Assessment of Staff Personnel Services in Public Junior Secondary Schools in Wa Municipality of the Upper West Region of Ghana

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Abstract
The increasing complexity of schools in terms of new reforms and what constitute the school environment have made the task of head teachers even more demanding. Head teachers of basic schools in the public domain have to perform various tasks for the smooth operation of their schools. Crucial among these tasks are staff personnel services. Performances of these tasks have positive impact on the development of their schools.
This study was motivated by the desire to assess the extent to which head teachers in public Junior Secondary Schools in the Wa Municipality in the Upper West Region of Ghana provide staff personnel services to teachers in their schools. All schools in the municipality were purposively sampled for the study. Proportional allocation and the lottery methods were used to select the sample of 220 respondents, comprising 185 teachers and 35 head teachers. Questionnaire and interview guide were used to collect data and were administered personally by the researcher over a period of three weeks. Data collected were analyzed partly using frequencies and percentages.
The study revealed that teachers in public Junior Secondary Schools in the municipality were satisfied with the extent to which staff personnel services were provided in their schools. However, both teachers and head teachers expressed low satisfaction in the areas of salaries, allowances and basic amenities like accommodation for teachers and head teachers as well. These were however, beyond the tasks of head teachers at the school level. Perhaps, a holistic approach to address these conditions of service for teachers by higher authorities would go a long way to boost teachers' level of performance in their schools.
Keywords: Staff personnel services, orientation, motivation, delegation, staff development,

Introduction
Head teachers in public basic schools are assigned the duties of maintaining teachers in their respective schools, through a number of staff personnel services they provide for teachers in their schools. These staff personnel services include orientation services, delegation of duties, , motivational activities and staff development services (Knezevich, 1984). If head teachers lack the competencies in terms of providing these services then it is likely that the expected performance of teachers would not be achieved.
Over the years a number of factors have accounted for the high performance of teachers in private basic schools, these are clear vision, participation in decision making and management functions, provision of teaching and learning resources, staff development, motivation, supervision and a good school community relationship Ankomah (2000). But for many public school system performance has so deteriorated that the wisest thing people do is to send their children to a private schools (Heer, 2006).
The earliest concepts of administration were centered on the ability of an administrator to accomplish a task. Today, school administration is seen beyond the accomplishment of a task to include effective execution of managerial leadership roles, which include setting goals and accomplishing those goals (Rebore, 2001). To achieve this new dimension of administration, a school administrator must first of all, view administration as an all-encompassing process composed of various functions. The most critical of such functions are human resource management and support services administration. By this way the best school head teacher is the one who is able to motivate and sustain teachers to put up their best even under deplorable conditions (Rebore, 2001). Teachers in the Wa Municipality of the Upper West Region of Ghana need staff personnel services to perform their tasks. If selfless and hard working teachers in the municipality are given all the necessary support by their head teachers all other things held constant it is expected that they would perform to the best of their capabilities. Fortunately, the tasks of head teachers have been given much attention in recent times; the Ministry of Education (MoE), in conjunction with the Ghana Education Service (GES) has policies on staff personnel services to support teachers in their field of work (Hammond & Dzovor, 2007).
Some initial educational policies on staff personnel services are reflected in the job description of head teachers, where among other things head teachers have to organized orientation programmes for newly appointed teachers, involve them in the decision making process of the school through regular staff meetings and by delegating duties to teachers, others are supervision of teachers' work, vetting their lesson notes and visiting classrooms during instructional periods, motivating teachers to sustain them in the service and also seing to the professional

development of teachers in their schools by assisting teachers to attend refresher programmes.

In this respect, in 1994, the head teachers' handbook was published and subsequently supplied to all head teachers in the country with the aim of improving the quality of the heads administrative functions. The overall objective of the book was to enable head teachers to explain their roles and duties.

Even though all these services are important for the development of a school, it is alleged that staff personnel services have not received much attention from head teachers in public Junior Secondary Schools of late (Daily Graphic, 2006, May 1. p. 17). Head teachers have either paid less attention to teachers' needs or have completely neglected to provide their teachers' needs and this has contributed towards the low performance of teachers in public Junior Secondary Schools in the country. Therefore, the role staff personnel services play to enhance the work of teachers cannot be over emphasized. Hence the challenge is to what extent are head teachers of public Junior Secondary Schools in Wa Municipality of the Upper West Region of Ghana providing staff personnel services to teachers in their schools? In recognition of the fact that teachers play a vital role in the achievement of quality education the purpose of this study is to investigate the extent to which staff personnel services are provided in public Junior Secondary Schools in the Wa Municipality in the Upper West Region of Ghana. The study is Significance because it will create awareness on the extent to which staff personnel services are provided in public Junior Secondary Schools in the Wa Municipality and that this information will guide decisions making concerning staff personnel services by the Municipal Directorate and the Ghana Education Service (GES), concerning teachers' needs in terms of orientation services for teachers, of the school, the delegation of duties, motivation, and staff development.

Secondly, it is expected that the study will enlighten teachers on staff personnel services since by answering the questionnaire teachers will become aware of the various staff personnel services available for them in their schools.

In addition, the study will enlighten head teachers on the areas of staff personnel services that they need to improved upon.

Finally, the findings of the research will pave way for further research on other areas of school administrative task, like pupil personnel services, financial administration, school community relations and management of physical facilities which have not been dealt with in this study. These would go a long way to improve the over all administrative system of educational institutions to improve the performance of pupils.

Research Questions

The following research questions were set to direct the study and to help gather the relevant information to answer the research problem.

1. To what extent do head teachers conduct orientation programmes for new teachers in their schools?
2. To what extent do head teachers delegate duties to teachers in their schools?
3. To what extent do head teachers motivate teachers in their schools?
4. What level of commitment do head teachers demonstrate concerning the professional development of teachers in their schools?

Literature Review

The best search strategy which involves the systematic search, identification, analysis and synthesis of materials containing the relevant information related to the research problem were used. The categories of materials used for this exercise include: Articles from reputable journals, textbooks, abstracts, reports, newspaper publications, handouts, published thesis and the media.

Assessment in Educational Institutions

Assessment has been a very important element in teaching and learning process. Assessment has helped in the making of several important educational decisions, such as helping the teacher to discover learning difficulties of pupils, preparing performance appraisal forms for teachers and introducing new educational reforms. Aside these, assessments have helped all workers including teachers in the field of education to identify their strengths and weaknesses with the aim of rectifying them (Etsay, 2005). We can explain assessment as used in this study as the process of obtaining and interpreting information about the knowledge, understanding, abilities, attitudes and performance of individuals in the school set up (Rowntree, 1988). In other words, we can view assessment as a process by which pupils, teachers, head teachers and other authorities collect information about activities and programmes effectiveness in the school (Ellis, 2001). The nature of assessment is wide and vast. Not only can head teachers' activities in the school be obtained through test and questionnaires but it can also be obtained through interview and observation. Assessment can be carried out without any kind of measurement that required absolute standards (Rowntree, 1988). Studies have shown that assessment whether formal or informal reveals to us the most important class of effects (Rowntree, 1988), but mostly informal assessment results are

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used for grading and ranking with little attention towards enhancing shortcomings of the situation of persons involved. Assessment has several purposes which are diagnostic, evaluative, and grading by nature. However, these purposes are not ends by themselves; they are only a means towards an end (Rowntree, 1988).

School Administration

Administration is a set of specialized functions within an organization or institution which facilitates the realization of objectives and implementation of programmes (Knezevich, 1984). The systematic study of administration is a more recent event and this has been necessary due to the growing complexity of social institutions like the Ministry of Education, the Ghana Education Service, the Regional Education Offices, Metropolitan offices, Municipalities, Districts, schools and Assemblies. Each of these complex institutions demands some form of administrative system to support the personnel within them who work in order to achieve organizational goals. Educational goals cannot be achieved, or educational policies cannot be implemented appropriately without special needs of administrative services to procure and secure resources in terms of logistics, fiscal and human resources to implement whatever policies and programmes the government has outlined (Knezevich, 1984). The functions of administration in educational institutions cannot be over emphasized. We agree to the fact that administration emerged as a way of solving complexities in institutions. Therefore, administration as a constellation of functions enables the school head to implement policies, plan for the future, coordinate efforts of the team effectively and efficiently, use limited resources and face new challenges. These are just a few of the contributions administration can contribute to ensure the smooth operation of a school for the development of education in the country in general (Knezevich, 1984).

Henry Fayol provided the basic list of administrative processes; others modified these processes, while others extended their implications (Amuzu-Kpeglo, 2005). Fayol described these special terms as planning, Organizing, Commanding, Coordinating and controlling. The argument as to whether there are certain processes common to all administrative activity is an old one.

The Administrative Tasks of School Heads in Basic Schools

Areas that were reviewed under this topic included the following,

1. School community relationship
2. Instructional leadership and management
3. Pupils personnel service
4. Staff personnel service
5. Physical facilities and materials
6. Financial management

How well a head teacher knows about the needs of the staff in the school and how well they are catered for is the first step towards the success of the school (Attah, Agyenim- Boateng, Baafi-Frimpong, 1999). Even in the midst of lack of financial and material resources, a goal-oriented and action-oriented head teacher can use the professional knowledge and skills in educational administration to initiate practices that will help to meet these challenges and improve the situation thereby providing quality assurance in the school (Fobih, 1997). In present times, where management by objectives (MBO) is being emphasized, setting up clear-cut goals is a pre-requisite step toward success. The head teacher needs to be a leader catalyst. This role demands sensitivity towards the needs and aspirations of his staff members, both teaching and non-teaching staff (Knezevich, 1984). Quite interesting is the fact that while the mastery of these basics provides no guarantee that a school head's work will be successful, lack of mastery of these skills guarantees failure (Leithwood, et al. 2003).

Staff Personnel Services in Public Junior Secondary Schools

One of the greatest challenges facing Ghana today in terms of quality and dedicated teachers is that of recruitment and retention of competent people in the teaching profession (Yao, 2007). It takes good and dedicated teachers to produce the manpower needs of every nation. People are readily concerned about the quality of a doctor they consult, the lawyer they hired but not the quality of the teacher they entrust their children to (Yao, 2007).

The need to give support services to teachers is recognized as the only way to maintain and sustain teachers in the teaching profession (Owolabi & Edzii 2000). To retain the services of high quality teachers, the needs of teachers should be one of the top most priorities of all stake holders of education in the country.

Teachers stimulate pupil learning, translate instructional plans and strategies into reality, and influence the realization of educational goals, no matter the effectiveness and efficiency of a school head as a manager, planner, decision maker or an organizer their success will depend only on the performance of the staff which would further reflect in their pupils' performance. These suggest that head teachers have to be more focused on the provision of staff personnel services to teachers in their school which include:

a. Orientation programmes.

      b.   Decision making programmes.

      c.   Delegation of duties.

      d.   Supervision.

      e.   Motivation.

      f.   Staff development (Knezevich, 1984).

Orientation Programmes

Orientation is the process designed to acquaint newly and reassigned individuals with their place of work. Orientation of new teachers to the school is a relatively short duration at the basic level. The essence of orientation is to acquaint the new teacher with knowledge about the school, colleagues and the programmes of the school, with the aim of helping the teacher in terms of where to find what, where to go for what and the whole set up of the school environment including the school community.

According to Rebore (2001) administrators often neglect or loosely organized orientation programmes for teachers. Orientation for new teachers is a crucial task for head teachers because teachers who are new to the school environment encounter a variety of problems like adjusting to the school environment, understanding the school regulations, how to procure instructional materials, whom to contact when in need, what text books are recommended as well as what instructional strategies are recommended. In another development, Rebore (2001) explained that, potentially capable teachers have resigned their positions as teachers due to unpleasant and frustrating initial experiences in schools that lack effective and comprehensive orientation programmes.

Schools have different missions and objectives, for that matter the objectives of their orientation programmes also differ. However, there are some universal objectives that are common to all orientation programmes such as:

1. To make employee feel welcome and secure.
2. To help the employee become a member of the school community.
3. To inspire the employee towards excellence in performance.
4. To help the employee adjust to the work environment.
5. To provide information about the community, school system and school building.
6. To acquaint the individual with other employees with whom they would be working with (Rebore, 2001).

To fully orientate new teachers into a school Rebore (2001) suggested that the teacher should be oriented in four major areas. Firstly, the teacher should be given orientation on the system's policies, rules and regulations and the condition of services. Secondly, there should be orientation to the school community; this will give the new teacher information about the economic, social, racial, cultural and religious background of the school catchment area. Other areas are the libraries, colleges, universities and other social services that are relevant to the teacher. In this case a tour of the community will be very useful. Thirdly, the new teacher needs orientation to the school environment and programmes. By this the new teacher is introduced to their colleagues, the detailed layout of the school must also be known by the new teacher and this is usually done by giving the new teacher a tour of the school. In some cases a map of the school is given to the new employee. In addition, orientating the new teacher to the instructional programmes is another important area. Syllabus, time table, rules and regulations are all very important areas that the new teacher has to know. To make this process easier some schools assign a new teacher to an experienced teacher during the first year of employment. By this way, the experienced teacher acts as a mentor to the new one. Finally, the new teacher is oriented towards personal adjustment. Personal adjustment encourages effective participatory decision making which further establishes a good working relationship between the new teachers and the rest of the other members of the school. To achieve this objective, activities that would give the entire staff the opportunity to socialize are organized. Some schools serve refreshments and allot a certain amount of time for personal interaction before or after meetings. End of term parties are also effective means of enabling staff to socialize and share ideas.

