

An Examination of Factors That Impede Teachers' Performance in The Senior High Schools of Cape Coast Metropolis of the Central Region of Ghana

Daniel Kweku Anhwere

Department of Arts and Social Sciences Education, University of Cape Coast, Ghana

E-mail: danhwere08@yahoo.com

Abstract

The purpose of the study was to examine the extent to which some situations impede teachers' performance in Senior High Schools in Cape Coast Metropolis in the Central Region of Ghana. Specifically, these were issues on how lack of motivation of teachers and inadequate teaching and learning materials in the schools affect teaching. The study employed the descriptive survey design and covered schools in the Cape Coast Metropolis, comprising 145 males and 80 female teachers. The main instrument used was the questionnaire. Data were analyzed using means and standard deviations. The study revealed that teachers' performances are impeded by poor conditions of service and lack of motivation besides irregular organization of in-service training programmes in the schools. Based on the findings, it was recommended that the government in collaboration with the Ghana Education Services (GES) should continue to provide adequate motivational packages for teachers and also organize regular workshops and training programmes such as research seminars for teachers.

Keywords: teachers, performance

1. Introduction

Teachers, like any other workers, join the teaching service with certain expectations. For example, to meet their basic physiological needs like accommodation, health, food, clothing, etc. The salaries and wages people receive help them satisfy these needs (Peretomode, 1992). As these basic needs are being met, more higher needs like job interest, status, recognition and working conditions set in (Heller, 1998), not excluding reasonable class size, satisfactory academic performance among students and a body of disciplined students. In addition, teachers also expect to meet positive teacher-parents-relationship, teacher-students relationship and teacher-head relationships and being involved in decision - making (Opare, 1999).

The teacher occupies a central and vital position in any educational system, whose effort should not be underrated. As Drager (as cited in Ackom, 2004) put it "classroom teachers are the key to the quality of any educational system" (p.1). This means that without them the goals and objectives cannot be achieved. The fundamental activity that goes on in the curriculum of every school organization is the teaching and learning process. Teachers are those responsible for implementing the curriculum. In a paper presented at ISPA colloquium, Hanif (2010) added that, the quality of educational process and its product is unquestionably influenced by the teacher's job performance. The entire edifice of education is shaking if the performance of teachers is weak and ineffective. Therefore, effective job performance of teachers is a must for educational improvement, which is striving hard to bring about.

The quality of teachers is crucially important to an educational system. The output from the education system rests heavily upon the teacher, and what happens in the classroom is important. Coombe (1988) said "if teaching and learning are the beginning and end of the educational planning process then all matters that bear on the welfare, the development and effectiveness of the teacher must be of prime importance" (pp.1-2). The more teachers are affected by these variables the more their works are impeded. It is necessary to pay attention to these factors and try as much as possible to mitigate them to the barest minimum.

According to Farrell (as cited in Vibecke, Anne-Marie & Smith, 1999), the situation of teachers is deteriorating all over the world today, of which Ghana is no exception; the status of teachers is decreasing at the same time as the working conditions and conditions of service are getting worse. Support and supervision services are lacking and the facilities and resources of the classroom are usually at minimal levels, thereby, impeding on the performance of teachers at the long run. Teachers in many countries are underpaid compared to professionals in other sectors. According to Farrell (as cited in Vibecke, Anne-Marie, & Smith, 1999) teachers' salaries represent the single most costly item in the educational budget, generally accounting for between 65 and 95 percent of the educational budget in developing countries like Ghana.

Teachers are however, the most important factor in determining the quality of education that children receive. Teachers again, play various roles in managing learning situations, either as educator, facilitator, mediator, instructor or moderator (Mustafa & Othman, 2010). The teacher is also seen as the controller of education and teaching leadership in a classroom, thus a motivated and competent teacher will result in excellent teaching and

performance. As such, governments have a responsibility to ensure that teachers perform to the best of their abilities and knowledge. To do this, government must pay attention to a number of factors that impede or affect teachers' performance in their teaching profession.

