivate them a lot in their work. It is also identified in studies that communities that are threats to teachers to the extent that they beat teachers when their children are disciplined for unruly behaviour frightens teachers and makes them naturally loose interest in the schools where they teach [15].

The government of Ghana allocate huge budget to education with the hope that quality education would be given to students. However, there are factors such as headmaster supervision, community participation and students' attitude that contribute to teacher output [5,7,14]. Studies should also be conducted to find out the factors that contribute to teachers' effectiveness in senior high schools in the Kassena Nankana West District. Knowing the factors will enable the District and School administrations to strategise more efficiently to improve those factors for increased teacher outcome. Therefore, this study was conducted to discover the extrinsic reasons like headmaster supervisory skills, student approach and community that add to teacher effectiveness in senior high schools in the Kassena Nankana West District.

1.1 Research Questions

The following research questions were used to guide the study:

1. How does headmaster supervision add to teacher effectiveness in senior high schools in the Kassena Nankana West District?
2. What student attitudes add to teacher ineffectiveness in senior high schools in the Kasena Nankana West District?
3. What community factors add to teacher effectiveness in senior high schools in the Kassena Nankana West District?

1.2 Hypothesis

H0: There is no gender difference in headmaster supervision as a contributory factor for teacher effectiveness.

H1: There is gender difference in headmaster supervision as a contributory factor for teacher effectiveness.

2. METHODOLOGY

2.1 Research Design

The research design for this study is the descriptive survey. [16] and [17] indicate that descriptive survey is an attempt of providing an accurate description of the phenomenon understudy in a particular situation. This design was chosen since the researchers' intention was to explore the factors that add to teacher effectiveness in senior high school in the Kassena Nankana West District.

2.2 Population and Sample

There are six public senior high schools in the Kassena Nankana West District. A simple random sampling technique was used to choose three out of the six public schools. The sampled schools were Sirigu, Mirigu and Paga senior high schools. The total teacher population in these three schools were 200 (104 males and 96 females). Since the total population was not too large, the researchers did not sample; instead, they used the entire population.

2.3 Questionnaire for the Study

A self-designed 4-point Likert scale type questionnaire of Strongly Agree (SA= 4), Agree (A = 3), Disagree (D = 2) and Strongly Disagree (SD = 1) was used to gather data for the study. The questionnaire was used to classify the sex of participants and information on motivational factors that contributed to teacher effectiveness. The questionnaire was pretested among 20 teachers in the Winneba senior high school to establish the clarity and difficulty level of the items. The Cronbach's alpha reliability coefficient of the questionnaire was .76 so the instrument was considered reliable [18]. Means and standard deviations were used to analyse the research questions. An item with a mean score of 2.50 and above was accepted, while an item with a mean score of 2.49 or less was not accepted. Independent Samples t-test was used to test the hypothesis.

3. RESULTS AND DISCUSSIONS

3.1 Research Question 1: How does headmaster supervision contribute to teacher effectiveness in senior high schools in the Kassena Nankana West District?

This question was posed to find how headmaster supervision contribute to teacher effectiveness. The results are presented in Table 1.

Table 1 showed that all the items were graded above the acceptable mean of 2.50. That revealed that headmasters' supervision added to teacher effectiveness in the senior high schools in the district. The headmaster involves teachers in decision-making processes in schools was the dominant factor with a mean of 2.97 and a standard deviation of 0.97. This finding is in

tandem with [19] study on Participatory Decision Making in Schools which retells us that participation of teachers in school decision making may inspire teachers to exercise their intelligent and emotional involvement in group situations that may allow them to contribute to group goals and portion responsibilities for better school management. This finding also supports [20] whose study revealed that teachers trust that when they are involved in all stages of school decision making, decisions will be effected because they are the implementers of all school plans.

The finding that teachers have opportunity to gain experience from their headmaster was the second dominant factor which attracted a mean of 2.91 with a standard deviation of 0.66. This finding supports the study conducted by [21] who found that teachers expect to become headmasters in future so they like to work with headmasters who offers teachers opportunity to learn from them. [21] also believed that when headmasters encourage leadership among teachers and when teachers are trusted as experts they will be effective in schools.

3.2 Research Question 2: What student attitudes contribute to teacher effectiveness in senior high schools in the Kassena Nankana West District?

This question was posed to find the attitude of students that contribute to teacher effectiveness. The results are presented in Table 2.

Table 2 showed that all the items except teachers command respect were rated above the acceptable mean of 2.50. That indicates that students' attitude contributed to teacher effectiveness in the senior high schools in the district. The major factor of students' attitude which contribute to teacher effectiveness was students' participation in classroom work is appreciable with a mean of 3.02 and a standard deviation of 0.63. This finding supports [22] who identified factors such as students' active participation in lesson as contributing factors for teacher effectiveness. Teachers feel satisfied with their lessons if students zealously participate in the lessons and perform well in their academic achievement [23]. Every teacher wants to teach in a disciplined students and a good teacher-students classroom relationship is very crucial and powerful tool for teacher effectiveness [13].

3.3 Research Question 3. What community factors contribute to teacher effectiveness in senior high schools in the Kassena Nankana West District?

This question was posed to find the community factors which contribute to teacher effectiveness. The outcomes are offered in Table 3.