Even though some teachers shred the responsibility of helping the school head to see to it that the new teachers are oriented into the system, the task is a shared responsibility among experienced teachers, subject teachers, guidance and counseling coordinators, assistant head teachers and head teachers.

Delegation of Duties

Organizations are social units which have a purpose as well as formal linkages among those who are a part of it (Knezevich, 1984). Members of every organization seek to achieve their goals through coordinated efforts. This is because the multiplicity of objectives necessitates collective efforts for productivity.

Organizations design structures that facilitate the division of work in the organization. The nature of the structure is embedded in the hierarchy of authority which determines the degree of delegation of duties. To facilitate the decentralization of authority, educational institutions have operating work units like departments, committees, form masters, prefectorial boards.

Unlike at the Senior Secondary School level, where most head teachers have two assistants, at the basic level

head teachers have one assistant each. The assistant head teacher assumes command when the head teacher is absent. Other staff members also assume responsibilities delegated to them by the head of the school. What the staff members do is determined by what responsibilities the head teacher delegates to them. Functions mostly delegated to staff members are that of:

1. Assuming responsibility for the operation of the school in the absence of the head teacher.
2. Serving as a representative of the school in lieu of the head teacher.
3. Participating in matters of school discipline.
4. Performing social assignments delegated by the head teacher like conducting assemblies, supervising school activities, organizing school programmes.
5. Participating in budget planning by preparing and submitting their programmes to the head teacher.
6. Organizing and conducting staff meetings.
7. Participating in the orientation of new teachers to the school.

Delegating responsibilities is an integral part of any successful administrator. The head teacher of a school cannot perform all the task of the school alone. It is the task of the school head to assign duties to members of staff. There are times the head teacher is out of the school attending meetings, conferences or workshops. This makes delegating responsibilities to the staff a very important exercise for keeping the school in operation while the head teachers is away (Knezevich, 1984).

The head teacher in consultation with the staff decides on issues such as who come on duty, who conducts assembly, who would be a form master and who should be in what committee. Many factors influence the measurement of load for a teacher, among them are, pupil teacher ratios, classes per day, number of different subjects taught, total number of hours spent in classroom per day, extra curricular activities, administrative responsibilities and the Ghana Education Service prescribed level of load.

Motivational Programmes

According to Ankomah (2002) staff motivation plays an important role in teacher work output. The study revealed that some of the things that motivated teachers in the private schools to increase their work output were the provision of teaching and learning resources for teachers to work with, the provision of incentives like bonuses, extra teaching allowances and regular pay increases. Others are gifts from parents and the provision of tea breaks and lunch to teachers. With these measures in place teachers were motivated to put in extra effort in order to benefit from these allowances and gifts.

In another development, Knezevich (1984) added that one of the significant developments in staff personnel services have been their salary schedule. Most of newly appointed teachers do not receive their salaries at the end of their first month of service. Under such circumstances the new teachers' enthusiasm would be killed if something is not done, it therefore, beholds on the school head to device means of making available money for such teachers on l owe you basis until they receive their pay and settle the debt. Most at times, where the Parent Teacher Association is vibrant they are able to issue advance payments to teachers who need financial assistance. These aside, head teachers also have the added responsibility of securing accommodation for newly posted teachers who have no accommodation facilities. Even though it is not a mandatory duty of the head, it creates a cordial relationship between the head and his staff there by ensuring that teachers put up their best for the school Knezevich (1984).

Staff retention has also been an issue of importance to educational institutions. The longer teachers stay in an institution the more competent they become in terms of their effectiveness and efficiency much as it also reduces the cost of induction for new appointees. For these reasons heads of schools would prefer teachers who have taught for long in their schools than to new teachers, even though we can say that new teachers also inject new ideas into the system. As a form of motivation some head teachers institute reward systems whereby, during open days or speech and price giving days deserving teachers are presented with awards both in kind and or in cash (Knezevich, 1984).

It is also important to note that despite the continual inflow of new technological devices to facilitate the process of learning, the role that teachers would continue to play is a vital one for which no substitute can exist (Farrant, 1980). Literature suggests that the individual decision to remain in an organization is influenced by the level of motivation in that organization. When incentives packages are provided there is high morale and some of the indicators of high morale include low absenteeism, fewer complaints, intrinsic rewards, punctuality and a general sense of dedication to the service (Owolabi, 2000).

The content of a job has a direct relation to how well the workers are motivated to perform their jobs (Herzberg, 1966). A workers' moral is increased when they have a feeling of self fulfillment, worth and recognition. On the other hand a worker can become dissatisfied on a number of accounts, they are the organizations' policies, condition of service, fringe benefits and salaries. The point Herzberg raised was that if all these motivational factors are taken care of in an organization, the possibility of the workers giving of their best for the organization

is very high (Herzberg, 1966).

Maslow (1954) in his contribution towards the theory of motivation, mentioned that all human acts are motivated by our needs and these needs can be classified into five major groups in a hierarchy, beginning with our basic needs right up to our top most needs (Attah, et. al. 1999). Naturally we tend to satisfy our basic needs; food, clothing and shelter before we think of the rest which are security needs, social needs, self esteem and self actualization. What Maslow (1954) meant by this was that hungry and homeless teachers would not have the enthusiasm to deliver to the best of their abilities. Likewise, teachers who do not feel secured in their job would at a least chance take on a different job offer.

In fact, a number of teachers have left the teaching field for other organizations due to the inadequate motivation they received during their service (Knezevich, 1984). It is against this background that some schools provide a meal a day for teachers or tea breaks for their teachers. These services go a long way to boost the morale of teachers, aside that it grants them the opportunity to seek for greater heights, such as fulfilling their self-esteem and self-actualization needs (Ankomah, 2002).

Professional Development Programmes

Staff development is defined in several ways by various writers. Aidoo-Taylor (1988) described staff development as an umbrella term that covers many organizational arrangements for improved performance. Some of the organizational arrangements include terms like in-service training and continuing education.

The increased commitment to staff development on educational organizations is based on philosophical arrangements for change as well as the pressure on social institutions to adapt to changing environments (Aidoo-Taylor, 1988). Some of the factors that can be sited for the interest in staff development for teachers include:

Firstly, staff development ensures rapid increases in knowledge which leads to curriculum reforms. As the years go by, teachers need new knowledge and special competencies to improve upon their professional performance. Providing in service training for teachers has been one of the major approaches of school heads to develop their teachers. In service training can be delivered in areas such as lesson planning, teaching strategies and open opportunities for further studies.

Secondly, staff development programmes leads to decrease in staff mobility which is a notably educational challenge in Ghana. Rebore (2001) stated that society is dynamic and the needs of society is also bond to change from time to time. Therefore, staff development programmes are necessary to keep teachers abreast with societal demands.

Private schools are doing well because of their focus on staff development programmes Ankomah (2002). At least once in every term, an in service training programme is organized for all teachers to update their skills and knowledge in teaching. Resource persons are drawn from the Ghana Education Service or other institutions to facilitate these training. At the basic level, special workshops and seminars are organized for teachers and head teachers. When individual teachers attend these workshops they are given an opportunity to educate the entire staff on what they learnt at the workshops.

However, how effective some of these workshops are have opened grounds for teachers to be critical of most in service training programs. All the same in service training programmes are one of the surest ways to developing the skills of teachers to meet the ever increasing challenges they face in the classroom.

Rebore (2001) added that staff development activities have also helped teachers to be acquainted with research on the instructional process. For instance, a few years back emphasis was placed on teacher centered learning, today there is a shift from teacher-centered learning to child centered learning. Rebore outlined a number of programmes that can be used by schools for their staff development, they include programmes like refresher courses, workshops, conferences, staff meetings, committee works, field trips, research and appraisal services (Rebore, 2001).

Appraisal services develop the skills of teachers, especially when the appraisal is development oriented as against evaluative appraisal programmes. Appraisal fosters the self development of each employee by helping the teacher in the school situation to identify the variety of tasks that they can perform. It also helps to identify staff development needs so that they can be addressed for improvement (Rebore, 2001).

There are a number of purposes of staff development programmes. According to Aidoo-Taylor (1988), McAleese (1979) indentified four aims of staff development programmes which include the following:

1. That they bring about changing duties and responsibilities.
2. That they improve effectiveness in existing roles.
3. That they enhance job satisfaction.
4. That they create opportunity for career development.

Examples of demand for growth in the individual are shown in the Ghana New Educational Reforms Programmes, which requires modified curriculum to make it relevant to the nation's social, economic and industrial development. As a result there is the need for refresher programmes for teachers and head teachers to renew their present knowledge and skills to enable them to implement the propositions of the New Educational

Reforms Programmes (Anamoah-Mensah, 2002).

Aidoo-Taylor (1988) summed it all by saying that staff development programmes can be enhanced in educational institutions through policy formulation, addressing financial issues, creating more incentives for teachers, choice of management strategies and selection of development activities. He added that in most cases policies for educational development in Ghana are not clear, not functional and sometimes non-existent. At the same time, the programmes rely very heavily on government grants which also rely heavily on foreign grants and assistance which are unstable (Aidoo-Taylor, 1988).

Staff Personnel Services and Teacher Performance

With the growing complexity of social institutions the contributions of school heads to educational instructions according to Knezevich (1984) are:

1. Implementation of the policies of government.
2. Pursuing the predetermined objectives of education in the country.
3. Ensuring the prudent use of resources.
4. Increasing the productivity of all personnel in the sector through supervision and monitoring.
5. Coordinating the efforts of both human and material resources.
6. Appraising the quality and effectives of personnel in the institution.
7. Reporting to the legislative body and to the people on the stewardship of authority and responsibilities (p.6).

Under normal circumstance people are intrinsically motivated to lead others to work well. However, leaders of today depend a lot on extrinsic motivation to perform. Since motivation has been identified as a necessary condition to promote job satisfactions, it suggests that motivation should be an integral part of policies governing the educational system.

Any system that puts more emphasis on motivation has fewer problems of indiscipline like absenteeism, laziness, gossip and industrial actions. Therefore, enough motivation is central to effective management of people in institutions (Abnory, 2000). This suggests that leaders need to understand theories on motivation in order to build their skills on how to motivation and develop appropriate approaches to motivating teachers and students as well. Some of the strategies that the Ghana Education Service adopted to motivate teachers are by way of salaries, promotion, training opportunities, awards and study leave with pay. Even with these measures put in place one still needs to understand clearly what people need from their jobs and their expectations, if not they would not be motivated to give out their best as expected.

Even when teachers accept to go to the deprived areas, lack of incentives extinguish whatever motivation they might have brought to their jobs. This is particularly peculiar with teachers posted to rural schools where there are no decent accommodation facilities in the school community or potable drinking water.

Meanwhile, despite the fact that some people feel teachers are being paid for doing nothing, some public school advocates somehow feel that the solution to poor conduct is to pay them more for better service (Coulson, 1994). Policy makers fail to grasp or ignore the essential point of human action, namely that so long as people are paid independently of the work for which they are employed to do, there is no systemic incentive for them to produce any work at all.

In public schools, salaries are increased for time served rather than superior performance in the classroom. Consequently the incentive to work hard for high salaries in competitive markets does not carry over to public schools (Coulson, 1994). According to Coulson (1994), the social structure within which we live and work have a profound effect on the success of our pursuits. However, those who shape public policies have made them antagonistic to the very goals they are meant to achieve thus they are often very poorly understood and implemented. This is exactly the situation facing public schools or education system in general in the country.

The essence of life is action, decisions to be taken, choices to be made, for that matter any human action can be seen as an attempt to substitute a more agreeable situation for a less agreeable one. Having a goal in mind is therefore a necessary condition for action. Meanwhile the determination of what is agreeable and what is not varies among human beings. The desire for social interaction can partly be explained by the phenomenon of human affinity for feelings of belongingness and togetherness. In essence, there are many achievements, which could have been impossible for a single individual to achieve but have been achieved or attained by a group. Therefore, it is important that for a school to improve upon its achievements there is the need for cooperation between the head teacher and the teachers, division of labor is behind the tremendous benefits of social cooperation. Von Mises observed that, not all labor is created equal in terms of intelligence, thus every member of the institution has a potential ready to be tapped for the improvement of the institution (Coulson, 1994).

Administrators must recognize and support teachers through in service training to be abreast with the procedures of the school in order to promote teachers and pupils' social and emotional learning skills (Kress, Norris, Schoenholz, Elias, & Siegel, 2004). Most evaluations of teachers is done using the ratings made by their supervisors. Nevertheless, this is purely subjective and has indeed prevented a clear picture of what goes on in

the schools.

For the last part of the 20th century more focus have been turned on issues of leadership with people advocating for a shift from reactive leadership to proactive leadership and strategic planning whereby setting of clear goals and priorities should be the order of the day for every effective leader (Sackney, Walker & Hajnal, 1998). Other correlates that can be adopted as generic sets for school enhancement include quality instruction, in service training for teachers and getting parents and the community involved in school activities (Sackney, et. al. 1998). These are laudable ideas that could easily change the face of education in this country. However, the implementation and institutionalization of these correlates have been unsuccessful for a number of reasons; crucial among them is the issue of effective school administration.