From the foregoing, it could be deduced that the success of any educational programme in Ghana and the world at large greatly depends on the performance of our teachers at every level of the educational sector. This is in accordance with Hamalik's (2002) assertion that whatever the curriculum designed may be, it would not have seriousness and that seriousness would function if the teacher had high motivation and all the necessary teaching and learning resources provided him.

The debate about declining educational standards and quality has been on-going for decades. At the centre of the debate has been the issue of teacher performance (Nengwekhalu, 2008). But the blame for the decline in educational standards and quality of education in Ghana cannot be placed squarely on the shoulder of teachers alone, without looking at certain factors impeding on their performances. For the decline or the improvement of the standard and quality of education depends on the role placed by teachers, Parents and Teachers Associations (PTA's), learners, non-governmental organizations and the government and other stakeholders of education.

This, according to Nengwekhalu (2008), means to blame teachers alone misses the core problem which is at the root of the continuing decline in educational standards and quality of education in a country. To stem this tide will require a collaborative effort by all stakeholders of education, but more importantly, it will require the restructuring of how teachers are trained and availability of resources and some motivational packages available for them to help improve their performances.

Despite extensive research, discussion and debate on how to predict teacher success, assessment and attitude, teacher performance is considered complex and remains difficult to predict (Lavigna, 1992). Not surprisingly, little research has actually been conducted on the area of factors impeding teachers' performance, especially from the perspective of teachers. Very few studies have focused on teacher performance and the results are inconsistent and inclusive.

Teachers are still uncertain whether they can rely on some specific characteristics of performance (Lavigna, 1992). To better clarify the factors impeding on teachers' work performance is the necessary road to further promote the reform of higher education and improve human resource development of teachers. The main factors impeding teachers' work performance need to be found out and suitable administrative system and operational mechanism should be established (WANG-Gai, 2010). This is because the performance of students will depend on teachers' performance. Therefore, how to improve teacher's work performance is a major issue facing contemporary education theorists and practitioners.

Educational psychologists have, over the last half century or so, directed their attention to the study of factors affecting student performance and motivation. While teachers have not entirely been ignored, there has been little inquiry into factors affecting the performance of teachers that have not been systematically and theory – driven (Richardson & Helen, 2010).

It is therefore against this background and the interest of the researcher is to conduct a study on Senior High school teachers, particularly teachers in the Cape Coast Metropolis of the Central Region of Ghana, to examine the factors that impede job performance and find ways of improving their performances.

1.1 Research Questions

The study was guided by the following research questions:

1. To what extent does lack of motivation impede performance of teachers in the Senior High Schools of the Cape Coast Metropolis?
2. To what extent does inadequacy of teaching and learning materials impede teacher performance?

2. METHODOLOGY

2.1 Research Design

The descriptive survey design was used so that inferences could be made about some characteristics, attitudes or behaviour of the population. A descriptive study involves a planned collection of data over a large area for the purpose of making description (Oppenheim, 1992). Osuala (2005) noted that, "descriptive surveys are versatile and practical, especially to the researcher in that they identify present needs" (p.35).

Descriptive research involves collecting data in order to test hypothesis or answer questions concerning the current status of the subjects of the study and reports the way things are (Gay, 1996). Fraenkel and Wallen (2000) stated that, "obtaining answers from a large group of people to a set of carefully designed and administered question, lies at the heart of survey research" (p.17). It is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased samples who are asked to complete questionnaires (Frankael & Wallen, 2000). The descriptive design was chosen because it was one of the most appropriate designs which could me draw meaningful conclusions, as regards the factors impeding teachers' performance in the Senior High Schools of the Cape Coast Metropolis. However, the design has its own weakness as there is no way to

statistically analyse results because there is no manipulation of variables as in experimental designs (Shuttleworth, 2008). Again, Fraenkel and Wallen (2000) noted that there is the difficulty of ensuring that the questions to be answered using descriptive design are clear and not misleading because survey results can vary significantly depending on the exact wording of questions. It may also produce untrustworthy results because they delve into private matters that respondents may not be completely truthful about. Hence other research designs such as correlation or experimentation or quasi-experimentation design were not applicable.