Table 3 reveals that the entire items were rated above the acceptable mean of 2.50. Among the factors 'The community gives teachers some fringe benefits was the principal factor with a mean of 2.94 and a standard deviation of 0.66. The respondents also accepted the statement that community provides temporal accommodation for teachers. That had a mean of 2.85 with a standard deviation of 0.50. This finding confirm [14] who found that effective community participation in providing temporal accommodation for the teaching staff motivate them to perform their professions activities which leads to improved student learning in the Yilo Krobo Municipality in the Eastern Region of Ghana. They conclude that community participation allows teachers to use their resources and skills in a more effective way.

3.4 Hypothesis 1: There is no Gender Difference in Headmaster Supervision for Teacher Effectiveness

This hypothesis was tested to find the difference in opinion between male and female teachers with regard to headmaster supervision as a contributory factor for teacher effectiveness. The outcomes are shown in Table 4 below.

3.5 An Alpha Level of 0.05. T-critical Value is 1.984

Table 4 presents the mean scores and standard deviations for male and female teachers (Male Mean =6.456; SD =1.41; Female Mean= 6.443; SD = 1.48) with regard to headmaster supervision as a factor for teacher effectiveness. A close look at the two means shows that there is some difference between them. To find out whether the difference is statistically significant, an independent samples t-test was conducted. The results indicated that there was no statistically significant difference in opinions between male and female teachers) with regard to headmaster supervision for teacher

effectiveness ($t = .253$, $df = 198$, $p < 0.05$). Therefore, the null hypothesis was accepted. The findings of this study supports [24] study which found that both male and female teachers have similar perception about how their headmasters relate with teachers especially in exposing them to leadership experiences and accepting their

views for decision making. He argued that per the training that professional teachers receive in the programmes both teachers and their school heads coexist harmoniously with the sole aim to achieve the objectives of the Ghana Education Service and the Ministry of Education as a whole.

Table 1. Headmaster supervision as a contributive factor for teacher effectiveness

Item	N	SD F (%)	D F (%)	A F (%)	SA F (%)	Mean	Std.
Teachers have opportunity to gain experience from their headmaster	200	6(3%)	10(5%)	168(84%)	16(8%)	2.91	0.66
The headmaster gives constructive feedback to teachers.	200	14(7%)	38(19%)	126(63%)	22(11%)	2.81	0.65
The headmaster involves teachers in the decision making in school.	200	18(8%)	30(15%)	116(58%)	36(18%)	2.97	0.70
The headmaster is approachable	200	16(8%)	54(26%)	104 (52%)	26(14%)	2.61	0.71
The headmaster communicates effectively to teachers	200	14(7%)	28(14%)	114(57%)	44(22%)	2.88	0.86

Table 2. Students' attitude as a contributory factor for teacher effectiveness

Item	N	SD F (%)	D F (%)	A F (%)	SA F (%)	Mean	Std.
Students' participation in classroom work is appreciable.	200	10(5%)	22(11%)	144(72%)	24(12%)	3.02	0.63
Students present their assignment to teachers on time.	200	--	80(40%)	96(48%)	24(12%)	2.88	0.63
Students come to class in time	200	--	76(38%)	114(57)	10(5%)	2.93	0.52
Students approach teachers to solve their problems.	200	22(11%)	54(27%)	104(52%)	20(10%)	2.72	0.50
Teachers command respect in class.	200	--	30(15%)	126(63%)	44(22%)	2.42	0.67

Table 3. Community factors that contributive to teacher effectiveness

Item	N	SD F (%)	D F (%)	A F (%)	SA F (%)	Mean	SD
Community provides temporal accommodation for teachers	200	--	22(11%)	28(14%)	150(75%)	2.87	0.50
The community provides enough furniture for the school.	200	32(16%)	16(8%)	118(59%)	34(17%)	2.24	0.80
The community appreciate job performance of teachers.	200	14(7%)	30(15%)	22(11)	134(67%)	2.79	0.89
The community gives teachers some fringe benefits.	200	42(21%)	6(3%)	130(65%)	22(11%)	2.94	0.66

Table 4. Independent Samples t-test to find the gender difference with regard to

Gender	N	Mean	Std	Df	t-cal	Sig (2-tailed)
Male	104	6.456	1.41	198	.253	0.062
Female	96	6.443	1.48			

4. CONCLUSIONS

The results of the study revealed that many of teachers accepted that headmasters’ supervision, community involvement and students’ attitude contributed to teacher effectiveness in senior high schools in the Kassena Nankana West District. Specifically, teachers accepted that headmasters involved them in the decision-making process in schools. Also teachers accepted that students’ participate in classroom activities. That contributes to effective teaching since through that teachers are able to prepare well for their lessons so as to meet the expectations of students. Teachers also got some fringe benefit from the community where they worked. Such incentives encourage teachers to work hard to meet the expectations of the people in the community. There was no gender difference in terms of headmaster supervision in ensuring teacher effectiveness. Thus, both categories of teachers appreciated how headmasters groom them for future leadership positions.

5. RECOMMENDATIONS

1. Headmaster supervision should be strengthened by the Ghana Education Service because it contribute to teacher effectiveness.
2. Teachers should encouraged students to read ahead of lesson so that they will be more actively participate in lessons.
3. Communities should be encouraged to supplement government’s effort to make teachers happy in performing their jobs by providing some needs for teachers in their communities.

CONSENT AND ETHICAL APPROVAL

As per international standard or university standard guideline participant consent and ethical approval has been collected and preserved by the authors.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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