Quite interesting is the fact that while a lot is been done to raise the standards of education in this country is ongoing, the academic achievement of pupils in basic school continue to dwindle (Hammond & Dzovor, 2007). This is reflected in the academic achievement of pupils in basic schools where some basic schools score as low as zero percent in their results per the Basic Education Certificate Examination (BECE) (Anamuah-Mensah, 2002). To solve some of the numerous problems facing educational institutions some imminent scholars like Sergiovanni (1994) and Shipman (1983) proposed that there should be a change in the distribution of leadership opportunities and functions among stakeholders of education (Sackney, et. al., 1998).

Shakotko (1995) found out that where administrators were perceived to be coercive, cautious or ambivalent towards change, teachers under them demonstrated uncertainty, resistance, passively and even resignation. Whereas administrators who were optimistic, supportive enthusiastic about staff development and involved staff in the decision making process, teachers were active, confident effective and committed to their profession (Sackney, et. al. 1998).

In addition, Fullen (1991) indicated that whatever intervention is given to teachers it should be in concomitant with the needs of teachers (Sackney, et. al. 1998). More so, Senge (1990) as cited by Sackney, et. al. (1998), said that effective organizations are those in which members are each other brother's keeper and seek ways of improving their lot through shared vision and team learning (Sackney, et. al. 1998). (Phenix, Siegel, Zaltsman & Fruchter, 2005) also came out with their findings that centralized management systems was necessary to initiate, enforce and ensure the implementation of school programmes. Contrary to these propositions the New Educational Reforms proposed a decentralized educational system as a major priority area (Hammond & Dzovor, 2007).

The rampant policy developments in the public sector have led to the widespread de professionalism in the education sector because of centralized commitments to the ideologies of input output efficiency and accountability (Hyland, 1996). What the education sector needs is moral response and practice characterized by virtues and not just knowledge and skills (Hyland, 1996). When one looks at education from this perspective, it becomes a matter of concern that the new educational reforms took off religious and moral education from the basic school's curriculum when it should have been reinforcing it.

The crisis that these rampant educational policies are generating in terms of social, economic, political and cultural concerns, call for strong leadership to resolve the present uncertainties and create a sense of direction for educational institutions" (Ranson, 1996). Leadership should be democratic, transformational and committed to the welfare of teachers so that the nation will get a substantial return on investment in teachers (Kleiman, 2006).

Methodology

This study is delimited to the Wa Municipality in the Upper West Region of Ghana. Even though the researcher recognized the important role non teaching staff, circuit supervisors, school management committee members, parents and pupils play in the administration of the school, the study is delimited to only regular teachers and head teachers in the municipality. The reasons for choosing only the regular teachers and head teachers were that non regular teachers were hired on temporary basis and their services could be terminated any time when trained teachers were available or when they find new jobs. In addition, since regular teachers are more stable in the schools and could have worked much longer in the schools they are in a position to provide appropriate information needed for this study.

There are also other administrative tasks of head teachers in basic schools which include school community relations, pupil personnel services, instructional leadership, financial administration and the procurement and management of physical facilities, supervision, and decision making. However, the study was delimited to only orientation services, delegation of duties, motivation, and staff development services. There were a number of limitations that confronted the researcher, one of which was the outsider influence. Despite the assurance of anonymity, confidentiality and establishing rapport between the researcher and the respondents, some respondents still thought they would be incriminating their head teachers if they provided negative responses thus their responses were challenged to a very little extent.

Head teachers also thought their positions as heads were under investigation, they felt they were being monitored and the tendency to give accurate information during the interview was also challenged to a little

extent.

The research design that was adopted to undertake this study was descriptive survey design. This design was chosen because it specifies the nature of a given phenomena without altering its present situation, moreover the desired information for the success of this research could be obtained more readily and less expensively from a descriptive survey design (Oppenheim, 1996). By this demand the researcher was interested in reporting things the way they were (Wiersma, 1991). Again, descriptive survey design was used because conditions and events already exist and there was no need for any intervention like in experimental designs where treatment to experimental groups was necessary. Despite these numerous strengths of a descriptive survey, they have a reduced ability to control natural events that are unpredictable. Apparently the perception of teachers about staff personnel services was clouded by a number of factors such as their relationship with their head teachers and their personal sense of judgment. However, the data collecting instruments were appropriately designed and the assurance of confidentiality helped to manage this challenge.

Population

The Wa Municipality has 39 public Junior Secondary Schools with a teacher population of 411 made up of 372 teachers and 39 head teachers (Upper West Regional Statistic Office of the Ghana Education Service, 2007).

The Wa Municipality was selected because the site has features of all three categories of urban, semi urban and rural districts depicting a wide spread of both well and less endowed public Junior Secondary Schools. Each of these categories were represented in the study to create a balance among types of schools chosen for the study. The accessible population was made up of all regular teachers in the Municipality, excluding 36 teachers and four head teachers from four schools in the municipality who were involved in the pre test. The accessible population of the study was therefore, made up of 336 teachers and 35 head teachers in the Municipality in the 2007 academic year. This gave a total accessible population of 371. Table 1 illustrates the distribution of the accessible population of teachers for the study.

Teachers were chosen because they are the beneficiaries of staff personnel services and they also work closer to head teachers in the day to day running of the school. Moreover, they are immediately affected by administrative decisions on staff personnel services in their schools and were therefore motivated in giving information on the issue under investigation.

Head teachers were involved because they provided staff personnel services to teachers. Assessing the provision of staff personnel services without soliciting for their own opinion would not have attracted their support and cooperation.

Sample, amd Sampling Procedure

To study the targeted population would have been impracticable if not impossible for reasons such as cost, time, space and the reliability of the measurements. It is noted that analyses are best when conducted on samples that are still fresh (Gerald et al. 1990). In line with this finding a sample of the population was used for the study. This ensured greater economy for the research in terms of cost per unit of measurement, a shorter time to conduct and assurance of accuracy of the results (Wiersma, 1991). With the smaller number, data was collected as quickly as possible and the results analyzed much faster.

Determining sample size through tables was used to determine the sample size for the study (Sarantakos, 1998). From the tables, a population size of 336 attracted an average sample size of 175 (Sarantakos, 1998. p. 163). However, a larger sample size of 185 teachers were involved in the study and all the remaining 35 head teachers in the public Junior Secondary Schools in the Municipality were involved in the study.

Proportional allocation and the lottery method in simple random sampling procedures were used in selecting the sample for the study. Proportional allocation was used to allocate the total number of respondents to be selected from each school in the municipality whilst the lottery method was used to select the individual respondents from the school to attend to the questionnaire for the study.

The reason for using proportional allocation was based on the fact that, the distribution of teachers in the various schools was not even, thus the method ensured that teachers selected from each school reflected the number of teachers in that particular school. More so, the lottery method was used in accordance with what Best & Kahn (1989) stated, that the best method of selecting sample for a survey is random selection, where chance and probability determines which members of the population are selected. The decision was to select a sample of 185 out of the total accessible population of 336 teachers. The following steps were taken to select the sample:

A sample fraction of n/N (Sarantakos, 1998) was used with n representing the sample size and N the accessible population. With n given as 185 and N as 336 a sample fraction of 185/337 or 0.55 was held constant for each school in the municipality. The sample fraction of 0.55 was multiplied by the total number of teachers in each school to obtain the number of respondents to be selected from the schools.

To select the respondents from the schools, a serial number ranging from 1 to the total number of teachers in the school was assigned to each teacher's name in a school. The serial numbers were written on pieces of papers and

dropped in a container. The researcher picked one piece of paper at a time without looking into the container until the required number was reached. Table 2 illustrates the sample size per school. The number of teachers per school is indicated in Table 1.

It can be observed from Table 2 that T.I Ahmadiyya JSS had the highest number of 11 teachers engaged in the study, while Schools like Sing L/A, Sagu Catholic and Nyagli L/A JSS had the least numbers of only 2 teachers involved in the study. All the 35 head teachers in the municipality were purposively sampled to be part of the study. In all 220 respondents made up of 185 teachers and 35 head teachers were selected to be part of the study.

Data Collection Instrument

A multiple data gathering method was used to collect data for the study. The questionnaire and interview guide were personally designed and used to collect data for the study. These two methods were used to overcome the deficiencies of single method studies and to create a balance, by ensuring that particular bias and weaknesses associated with single data gathering instruments were counteracted (Creswell, 2009). By this way more reliable data were captured during investigation on the problem under study (Best, 1977).

The questionnaire was set in two parts; the first part sought information on personal data of the respondents which included gender and the length of service in the teaching profession. While the gender column indicated if there was a representation of both sexes in the study the length of service in the teaching profession column analyzed the number of years teachers have served in their various schools. The researcher believed that the longer the teachers served in the profession all other things held constant the more accurate their responses would be.

The second part of the questionnaire sought information on what the respondents perceived to be the extent to which staff personnel services were provided by head teachers in their schools, and what their levels of satisfaction were. The section was designed to cover five sections, section A, B, C, D, and E. Each section sought for information on each category of the six areas of staff personnel services, while section E sought suggestions from teachers on how to improve staff personnel services in their schools (Oppenheim, 1996).

The questionnaire contained 48 items, made up of 33 structured items and one open ended item which were developed through extensive literature review based on the research questions. Section A contained eight, section B eight, section C eight, section D six. Section G which contained an open ended item gave respondents the opportunity to make some suggestions on how to improve staff personnel services in their schools.

The basic structure of the questionnaire was based on a five point rating scale of which respondents were required to select the options from excellent to nil under sections A, and B and also from strongly agree to undecided under section C, and D.

The interview guide was used to obtain data from head teachers, it was personally designed and semi structured (Connell & Katin, 1996). It increased the cooperation and participation rate of teachers in the study; once the head teachers were part of the study they encouraged their teachers to give their maximum support (Adams, et. al. 1991).

The interview guide was designed in two parts. The first part collected personal data of head teachers on gender and the length of service in the profession. The gender column indicated the representation of both sexes in the study, thus rendering the study a gender sensitive one. While the length of service column analyzed the number of years they had served as head teachers. It is assumed the longer they have served the more experienced they were in providing staff personnel services all other things held constant.

 The second part of the interview guide consisted of 13 items which sought information on the four areas of staff personnel services under investigation. Yes or no questions were asked to ascertain if head teachers were providing staff personnel services in their schools. These were followed by questions prompting for reasons for their answers. There was a checklist of possible responses which were ticked when suggested by a head teacher (the checklist of responses were drawn from responses of head teachers in the interview during the pre test). The checklist made recordings of responses from head teachers much easier and also facilitated the analysis process during data analysis. Head teachers were also given the opportunity to make suggestions on how to improve on staff personnel services in their schools.

The validity of the instrument was ascertained through content related validity Cronbach & Warrington, (1951) as cited by (Amoatey, 2001). The validity of the instrument was also ascertained by the researcher's mentor, and other lecturers in the field of educational research and measurement. The co efficient alpha (x) developed by Cronbach (1951) was used to ascertain the internal reliability of the instrument after the pre testing was carried out in four schools in the Municipality. Reliability was calculated for each section separately, this was because each section had different attributes to be measured and the best way was to draw separate reliabilities for each of the sections (Wiersma, 1991). The results indicated high reliability co efficiencies for all the sections and were considered adequate and appropriate (Sarantakos, 1998). Figures 1-4 illustrate the results of the test.

The reliability coefficient for items under orientation services was .8408, that of delegation of duties was .8526. The others were motivation of teachers .8527 and professional development of teachers .7496. According to

literature reliability coefficient of more than .7000 was adequate and reliable for a study (Sarantakos, 1998) and (Frank & Althoen, 2003). Therefore, the results were considered reliable for the main study.

Pilot Study

All questionnaires should be pre tested on a small population similar to that from which the sample of the study would be taken Leedy (1989). Against this background a pre test was conducted from January 15-17, 2007. The purpose of the pre test was to ascertain the level of internal consistency and appropriateness of the instrument in order to make improvements prior to the main study.

The sample for the pre testing consisted of all 36 teachers and four head teachers in four selected public Junior Secondary Schools in the Wa Municipality. The sample for the pre testing was therefore, an appropriate and representative sample of the main study (Sarantakos, 1998).

The lottery method in simple random sampling was used to select the four schools for the pilot study. The schools picked were Mangu Methodist, Kambali E/A, Tampieni L/A and Tendamba L/A Junior Secondary Schools. The four head teachers were all interviewed.

A few corrections were carried out after the pre test. In the questionnaire instrument the number of years in the teaching profession was restructured from [1] 1-4 [2] 5-9 [3] 10-29 [4] 30-39 to [1] less than 1 year [2] 2—3 years [3] 4—5 years [4] 6 years and above. Under item19 'Delegating teachers to collect' was replaced with 'soliciting information from', also under question 23 'in lieu' was replaced with 'in the absence', while under question 48 'is done' was replaced with 'could be done'. The 'others (please specify)' items were taken off from the final questionnaire. They were purposely constructed to gather more information to enhance the final questionnaire for the study.

A few corrections were also carried out on the interview guide, the length of service was restructured from [1] 1-4 [2] 5-9 [3] 10-29 [4] 30-39 to [1] less than 1 year [2] 2-3 years [3] 4-5 years [4] 6 years and above. A checklist of responses were constructed from the responses of head teachers after the pre test, and added to the interview guide. The aim of the checklist was to save time in recording data during the interview sessions with head teachers.