2.2 Population

Polit and Hungler (1996) describe a population to mean the entire aggregation of cases that meet a designated set of criteria. Thus, whatever the basic unit, the population always comprises the entire aggregation of elements in which the research is interested. The population consisted of 585 teachers in the metropolis. These teachers were selected because of the role they play in the teaching and learning process. Teachers selected have taught for more than one year, handled the same subjects as taught in other schools. Teachers comprised both male and females.

2.3 Sample and Sampling Procedure

In all 230 teachers were selected for the study. The sample size was used selected based on Krejcie and Morgan's table for determining sample size (1970) which states that, if you have a population of say, 585, the appropriate sample size to use is 230. This was made up 148 and 82 teachers in the metropolis. The number of teachers selected from the schools was based on the proportion of teachers in that school in relation to the population and the sample size. It was computed by finding the ratio of the number of teachers in the various schools, multiplied by the sample size.

The purposive sampling method was used to select the teachers for the study. The sampling was done to ensure that teachers were given fair chance to participate in the study. The simple random sampling was used to select the respondents from each of the category. The table of random of random numbers was employed to ensure that each respondent had an equal and independent chance of being selected. I first identified and defined the universe (that is 585), secondly from the population, I determined the desired sample size which was 230, based on Krejcie's and Morgan's table for determining sample size. I then went on to the list and labelled all members of the universe consecutively (that is from 001-585). I again scanned manually the table at random and selected cases whose numbers came up with three digits, since the population has three digits (585) and scanned the table in a systematic way (horizontally). Those figures with three digits and above 585 were not considered. Cases selected were used to form the sample. I continued the process until the 230 sample size was obtained for the study.

2.4 Instrumentation

The research instrument used for the study was a structured questionnaire. It was used because of the educational background of the respondents, in this case teachers. The questionnaire was found to be convenient, suitable and easy to analyze and easy to respond to (Cohen, Manion & Morrison, 2007). It also requires subject who can articulate their thoughts well and sometimes put such thoughts into writing (Seifert & Hoffnung, 1991). I adopted the questionnaire because it is a much quicker means of collecting data from a large population sample. Sidhu (1984) says that a questionnaire is a form prepared and distributed to secure responses to certain questions. It is a systematic compilation of questions that are submitted to a sampling population from which information is desired. As to why I used questionnaire, it is advantageous whenever the sample size is large enough to make it uneconomical for reasons of time or funds to interview every subject in the study (Osuala, 2005).

McBurney (2007) gave two basic categories of questionnaires as closed ended and open ended questions. The questionnaire items were grouped into five sections with the first section dealing with the socio-demographic background information of the respondents and the rest of sections catering for each of the research questions. Apart from the socio-demographic background which was a mixture of open and closed ended questions the rest were A four- point Likert scale. The Likert scale, according to Copper and Schindler (2001), is a scaling technique where a large number of items that are statements of belief or intentions are generated.

2.5 Data Collection Procedure

Data collection of the instrument was done personally by the researcher, with the purpose of the study explained to the respondents and assuring them of their confidentiality. Two Hundred and Thirty questionnaires were given out. However, 225 questionnaires were retrieved, giving a 98.7% return rate.

2.6 Data Analysis

The data collected were checked, edited, coded and statistically analyzed with the descriptive statistics based on the research questions. The coding of the questionnaire on a four-point was from strongly agree to strongly disagree. Specifically, the data were analyzed using means and standard deviation. This was used to address the research questions and the distribution of responses. This was done with the use of computer software called Statistical Product for Service Solutions (SPSS). The data were analyzed based on the research questions.