The Scientific Package Statistical Software (SPSS) programmer was used to analyze the reliability of the test, the co efficient alpha (x) developed by Cronbach (1951) was used to determine the internal consistency of the instrument (Amoatey, 2001). Reliability was calculated for each section separately. Reliability was easy to test, and variations in the results reflected extraneous factors rather than the quality of the instrument. Reliability conducted on the instrument is displayed in Figures 1-4.

The validity of the questionnaire instrument was ascertained through content related validity whereby items in the instrument were judged by the researcher's mentors as a representative sample of the content of the defined area of study.

Data Collection Procedure

A letter of introduction was given by the Wa Municipal Director of Education to be given to head teachers in Junior Secondary Schools in the municipality to grant the researcher permission to embark on the collection of data from their schools. Data was collected over a period of three weeks. The length of time gave the researcher ample time to conduct an intensive survey.

The collection of data depended on direct contact with respondents (Sarantakos, 1998). This gave the researcher the opportunity to establish rapport with the respondents and also explain the meaning of items that were not clear to them. A total number of 185 teachers were served with questionnaires and 185 were returned completely filled constituting a 100% proportion of usable responses and also a 100% return rate.

Aside the questionnaire 35 head teachers were interviewed in detail about provision of staff personnel services in their schools. Interviews were conducted personally through face to face interaction with the head teachers. Open ended questions were asked and head teachers' responses were recorded by writing, those that corresponded with the checklist were ticked. All the questions asked by the researcher were responded to by the head teachers. Follow ups were made to meet two head teachers who were absent from school on the day of the researcher's visit. This approach yielded a 100% participation rate.

Data Analysis Plan

Basically, qualitative design is one of the data analysis designs that meets the needs of the descriptive survey (Sarantakos, 1998) and was therefore used by the researcher. The main procedure for the analysis of data was by using descriptive statistics to compute responses into frequencies and percentages. This gave a clear picture on what respondents perceived to be the extent to which staff personnel services were offered in their schools by their head teachers.

The analysis of data on the questionnaire was carried out in three parts; the first part analyzed personal data of respondents, the second part analyzed data on the extent to which staff personnel services were provided by head

teachers in public Junior Secondary Schools in the municipality while the third part analyzed data on the suggestions provided by teachers on how to improve on staff personnel services in their schools.

Each questionnaire was given a serial number for easy identification and in order to identify a three way perception about the extent to which staff personnel services were provided the five grade scale employed in the instrument were merged. Excellent and good were merged to mean good while poor and nil were merged to mean poor. Like wise, strongly agree and agree were merged to mean agreed, while disagree and strongly disagree were merged to mean disagreed for the purpose of analysis. The SPSS print out programme indicated the required descriptive statistics of the responses needed for each item, the results were presented in tables and analyzed accordingly.

The interview guide was pre categorized in relation to the six areas of staff personnel services under investigation. Each category was reduced to manageable proportions by creating a summary sheet for all responses under each category. On each summary sheet were portions of frequencies and percentages corresponding to the number of times a particular variable of interest was mentioned by the head teachers. The summary offered a quick and useful reference to questions and answers from the researcher and respondents respectively about staff personnel services in their schools.

Data Analysis and Discussions

The study sought to find out the extent to which staff personnel services are provided by head teachers in public Junior Secondary Schools in the Wa Municipality. The provision of staff personnel services is critical to the improvement of services rendered by teachers to pupils in the day to day activities of the school. This section deals with the presentation of the findings of the study. It is divided into two parts, the first part deals with findings from the questionnaire while part two deals with findings from the interview guide.

The first part presented findings of the personal characteristics of the respondents, results of the main study and suggestions on how to improve staff personnel services in public Junior Secondary Schools in the Municipality.

Personal Characteristics of Respondents

This section presents findings on the biographic data of the respondents. It covers gender and the length of service of teachers. Frequencies and percentages were used to compute the data obtained on this section

Gender

It is an open fact that Junior Secondary Schools have a mixture of both male and female teachers, it was therefore, important to have both sexes represented in the study to create a balance between the views obtained as far as gender was concerned. Table 3 presents the results of the findings which indicated that out of the 185 teachers who took part in the study, 128 (69.2%) were males while 57 (30.8%) were females. This is an indication of gender sensitivity since both sexes are represented in the study. Thus the study could not be labled as a gender bais study in this era where gender activist and people in general are advocating for gender equity.

Length of Service as a Teacher

Teachers were asked to indicate the number of years they served as teachers from the range of less than one year to six years and above. For purposes of analysis and to create a two way perception about the length of service [2] 2-3 years [3] 4-5 years [4] 6 years and above were merged into adequate number of years relevant for the study while less than one year was rated as inadequate. Table 4 presents the results of the responses which indicated that out of the total number of 185 teachers a large majority of 158 (85.4%) indicated they had taught for two years or more while a minority 27 (14.6%) indicated they had taught for less than one year. By these figures the distribution is accepted as a representation of experienced teachers who had the requisite knowledge and information for this study.

Findings and Discussions

This section covers detailed presentation and analysis of the findings of the study. The section is divided into seven sub sections with each sub section dealing with an aspect that is designed to provide data that would answer the research questions. Again, considering the questionnaire instrument and the nature of its scores, statistical analysis based on frequencies and percentages were used to compute data obtained from all the items under all the sections. In order to identify a probable three way perception about the extent to which staff personnel services were provided, the five point scale employed in the instrument were merged. Excellent and good were merged to mean good while poor and nil were merged to mean poor. Fair was still graded as fair. In a similar development strongly agree and agree were merged to mean agreed while disagree and strongly disagree were merged to mean disagreed and the undecided still maintained as undecided. This step was adopted in order to make analysis easier and economical. The results are presented below:

The Extent to which Head Teachers Provide Orientation Services

There was an attempt to find out the extent to which orientation services were organized for teachers in the municipality. The information sought are presented in Table 5. Table 5 indicates, a large majority 177 (95.7%) of respondents indicated good for head teachers introducing new teachers to their colleagues when they arrived in the school. Eight (04.3%) of the respondents indicated it was fair while none indicated it was poor. Therefore, an overwhelming majority of respondents considered introducing newly posted teachers to teachers in the school to be adequate and excellent. About showing new teachers around school facilities under item 4, majority 132 (71.4%) of the respondents indicated it was good with 34 (18.4%) of the respondents indicating it was fair while a minority of 19 (10.3%) respondents indicated it was poor.

Item 5 sought to obtain information on getting teachers to understand the code of ethics governing the teaching profession. Of the 185 respondents 116 (62.7%) indicated it was good, while 48 (25.9%) indicated it was fair with the rest 21 (11.3%) indicating it was poor.

Item 6 sought to find out the extent to which head teachers communicate regulations about instructional time to teachers. The data collected indicated that majority 152 (82.2%) of respondents viewed that it was good, whereas 25 (13.5%) indicated it was fair with only eight (04.3%) indicating that it was poor.

Item 7 was on orientation of new teachers to syllabuses of their various subjects. Only 84 (45.4%) respondents indicated that the service was good with 56 (30.3%) of the respondents indicating it was fair, whereas 45 (24.3%) indicated that it was poor.

Item 8 sought information on orientation to writing of lesson notes. The results displayed on Table (5) indicated that majority of the respondents 120 (64.9%) indicated that it was good with 34 (18.4%) indicating it was fair, whereas 31 (16.7%) of the respondents indicated it was poor.

Item 9 which sought information on orientation of teachers on how to complete continuous assessment records received majority of the respondents 113 (61.1%) considering it good, with 38 (20.5%) of the respondents indicating fair whereas 34 (18.4%) indicated poor for the item.

The last item 10 on this section holds out the view that head teachers should review new teacher adjustment to the school. It was obvious from the results that majority of the respondents 106 (57.3%) indicated it was good whereas 50 (27.0%) indicated it was fair with only 29 (15.6%) of the respondents indicating it was poor.

It is obvious from the analysis above that an overwhelming majority of teachers agreed that head teachers provide orientation services for teachers in their schools in the Wa Municipality. This finding goes contrary to what Rebore (2001) said, that orientation services has often been neglected or loosely organized in many schools by the school administrator. By this new finding it is expected that the teachers in the Wa Municipality would be staying in the profession for good since lack of orientation services have made a lot of teachers to quit the profession.

Findings from the interview guide also suggest that head teachers in public Junior Secondary Schools in the Municipality, to a very large extent provided orientation services for their teachers. Information gathered from the head teachers during the interview revealed that indeed, when newly appointed teachers arrived in their schools they introduce them to the teachers during staff meetings and also to the entire pupils during assembly. All the head teachers interviewed contended that they showed newly appointed teachers around the school facilities and gave them orientation on lesson notes preparation. However, one head teacher explained that they usually received letters inviting them for orientation workshops and in service training late, for that matter they hardly attend these programmes.

About regulations on instructional time, even though head teachers did not say much on that during the interview session teachers indicated that it was good and added that orientation on code of ethics governing the teaching profession and reviewing teachers' adjustment to school were good.

The findings gave the impression that head teachers are up to their tasks of providing orientation services to teachers in the municipality and that the Ghana Education Service only needs to reinforce the efforts of the head teachers through monitoring so that they can improve upon their current level of service delivery to newly appointed teachers in their schools and other teachers in the school as well.

Delegation of Duties to Teachers in the Schools

This section sought to find out the extent to which head teachers delegated duties to teachers in their school. It was found out that generally head teachers delegated a lot of duties to teachers in their schools. The findings are presented in Table 6.

As indicated on Table 6 above, it is obvious that majority of the respondents 167 (90.3%) expressed the view that head teachers assigned duties to teachers in the schools, such as supervising various school activities as indicated on Table 6. The rest of the respondents 11 (05.9%) stated that it was fair with only seven (03.8%) of respondents expressing the view that it was poor.

Item 17 sought information on assigning teachers to supervise co curricular activities in the schools. The results indicated that a large number of the respondents 165 (89.2%) expressed the view that it was good while 18

(09.7%) of the respondents indicated that it was fair with only two (01.0%) of the respondents expressing their view that it was poor.

About the delegation of duties to the right people in the school, majority 152 (82.2%) of the respondents expressed the view that it was good, while 22 (11.9%) of the respondents stated it was fair, with only 11 (06.0%) of the respondents indicating that it was poor.

Information sought under item 19 revealed the same trend of events under the sector. A majority of 129 (69.7%) of the respondents expressed the view that involving teachers in the planning of the school budget was good, while 30 (16.2%) of the respondents indicated it was fair with only a 26 (14.0%) of respondents expressing their view that it was poor.

Delegating teachers to organize staff meetings was sought for under item 20. The findings revealed that out of the 185 respondents a fair majority of 96 (51.9%) of the respondents allude to the fact that involving teachers in organizing staff meetings in their schools was good, while 30 (16.2%) of the respondents indicated that it was fair with only 18 (09.7%) of respondents expressing their view that it was poor.

Among the entire items under delegation of duties to teachers in the school, only item 21 which sought information on delegating teachers to carry out orientation programmes, received a simple minority who expressed their view that usually they were not involved in orientation programmes of their schools. The findings indicated that 96 (51.9%) of the respondents indicated that it was good, whereas 50 (27.0%) expressed their view that it was fair, the rest of the respondents 39 (21.0%) also indicated that it was poor.

Most of the respondents also expressed their view that delegating teachers to conduct matters of school discipline was adequate. Under item 22, out of the total number of respondents 152 (82.1%) expressed the view that it was good, 23 (12.4%) expressed that it was fair, while only 10 (05.4%) of the respondents expressed the view that it was poor.

The last item 23 in this section was about assigning teachers to represent head teachers in their absence. Majority of the respondents 162 (87.6%) expressed the view that it was good, whereas only 17 (09.2%) expressed their view that it was fair. Six (03.5%) of the respondents indicated that it was poor.

According to Knezevich (1984) members of every organization seek to achieve their goals through coordinated efforts. This is necessary because the multiplicity of objectives necessitates collective efforts for productivity. The Ghana Education Service as an organization have designed some structures that facilitat the delegation of duties to teachers in the schools. Some of these structures include the creation of assistant head teachers and form masters. How duties are delegated to members of staff is embedded in the hierarchy of authority which determines who performs what duty.

An overwhelming majority of respondents agreed that the extent to which head teachers delegated duties to teachers in the schools was appreciable. Some of the activities that were delegated to teachers included: supervising cocurricular activities, acting in the absence of the head teacher, conducting matters of school discipline and also involving teachers in planning the school budget. This was equally confirmed by data collected from the interview with head teachers in the municipality, where they indicated that they could not carry out their task without teachers' support on many administrative tasks meant for head teachers.

However, some head teachers were abusing the delegation of duties to teachers in the school to the extent that they virtually did little at school. Needless to say, this practice affects both pupils and teachers since time is shared between administrative work and instructional activities.

Nevertheless, the importance of delegation cannot be overemphasized. According to Owusu (1999) 'delegation entails trust and confidence of the head in their subordinates' (p.131), by this way a democratic environment is created where teachers feel motivated to work harder. A surveillance monitoring programme by the Municipal Directorate can help to maintain a balance between what the head should necessarily do and those activities that can be delegated to teachers.

The Extent to which Teachers are Motivated in the Schools

The major task of this section was to seek answer to the research question, the extent to which teachers were motivated by their head teachers in their schools. The findings are presented in Table 7.