3. Results and Discussion

This section indicates how data collected from respondents were analysed using means and standard deviations and the results presented for discussions. Out of a sample size of 230 teachers in the Cape Coast Metropolis, 155 representing 68.9% were male while 70(31.1%) were females. Regarding this, the inferences and discussions made here are more masculine in terms of perspective. This is not problematic since gender difference is not an important variable when looking at factors that impede teachers' performance. The first research question sought to find out the extent to which lack of motivation impeded on teachers' performance. The responses were however collapsed into two main categories as agree and disagree. This was because the responses were based on the four main scales of strongly disagree, disagree, strongly agree and agree. Based on an average mean cut-off point of 2.4 in all situations, values ranging from 1.9 and 2.4 were categorized as "disagree" while those that had means values above 2.5 categorized as "agree".

The standard deviation, however, shows the dispersion of values around the arithmetic mean. This means that the greater the dispersion, the larger the standard deviation in all situations. Table 1 shows the results of respondents.

Table 1: Means and Standard Deviations on the Extent to which Motivation Impeded Teachers' Performance

Statement	Mean	Standard Deviation
Inadequate audio visual materials for teaching does not affect my performance	2.60	0.49
Non-availability or inaccessibility of internet service in the school does not affect performance	2.32	0.47
My performance is not adversely affected by lack of textbooks	2.28	0.45
Inaccessibility of syllabus in the school does not affect my performance	2.27	0.45
The school not having a library does not affect my performance	2.23	0.42

From Table 1, the factors that teachers indicated as impeding their performance were "opportunities not provided for teachers in attending workshops organized by Ghana Education Service (GES)" ($M = 2.56$, $SD = 0.50$). Employee training provides opportunities to widen their knowledge and abilities for more effective team work and achieve individual development. This supports Jun, et al position (2006) that when workers receive self-development training the level of performance is higher than one who has no opportunity to attend the development any training programme.

Martensen & Gronholdt (2001) also supported the statement by saying that the development of individual competences through various training programmes, organized by organizations, has a positive influence on employee satisfaction and performance. Workshops seminars and in-service training programmes also help to correct their deficiencies and expand existing proficiencies which improves performance. With regards to the statement, "My current salary not commensurating with the job description", majority of the respondents agreed with the statement that their current salary does not commensurate with their job description ($M = 2.88$, $SD = 0.33$). The situation of teachers is deteriorating all over the world today, of which Ghana is no exception; the status of teachers is decreasing (Koomson, 2003). Farrell (as cited in Vibecke, Anne-Marie & Smith, 1991), supported the statement that teacher's salaries represent the single most costly item in the educational budget, generally accommodating between 65 and 95 percent the rewards of the educational budget. Individuals must believe that the rewards they are receiving are fair. This supports a study by Hodgettes and Altman (as cited in Peretomade, 1992) that when this happens, it results in people determining whether their salaries are commensurable with the work they are performing as compared to the salaries of others, performing the same task. Wages done by salaries must be equitable and commensurate with the work done by employees (Cole, 1990).

Most of the respondents disagreed with the statement that, "the headmaster/mistress does not involve me in decision making" ($M = 2.36$, $SD = 0.48$). Their response is inconsistent with Bacharach and Bamberg (as cited in Opare, 1994) that where schools do not provide administrative support, participation in decision making falling short of expectations, teachers become de-motivated leading to commitment and performance. Teacher performance is determined by the teacher's level of participation in decision making concerning the day-to-day activities of the school.

Judging from the results for teacher to perform effectively and efficiently, there should be some motivational packages available to them. This is in support of Heller (1998) that, individual teacher's level of motivation goes a long way in determining the level of morale, satisfaction and performance.

Table 2 presents the results on the extent to which the inadequacy of teaching and learning materials impeded teachers' performance.

Table 2: Means and Standard Deviation on the Extent to which Inadequacy of Teaching and Learning Materials affect Teachers' Performance

Statement	Mean	Standard Deviation
Inadequate audio visual materials for teaching does not affect my performance	2.60	0.49
Non availability or inaccessibility of internet service in the school does not affect my performance	2.32	0.47
My performance is not adversely affected by lack of textbooks	2.28	0.45
My performance is not adversely affected by the school not having a resource centre	2.26	0.44
The school not having a library does not affect my performance	2.23	0.42

Teaching and learning materials are devices used to supplement the written and or spoken word in transmission of knowledge attitudes and ideas to emphasize clarity or vitalize the instruction (Olaitan, 1984). They are the devices that help the teacher to accomplish his/her objectives during the teaching process, mere by helping to perform effectively.

Based on the mean cut-off- points, of 1.9-2.4 and 2.5 and above as “disagree” and “agree” respectively, results from Table 2 indicated most of the respondents disagreed with the statement that “My performance is not adversely affected by lack of textbooks, ($M=2.28$, $SD = 0.45$). This means that, respondent’s performances are being adversely affected by lack of textbooks. According to Bame (1991) inadequate supply of textbooks and equipment as a factor affecting teachers’ performance has received some comments.

Bame (1991) supported the statement by saying that, “... the whole machinery of the Ministry of Education is inefficient if textbooks are not made available on time so that teachers can plan ahead” (p.188). Mankoe (2010) in his study also supported Bame that teaching and learning in the classroom cannot progress without textbooks, asserted teaching materials and equipments Heyneman & Jamison’s (1980)’s study also revealed and supported it that teachers’ performance is affected by lack of textbook. The quality and availability of textbooks serve as indicators and powerful determinants for student achievement and teacher performance.

On the statements as “Non-availability or inaccessibility of internet service in the school” ($M = 2.32$, $SD = 0.47$); and “My performance is not adversely affected by the school not having a resource centre ($M 2.26$, $SD = 0.44$), the respondents disagreed with those statements while they also disagreed with the statement that “The school not having a library does not affect [my] performance” ($M 2.23$, $SD = 0.42$). The growth in technology and globalization and for learning like the use of computers, audio-visual materials, access to internet is very necessary in enhancing teachers’ performance (Bonsu 2008). This may mean that teaching and learning materials in the schools are not rarely available to teachers for effective performance.

5. Conclusions

Motivation is very important when it comes to teachers’ performance. Without motivation, teachers like other employees cannot perform effectively and efficiently. This supports Heller’s (1998) assertion that individual teacher’s level of motivation goes a long way to determine the level of morale, satisfaction and performance. McShane & Von Glinow (2000) also pointed out that happy and motivated workers are productive workers.

Teachers in one way or the other cannot perform well if they are not provided with adequate teaching and learning materials. The findings of the study appear to suggest that teachers need to be provided with enough teaching and learning materials. This supports Bame (1991) that the whole machinery of the Ministry of Education is ineffective if there are unavailable teaching and learning materials for both students and teachers. Heyneman & Jamison (1980) for instance observed that teachers’ performance is adversely affected by lack of textbooks. It is therefore recommended that the government should use part of the Ghana Education Trust Fund (GETFund) to ensure the availability of sustained motivational packages for teachers. The Ministry of Education, Youth and Sports (MOEYS) and the Ghana Education Service should collaborate with the various educational training institutions in the country to organize more workshops and training programmes for teachers to minimize their deficiencies and expand their proficiencies, since their view goes a long way in the implementation and designing of any curriculum and the effectiveness of educational reform in the country.