It was found out that a simple majority of 113 (61.1%) respondents indicated they agreed to the statement that head teachers conducted orientation services for teachers in the schools on various aspects of their work. A minority of 65 (35.1%) respondents disagreed with the statement while only seven (03.8%) of the respondents were undecided on the issue.

Item 34 sought to find out if head teachers were supportive of the problems their teachers face in the school. Majority 154 (83.2%) of the respondents agreed to the statement that head teachers were supportive of the problems of teachers in their schools whiles 28 (15.1%) respondents disagreed with the statement with only three (1.6%) of the respondents undecided on the statement.

The next item 35 sought to find out if head teachers had established welfare programmes in their schools to support teachers. It was revealed that verily, head teachers have established welfare schemes in their schools for

the benefit of their teachers. Majority 151 (81.6%) of the respondents agreed that there were welfare programmes in their schools whereas 23 (12.4%) of the respondents indicated they disagreed with the statement while a total of 11 (05.9%) respondents were undecided on the statement.

Many of the responses 161 (87.1%) under item 36 agreed that head teachers praised teachers when they performed a good job, 22 (11.8%) disagreed while two (01.1%) of the respondents were undecided on the issue.

Again under item 37, a simple majority of 127 (68.7%) respondents agreed that head teachers recommend hard working teachers for awards when the need arised whereas 45 (24.3%) disagreed with the statement while only 13 (07.0%) of the respondents were undecided on the issue.

Unlike the other items under this section, item 38 captured a slightly different view on the item which sought information on whether head teachers occasionally gave prizes to teachers for a good job done. A little less than half (82, 44.3%) of respondents indicated they agreed with the statement, with 69 (37.3%) of the respondents indicating they disagreed while 34 (18.4%) respondents were undecided on the issue.

Item 39 stated that 'head teachers appraised their teachers for development purposes'. Results on this item indicated that 116 (62.7%) respondents agreed to the statement while 46 (24.9%) respondents indicated they disagreed with the statement, with 23 (12.4%) respondents undecided on the statement.

Item 40 sought information on whether head teachers' aid teachers in personal challenges. Majority 138 (74.6%) of the respondents agreed to the statement while a minority 38 (20.6%) of the respondents indicated they disagreed with the statement and only nine (04.9%) were undecided about the issue.

The last item 41 under this section sought for the views of teachers on the extent to which head teachers allowed teachers to attend workshops and refresher courses organized within or outside the municipality. A large majority of 157 (84.8%) respondents indicated that they agreed with the statement whereas only a minority of 22 (11.9%) disagreed with only six (03.2%) of the respondents indicating that they were undecided on the issue.

Farrant (1980) noted that despite the continual inflow of new technological devices to facilitate the process of teaching and learning, the role that teachers play cannot be substituted. It is against this background that teachers need to be sustained in the profession.

Literature suggested that the decision by teachers to remain in the profession is influenced by the level of motivation they receive in the institution. Herzberg (1966) also noted that if motivational factors like salaries, fringe benefits and conditions of service were taken care of in an organization, the possibility of workers giving of their best would be very high in the organization.

The task under this section was to find out the extent to which teachers in the Wa Municipality were motivated by their head teachers to give out their best for the school. The analysis showed that teachers strongly agree that head teachers motivate them well enough to carry out their duties in the school to the best of their capabilities. All the items under this section recorded favourable results except occasionally giving teachers prizes for good work. The latter response defered slightly on the measure by recording a slight negative response on the issue. This outcome confirms the data gathered on the interview guide where almost all head teachers stated that they rarely give prizes to teachers in their schools for good work. However, they issue verbal praises to hard working teachers when the need arises.

In the main, the findings suggested that to a very large extent head teachers are supportive to teachers in as much as they can morally, financially and duty wise. In line with previous research works Ankomah (2002) noted that teachers who were adequately motivated seek opportunities for greater heights. This might explain why a lot more teachers are on courses to up grade their knowledge and skills in the Municipality by under taking various sandwich programmes and distance education programmes. To maintain this situation the Municipal Directorate has to reinforce the current situation through constant monitoring and supervision of head teachers' duties in the schools.

Head Teachers' Level of Commitment to Professional Development of Teachers in the Schools

This section sought to answer the research question 'What level of commitment do head teachers' demonstrate concerning the professional development of teachers in their schools'? The results of the findings are displayed on Table 8. There is an indicated that more than half 106 (57.3%) of the respondents agreed that planning school in service programmes for teachers by head teachers was very good and adequate. Minority 66 (33.0%) of the respondents indicated that they disagreed with the statement while 18 (09.7%) of the respondents were undecided on the item.

Involving teachers in outreach programmes received a fair majority 116 (62.7%) of respondents agreeing to the statement whereas 58 (31.4%) respondents disagreed with the statement with only 11 (05.9%) respondents undecided on the issue.

Item 44 sought information on the extent to which head teachers assisted teachers to attend subject association conferences. The results indicated that majority 141 (78.0%) of the respondents were of the view that head teachers assisted teachers to attend subject association conferences. While a minority of 30 (16.2%) indicated they disagreed. Fourteen (07.6%) could not express their view on the issue and for that matter indicated

undecided.

Facilitating teachers to attend in service training out side the school to up date their knowledge and skills under item 45 received a majority of 132 (71.3%) respondents indicating that they agreed with the statement while those who disagreed were 42 (22.7%) respondents, with only 11(15.9%) indicating undecided.

Ensuring cordiality among teachers by head teachers received the highest positive response under the section. The results indicated that a large majority 174 (94.1%) of the respondents agreed that head teachers ensured cordiality among their teachers in the schools whereas 10 (05.4%) disagreed with the statement with only one (00.5%) respondent undecided on the issue.

Item 47 sought information on the extent to which head teachers encourage teachers to go for further studies. A large majority 157 (84.9%) of respondents agreed to the statement whereas 19 (10.3%) disagreed with only nine (04.9%) of the respondents undecided on the issue.

To keep teachers abreast with societal demands and the dynamics of our educational system, teachers need new knowledge and special competences to live up to expectations. Providing teachers' professional development services would go a long way to improve their performance.

It is against this background that in service training, conferences, outreach programmes, workshops and going for further studies in higher educational institutions have of late been given much priority by the Ghana Education Service.

In line with the analysis under the issue of staff development, we can conveniently accept that majority of teachers agreed that providing professional development services to teachers by head teachers in their schools was good. The analysis showed that except for head teachers planning school in service training programmes for teachers which received a slight majority, the rest of the issues indicated an overwhelming majority of positive responses.

Data gathered from the interview which can be located on Tables 14 and 15 also suggested that head teachers are doing well to improve the skills of their teachers by encouraging them to attend courses, workshops and also proceed for further studies in higher educational institutions. The government is also committed to upgrading the knowledge and skills of teachers to motivate them to give out their best by up grading and refurbishing teacher training colleges in the country, teachers could also be upgraded while at post and there is an ongoing exercise to up grade non professional teachers to attain 'Untrained Teachers Diploma in Basic Education Course' (UTDBEC). This was reported in the New Educational Reforms Programmes which was lanched on April 11, 2007 (Darkwa, 2007).

We can say that to a very large extent the provision of teachers' professional development services by head teachers in schools in the Wa Municipality was adequate and excellent. Even though Knezevich (1984) noted that teachers by and large have been very critical of most in service training programmes for teachers, Rebore (2001) believes that staff development programmes in schools offers teachers the opportunity to up date their knowledge and skills in their subject areas.

However, as to whether these programmes are effectively organized calls for a comprehensive study on the issue. This would ascertain the impact of professional development services for teachers in public Junior Secondary Schools in the municipality.

Suggestions were made on how to improved staff personnel services in the schools. The suggestions from respondents highlighted on a number of issues which are: improved salary structures for teachers, refunding of teachers' medical bills, vehicle maintenance allowances, school based in service training for teachers and strengthening the bond between the school and the Parent Teacher Association and the School Management Committees. Some of these were lauderble suggestions but goes beyond the tasks of head teachers at the school level. However, Parent Teacher Associations and the School Management Committees need to be strengthened because some parents have completely placed their children's education at the doorstep of government and teachers because of the capitation grant. This was confirmed during the interview with head teachers where head teachers called for a mandate to sanction parents who refuse to attend Parent Teacher Association meetings or School Management Committee meetings. The results of the interview can be located on Table 14. However, reports in The Ghanaian Times (May 23, 2007) indicated that the government's capitation grant policy has not cancelled the individual and collective support towards the promotion of quality basic education in the country. This means that schools can mobilize the support of parents and other stakeholders of education to develop their schools.

Enhancing Staff Personnel Services in schools

Table 9 focused on issues that were raised by teachers and the commonalities of those issues. As such the responses were tabulated and run into frequencies and percentages for easy analysis and discussion. The frequencies represent the number of respondents who made the same suggestion while the percentages column indicates the proportion of responses out of the total number (286) of multiple responses that were attributed to that particular variable. Table 11 is a presentation of the summary of responses on item 48 which states that '

What would you suggest could be done to enhance the provision of staff personnel services in your school?'.
A critical analysis of the results displayed on table 9 indicates that 69 (24.1%) of the respondents suggested that termly motivation of teachers either in cash or kind could go a long way to enhance their services. This was followed closely by a 32 (11.1%) of the respondents who suggested that the provision of basic amenities in the form of accommodation and transportation to teachers could enhance staff personnel services.

Another 30 (10.4%) of the respondents suggested that the Municipal Directorate in collaboration with head teachers should organize more refresher courses for teachers in the form of workshops and in service training for both teachers and head teachers in the municipality.

The next commonest suggestion was on the need for the salaries of teachers to be improved. 28 (09.7%) respondents suggesting that the salaries of teachers need to be improved. A total of 20 (06.9%) called for head teachers to ensure cordiality among teachers in the school while 19 (06.6%) called for improved supply of teaching and learning materials. Aside an improvement in the salaries of teachers, other respondents 17 (05.9%) felt that teachers should be provided with allowances while some 14 (04.8%) suggested that regular staff meetings was the best way to enhance the services of teachers in the school.

Thirteen (04.5%) of the respondents indicated that there was the need for an establishment of a welfare fund by head teachers for teachers in the school. A fair number of 12 (04.1%) believed that regular supervision of schools by circuit supervisors was another way of ensuring that head teachers provide staff personnel services in their schools. Eight (02.7%) respondents suggested the need for appraisal of teachers while a minimum number of seven (02.4%) suggested a vibrant School Management Committee and Parent Teacher Associations as well as transparency on administrative issues that concern teachers.

Another six (02.0%) of the respondents suggested sponsorship for teachers who wish to further their studies, while 3 (01.0%) suggested educational sponsorship scheme for at least one child of every teacher up to the University level. Orientation on the code of ethics governing the teaching profession pooled an insignificant number of one (00.3%) suggestion. Perhaps, many teachers did not perceive how the code of ethics governing the profession could enhance their services in the school.

Results of the Interview
The first part analyzed the personal data of head teachers, which includes gender and length of service as a head teacher in their schools. The second part was analyzed in two categories; the first category analyzed the yes or no responses while the second category analyzed the reasons given for the yes or no responses. The third part analyzed data on the suggestions head teachers provided for improving staff personnel services in their schools. Frequencies and percentages were used to analyze the data.

Personal Characteristics of Head Teachers
In order to ascertain whether there was a representative sample of both sexes in the study a frequency table was established for gender purpose. The results are presented in Table 10. The analysis indicated that out of the total number of 35 head teachers who took part in the interview, a total of 25 (71.4%) were males while 10 (28.6%) were females. This is an indication that both sexes were represented in the study and therefore it was not a gender biased study.

Length of Service as a Head Teacher
Head teachers were asked to indicate how long they had served as head teachers in their schools from the range of less than one year to six years and above. To identify a two way perception about the results 2-3 years, 4-5 years and 6 years and above were merged to mean experienced head teachers while less than 1 year was taken to mean inexperienced. The results are displayed in table 11. A large majority of 32 (91.4%) respondents indicated they have been head teachers for two years and above in their various schools which is an indication that they were experienced head teachers while 2 (08.6%) of the respondents indicated they were there for less than a year an indication that they were inexperienced. The result was a positive representation since majority of the head teachers were experienced and for that matter have the requisite information for this study.

Provision of Staff Personnel Services in Schools by Head Teachers
Analysis of Yes and No Responses
To find out at first hand if head teachers provide staff personnel services to their teachers, yes or no items were set and respondents were required to provide responses to these questions, the results are presented in Table 12. The analysis indicated that aside organizing orientation services for teachers which received 32 (91.4%) of yes responses, all other areas received a complete 35 (100%) yes responses. In respect to the findings we can accept at first hand that head teachers provided staff personnel services to teachers irrespective of the extent to which they provide these services. This was confirmed by the teachers responses, where a large majority of responses favoured head teachers providing staff personnel services.

How Staff Personnel Services are provided By Head Teachers in Schools

When head teachers were asked to explain further their answers on Table 12 they came out with a number of responses. Their responses to the items were varied and to make analysis easier the responses were presented in accordance with the commonalities of particular variables of interest. Frequencies and percentages were used to indicate the rate of multiple responses. Table 13 displays the responses that were recorded.

The presentation in Table 13 indicated that certain responses were echoed among a large majority of the respondents. Item 4 sought reasons why head teachers indicated they provided orientation services for teachers in their schools. About 94% of the head teachers indicated the following responses.