References

- Ackom, B. A. (2004). *Teacher motivation and retention: a comparative study of Suhum secondary technical in Eastern Region of Ghana*. Unpublished Masters thesis, University of Cape Coast, Cape Coast.
- Bame, K. N. (1991). *Teacher motivation and retention in Ghana*. Accra: Ghana University Press.
- Bonsu, F. K. (2008). *Factors influencing effective teaching and learning at Agogo Presbyterian teacher training college*. Unpublished masters thesis, University of Cape Coast, Cape Coast.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education* (6th ed.). New York: Routledge

- Taylor and Francis Group.
- Copper, D. C. & Schindler, P.S. (2001). *Business research methods* (7th ed.). New York: McGraw-Hill.
- Cole, G. A. (2002). *Management theory and practice*. (6th ed.) Cornwall: J.J International
- Coombe, T. (1988). *Integral planning for the staffing function in education*; paper presented at the workshop on the future of strategic education planning. Paris: IIEP.
- Fraenkel, J. R., & Wallen, N.E. (2000). *How to design and evaluate research in education* (2nd ed.). New York: McGraw Hill Inc.
- Gay, L. R. (1996). *Educational research: Competencies for analysis and application*. Upper Saddle River, NJ: Prentice Hall, Inc.
- Hamalik, O. (2002). *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem* Jakarta: PT Bumi Aksara.
- Hanif, R. (2010). *Role of self efficacy in teacher stress and job performance of women school teachers*. National Institute of Psychology, Quaid – I – Azam University, Islamabad.
- Heller, R. (1998). *Motivating people*. London: Darling Kindersley Limited.
- Heyneman, S., & Jamison, D. (1980). Student Learning in Uganda: Textbook Availability and Other Factors. *Comparative Educational Review*, **24**(2), 206-209.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, **30**(1) 607-610.
- Lavigna, R. T. (1992). Predicting job performance from background characteristics: More evidence from the public sector. *Public Personnel Management*, **92**, (21), p.347.
- Mankoe, J.O. (2010). The story plight of our public schools. *Ghana Journal of Education and Teaching*, **9**(12).
- Martensen, A., & Gronholdt, L. (2001). *Using employee satisfaction measurement to improve management*, **7**(8), 949-957.
- McBurney, D. H. (2007). *Research methods*. New York: Matrix Productions.
- Mschane, S. L., & Von Glinow, M.A. (2000). *Organizational behaviour*. Boston: Mc Graw-Hill Company Inc.
- Mustafa, M. N., & Othman, N. (2010). *The Effect of work motivation on Teachers work performance in Pekanbaru Senior High Schools*, Riau Province, Indonesia. *Sosiohumanika*, **3**(2), 259-272.
- Nengwekhalu, R. H. (2008). Reflections on improving teacher performance. *Africa Educational Review*, **5**(2), 338-350. Retrieved August 02, 2010, from <http://www.informaworld.com>.
- Opare, F. (1999). *Determinants of teachers' retention in the Brim South District of Ghana*. Unpublished postgraduate thesis, University of Cape Coast, Cape Coast.
- Osuola, E. C. (2005). *Introduction to research methodology*. Onitsha: African First Publishers.
- Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement*. New York: Pinter Publisher.
- Peretomode, V. F. (1992). *Educational administration. Applied Concepts and theoretical perspective for student and practitioners*. Lagos, Nigeria, Joja Educational Research and Publishers Ltd.
- Polit, D. E & Hungler, B.P. (1995) *nursing research: principles and methods* (5th ed.). Philadelphia: J.B. Lippincott Company.
- Sarantakos, S. (1997). *Social research* (2nd ed.). China: Palgrave Publishers Ltd.
- Seifert, K. L., & Hoffnung, J.R. (1994). *Child and adolescent development*. Boston: Houghton Mifflin Company.
- Shuttleworth, M. (2008). *Descriptive research design*. Retrieved on January 17th 2011 from experiment resources: <http://www.experimentresources.com/descriptive-research-design.html>
- Sidhu, K. S. (1984). *Methodology of research in education*. New Delhi: Sterlin Publishers Ltd
- WANG-Gai, F. (2010). An empirical Study of the Performance of University Teachers Based on Organisational Commitment, job stress, Mental health and Achievement motivation *Canadian Social Science* **6**(4), 127-140.

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** <http://www.iiste.org/journals/> The IISTE editorial team promises to review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Recent conferences: <http://www.iiste.org/conference/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