They introduced newly posted teachers to pupils during assembly. They also introduced newly posted teachers to teachers already in the school during staff meetings.

They also see to it that newly posted teachers are given their schedules with regards to the task they are expected to perform in the school. Furthermore, that they handed over to newly posted teachers syllabus of the various subjects they were to teach. In addition, they also give teaching and learning materials and other available materials to the new teachers posted to their schools. finally, they showed new teachers around the school facilities for them to acquaint themselves with the school environment.

The analysis on Table 13 also indicated that 29% of the head teachers communicated school rules and regulations to newly posted teachers in their schools while about 26% gave their teachers orientation on how to enter pupils' registers.

Furthermore, 17% indicated they give orientation to teachers on how to complete continuous assessment records with 9% saying they inform the new teachers about the capitation grant and its appropriation.

When head teachers were asked about how they delegate duties to their teachers under item 8, hundred percent (100%) of the head teachers said that they delegated duties to their staff, adding that without delegation of duties very little can be achieved in the school. The areas that they delegated duties on were:

Assigning staff secretaries to organize staff meetings and other gatherings instead of carrying out those responsibilities by themselves.

They also assigned teachers to various committees such as health, culture, sports, sanitation, welfare, guidance and counseling, discipline and agriculture as well as assigning teachers as form masters.

About 97% said they have duty roasters which spell out what is expected from each teacher in the school.

They also stated that each week a teacher or in some cases teachers come on duty and they have a lot of responsibilities to perform for the smooth operation of the school like conducting assemblies and monitoring pupils movement during break periods. Others are, seeing to it that pupils come to school early, stay in class and are well behaved.

Furthermore, they also stated that in their absence they delegated the running of the school to their assistants or other teachers in case the assistant head teachers were absent. The last to be mentioned under that section was that they appoint teachers to attend meetings and other functions on their behalf.

Responses under item 12 revealed very interesting results. The table indicates, a 100% rate of head teachers indicating they commended hard working teachers during staff meetings. However, none commends hard working teachers during assembly. This they explained could be embarrassing to other teachers who were not commended and probably ridiculed by the pupils.

They also explained that they did not have enough funds to organized any meaningful activities such as end of term get together or presentation of prizes to hard working teachers in their schools and this affected the motivational level of teachers drastically.

Additionally, they mentioned that they issued verbal praises to hard working teachers to encourage them to work harder and verbal queries to lazy teachers to discourage them from negative practices.

About 29% of the head teachers still under the same section said they service their staff meetings by offering soft drinks and other petty food items. Similarly 14% said they offer tea breaks while 11% offer cash awards to deserving teachers annually with only six percent responding that they offered prizes in the form of books, pens and pencils to deserving teachers annually. This was to thank them for their good works while it encourages other teachers to work harder.

Staff professional development was the next item 14 in that category. Head teachers were asked to indicate how they assist their teachers to up grade their knowledge and skills. 100% of the head teachers stated that they could not organized internal workshops for their teachers due to lack of funds. About 97% said they ensured that their teachers attended workshops for teachers within and outside the municipality when ever they are invited, whereas about 71% mentioned that they educate their teachers on lesson planning, especially during the vetting of lesson notes they call teachers' attention to errors and provide them with suggestions.

About 29% of the head teachers stated they encouraged their teachers to further their studies in higher educational institutions to open up more opportunities for themselves. The last issue they raised was on organizing in service training for teachers in their schools. Only 23% had ever organized an in service training for their teachers at the school level.

Suggestions on How to Improve Staff Personnel Services

A number of suggestions were enumerated on what could be done by the Ghana Education Service and Government to improve staff personnel services in public Junior Secondary Schools in the Wa Municipality. The suggestions were varied but with some commonalities. For easy analysis and economy of space, the suggestions were recorded and presented in tables of frequencies and percentages. A summary of the suggestions are presented in

Table 14.

It was evident from the analysis that 100% of head teachers suggested that when teachers are well paid it would help to sustain them in the job as well as ensuring that their output is maximized. Again, that when teachers are provided with basic amenities like accommodation and transportation it would enhance their services.

In addition, they also mentioned that teachers who cannot afford for further studies should be given scholarships to help them up grade their knowledge and skills, this would go a long way to enhance their services.

 Additionally, they also said that more workshops should be organized for teachers on new methods of teaching as well as their areas of specialization. This they said could improve performance and create satisfaction among teachers.

Furthermore, that government should allocate a special fund for staff development on the capitation grant; this could be used to motivate teachers in kind or in cash for better service.

More so, they also suggested that there should not be delays in payment of salaries for newly appointed teachers. Most newly posted teachers become frustrated when their salaries are delayed and this affects their perception about the service and also impact on their performance negatively.

Above all suggestions were also made on the need for policy makers to fulfill their promises to teachers in the area of their service conditions. Most often there are delays in the implementation of new policies for teachers and this creates friction between the government and teachers resulting in poor performance and attitudes towards the profession.

Aside these suggestions given above, almost 43% of head teachers suggested that the quota for teachers to proceed on study leave with pay was inadequate and should be revised. The same percentage of head teachers suggested that text books were inadequate for teaching and learning making their teachers' job very difficult.

About 26% respondents suggested that accommodation for teachers in rural schools was very poor and should therefore be a major priority for the government and the Municipal Assembly. The researcher observed that almost all the teachers posted to rural schools in the municipality were staying outside the school community.

A minor proportion of about 11% suggested that there was the need for the Municipal Directorate to institute an awards scheme for teachers in the municipality; they explained that the national and regional awards scheme were not enough to cover teachers who deserve awards in the municipality.

A total number of six percent suggested that there should be orientation programmes for head teachers on their duties while another six percent suggested that the work load of head teachers should be reduced, especially their instructional schedules to give them ample time to carry out their administrative tasks.

Only three percent of the respondents suggested that head teachers should be given the mandate to sanction defaulting parents. According to them most parents in the municipality have become negligent about the education of their wards and have delebrately refused to attend Parent Teacher Association meetings and other functions carried out in the schools of which they should be a part.

It was also evident from the analysis that head teachers are doing their best to provide staff personnel services for teachers in the municipality except for the one hindrance which is the lack of funding for staff personnel services thereby, making it impossible to organized some of the activities that could encourage teachers to work harder in the municipality.

It must be noted that most of these demands and suggestions goes beyond the confines of this study and can only be attended to by higher authorities in the field of education like the Municipal Directorate, Municipal Assembly and the Ministry of Education. However, it is worth presenting them for future references by other researchs on the administrative task of head teachers.

Conclusions and Recommendations

Based on the findings of the study the teachers in the Wa Municipality are adequately satisfied with the level of staff personnel services that are being provided by their head teachers in the schools. From the study it can be said that the Ghana Education Service prescribed orientation services to public Junior Secondary Schools teachers in the municipality are in most cases adequately provided. But for the orientation to syllabuses of the various subjects which was slightly inadequate all other services like introducing new teachers both to teachers and pupils, communicating regulations about instructional time to new teachers, orientation on writing of lesson notes, continuous assessment records and acquainting new teachers with the school facilities and environment were organized to the best of head teachers capabilities and could therefore be graded as excellent.

The study again revealed that head teachers delegated responsibilities to teachers in their schools aside their

normal teaching and learning activities in the school. Out of the nine statements listed in the questionnaire for delegation of duties to teachers in the school only assigning teachers to be mentors for newly appointed teachers was inadequate, all the others were adequate and satisfactory. Majority of the head teachers mentioned they could not function effectively without the help of teachers. But an observation by the researcher was that head teachers were delegating more of their duties than necessary to the extent that some head teachers did very little or nothing at all in the school. For instance, teachers were asked to pick letters and other information from the Municlpal Directorate by their head teachers during instructional periods leaving their classes vacant to the disadvantage of their pupils.

The study also revealed an overwhelming majority of teachers indicating that staff motivation at the school level was adequate and satisfactory. Except for occasionally awarding prizes to teachers which was inadequate others like verbal praises, attending workshops, financial support to teachers in case of difficulties and recommending deserving teachers for awards were satisfactory. Some head teachers even mentioned that their head teachers made available repayable funds for teachers who were in financial crisis. However, the utilization of written queries was absent in all the schools with the explanation that they lacked support from the Municipal Directorate.

In the area of staff development it was found out that most of the teachers were in the distance education programmes offered by the University of Cape Coast and the University of Education Winneba and these achievements were attributed to the encouragement teachers received from their head teachers. There was also a high sense of cordiality among teachers and between teachers and head teachers thus creating a conducive atmosphere for staff development. It was also established that head teachers assisted their teachers to attend subject association conferences, workshops and in services training when the need arises. A few teachers benefited from school organized in service training programmes. To the rest of the other teachers there was no in service training programmes organized for them in their schools and this affected their self development in the teaching profession.

Majority of the suggestions teachers made concerning the improvement of staff personnel services were centered on staff motivation coming in the form of improved salaries, bonuses, allowances, incentives, study leave with pay, provision of basic amenities like accommodation and transportation. Others are tea breaks, award schemes and in service training programmes. Aside staff motivation there were other issues that were raised which include cooperation and trust between teachers and head teachers and among teachers this for sure would eradicate petty squabbles in the school thereby minimizing conflict in the school.

In spite of the fact that teachers generally expressed satisfaction for staff personnel services in their schools it was clear in their suggestions that they need improvements in their salaries, Termly motivation in kind or cash and in service training for both teachers and head teachers but these were beyond what their head teachers could do as far as staff personnel services in their schools were concerned. They claimed that in service training programmes, refresher courses and workshops were poorly organized by the Municipal Directorate. They also called for regular supervision of schools by circuit supervisors.

Conclusions

Rebore (2001) noted that many teachers have left the service as a result of frustration due to lack of proper orientation into the service. Consistent with this view it was reported in the Daily Graphic Monday 1, 2006. p.17. that staff personnel services have not received much attention from head teachers in our various educational institutions. Contrary to these findings the present study revealed that staff personnel services in Wa Municipality in the Upper West Region of Ghana have received adequate attention.

It was evident from the study that to a very large extent orientation services for teachers in the municipality were adequately provided to the best of the capabilities of the head teachers. Therefore, the efforts by Government, the Ministry of Education, the Ghana Education Service in collaboration with the Municipal Directorate to sustain teachers in the service have yielded good results in the Wa Municipality, this is because it would go a long way to minimize teachers' repatriation in the municipality.

Suggestions from head teachers that orientation services should be organised for them should not be overlooked. Most of the head teachers indicated they never had any formal orientation when they were appointed as head teachers to their various schools. Likewise, teachers wanted orientation on code of ethics coverning the teaching profession which they indicated was always absent from orientation programmes.

We can also conveniently conclude that to a very large extent head teachers delegation duties to teachers in their schools. This has created a sense of responsibility and division of labour among teachers in the schools. However, needless to say some head teachers were abusing the power to delegating duties to teachers and this has affected teachers instructional activities since they have to share their time between administrative work and instructional activities. None the less, the power to delegation duties to teachers was in full operation.

Motivating teachers by head teachers in the municipality to deliver their best for their schools also received adequate attention. This was confirmed by head teachers during the interview when they mentioned various

ways by which they motivated their teachers to work harder . Professional development of teachers in the municipality was also adequate and excellent. Organising workshops for teachers dominated this area. In service training was on the low side and teachers wish for more of such services which they presume could enhance their performance more than the workshops that were organized for them in the municipality.

Even though in general the outcome of the findings was highly satisfactorily, like any human institution there is the need for improvement. Most of the inadequacies that were recorded under Tables 11 and 16 like poor remuneration for teachers, lack of basic amenities in the form of accommodation and transportation, allocation of funds for staff development, district awards schemes for teachers, sponsorship for further studies and organizing more workshops for teachers and head teachers were challenges beyond the school level and could only be addressed at higher levels to include the Government, the Ministry of Education, the Ghana Education Service, the Municipal Assembly and the Municipal Directorate.

The outcome of the study also has some implications for educational policy makers. One critical question is how staff personnel services could be adequately provided in public Junior Secondary Schools in the Wa Municipality yet there is public out cry of falling standards of education at the basic level. The obvious answer is that quality education is not centered on only how much staff personnel services are provided in the schools but also on financial support from government, good school financial administration, good pupil personnel services, good infrastructure and resources in the form of teaching and learning materials. As long as these services are not provided, quality education would continue to face public criticisms and parents would continue to prefer the expensive private schools in the Wa Municipality in particular and the nation at large (Opare, 1999).

Recommendations

From the knowledge gained through the research the following recommendations are made based on the conclusions with the hope that they would make staff personnel services more attractive for teachers in the municipality.

1. The Ministry of Education and its relevant agencies need to conduct relevant orientation programmes for head teachers and not just for teachers alone. It should also be an ongoing process as this would keep head teachers abreast with current leadership styles and how to address some of the challenges they face in the schools.
2. The the researcher also want to recommend that on the part of delegation of duties to teachers. The Ghana Education Service should specify the extent to which head teachers could delegate duties to teachers in their schools. This should include the areas and the timing of the delegation. This will go along way to safe teachers from missing their lessons on the grounds of performing official duties for their head teachers.
3. Parent Teacher Associations play very important roles in the motivation of teachers in schools. They should therefore, be encouraged by head teachers to contribute immensely towards the development of basic education in the municipality by calling on frequent meetings with the association. They should be assigned specific roles in the management of education by the Ghana Education Service and these should be backed by laws.
4. In addition, Parents should be encouraged to visit schools to promote interaction between parents and the school through such activities like open days, speech and prize giving days and exhibitions of artifacts made in the school. Proceeds from these activities can be used to fund staff development activities in the school which would go a long way to sustain both teachers and pupils in the school.
5. Still under motivation of teachers in the municipality, Conditions of service for teachers in the area of salaries, scholarships and allowances need to be improved to sustain teachers in the profession and also keep high their level of motivation. This recommendation is an external issue but can go a long way to boost the moral of teachers for better performance.
6. The District assembly in collaboration with the Municipal Directorate should put up accommodation facilities for teachers in rural schools to address the problem of teachers having to travel long distances to and fro to attend classes. This affects the average performance of teachers and subsequently affects pupils' performance as well.
7. An award scheme should be established at the municipal level. This would enable more deserving teachers to receive awards for their dedicated services to the institution. The regional and national award schemes are not covering enough teachers thus breeding dissatisfaction among teachers and head teachers as well.
8. Government should not delay in making payments of salaries to newly appointed teachers. This frustrates the teachers and decreases their level of motivation in the schools. In addition, government should fulfill agreements and promises to teachers promptly to avoid friction between the government and teachers; when this happens usually it is the institution that suffers.

9. The Ministry of Education and the Ghana Education Service should provide funding for school in service training programmes for teachers on new methods of class management, new methods of lesson notes preparation, new methods of teaching and learning and on new educational policies and issues.

10. The quota for further studies for teachers is inadequate and hampering the efforts of teachers who wish to go for further studies. It should therefore, be revised to enable more teachers, if not all to gain access to higher educational institutions. There can be no better motivation to teachers than assisting them to up grade their skills and knowledge.

It is the hope of the researcher that the recommendations made so far would be critically examined and given the needed consideration by the appropriate authorities who are responsible for providing staff personnel services in schools in the Wa Municipality. All said and done, it must be noted once again that staff personnel services are very important to teachers and they have a very high influence on the performance of teachers in the schools, as such head teachers should not in any way undermine the role that staff personnel services play in the development of the schools.

Recommendations for Further Studies

This study has raised a number of questions which have convinced the researcher that there is the need to study into other areas of administrative task of head teachers which include pupils personnel services, financial administration, resource management and school community relationship. Until these areas are researched into it would be much difficult to pin point the exact causes of the falling standards of education in the municipality.

In addition, empirical evidence of correlation between availability of staff personnel services and pupils performance in the school need to be established. There is the need to establish a valid relationship between the provision of staff personnel services to teachers and how it reflects in the performance of pupils at the Basic Education Certificate Examination (BECE) in the municipality.

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Appendix A

<div align="center">

University of Cape Coast
Faculty of Education
Institute for Educational Planning and Administration
Questionnaire for Teachers

</div>

General Instructions:

Dear respondent, you are among other teachers chosen for a research on the assessment of Staff Personnel Services in Junior Secondary Schools in Wa Municipality in the Upper West Region of Ghana. The questionnaire you are being asked to complete is part of the study, kindly cooperate by reading through carefully and respond to each item in the questionnaire as objectively and independently as possible. The information that you provide is strictly confidential. Your participation in this research to ensure its success is highly appreciated. Thank you for your support.

<div align="center">

Part I
Background Information

</div>

(1) Gender   male [1]   female   [2]

(2) No of years in the teaching profession

        [1] Less than 1 year   [2] 2--3   [3] 4--5   [4] 6 years and above

Part II
Section A: Orientation Services

Instructions: Section A contains statements concerning orientation services for teachers in your school. Use the following rating scale [5] for excellent, [4] for good, [3] for fair, [2] for poor and [1] for Nil to assess your head teacher on the following duties:

(3) Introducing new teachers to their colleagues [5]   [4]   [3]   [2]   [1]

(4) Showing new teachers school facilities [5]   [4]   [3]   [2]   [1]

(5) Getting teachers to understand the code [5]   [4]   [3]   [2]   [1]
 of ethics governing the profession

(6) Communicating regulations about [5]   [4]   [3]   [2]   [1]
instructional time to teachers

(7) Orientation to syllabuses of the various [5]   [4]   [3]   [2]   [1]
subjects

 (8) Orientation of teachers to writing of [5]   [4]   [3]   [2]   [1]
lesson notes

(9) Orientation on how to complete [5]   [4]   [3]   [2]   [1]
continuous assessment records

(10) Reviewing teacher adjustment to [5]   [4]   [3]   [2]   [1]
the school

Section C: Delegation of Duties

Instructions:

Section C contains statements concerning the delegation of duties in your school. Use the following rating scale [5] for excellent, [4] for good, [3] for fair, [2] for poor and [1] for Nil to assess your head teachers on the following duties:

(16) Assigning duties to staff such as [5]   [4]   [3]   [2]   [1]
supervising the cleaning of school compound

(17) Delegating teachers to supervise [5]   [4]   [3]   [2]   [1]
co-curricular activities such as clubs,
excursions, open days, sports and games

(18) Delegation of work to the right people [5]   [4]   [3]   [2]   [1]

(19) Soliciting information from teachers for [5]   [4]   [3]   [2]   [1]
budget planning

(20) Delegating teachers to organizing staff [5]   [4]   [3]   [2]   [1]
meetings

(21) Delegating teachers to carry out [5]   [4]   [3]   [2]   [1]
orientation programmes

(22) Delegating teachers to conduct matters [5]   [4]   [3]   [2]   [1]
of school discipline

(23) Assigning teachers as representatives of the
school in the absence of the head teacher [5]   [4]   [3]   [2]   [1]

Section E: Motivation of Teachers

Instructions:
      Indicate your agreement from strongly agree to strongly disagree by supplying the appropriate response category for each item. [5] for strongly agree, [4] for agree,   [3] for disagree, [2] for strongly disagree and [1] for undecided.

(33) Conducts orientation services for new   [5]   [4]   [3]   [2]   [1]
teachers

(34) Is supportive of the problems of teachers[5]   [4]   [3]   [2]   [1]

(35) Establishes a welfare programme in   [5]   [4]   [3]   [2]   [1]
the school

(36) Praises teachers for good work done   [5]   [4]   [3]   [2]   [1]

(37) Recommends hard working teachers   [5]   [4]   [3]   [2]   [1]
in the school for awards

(38) Occasionally gives teachers prizes for [5]   [4]   [3]   [2]   [1]
good work

(39) Appraises teachers for development   [5]   [4]   [3]   [2]   [1]
purposes

(40) Aid teachers in personal challenges.   [5]   [4]   [3]   [2]   [1]

(41) Encourages teachers to attend   [5]   [4]   [3]   [2]   [1]
workshops and courses.

Section F: Professional Development of teachers

Instructions:
      Indicate your agreement from strongly agree to strongly disagree by supplying the appropriate response category for each item. [5] for strongly agree, [4] for agree,   [3] for disagree, [2] for strongly disagree and [1] for undecided.

(42) Plans school in serve programmes for   [5]   [4]   [3]   [2]   [1]
teachers

(43) Involves staff in out reach programmes [5]   [4]   [3]   [2]   [1]
such as excursions and festivals

(44) Assists teachers to attend subject   [5]   [4]   [3]   [2]   [1]
association conferences

(45) Facilitates teachers to attend in service [5]   [4]   [3]   [2]   [1]
 training to up-date their knowledge
and teaching skills

(46) Ensures cordiality among staff.   [5]   [4]   [3]   [2]   [1]

(47) Encourages teachers to up date   [5]   [4]   [3]   [2]   [1]
their skills by going for further studies

Section G:

Instructions: Supply a very brief answer to the following question.

{48} what would you suggest could be done to enhance the provision of staff personnel services in your school?

Appendix B

University of Cape Coast
Faculty of Education
Institute for Educational Planning and Administration
Interview Guide for Head Teachers

Instructions: The purpose of this interview is to gather data that will be useful in the overall assessment of staff personnel services of teachers in Junior Secondary Schools.

Part I

(1)Gender   Male [1]   Female [2]

(2)Length of service [1] less than 1 year   [2] 2--3   [3] 4--5   [4] 6 years and above

Part II

(3)Do you organize orientation programmes for your teachers? Yes [1] No [2]

(4)Give reasons for answers in [3]

Checklist of possible responses	Tick
District organizes orientation programmes	
Introduce new teachers during assemble	
Introduce new teachers to staff members'	
Give new teachers schedules	
Give new teachers syllabus	
Give new teachers TLMs	
Show teachers around the school facilities	
Others	

(5)Do you involve your teachers in the decision making process of the school?

Yes [1]   No [2]

(6)Give reasons for answers in [5]

Checklist of possible responses	Tick
By consultation	
By brain storming during staff meetings	
By soliciting the views of staff	
Others	

----

(7)Do you delegate responsibility to teachers in the school? Yes [1]   No [2]

(8) Give reasons for answer in [7]

Checklist of possible responses	Tick
Assign teachers to disciplinary committee	
Assign teachers to health	
Assign teachers to culture	
Assign teachers to organize staff meetings	
Assigning duties to teachers	
Conducting assemble	
Assign teachers to supervise pupils' outings	
Assign teachers to distribute text books to pupils	
Availability of a duty roaster	
Assistant acts in the absence of the head teacher	
Attending meetings on behave of the head teacher	
Others	

----

(9) Do you supervise the work of your teachers? Yes [1]   No [2]

(10) Give reasons for your answer in [9]

Checklist of possible responses	Tick
Visits classrooms	
Vets lesson notes	
Assess pupils' exercise books	
Observe teaching learning process in classrooms	
Observe which teachers are in classrooms teaching	
Duty roaster to guide teachers in their works	
Others	

----

(11)Do you motivate your teachers well enough to work hard? Yes [1]   No [2]

(12) Give reasons for answers in [11]

Checklist of possible responses	Tick
End of term get together	
Hard working teachers are given prizes (pens, paper etc)	
Hard working teachers are given cash awards	
Commend hard working teachers during assemble	
Servicing staff meetings (serving water or minerals)	

No funds to organize anything meaningful
Verbal praises to hard working teachers
Queries to lazy teachers
Others

----

(13) Do you assist your staff to up-grade their knowledge and skills? Yes [1]   No [2]
(14) Give reasons for answers in [13]
Checklist of possible responses   Tick
Attend workshops (HIV/AIDS, environmental protection,
Science and technical workshops)
Educate teachers on lesson planning
No internal workshops
Others
(15) What would you suggest Government, GES could do to improve staff personnel services in your school?
Checklist of possible responses   Tick
Well paid teachers to sustain them in the job
Provide basic amenities for staff (TV sets and mattresses)
Heads need a mandate to sanction defaulting PTA members
Teachers cannot afford the fees for further studies
Organize more workshops for teachers
Allocate funds for staff development
Text books are inadequate for teaching and learning
No delay in payment of salaries for new teachers
Policy makers should fulfill their promises to teachers without delay
Others

Table 1. Distribution of the Accessible Population.

School	No. of teachers	School	No. of teachers
Busa L/A JSS	8	Limanyiri Model JSS	13
Sing L/A JSS	4	Wa Catholic JSS	13
Jonga E/A JSS	6	Municipal Model JSS	12
Boli L/A JSS	5	T.I Ahmadiyya JSS	20
Piisi Catholic JSS	8	Bamahu L/A JSS	8
Biihee L/A JSS	4	Kpongu E/A JSS	8
Kperisi L/A JSS	10	St. Andrews JSS	12
Sagu Catholic JSS	4	Wa Deaf JSS	9
Nyagli L/A JSS	3	Fongo L/A JSS	13
Adabiyat L/A JSS	7	Charia Catholic JSS	11
St. Paul's Methodist	12	St. Cecilia Catholic JSS	7
School for the blind	12	Shakarfatu E/A JSS	7
Huriya E/A JSS	7	SDA JSS	11
Nuriya E/A JSS	17	Bishop's Catholic JSS	5
Kabanye E/A JSS	13	Nakore L/A JSS	8
St. Aiden's JSS	13	Jujeidayiri T.I Ahm. JSS	17
Fallahia E/A JSS	13	Dobile Presby JSS	7
Table 1 *continued*			
Fongo E/A	12		

Total No. of Teachers =336   (Source: Upper West Regional Statistics Office of the Ghana Education Service, 2007)

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Table 2
Sample Size per School

School	No. Selected	School	No. Selected
Busa L/A JSS	4	Limanyiri Model JSS	7
Sing L/A JSS	2	Wa Catholic JSS	7
Jonga E/A JSS	3	Municipal Model JSS	7
Boli L/A JSS	3	T.I Ahmadiyya JSS	11
Piisi Catholic JSS	4	Bamahu L/A JSS	4
Biihee L/A JSS	2	Kpongu E/A JSS	4
Kperisi L/A JSS	6	St. Andrews JSS	7
Sagu Catholic JSS	2	Wa Deaf JSS	6
Nyagli L/A JSS	2	Fongo L/A JSS	7
Adabiyat L/A JSS	4	Charia Catholic JSS	6
St. Paul's Methodist JSS	7	St. Cecilia Catholic JSS	4
Wa school for the blind	7	Shakarfatu E/A JSS	4
Huriya E/A JSS	8	SDA JSS	6
Nuriya E/A JSS	4	Bishop's Catholic JSS	3
Kabanye E/A JSS	10	Nakore L/A JSS	4
St. Aiden's JSS	3	Jujeidayiri T.I Ahm. JSS	9
Fallahia E/A JSS	7	Dobile Presby JSS	4
Fongo E/A	7		

Total=185

Table 3

Distribution of Gender

Gender	Frequencies	(%)
Male	128	69.2
Female	57	30.8
Total	185	100.0

Table 4

Distribution of Length of Service as Teachers in their schools

Length of Service	Frequencies	(%)
Less than 1 Year	27	14.6
2-3 Years	44	23.8
4-5 Years	33	17.8
6 Years and Above	81	43.8
Total	185	100.0

Table 5
Distribution of Responses on Orientation Services in the Schools

Ratings	Excellent	Good	Fair	Poor	Nil
Items	Frequencies and Percentages				
	f. (%)	f. (%)	f. (%)	f. (%)	f. (%)
Introducing new teachers to old members	108 (58.4)	69 (37.3)	8 (04.3)	0 (00.0)	0 (00.0)
Showing new teachers school facilities	46 (24.9)	86 (46.5)	34 (18.4)	10 (05.4)	9 (04.9)
Code of ethics governing the teaching profession	37 (20.0)	9 (42.7)	48 (25.9)	15 (08.1)	6 (03.2)
Regulations about instructional time to teachers	73 (39.5)	79 (42.7)	25 (13.5)	7 (03.8)	1 (00.5)
Orientation to syllabuses	18 (09.7)	66 (35.7)	56 (30.3)	18 (09.7)	27 (14.6)
Orientation to writing of lesson notes	44 (23.8)	76 (41.1)	34 (18.4)	15 (08.1)	16 (08.6)
Orientation on continuous assessment records	42 (22.7)	71 (38.4)	38 (20.5)	14 (07.6)	20 (10.8)
Reviewing teacher adjustment to the school	27 (14.6)	79 (42.7)	50 (27.0)	23 (12.4)	6 (03.2)

Table 6
Distribution of Responses from Teachers on Delegation of Duties in their Schools

Ratings	Excellent	Good	Fair	Poor	Nil
Items	Frequencies and Percentages				
	f. (%)	f. (%)	f. (%)	f. (%)	f. (%)
Assigning duties to teachers	95 (51.4)	72 (38.9)	11 (05.9)	3 (01.6)	4 (02.2)
Delegating teachers to super-vise co curricular activities	91 (49.2)	74 (40.0)	18 (09.7)	1 (00.5)	1 (00.5)
Delegation of work to the right people	83 (44.9)	69 (37.3)	22 (11.9)	9 (04.9)	2 (01.1)
Soliciting information from teachers for budget planning	67 (36.2)	62 (33.5)	30 (16.2)	16 (08.6)	10 (05.4)
Delegating teachers to organize meetings	55 (29.7)	82 (44.3)	30 (16.2)	8 (04.3)	10 (05.4)
Delegating teachers to carry out orientation programmes	26 (14.1)	70 (37.8)	50 (27.0)	23 (12.4)	16 (08.6)
Delegating teachers to conduct matters of school discipline	67 (36.2)	85 (45.9)	23 (12.4)	7 (03.8)	3 (01.6)
Assigning teachers to act in his absence	89 (48.1)	73 (39.5)	17 (09.2)	4 (02.2)	2 (01.1)

Table 7

Distribution of Responses on Motivation in the Schools

Ratings	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
	Frequencies and Percentages				
Items	f. (%)	f. (%)	f. (%)	f. (%)	f. (%)
Conducting orientation services for teachers	57 (30.8)	56 (30.3)	42 (22.7)	23 (12.4)	7 (03.8)
Supporting teachers who had problems	77 (41.6)	77 (41.6)	13 (07.0)	15 (08.1)	3 (01.6)
Establishing a welfare programme in the school	91 (49.2)	60 (32.4)	17 (09.2)	6 (03.2)	11 (05.9)
Praising teachers for good work done	95 (51.4)	66 (35.7)	16 (08.6)	6 (03.2)	2 (01.1)
Recommending hardworking teachers for awards	73 (39.5)	54 (29.2)	33 (17.8)	12 (06.5)	13 (07.0)
Occasionally giving teachers prize for good work	37 (20.0)	45 (24.3)	41 (22.2)	28 (15.1)	34 (18.4)
Appraising teachers	39 (21.1)	77 (41.6)	31 (16.8)	15 (08.1)	23 (12.4)
Aiding teachers in personal challenges	46 (24.9)	92 (49.7)	26 (14.1)	12 (06.5)	9 (04.9)
Teachers to attend workshops	80 (43.2)	77 (41.6)	17 (09.2)	5 (02.7)	6 (03.2)

Table 8
Distribution of Responses on Professional Development of Teachers in the Schools

Ratings	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
	Frequencies and Percentages				
Items	f. (%)	f. (%)	f. (%)	f. (%)	f. (%)
Planning of school in service programmes for teachers	43 (23.2)	63 (34.1)	37 (20.0)	24 (13.0)	18 (09.7)
Involving teachers in out reach programmes	44 (23.8)	72 (38.9)	34 (18.4)	24 (13.0)	11 (05.9)
Assisting teachers to attend subject association conferences	64 (36.4)	77 (41.6)	19 (10.3)	11 (05,9)	14 (07.6)
Facilitating teachers to attend in service training	70 (37.8)	62 (33.5)	30 (16.2)	12 (06.5)	11 (05.9)
Ensuring cordiality among teachers	120 (64.9)	54 (29.2)	7 (03.8)	3 (01.6)	1 (00.5)
Encouraging teachers to go for further studies	116 (62.7)	41 (22.2)	17 (09.2)	2 (01.1)	9 (04.9)

Table 9

Table 9
Summary of Suggestions on Improving Staff Personnel Services in the Schools

Multiple Responses	frequencies	(%)
Regular supervision of schools by circuit supervisors	12	(04.1%)
Provision of basic amenities to teachers	32	(11.1%)
Heads and teachers need for refresher courses	30	(10.4%)
Allowances to teachers	17	(05.9%)
Sponsorship scheme for teachers' children	3	(01.0%)
Salaries of teachers needs to be improved	28	(09.7%)
Motivation in cash or kind	69	(24.1%)
Heads should ensure cordiality	20	(06.9%)
Regular staff meetings	14	(04.8%)
Orientation on code of ethics	1	(00.3%)
Sponsorship for further studies	6	(02.0%)
Need for staff welfare fund	13	(04.5%)
Vibrant pta/smc	7	(02.4%)
Teaching and learning materials	19	(06.6%)
Transparency on administrative issues	7	(02.4%)
Need for appraisal	8	(02.7%)
Total /Multiple Responses	286	(100.0%)

Table 10
Gender Analysis for Head Teachers

Gender	Frequencies	(%)
Male	25	(71.4%)
Female	10	(28.6%)
Total	35	(100.0%)

Table 11
Length of service as Head Teachers in their Schools

Length of service	Frequencies	(%)
Less than 1 Year	3	08.6%)
2-3	10	(28.6%)
4-5	7	(20.0%)
6 and Above Years	15	(42.9%)
Total	35	(100.0%)

Table 12
Summary of Yes or No Responses from head teachers on the provision of Staff Personnel Services in their schools

	Frequencies and Percentages		
Items	Yes (%)	No (%)	Total
Do you organize orientation programmes for your teachers?	32(91.4%)	2(8.6%)	35(100%)
Do you delegate duties to teachers in the school?	35(100%)	0(00.0%)	35(100%)
Do you motivate your teachers well enough to work hard?	35(100%)	0(00.0%)	35(100%)
Do you assist your teachers to up grade their knowledge and skills?	35(100%)	0(00.0%)	35(100%)

Total respondents 35

Table 14
Summary of Responses on Improving Staff Personnel Services

Item	Suggestions	Frequencies	(%)
How to improve	Well paid teachers to sustain them job in the	35	(100%)
	Provide basic amenities (TV sets, transportation)	35	(100%)
	Quota for further studies inadequate thereby demotivating to teachers	15	(43.0%)
	Accommodation for teachers in rural schools	9	(26.0%)
	Need a mandate to sanction parents who do not Attend PTA/SMC meeting	1	(03.0%)
	Organize more workshops for teachers	35	(100%)
	Allocate funds for staff development	35	(100%)
	Orientation for head teachers	2	(06.0%)
	Work load of heads should be reduced	2	(06.0%)
	District awards scheme for teachers	4	(11.0%)
	No delay in payment of salaries for new teachers	5	(100%)
	Policy makers should fulfill their promises to teachers	35	(100%)
Total multiple responses		213	

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Table 13

Summary of Responses on the Provision of Staff Personnel Services by Head Teachers in their schools

Area	Multiple Responses	Frequencies	(%)
Orientation Services	Introduce new teachers during assembly	33	(94.0%)
	Introduce new teachers to staff members	33	(94.0%)
	Give new teachers schedules	33	(94.0%)
	Give new teachers syllabus/TLMs	33	(94.0%)
	Show teachers around the school facilities	33	(94.0%)
	Lesson notes preparation/ teaching methods	13	(37.0%)
	Head teachers assume the newly posted teachers are already trained	2	(06.0%)
	Orientation on school rules and regulations	10	(29.0%)
	Oreintation on how to enter registers and continuous assessment records	15	(43.0%)
	Breifing teachers on capitation grands	3	(09.0%)
Delegation of Duties	Assign staff secretary to organize meetings	35	(100%)
	Assigning duties to teachers (health, culture, Sports, sanitation, form masters, welfare, Guidance & counseling, discipline, agriculture)	35	(100%)
	Teachers come on duty	35	(100%)
	Assign teachers to supervise pupils outings	35	(100%)
	Availability of a duty roaster	34	(97.0%)
	Assistant acts in the absence of head teacher	35	(100%)
	Attending meetings on behave of the head	35	(100%)
Motivation	End of term get together	22	(63.0%)
	Hard working teachers are given prizes	2	(06.0%)
	Hard working teachers are given cash awards	4	(11.0%)
	Commend teachers during staff meetings	35	(100%)
	Servising staff meetings	10	(29.0%)
	Tea breaks	5	(14.0%)
	No funds to organize anything meaningful	35	(100%)
	Verbal praises to hard working teachers	35	(100%)
	Queries to lazy teachers	35	(100%)
	Help teachers to solve personal challenges	4	(11.0%)
Professional Development	Attend workshops (HIV/AIDS, Science and technical workshops)	34	(97.0%)
	Educate teachers on lesson planning	25	(71.0%)
	No internal workshops	35	(100%)
	In service training	8	(23.0%)
	Encourage further studies	10	(29.0%)

Figure 1

Reliability Analysis - Scale (alpha) on Orientation Services

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Q3	27.4242	24.7519	.4778	.7725	.8343
Q4	27.7273	24.6420	.4539	.4355	.8359
Q5	28.1515	22.5701	.4071	.3461	.8480
Q6	27.6061	21.5587	.6444	.6372	.8128
Q7	28.3636	20.6761	.6301	.7017	.8148
Q8	28.1212	19.0473	.7748	.8221	.7920
Q9	27.8788	22.0473	.6190	.7541	.8164
Q10	27.8788	22.3598	.6410	.5893	.8148

Reliability Co efficients   8 items

Alpha = .8408   Standardized item alpha = .8427

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Figure 2
Reliability Analysis - Scale (alpha) on Delegation Duties

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Q18	29.1429	4.5966	.7112	.6335	.8236
Q19	29.1714	14.6756	.5570	.4622	.8392
Q20	29.2286	14.7697	.5865	.4241	.8357
Q21	29.5429	14.3731	.5546	.3810	.8402
Q22	29.6286	14.7697	.4700	.2513	.8515
Q23	30.0000	14.2941	.5022	.3279	.8492
Q24	29.2857	14.4454	.7830	.7172	.8173
Q25	29.2000	14.4000	.7053	.7429	.8230

Reliability Co efficients   8 items
Alpha = .8526   Standardized item alpha =   .8641

Figure 3
Reliability Analysis - Scale (alpha) on Motivation of Teachers

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Q37	32.2424	29.2519	.5719	.5447	.8374
Q38	31.8182	28.9034	6858	.7638	.8274
Q39	31.4242	34.5019	.1600	.5205	.8673
Q40	31.6970	28.5303	.7667	7254	.8208
Q41	31.9091	28.5852	.5434	.6913	.8411
Q42	32.6667	24.6042	.7374	.6855	.8193
Q43	32.6667	26.9792	.6928	.6343	.8239
Q44	31.9697	29.5928	.5496	.6516	.8396
Q45	31.6061	31.1212	.4482	.6439	.8487

Reliability Co efficients   9 items
Alpha = .8527   Standardized item alpha =   .8465

Figure 4
Reliability Analysis - Scale (alpha) on Professional Development of Teachers

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Q47	0.4857	8.6689	.6276	.4499	.6708
Q48	20.1714	9.2639	.4567	.2950	.7268
Q49	20.0571	8.6437	.6248	.5417	.6715
Q50	20.1143	8.5748	.5494	.5071	.6978
Q51	19.2000	12.2235	.2414	.3714	.7645
Q52	19.4000	11.2471	.4868	4776	.7262

Reliability Co efficients   6 items
Alpha = .7496   Standardized item alpha =   .7529

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